

Political Science 3090

Religion and American Politics: CRN 32163

Brad Lockerbie

Classroom and Time of Class

D-205 Brewster Building

11:00-12:15 Tuesday and Thursday

Office Hours

Office hours are designated times for students to ask questions or seek clarification. No appointment is required during posted hours. Meetings outside of office hours require advance scheduling via email.

A-103 Brewster Building

Office phone: 252-328-1066

Office email: lockerbieb@ecu.edu

Tuesday 12:45-1:45 and 3:15-4:15

Wednesday 10:00-12:00

Thursday 12:45-1:45

and by appointment

Course Description

This course concerns two of the three things (find the third later in the syllabus) that we are taught never to discuss in polite company: religion and politics. We will examine the role of various religious traditions with each other and their interactions with the government. We will look at both historical questions and contemporary questions. What did the framers want? Did they get what they wanted? What were their beliefs? Did their beliefs influence the decisions they made? How do the various religious groups influence the political world today? How do religious attitudes influence political attitudes and behaviors today? Does group affiliation condition these influences?

Learning Objectives

- Sketch the history of religious-political interaction in the United States.
- Describe the general contours of American religious diversity.
- Explain the roles religious affiliation and religiosity play in mass-level American politics.
- Describe how religion affects American jurisprudence.
- Explain when and why various religious groups have/have not had political influence.
- Offer a detailed empirical assessment of how religion and American politics intersect.
- Render informed normative judgments about whether religion and politics ought to intersect.

This course engages diverse scholarly perspectives to develop critical thinking, analysis, and debate. Inclusion of a reading does not imply endorsement.

Readings

Fowler, Robert Booth, Alan D. Hertzke, Laura R. Olson, and Kevin R. Den Dulk. 2019. *Religion and Politics in America: Faith, Culture, and Strategic Choices*, 6th edition. Boulder, CO: Westview Press.

Posted Readings

Howe, Amy. 2022. Conservative justices seem poised to side with web designer who opposes same-sex marriage.

Chemerinsky, Erwin. 2022. Op-Ed: does the 1st Amendment protect a right to Discriminate? Los Angeles Times.

Perry, Sarah Parshall. 2022. Claims of Free Speech anti-Gay Discrimination in Website Designer's Case Clash at Supreme Court.

Posted Videos

Video "God in America" 2010. Six-part series. Available at <http://www.pbs.org/godinamerica/view>

Assignments

Item	Date	Percentage of Grade
Quizzes	Unannounced	20%
Exam 1	February 12	20%
Exam 2	March 17	20%
Exam 3	May 6 11:00 - 1:30	20%
Final Project	April 23	20%

Grading System

93–100 A
90–92 A-
88–89 B+
83–87 B
80–82 B-
78–79 C+
73–77 C
70–72 C-
68–69 D+
63–67 D
60–62 D-
Below 60 F

Canvas displays raw scores only and does not calculate final grades according to course rules.

Late assignments are not accepted except in case of dire emergency.

Final Project

Stage	Due Date	%
Hypothesis	February 3	10
Introduction to paper	March 3	30
Revised Intro and analysis	April 3	40
Revised analysis + conclusion	April 23	20

Rubric for paper

This paper develops and tests a political science hypothesis using quantitative analysis. The final paper should be 10–12 pages and use APSA citation format with at least 15 scholarly sources.

Revision is a core component of the assignment. You are expected to respond thoughtfully to instructor feedback at each stage.

Section 1: Hypothesis (10%)

- Clearly states a testable hypothesis
- Identifies at least one independent variable and one dependent variable
- Explains the expected relationship

Section 2: Introduction & Literature Review (30%)

- Explains the logic and structure of the paper
- Accurately summarizes relevant literature
- Identifies how the paper contributes to existing research (e.g., extension, update, or refinement)
- Justifies the hypothesis
- Writing is clear, organized, and professional
- Identifies data source(s)
- Clearly describes variables and any recoding

Section 3: Revised Introduction & Quantitative Analysis (40%)

- Revised introduction reflects instructor feedback
- Tests the empirical relationship between IV(s) and DV
- Correctly interprets results and explains their substantive meaning

Section 4: Conclusion & Final Revisions (20%)

- Summarizes findings accurately
- Connects results back to the hypothesis and literature
- Discusses implications and limitations
- Demonstrates careful revision of earlier components

Writing & Citation Standards

- Minimum of 15 scholarly sources
- APSA citation format required
- Clear organization, grammar, and professional tone expected
- Significant deviation from page length expectations will result in a penalty

Quizzes

Quizzes will be given in class and are unannounced. Quizzes may occur at the beginning, middle, or end of class.

There will be multiple quizzes over the semester. Your highest 75% of quiz scores will count toward your final quiz average. Missed quizzes receive a zero. These zeros count toward the portion of quizzes that are dropped; once that portion is exhausted, additional missed quizzes lower your grade.

Students who miss class regularly will exhaust their dropped quizzes quickly and should not expect exceptions.

Examinations

There will be three examinations (two midterms and a final) over the course of the term. All exams are taken in class at the scheduled time. All listed readings are testable. Lectures may include material not in the textbook. These examinations will consist of short/medium answer and identification items.

The final exam is mandatory. If the final exam score is higher than your lowest midterm exam score, it will replace **one—and only one**—of the three midterm exam scores. If the final exam score is not higher than any midterm exam score, no replacement occurs.

The final exam can replace only one exam score and has no effect on the other exams.

Students should not assume the final exam will improve their grade.

Course Outline

January 13 **Historial Legacy**
..... Chapter 1
..... Video 1 “God in America”
January 20 **Theories of Religion and Politics**
..... Chapter 2
..... Video 2 “God in America”
..... Video 3 “God in America”
January 27 **Religion in America - Christianity**
..... Chapter 3
..... Video 4 “God in America”
..... Video 5 “God in America”
February 3 **Religion in America - Expressions of Religious Pluralism**
..... Chapter 4
..... Video 6 “God in America”
Febraury 10 **Latino and African American Politics**
..... Chapter 5
Febraury 17 **Sex and Politics**
..... Chapter 6
February 24 **Public Opinion and Political Behavior**
..... Chapter 7
March 19 **Organized Interest Groups**
..... Chapter 8
March 24 **Political and Cultural Elites**
..... Chapter 9
March 31 **Civil Society and Political Culture**
..... Chapter 10
April 7 **Religion and the State**
..... Chapter 11
..... Chapter 12
April 14 **Political Action and Policy**
..... Howe
..... Chemerinsky
..... Perry
April 21 **Conclusion and Review**

Academic Integrity

Portions of the following policy language are provided by the university.

The standard plagiarism and academic integrity rules apply, i.e. all the materials you submit in paper or online must be the results of your own individual work. Any signs of plagiarism

will be taken very seriously. The university code of academic integrity will be strictly enforced in this course. According to the East Carolina University Honor Code, violations of academic integrity include the following:

Cheating. Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.

Plagiarism. Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's own original work. DO NOT submit someone else's homework.

Falsification. Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.

Attempts. Attempting any act that if completed would constitute an academic integrity violation as defined herein.

For more information about university policies concerning academic integrity, please visit the web at Academic Integrity. If you violate the Honor Code you will be reported to the Academic Integrity Board for disciplinary action. The penalties for violating the university code of academic integrity range from having assigned an F for that assignment to more stringent measures such as failure, assigned grade of XF on the transcript, in the course and/or expulsion from the university.

Class Attendance and Student Responsibility

This is a face-to-face course. Regular attendance is essential for success. Students are responsible for all material presented in lectures, discussions, assigned readings, and posted materials, whether or not they are present in class.

Exams and quizzes may include material not found directly in the textbook.

Artificial Intelligence

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools, such as ChatGPT or Claude) on assignments in this course if that use is properly documented and credited. Students should cite according to the APSA style guide.

If a tool is used in an assignment, students must also include a brief (2-3 sentences) description of how they used the tool, in addition to citing the use of any tool used.

ChatGPT, Gemini, and similar tools, may also be used in preparation for the exams. It cannot be used during quizzes or exams.

If an artificial intelligence tool is used in crafting your paper, make certain that you are not using it to write the paper. Copying the prose from Gemini is the same as copying a published work. It is plagiarism.

Students with Disabilities

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must be registered with the Department for Disability Support Services located in Mendenhall 109, 252-737-1016. Accommodation Information & Processes: <https://accessibility.ecu.edu/students/dss-guidelines/>.

Campus Emergencies and and Severe Weather

In case of campus wide emergencies, you may obtain information about changes in the University class schedule by calling 252-328-0062. Please continue to check on Canvas for updates.

General Education Social Sciences Competency

Courses in the Social Sciences introduce students to the study of the psychological, social and cultural dimensions of individuals and groups. Students learn to seek knowledge for its own sake as well as for its application. Courses provide students with the knowledge necessary to solve problems in the Social Sciences and in scholarly fields that apply the methods used in the Social Sciences. They introduce students to the theoretical, analytical, and methodological techniques and perspectives of Social Sciences that advance the understanding of individual and group behavior. Scholarly study in the Social Sciences provides students with the foundation for understanding real world problems necessary for meaningful participation in society. Courses in the Social Sciences develop the intellectual abilities, knowledge and skills that students need to become broadly informed, to participate in interdisciplinary scholarship, and to be successful in their professional specialization.

General Education Program Student Learning Outcomes for Social Sciences

Students who have completed the General Education Social Sciences requirements can:

SO 1: Apply discipline specific knowledge in the social sciences to explain the key factors that shape social institutions, structures, and processes that shape human behavior and social interaction.

SO 2: Explain how cultural and historical contexts influence individual behavior, society or culture.

SO 3: Apply discipline specific theories and modes of inquiry in the social sciences to analyze social contemporary behavioral or cultural issues.

Continuity of Instruction

If Canvas is not available, please submit your assignments via ECU email. I will ask you to resubmit it via Canvas once Canvas is operational, to maintain a repository of all coursework. Also, if Canvas is unavailable, I will communicate with you via ECU email.

Class Decorum

I expect all students to exhibit a high level of courtesy toward each other. Please arrive on time and stay for the entire class. Minor adjustments to the schedule or content may occur; grading policies will not change.