

## Term Information

Effective Term Autumn 2022  
*Previous Value* Spring 2021

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

Add GE Citizenship theme designation to this course; remove designation in course description of being a team-taught course

### What is the rationale for the proposed change(s)?

This current course represents an advanced study of the focal theme of citizenship (please see attached GE Theme Courses file).

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We anticipate that adding this Theme will encourage greater enrollment. The course itself counts toward course requirements for majors in Religious Studies.

Further, the course is cross-listed with History, and History has agreed to the addition of the Citizenship Theme to this course.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

This course is cross-listed with History.

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Religious Studies  
Fiscal Unit/Academic Org Comparative Studies - D0518  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3680  
Course Title Religion and Law in Comparative Perspective  
Transcript Abbreviation Rel&Law Comp Persp  
Course Description Comparative, interdisciplinary approach to studying religion and law. Drawing on concrete cases, historical studies, and theoretical literature, the course explores how the relationship between religion and law has been configured differently in different liberal democracies, such as the U.S., France, and Israel, and what this might mean for contemporary debates.  
*Previous Value* Comparative, interdisciplinary approach to studying religion and law. Drawing on concrete cases, historical studies, and theoretical literature, the course explores how the relationship between religion and law has been configured differently in different liberal democracies, such as the U.S., France, and Israel, and what this might mean for contemporary debates. Team-taught w/ faculty in History.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Less than 50% at a distance

---

<i>Previous Value</i>	<i>Yes, 100% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

## **Prerequisites and Exclusions**

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for History 3680.
Electronically Enforced	No

## **Cross-Listings**

Cross-Listings	Cross-listed in History.
----------------	--------------------------

## **Subject/CIP Code**

Subject/CIP Code	38.0201
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors); Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

### ***Previous Value***

*Required for this unit's degrees, majors, and/or minors*

*General Education course:*

*Historical Study; Global Studies (International Issues successors)*

*The course is an elective (for this or other units) or is a service course for other units*

## **Course Details**

**Course goals or learning objectives/outcomes**

- To equip students with tools for thinking about the relationship between law and religion in contemporary politics, philosophy and culture.
- To help students analyze this relationship with recourse to a rich comparative framework that will place key ideas in the context of historical change and geographical diversity.
- To provide students with a sophisticated understanding of key concepts that will inform their approach to the course, including secularism, religious freedom, neutrality, toleration, separation of church and state, and nationalism.
- To prepare students for the responsibilities of citizenship by bringing the resources of the course to bear on contemporary controversies and debates in nuanced ways.

**Content Topic List**

- Religion
  - Law
  - Democracy
  - Freedom
  - Secularism
  - Christianity
  - Islam
  - Judaism
  - History
  - Politics
  - Pluralism
  - Courts
  - Schools
- No

**Sought Concurrence**

**Attachments**

- 3680 Syllabus - Citizenship Theme.pdf  
*(Syllabus. Owner: Arceno, Mark Anthony)*
- RS3680-CitizenshipTheme-SubmissionForm.pdf: Theme Submission Form  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*

**Comments**

- Mark Anthony, Could you please re-check off the current GE categories & send back up to us asap? The current/old GE categories need to remain attached to courses for a few years while students on the current GE are finishing up. (I cannot check off those boxes for you.) *(by Vankeerbergen,Bernadette Chantal on 10/06/2021 12:49 PM)*
- The course prior to this change course request has approval as a DL course. Regarding "Is any section of the course offered (check all that apply)," "Less than 50% at a distance" was selected to account for an in-person version of the course as an option for instructors. Ultimately, we would like for the course to remain as possible as an in-person / hybrid / DL course. Please do let us know if these needs to be indicated differently before final approvals of changes are made.

The prior version of this course was team-taught with History; this is no longer the case and also does not meet the 4-credit high impact requirements. The correct GE designation has been made in our revision, noting a 2021 GE Citizenship category. *(by Arceno,Mark Anthony on 07/20/2021 02:31 PM)*

- Apologies. We need to address changes before submitting. *(by Armstrong,Philip Alexander on 07/20/2021 02:06 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	05/04/2021 08:29 PM	Submitted for Approval
Approved	Armstrong,Philip Alexander	05/05/2021 11:24 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/17/2021 03:26 PM	College Approval
Submitted	Armstrong,Philip Alexander	07/19/2021 08:40 AM	Submitted for Approval
Revision Requested	Armstrong,Philip Alexander	07/20/2021 02:06 PM	Unit Approval
Submitted	Arceno,Mark Anthony	07/20/2021 02:31 PM	Submitted for Approval
Approved	Armstrong,Philip Alexander	07/20/2021 02:41 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/06/2021 12:43 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/06/2021 12:52 PM	ASCCAO Approval
Submitted	Arceno,Mark Anthony	10/06/2021 01:28 PM	Submitted for Approval
Pending Approval	Armstrong,Philip Alexander	10/06/2021 01:28 PM	Unit Approval

# SYLLABUS: HISTORY/RELIGIOUS STUDIES 3680 RELIGION AND LAW IN COMPARATIVE PERSPECTIVE

## Course overview

### Instructor

Instructor: Isaac Weiner

Preferred contact method: via email at [weiner.141@osu.edu](mailto:weiner.141@osu.edu)

Office hours: XXX

Office location: 433 Hagerty Hall

### Course description

At the end of its 2019-2020 term, the US Supreme Court decided several momentous cases related to religion. If the State creates a scholarship program to help students attend secular private schools, must it include religious schools, too? Can private corporations opt out of providing their employees with insurance coverage for contraception if they claim to have “religious or moral” objections? Can a business or workplace fire or refuse to hire someone who is gay? How about a Catholic school? And if the State requires restaurants, bars, and movie theaters to close because of COVID-19, can it shut down churches and houses of worship, too?

Cases like these dominate American news and politics. They raise critical questions about what religious freedom means in the US today, about religion’s proper place in American public life, and about how we understand what it means to be an American citizen. Yet as contentious as these conflicts are in the contemporary United States, they have been handled differently in other times and places.

In this course, we will examine the relationship between religion, law, and liberal rights across a variety of national contexts, including but not limited to the United States. By adopting a comparative, interdisciplinary approach, we will try to understand how and why different societies have adopted very different ways of dealing with these issues. We will focus our discussions on a concrete set of case studies, from which we can garner a broader set of theoretical insights about the relationship between religion and liberal democracy today. Assignments will offer you opportunities to cultivate your own public voice by drawing on the tools you learn in this class to reflect on the meaning(s) of citizenship for a just and diverse world.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- Compare and contrast the ways different modern nation states define and regulate religion
- Identify historical and social factors that account for some of these differences
- Apply theoretical insights about the intersection of religion and law to concrete case studies
- Assess what is or is not distinctive about the American way of regulating religion
- Engage in informed discussion and debate about contentious issues at the intersection of religion and public life

## GE Course Information

### GE Themes: General

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

**Expected Learning Outcomes:**

- 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

**Expected Learning Outcomes:**

- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and Challenging contexts.

### GE Themes: Citizenship for a Just and Diverse World

**Goal 1: Citizenship:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**Expected Learning Outcomes:**

- 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 1.2 Identify, reflect on, and apply the knowledge, skills, and dispositions for intercultural competence as a global citizen.

**Goal 2: Just and Diverse World:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially

constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

**Expected Learning Outcomes:**

2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structure of power, and/or advocacy for social change.

We meet the outcomes by:

- Reading case law and secondary sources that allow us to analyze particular historical and social factors that shaped the development of religious freedom and different notions of secular citizenship in different times and places
- Conducting cross-cultural comparative analysis, which will introduce us to a range of perspectives on how religious diversity relates to citizenship and justice
- Preparing ourselves for the responsibilities of global citizenship in a diverse and interconnected world by cultivating tools for thinking historically and comparatively about contemporary issues related to religion and law and through assignments that will invite us to bring insights learned in this course to bear on contemporary issues and case studies
- Engaging in difficult but civil conversations across our differences about the intersections of religion, law, and citizenship

## Course materials

### Required texts

There are no required texts to purchase for this course. All reading and viewing materials are available on Carmen.

## Grading and faculty response

### Grades

Assignment or category	Points
Attendance and Participation	10%
Weekly reflection posts	10%
Syllabus Quiz	5%

Two letters to the professor	10%
News Media Curation and Analysis	15%
Neighborhood Exploration and Reflection	15%
Final Project: Group Presentation	15%
Final Project: Analysis Paper	20%
Total	100%

See course schedule below for due dates

## Assignment information

*For every assignment except the syllabus quiz, detailed instructions and prompts are available on Carmen. The following is only a summary and does not include all requirements.*

*All formal writing assignments should be double-spaced, in 12-point Times New Roman font, with one-inch margins. For assignments where a word count rather than a page count is given, copy-paste your text into a Word document and use the word count tool. The word count is always the definitive requirement; page counts are an estimate.*

**Attendance and Participation:** Consistent attendance is essential to your success in this course. Class sessions will include lectures, interactive activities, and extensive discussion of the readings. You are expected to attend all scheduled classes and to come prepared for discussion. This includes completing all required readings prior to the start of class, bringing copies of them with you to class, and reflecting on any discussion questions posted to Carmen. You are entitled to **two** unexcused absences. Each additional unexcused absence will count against your attendance and participation points. **Value: 10% of your final grade.**

**Weekly reflection posts:** For ten weeks of the semester (essentially each week when there is not a larger assignment due), you will be asked to submit a 250-word reflection post, responding to a specific prompt or set of questions as indicated on the syllabus. Some weeks, I may offer you the option to complete this exercise as a video recording of a spoken reflection, rather than a written post. At the start of the semester, you will be assigned to a small discussion group. Each week, you will post your reflection to your small discussion group forum. I highly encourage you to read and engage directly the reflection posts submitted by the other students in your group. Weekly reflection posts are always due by midnight on Sunday night. **Value: 10% of final grade**

**Syllabus quiz:** A quiz on the syllabus during the first week of class. **Value: 5%**



**Two Letters to the Professor:** You will write one letter at the beginning of the semester and another at the end, each reflecting on your personal learning goals for the semester. Each letter should be single-spaced and at least 750 words. Please see detailed instructions on Carmen. **Value: 5% each. Due via Carmen dropbox.**

**News Media Curation and Analysis:** At the end of our unit on American religious freedom, you will be asked to assemble a collection of newspaper/online opinion pieces about any of the US Supreme Court's religion-related decisions from the spring 2020 term. Focusing your analysis on two or three pieces that adopt different perspectives or "sides" on the Court's decisions, you will be asked to unpack the different kinds of assumptions each piece advances about the meaning—and limits—of religious freedom today. **Value: 15%. Due via Carmen dropbox.**

**Neighborhood Exploration and Reflection:** At the end of our unit on public space and state neutrality, you will be asked to identify and explore a neighborhood of your choice and take an inventory of any religious and/or civic symbols that you find. In writing, you will be asked to reflect on what these symbols and/or monuments reveal about the space(s) you explored and about the meaning and limits of state neutrality. **Value: 15%. Due via Carmen dropbox.**

**Final Project- Group Presentation:** The final project offers you an opportunity to apply what you learned in this class by closely analyzing a selected case study. This assignment has two parts. For the first part, you will work with other students to analyze your selected case study and present it to the class. Your goal will be to use the case study to teach us about the complex relationship between religion and law in the modern world and about the contested meanings of citizenship for a just and diverse world. **Value: 15%. Due in class.**

**Final Project – Analysis Paper:** For the second part of your final project, you will write a 4-5 page analysis paper about the case study that was the subject of your group's presentation, drawing on your group's discussions and collaborative work. Final papers will be written individually, not as a group effort. **Value: 20 %. Due via Carmen dropbox.**

## Late assignments

No late work will be accepted without my consent (this consent will only be given in the rarest emergencies; see attendance policy). Make sure you are keeping up with your weekly reflection posts because doing it retroactively will not count. Schedule yourself to complete your other assignments well in advance when you can, save your work frequently and in multiple locations, know where the nearest accessible backup computer and internet access is in case of technical problems, do whatever you need to do to ensure that assignments will be handed in on time because, except in those personally-debilitating-car-accident type of situations, late work will not be accepted. I recommend you write assignments, especially your reflection posts, in a separate document or copy them before you attempt to post so you have them if the post fails to go through. While it may sometimes happen, I can't accept "Carmen ate my homework"

excuses for late assignments. Plan for things not to work perfectly. Keep backup copies of everything.

## Grading scale

It is your responsibility to keep up with your grades and grade expectations for the course. The best way to calculate your grade is to track what is available in the Carmen gradebook, then estimate how you think you're doing on the remaining assignments multiplied by the percent value for the assignment.

93–100: A	73–76.9: C
90–92.9: A-	70 –72.9: C-
87–89.9: B+	67 –69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

## Late Policy/Extensions

Reflection papers will **not** be accepted late without documented excusal. In the event that you have to miss another writing assignment deadline for any reason (personal, health-related, family-related, etc.), it is your responsibility to request an extension as soon as possible and to provide appropriate documentation (e.g. a doctor's note). **You must make your request by email on or before the day of the deadline.** Otherwise, late submissions will be penalized **5% per day**.

Your success in this class matters to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; [www.ccs.osu.edu](http://www.ccs.osu.edu)) for assistance, support, and advocacy. This service is free and confidential.

## Technology policy

The evidence increasingly suggests that most students produce better work and receive higher grades when taking notes by hand rather than using a laptop, and that sitting near students using laptops and other electronic devices has a negative effect on your grades *even if you are not using such devices yourself*. For these reasons, I strongly encourage everyone to consider leaving laptops packed away. If you do wish to use your laptop in class, I ask you to sit in the back row. **However, cell phones and other electronic devices are never permitted in class unless directed by me.**

Email is the best way that I have to communicate with you outside of class. Even if email is not your usual mode of communication, please make sure that you check it every day in case I need to get in touch with you. Similarly, please make sure to check Carmen frequently so that you are aware of announcements about the course.

## Other course policies

### Academic integrity policy

#### Policies for this online course

- **General policy:** Plagiarism is the unauthorized use of the words or ideas of another person, misrepresenting someone else's work as your own with or without their knowledge, quoting or paraphrasing without citing the original source, or providing work for someone else to use as their own. Plagiarism is absolutely not permitted in any assignment or venue used in this course: papers, multimedia productions, discussion posts, your digital presence in live discussions, etc. It is a serious academic offense that will result in a report to the Committee on Academic Misconduct and potentially career-altering consequences. The University's policies on plagiarism are described in detail in your student policies handbook. Please read this information carefully, and remember that at no point should words or ideas that are not your own be represented as such.
- **Written assignments:** In formal assignments, you should follow either MLA or Chicago style to cite the ideas and words of your research sources. Comprehensive information on MLA citation can be found here: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html). Comprehensive information on Chicago citation can be found here: [https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmos\\_formatting\\_and\\_style\\_guide/chicago\\_manual\\_of\\_style\\_17th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html). You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work. The Writing Center is a great resource for proofreading and advice on improving your writing; distance appointments are available. See Resources section of this syllabus.
- **Reusing past work:** You are prohibited from turning in work from a past class to your current class, even if you modify it. This is plagiarism. If you want to build on past work or revisit a topic from previous courses, please discuss the situation with me.
- **Collaboration:** The course includes opportunities for formal and informal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or major assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time. There are lots of ways to seek support for your work without crossing a

boundary into cheating; you just need to be careful to know and abide by that boundary.

### **Ohio State's academic integrity policy**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### **Copyright disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Accessibility accommodations for students with disabilities**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

### **Resources for Success and Well-Being**

My primary goal in this course is to facilitate student learning and success. I have no wish to inadvertently penalize students who are making a good-faith effort to engage with the course and produce high-quality work through diligent and responsible planning. I know some things are just out of your control. If, due to personal circumstances or academic scheduling issues (e.g., three things due the same day), you anticipate or find yourself struggling with the course policies or timing, please be in touch with me *as soon as possible*. We can make a plan for

ensuring you can meet course requirements. Whenever possible, reach out to me about this early rather than the day something is due or after.

College is hard for many, and for many different reasons. It is often made more difficult for people struggling with physical or mental illness, food insecurity, being the victim of a crime, or an overload of school, work, and family responsibilities. **Struggling is not a character flaw. There is no shame in asking for help if you need it.** Below are listed OSU and OSU-area resources that can help you be successful and well personally and academically. I understand that many of you are not near campus right now. Please use this guide as a starting point to consider what might be available to you if Columbus-area resources are not within reach for you right now.

**Academic well-being:** There are many resources available at OSU for students who would like academic support, including the Office of Academic Advising, Student Services, the Writing Center, Dennis Learning Center, and other services. If you find yourself in circumstances that pose a serious challenge to your ability to keep up academically (e.g. ongoing family crisis, chronic illness, hospitalization, financial crisis, or being a victim of violence), Student Advocacy is available to help you manage the situation.

- Academic Advising: <http://advising.osu.edu/welcome.shtml>
- Student Services: <http://ssc.osu.edu>
- Writing Center: <http://cstw.osu.edu>
- Dennis Learning Center: <http://dennislearningcenter.osu.edu>
- Student Advocacy: <http://advocacy.osu.edu>

**Personal well-being:** OSU also has resources to help with emotional and bodily health. Counseling and Consultation Services (<http://ccs.osu.edu>, 614-292-5766), located in the Younkin Center on Neil Avenue and in Lincoln Tower, provides mental health care, referrals, counseling groups, wellness workshops, and substance abuse resources. They can help with feeling down, anxiety, difficulty concentrating, lack of motivation, interpersonal relationship problems, and substance abuse. CCS has an after-hours crisis line that can be reached at their main number, 614-292-5766 (ext. 2) outside of office hours. During work days, emergency consultations are also available. Outside resources include the **National Suicide Prevention Hotline (1-800-273-TALK)** and the **Crisis Text Line**, which can help you talk through any kind of crisis, including self-harm, domestic abuse, depression, sexual assault, family and friend problems, substance abuse, grief, and other situations (**text START to 741-741**).

Healthcare is available for all students at the Wilce Student Health Center on campus and accepts many insurance plans; it is mostly free for those on OSU student health insurance. If you are ill, they can give you an absence excuse as well as treatment. Same-day weekday appointments are available. After hours and on weekends, there are OSU urgent care facilities near campus that accept insurance; see <https://shs.osu.edu/emergencies/after-hours-care/>.

Increasing numbers of students are finding themselves without adequate food. The Buckeye Food Alliance (<https://www.buckeyefoodalliance.org>, 614-285-4067) runs a free food pantry for OSU students in Lincoln Tower, Suite 150, that is open four days a week.

Sexual assault crisis services are available to people of all genders and orientations through the local SARNCO hotline (614-267-7020) and area hospitals. Ongoing support is available through Counseling and Consultation and Wilce Student Health. OSU Hospital, CCS, and SARNCO are confidential. You can also find support and ways to report sexual assault or harassment through the University's Title IX office (<http://titleix.osu.edu>), which does not guarantee confidentiality. Be aware that many other OSU academic and coaching staff are mandatory reporters (required to convey reports of assault to the University) and also cannot guarantee confidentiality. (To be clear, I absolutely will help you get assistance, but you have a right to be aware of OSU's reporting policies.) Choose the support system that is right for you. Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.

***Please do not hesitate to reach out if you are struggling and need help finding assistance.***

This course is anti-racist. The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. If you experience something in the course that does not uphold this standard, please reach out and start a dialogue about what can be done.

## Course schedule (tentative)

Week	Topics, Readings, Assignments, Deadlines
1	<p><b>Unit One: Introductions</b>            Introductions, Opening Case Study</p> <ul style="list-style-type: none"> <li>• <i>Read:</i> readings on COVID-19, church closings, and religious freedom</li> <li>• <i>Complete:</i> syllabus quiz</li> <li>• <b>DUE:</b> Write a 250-word <b>reflection post</b> about the Supreme Court's decision in <i>South Bay United Pentecostal Church v Gavin Newsom</i>. What are the key issues or questions this case raised for you? Who are the key stakeholders in this conflict, and what are their different interests? How do you think religious freedom ought to be</li> </ul>

	<p>weighed against public health? Are churches, synagogues, and mosques like restaurants and bars? Are they more like museums and concert halls? Or are they fundamentally different from these “secular” spaces? Does it make a difference that many churches, synagogues, and mosques argued that they <i>should</i> be closed right now? And what did you make of the lack of religious freedom protests in Canada?</p> <ul style="list-style-type: none"> <li>• <b><u>DUE</u>: Letter #1 to Professor</b></li> </ul>
2	<p><b>Unit One: Introductions</b> Defining Secularism</p> <ul style="list-style-type: none"> <li>• <u>Read</u>: Agrama, “Sovereign Power and Secular Indeterminacy”</li> <li>• <u>Activity</u>: Interview someone near you and ask them what they think of when they hear the word “Secular” or “Secularism.” What do they think are the defining characteristics of a “secular government”? Take a few minutes to teach them what you learned about how Agrama defines “secularism.”</li> <li>• <b><u>DUE</u></b>: Write a 250-word <b>reflection post</b> that describes your interviewee’s answer and connects their response to the Agrama reading. In what ways were they similar or different? Did anything about their response or about Agrama’s definition surprise you? What questions did they raise for you?</li> </ul>
3	<p><b>Unit Two: Religious Freedom: The US Case</b> Historical Background</p> <ul style="list-style-type: none"> <li>• <u>Read</u>: <i>Reynolds v. US</i> (1879)</li> <li>• <u>Listen</u>: “What is Religious Freedom?” (MindPop podcast, episode 30)</li> <li>• <b><u>DUE</u></b>: Write a 250-word <b>reflection post</b> that responds to the Thomas Nast cartoon posted to Carmen. What do you learn from it about American religious freedom—and its limits—in the 19<sup>th</sup> century? How does this relate to this week’s reading and listening assignments?</li> </ul>
4	<p><b>Unit Two: Religious Freedom: The US Case</b> Defining Religion</p> <ul style="list-style-type: none"> <li>• <u>Read</u>: <i>Ballard v US</i> (1944); Imhoff, “The Supreme Court’s Faith in Belief”</li> <li>• <b><u>DUE</u></b>: Write a 250-word <b>reflection post</b> about <i>personal sincerity</i> as the standard for assessing the legitimacy of religious freedom claims. Should courts draw a line between <i>sincerity</i> and <i>truth</i>? What is attractive about this distinction? What are its conceptual limits? Whose sincerity is most likely to be presumed, and whose most likely to be questioned? What do you think any of this might have to do with race?</li> </ul>
5	<p><b>Unit Two: Religious Freedom: The US Case</b> Disestablishment and Schools</p> <ul style="list-style-type: none"> <li>• <u>Read</u>: excerpts from <i>Espinoza v. Montana</i> (2020)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>DUE: News Media Curation and Analysis Exercise</b> (see additional guidelines on Carmen)</li> </ul>
6	<p><b>Unit Three: Secularism, Space, and State Neutrality</b> France: headscarves and <i>laïcité</i></p> <ul style="list-style-type: none"> <li>• <u>Watch</u>: videos on <i>laïcité</i> and the headscarf controversy</li> <li>• <u>Listen</u>: The Daily podcast (<a href="https://www.nytimes.com/2021/02/12/podcasts/the-daily/france-secularism-laicite-samuel-paty.html">https://www.nytimes.com/2021/02/12/podcasts/the-daily/france-secularism-laicite-samuel-paty.html</a>)</li> <li>• <u>Activity</u>: Explore news items about facemask requirements during COVID-19 pandemic.</li> <li>• <b>Due</b>: Write a 250-word <b>reflection post</b> that connects the readings about facemasks to this week’s material about headscarves. How are the issues raised in these controversies similar or different? How are facemasks like or not like headscarves or burqas? Do facemasks raise similar issues about religious freedom? What do these controversies tell us about the meaning and limits of state secularism and neutrality in France—and in the US?</li> </ul>
7	<p><b>Unit Three: Secularism, Space, and State Neutrality</b> Italy: crosses in the public schools</p> <ul style="list-style-type: none"> <li>• <u>Read</u>: Zucca, “<i>Lautsi: A Commentary</i>”</li> <li>• <u>Activity</u>: Explore news items about the removal of Confederate symbols and statues and other historical monuments.</li> <li>• <b>DUE</b>: Write a 250-word <b>reflection post</b> on how debates about Confederate symbols and other historical monuments are or are not similar to the issues raised in <i>Lautsi</i>. What do they say about questions of belonging; i.e. who is thought to belong or not belong in particular spaces? What do they say about history? What do they teach us about the meaning of secularism and neutrality in the US and Italy? What do they teach us about American and Italian identity?</li> </ul>
8	<p><b>Unit Three: Secularism, Space, and State Neutrality</b> Indigenous Sovereignty and Sacred Space</p> <ul style="list-style-type: none"> <li>• <u>Read</u>: Deloria, “Sacred Places and Moral Responsibility”; excerpts from <i>Lyng v Northwest Indian Cemetery</i></li> <li>• <u>Activity</u>: Explore news items about contemporary disputes (e.g. Mauna Kea, NoDAPL, etc.)</li> <li>• <b>DUE: Neighborhood Exploration and Reflection</b> (see detailed guidelines on Carmen)</li> </ul>
9	<p><b>Unit Four: Legal Pluralism and Communal Autonomy</b> Israel: Marriage and the State</p> <ul style="list-style-type: none"> <li>• <u>Watch</u>: A conversation w/ Prof. Alexander Kaye about marriage and the state in Israel (video)</li> <li>• <u>Activity</u>: Explore material about same-sex marriage in the US</li> </ul>



	<ul style="list-style-type: none"> <li>• <b><u>DUE:</u></b> In a 250-word <b>reflection post</b>, consider how you might defend Israel’s system of religious communal control over personal law from the perspective of secular democracy. How might you criticize it? How does the system address or not address the interests of different groups, such as religious leaders, secular people, women, LGBTQ, interfaith couples, etc.?</li> </ul>
10	<p><b>Unit Four: Legal Pluralism and Communal Autonomy</b> Malaysia: Conversion and the State</p> <ul style="list-style-type: none"> <li>• <b><u>Read:</u></b> Moustafa, “The Politics of Religious Freedom in Malaysia”</li> <li>• <b><u>Activity:</u></b> Interview someone near you and ask them what they think someone has to do to convert or change religions. Does it matter which religion they are leaving or joining? Is conversion a purely personal decision, or does it affect others? Should there be any limits on someone’s right to change religions? Why or why not? Take a few minutes to teach them what you learned from this week’s readings about how these issues are managed in Malaysia.</li> <li>• <b><u>DUE:</u></b> Write a 250-word <b>reflection post</b> that describes your interviewee’s answer and connects their response to the Moustafa reading. Did anything about their response or about what you learned about Malaysia surprise you? Did you find any similarities or common themes? What questions did your conversation raise or clarify for you?</li> </ul>
11	<p><b>Unit Four: Legal Pluralism and Communal Autonomy</b> England: Religious Membership and State Education</p> <ul style="list-style-type: none"> <li>• <b><u>Read:</u></b> Rubens, “Something Has Gone Wrong”</li> <li>• <b><u>Activity:</u></b> Look at new JFS admissions policy; look online for admissions policies of religious schools in central Ohio.</li> <li>• <b><u>DUE:</u></b> In 250 words, write a <b>reflection post</b> in which you make a case for why religiously affiliated private schools should or should not be allowed to discriminate on the basis of religion. By what criteria ought they determine religious membership or identity? How did the JFS case help you understand why this question is so complicated? Would your answer change if I asked you if such schools should be allowed to discriminate on the basis of race or sex? Why or why not?</li> </ul>
12	<p><b>Unit Five: Conclusions</b> Group Projects, Pt 1</p> <ul style="list-style-type: none"> <li>• <b><u>Activity:</u></b> Work in groups on final projects</li> </ul>
13	<p><b>Unit Five: Conclusions</b> Group Projects, Pt 2</p> <ul style="list-style-type: none"> <li>• <b><u>Activity:</u></b> Present group projects in class</li> </ul>

14	<p><b>Unit Five: Conclusions</b></p> <p>Wrap-Up</p> <ul style="list-style-type: none"><li>• <i>Complete:</i> SEIs and course evaluations</li><li>• <i>DUE:</i> In 250 words, write a <b>reflection post</b> in which you respond to two of your classmates' presentations. What did you learn from them? How did the issues they raise relate to the issues you explored in your group's presentation? What did you learn from them about citizenship for a just and diverse world?</li><li>• <i>DUE: Letter #2 to Professor</i></li></ul>
----	--

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

**GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.**

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)