INTL 350 Cross Regional Studies / RELS 298 Special Topics

RELIGION AND LAW IN THE GLOBAL CONTEXT

College of Charleston
Fall 2014

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Office Location: International Studies, 9 Glebe Street, 3rd floor

COURSE DESCRIPTION

This course invites students to consider the relationship between religion and law in a variety of contexts. The goal of this course is not to decide how “religion” and “law” should interact; instead, we will instead ask questions about how certain understandings of or definitions of religion inform debates over the limits of religious practice, the dangers of religious identity, and the necessity of non-religious government.

This course is divided into two major sections. In the first, we’ll ask what impact European history has had on contemporary debates over religion and law. As we trace these historical accounts, we will examine how understandings of toleration, religious minorities, and state secularism develop out of these European debates.

In our second section of the course we’ll exam a series of contemporary controversies regarding the relationship between toleration, religion, and state law. These controversies include debates over religious minorities in France, national versus religious identity in Turkey, and religious tolerance in the United States.

General Education Student Learning Outcomes. This course meets the following General Education requirements for Humanities:

1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be demonstrated and assessed in Take-Home Exam #2.

International Studies Major Requirements. This course meets the International Studies requirement for a Cross Regional Course.
PROCEDURE

This class consists of class discussions and lecture. You are expected to be present in class, to participate in discussions, and to take careful notes during the entirety of class.

No computers or other electronic equipment will be allowed during this class.

I am available for conference outside of class. I am generally in my office from 4:30-5:30 on Tuesdays and Thursdays as well as 3:00-5:00pm on Wednesdays. Please see OAKS for details about scheduling appointments for one of these times.

COURSE OBJECTIVES

1) Critical reading skills. You will strengthen reading skills, including analyzing academic writing and interpreting primary sources.

2) Formal writing skills. You will practice formal academic writing; that is, crafting an argument and supporting that argument through primary and secondary sources. You will also learn to summarize information succinctly and to synthesize information from separate sources into a coherent and sustained argument.

3) Introduction to debates over religion and state law. You will become acquainted with major debates in the academic study of religion and law, including questions of toleration and religious violence.

4) Public thinking and debate. You will develop the ability to hold civil and intellectually-grounded debate and to offer judgments on major issues in contemporary political life.

COURSE REQUIREMENTS

Grades for the course will be calculated as follows:

- 30% Daily Reading Notes Assignment
- 10% Participation
- 15% In-Class Exam
- 10% Take-Home Exam #1
- 15% Take-Home Exam #2
- 20% Take-Home Exam #3

Attendance Policy

Students must be present in class. More than three absences will lead to automatic failure of the course. I strongly suggest you save these absences for illnesses and emergencies.
Daily Reading Notes Assignment

- **Due Dates Marked on OAKS.** All Reading Notes are due by midnight prior to class. They must be submitted electronically. Late Reading Notes will not receive credit.

Prior to class on Tuesday August 26th each student will be assigned to one of two groups: Group A or Group B. The members of each group are responsible for Reading Notes on designated class days (see OAKS).

This assignment is worth 30% of your course grade. **Please Note:** There are twelve Reading Notes assignments designated for each group – you have a free pass for TWO assignments. This means that ten assignments will factor into your final grade. **Each Reading Note Assignment is worth 1/3 of a letter grade – the difference between a D+ and a C-, a B+ and an A-.**

These assignments will help focus your thinking concerning the readings and help set the agenda for our classroom discussions. I will provide a specific worksheet for each day’s assignment. Follow the directions on that sheet carefully – the assignment will shift slightly from day-to-day.

Finally, make sure to bring your written response to class each day, so that you will be able to refer to them during class. Consistently forgetting to bring these to class will count against your class participation grade.

Over the course of this semester, though this assignment you will develop three skill sets: (1) critical reading; (2) effective note-taking; and (3) the succinct distillation of complex arguments and materials into your own written words. These are critical skill sets for both your college career and your future “real world” jobs.

I do not expect that you will have a 100% grasp on the readings 100% of the time; I do, however, expect that your written responses will demonstrate careful reading of and a thorough engagement with the assigned texts.

The structure is an outline (12 pt font, SINGLE spaced). At the top of the page, you must include a full header (name and date) and a full bibliographic listing of the work in question - e.g.: Sullivan, Winnifred F. 2009. “We Are All Religious Now. Again.” *Social Research* 76 (4): 1181–1198. Within your notes themselves, please use parenthetical citations for this assignment, so as to save space - e.g.: (Sullivan 2009, 1188). See the link on the first reading notes worksheet for assistance with citation. Your citation system should be in either MLA, Chicago (author-date). Pick one and stick to it.
Reading notes will be graded on a scale from 1-5:

5 (A) - proofread and includes excellent engagement with the reading, thoughtful evaluation, and citations (page numbers) throughout.

4 (B) - a few grammatical or mechanical errors and may be missing a citation. It still includes an excellent engagement with the reading and thoughtful evaluation.

3 (C) - a few grammatical or mechanical errors and lacks a few citations and has an inadequate engagement and evaluation or has numerous errors and lacks citation combined with a fine engagement with the reading and thoughtful evaluation.

2 (D) - numerous grammatical and mechanical errors, lacks citations, and includes an inadequate engagement with and evaluation of the reading.

1 (F) - incomplete. Effort was not made to address each of the reading questions.

Participation

Classroom lectures and discussions are a central component of this course. You are responsible for arriving in class prepared to ask and answer questions concerning the assigned readings. I will often call on students by name in order to foster conversation.

Participation is worth 10% of your course grade. You earn points towards your participation grade by asking informed questions and demonstrating your knowledge of the readings.

Participation grading rubric:

0 – You did not attend class.

1 (F) You used unapproved technology during class. You responded to a text, were distracted online, etc.

2 (D) You demonstrated that you had not completed or spent sufficient time on the day’s readings.

3 (C) You attempted to participate in the discussion, but you did not have the day’s reading in hand.

4 (B) You demonstrated that you completed the reading assignments and contributed to the class discussion.

5 (A) You demonstrated that you had completed the reading assignments and contributed to the class discussion. You not only responded when called on, but also asked
thoughtful questions of your own about the readings.

In-Class Exam

- **Tuesday September 9th**

This exam will draw from **readings, discussions, and lectures**.

It will consist of multiple choice, fill in the blank, and short answer questions.

This exam is worth 15% of your course grade.

Take-Home Exams

- **Due on Friday, October 17th; Monday, November 3rd; Thursday, December 4th**.

Each take-home exam will consist of a formal essay of approximately 1500 words (about 5 pages). You will have approximately 10 days to complete each of these assignments.

I will provide an assignment sheet detailing the requirements and expectations for each exam.

The weight of each exam increases over the course of the semester. I have weighted the exams in this way so that any improvements you make in analysis and writing over the semester will positively impact your course grade. Take-Home Exam #1 is worth 10% of your final grade; Take-Home Exam #2 is worth 15% of your final grade; Take-Home Exam #3 is worth 20% of your final grade.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100 (4.0)</td>
</tr>
<tr>
<td>A</td>
<td>93-96 (4.0)</td>
</tr>
<tr>
<td>A-</td>
<td>90-92 (3.7)</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 (3.3)</td>
</tr>
<tr>
<td>B</td>
<td>83-86 (3.0)</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 (2.7)</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 (2.3)</td>
</tr>
<tr>
<td>C</td>
<td>73-76 (2.0)</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 (1.7)</td>
</tr>
<tr>
<td>D+</td>
<td>67-69 (1.3)</td>
</tr>
<tr>
<td>D</td>
<td>63-66 (1.0)</td>
</tr>
<tr>
<td>D-</td>
<td>60-62 (0.7)</td>
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<tr>
<td>F</td>
<td>below 60</td>
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Academic

This course has a zero-tolerance policy towards academic dishonesty, including plagiarism, taking credit for another’s work, and cheating in any way. **A student found cheating will automatically fail the course.** In addition, CoFC policy requires me to report such a student to the Dean of Students. A student found responsible of academic dishonesty by the Dean’s office will receive an **XF** on the student’s transcript, indicating failure of the course due to academic dishonesty.
ACCOMODATIONS

If you have a disability that qualifies you for academic accommodation, you must provide me with a letter from the Center for Disability Services at the beginning of the semester. It is your responsibility to schedule accommodations for in-class exams through the Center for Disability Services. I strongly recommend you do that during the first week of class. According to CoFC policy, if you wait until the week of the exam you forfeit your claim to accommodation. For more information on the SNAP program, see: http://disabilityservices.cofc.edu/

REQUIRED TEXTS

(1) John Bowen, Why the French Don’t Like Headscarves. You must purchase the version available at the campus bookstore. Electronic versions will not be accepted.

(2) Orhan Pamuk, Snow. – You must purchase the version available at the campus bookstore. Electronic versions will not be accepted.

(3) Additional readings will be posted on OAKS. It is your responsibility to print these and have them in hand during each class. Printing these readings is not optional - please take these costs into account.

THE SCHEDULE OF COURSE READINGS AND ASSIGNMENTS IS ON OAKS.

INTRODUCTIONS

• Tuesday, August 19th

  Topic: Introductions


UNIT I: HISTORICAL FOUNDATIONS IN RELIGION AND LAW

• Thursday, August 21st

  Topic: What Does It Mean To Be A Modern Secular State?

  Reading: Church of England, “An Exhortation Concerning Good Order, and Obedience to Rulers and Magistrates” [1547]

  Notes: ALL Students Responsible for Reading Notes

• Tuesday, August 26th
Topic: What Does It Mean To Be A Modern Secular State?

Reading: Casanova, *Public Religions in the Modern World* (selection)

Notes: Group A

- Thursday, August 28th

  Topic: What Does It Mean To Be A Modern Secular State?


  Notes: Group B

- Tuesday, September 2nd

  Topic: What Does It Mean To Be A Modern Secular State?

  Reading: Spirits of the State (film) – available streaming through the library.

  Notes: Group A

- Thursday, September 4th

  Topic: Is Tolerance a Secular Virtue?

  Reading: John Locke, A Letter Concerning Toleration [1689], pp.11-34

  Notes: Group B

- TUESDAY, SEPTEMBER 9TH

  Topic: Is Tolerance a Secular Virtue?


  Notes: Group A

- Thursday, September 11th

  Topic: Is Tolerance a Secular Virtue?

Notes: Group B

- **Tuesday, September 16**
  - **Topic:** In-Class Exam
  - **Reading:** None. STUDY.
  - **Notes:** None.

**UNIT II: Contemporary Controversies I – French Laicite**

- **Thursday, September 18**
  - **Topic:** The History of Laicite
  - **Reading:** Bowen, *Why the French Don’t Like Headscarves*, pp.1-33
  - **Notes:** Group A

- **Tuesday, September 23**
  - **Topic:** Regulating Islam
  - **Reading:** Bowen, *Why the French Don’t Like Headscarves*, pp. 34-62
  - **Notes:** Group B

- **Thursday, September 25**
  - **Topic:** Scarves and Schools
  - **Reading:** Bowen, *Why the French Don’t Like Headscarves*, pp.63-97
  - **Notes:** Group A

- **Tuesday, September 30**
  - **Topic:** Moving Toward a Law
  - **Reading:** Bowen, *Why the French Don’t Like Headscarves*, pp.98-127
  - **Notes:** Group B

- **Thursday, October 2**
Topic: Islamism


Notes: Group A

- **Tuesday, October 7th**

  Topic: Sexism

  Reading: Bowen, *Why the French Don’t Like Headscarves*, pp.208-240

  Notes: Group B

- **Thursday, October 9th**

  Topic: TBA

  Reading: TBA

UNIT III: Contemporary Controversies II: Secularism in Turkey

- **Tuesday, October 14th**

  Topic: Complicating Women and Religious Violence

  Reading: Pamuk, *Snow*, pp. 3-79

  Notes: Group A

- **Thursday, October 16th**

  Topic: Secularity vs. Religiosity

  Reading: Pamuk, *Snow*, pp.80-152

  Notes: Group B

- **Tuesday, October 21st**

  Topic: Making Martyrs

  Reading: Pamuk, *Snow*, pp. 153-237

  Notes: Group A

- **Thursday, October 23rd**
UNIT IV: Contemporary Controversies III – Religious Freedom and Tolerance in the United States

- **Tuesday, October 28th**
  - **Topic:** Performing State Secularism
  - **Reading:** Pamuk, *Snow*, pp. 305-374
  - **Notes:** Group A

- **Thursday, October 30th**
  - **Topic:** Pre-Empting Religious Violence
  - **Reading:** Pamuk, *Snow*, pp. 375-428
  - **Notes:** Group B

- **Tuesday, November 4th**
  - Election Day – No Class.

- **Thursday, November 6th**
  - **Topic:** Religious Pluralism in the U.S.
  - **Reading:** Hamilton, *God vs. The Gavel* (selection)
  - **Notes:** Group A

- **Tuesday, November 11th**
  - **Topic:** Is the U.S. a secular state?
  - **Reading:** Sullivan, *The Impossibility of Religious Freedom* (selection)
  - **Notes:** Group B

- **Thursday, November 13th**
**Topic:** Tolerance and Civilization

**Reading:** Brown, “Tolerance in the Age of Identity and Empire” OR Mahmood, “Secularism, Hermeneutics, and Empire”

**Notes:** Group A

- **Tuesday, November 18th**
  
  **Topic:** What now?
  
  **Reading:** Mary-Jane Rubenstein, “Thinking Other-Wise,” SSRC; TBA
  
  **Notes:** Group B

- **Thursday, November 20th**
  
  Class Cancelled. Professor at annual American Academy of Religion meeting.

- **Tuesday, November 25th**
  
  Class Cancelled. Professor at annual American Academy of Religion meeting.