M.P.S. in Legislative Affairs
First Summer Semester
May 22th – June 29th

Religion and Politics
LGAF 6240.LH [CRN 21474]
3.00 Credits

Monday/Wednesday
Hall of States

BASIC INFORMATION AND RESOURCES

Instructor: Rev. Prof. Quadricos Bernard Driskell, Morehouse College (BA); Harvard University (M.T.S.); The George Washington University (M.P.S, Legislative Affairs, PACs & Political Management)

Contact Information
Email Address: qbd@gwu.edu

Communication
I am available via email or phone, though it’s best to reach me via email. I will respond within 24 hours. Also note, I am available before/after class, but only by appointment.

THE COURSE

Legislative Affairs Program Objectives
Upon completion of the Master’s degree in Legislative Affairs, students will:
1. Gain both theoretical and practical knowledge related to the U.S. Congress, general issues in the legislative arena, and how to effectively advance legislation;
2. Hone their oral and written communication skills in both theoretical and technical aspects of legislative affairs;
3. Be able to conduct cutting-edge research and engage in effective problem solving by learning critical thinking skills;
4. Learn how to work effectively with others, the value of collaborative work, and will understand ethical issues involved in the legislative arena.

Course Description and Overview
This course will give an overview of the influence of religion in American politics. America’s ongoing debates about religion in public life and politics—whether about gay marriage, the religious makeup of the SCOTUS, Black Lives Matter Movement, the Mormonism of Mitt Romney, the role of political Islam post-9/11, or Religious Right activism, to name just a few—have caused millions to realize that religion may well be the most powerful, yet least understood, force of our times.

“Religion,” as defined in the course, refers not only to formal theological creeds but also to the societal beliefs, organizations, and subcultures associated with various religious communities. The principal aim of the course is to understand how religion affects politics (and vice versa) rather than to explore the moral questions raised by the interaction of these two forces. Several topics will be addressed that look at this understanding in different ways. The guiding assumption of the course is
that the theoretical and practical issues – religious and political questions are best studied in relation to one another. The course will survey historical, constitutional, philosophical, theological and practical issues in relation between democratic polity and religious belief and practice; this includes the ideas that influenced the founders on this topic, the religious freedom clauses of the 1st Amendment and related court cases, the role of religion in US political history, public policies related to religion, and how religion influences political behavior with particular attention paid to certain religious groups.

By the end of this course you are expected to be able to thoughtfully analyze issues regarding religion and politics and be able to cogently express this analysis through written and verbal communication.

But more importantly, students will be able to answer three of the most powerful, even daunting, of those questions. The first is this: whatever your beliefs (or non-beliefs), how should you assess and respond to the political and policy claims of religiously-based groups or issues? The second is: how together might we conceive of, and organize, political and public life in ways that allow for their vibrant and tolerant debate? The third is perhaps the greatest challenge: whether you believe in God (or in humanly-transcendent forces that exercise moral claims, however defined) or not, how can you live and act in public life/politics in concert with your beliefs?

Course Learning Objectives

1. Describe and analyze the historical, constitutional, philosophical, theological and practical issues in relation between democratic polity and religious belief and practice that formed religious liberty.
2. Explore and identify roles of civil religion and how it shaped the country and how such subcultures are mobilized on behalf of political ends.
3. Examine the claims of how Americans’ decision-making stems from belief and prove the validity or invalidity of the religious motif of American culture
4. Analyze the intersection of race, gender and other religious minorities and how religion among select groups of people and how they shape voting and political behavior.
5. Explore the role of religion in American culture and, ultimately, in political sources of identities and norms for behavior.

Course Requirements

Politics is a dialogical enterprise, meaning that most of the work completed in politics occurs in dialogue and interacting with others. As students engaging in the study of applied policy, you are expected to come to class to discuss assigned texts and engage in class discussions on a regular basis. Participation is a measure of the (voluntarily) contributions students make to the classroom discussions.

Please keep in mind that participation is not the same as attendance. Please also keep in mind that there is a difference between productive and unproductive contributions of which the latter is strongly discouraged. It is an important aspect of my teaching philosophy to create a learning space that welcomes all voices. Therefore, the class will not end without each student contributing something to the discussion. This is a very important aspect of class participation.

A Note on Classroom Etiquette: Since we will discuss sensitive and often controversial topics; to create a healthy and productive environment conducive to proper class discussion students
are asked to do the following: (1) think through the thought before you voice the thought, this does not mean that you are prohibited from asking “stupid” questions but that you should tailor your contributions in a way that prevents people from becoming easily offended; (2) be respectful to all views shared by others--this class should be a safe environment for students to express their ideas openly, even if they oppose majority opinions; (3) be a sensitive speaker – students should not interrupt other students nor should they personally attack students.

Reading Summaries and Evaluations
You will be required to hand-in TWO two-page (single-spaced) critical assessments of the course readings. In these two-pagers, you should answer three questions, first, very briefly synthesize and summarize the main point, position, or argument of the material. Second, offer your analysis and evaluation of the readings. How, if any, does it relate to you? Do you agree or disagree with the author’s thoughts? Why or Why not? What impact does it have regarding politics and religion now or in the future? Third, how do the readings support the course objective, and what do they mean for society in understating the intersection of religion and politics? Fourth, what do you recommend for the future, should we read them, or is there something else that would be better? Other voices, authors/scholars outside of course readings on this issue are welcomed and encouraged as a comparative analysis. For this assignment, you should either analyze all readings, etc. in one section or you analyze, compare and contrast a one reading in one section with another. An analysis on one reading is not sufficient. These TWO two-pagers can either be done at any time during the course; before the 28th. Please note: Style: 12pt. Times New Roman; single spaced; Chicago/Turabian format; • References: academic references (e.g., Wikipedia and similar sources do not count) • Analysis: Thorough, graduate-level comparative analysis of the issue.

Paper 1: Political-Religious Narrative (3-5 pages)
What are your political-religious experiences (past and/or present)? How has your religious experiences influenced your political views? Or how has your politics influenced your religion or views on religion in politics, public policy or public life? I want you to reflect on how that influence has taken place in your own life and/or how it ought to take form in the legislative process and/or public life, if at all? There is no right or wrong answer here nor will you be judged on your religion or a lack thereof, but rather on your thoughtful, reflective analysis. But you must be reflective and analytical. Though this assignment is short, it needs to show some evidence that you have spent some time reflecting on this question through the readings, class discussion, etc. This is due June 21, 2017.

Paper 2: Political-Religious Engagement Project (5-15 pages)
This assignment can take shape in several ways. Below are suggestions; I am open to other ideas. Prior approval is required.
- Write a speech on the intersection of religion and politics and how it should or should not play in public life
- A policy memorandum to a Member of Congress on how to engage religion and politics regarding any of the topics discussed in the course (same-sex marriage; race and religion; how to engage a religious community, etc.)
- A messaging campaign memorandum on how to get a candidate to speak to the issues of religion and politics, how to engage religious communities
- A case-study on an advocacy organization engaged in this intersection providing a policy recommendation to improve their efforts. (This should also include an interview with organization’s leaders)
• Lobbying strategy memorandum
• Opening statement or testimony on the subject before Congress
• Ethnographic research in a religious-political event. You are to fully document your experience – with a full critical assessment of thoughts, feelings, recommendations, etc. You can either attend a religious-political event, forums during the semester. These events can be either at a church service, temple, a forum, event, rally, etc. Look for political and religious cues being presented during the experience. Discuss your observations and your reflections. Ideally, I would like to know what event, forum, or service you are attending beforehand. Be sure you are describing and analyzing the full range of political-religious cues that we will be learning and that you reflect broadly on what you have learned from this experience. If there are any questions or concerns, please do let me know. **Ideas for paper are due on June 12th; Papers are due on June 28th.**

**Course Grading**

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<thead>
<tr>
<th>Grade*</th>
<th>Grading Standard</th>
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<tr>
<td>A 94-100</td>
<td>Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.</td>
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<tr>
<td>A- 90-93</td>
<td>Represents solid work with minor errors. Overall, excellent work.</td>
</tr>
<tr>
<td>B+ 87-89</td>
<td>Very good. Represents well-written material, research, and presentation, but needs some minor work.</td>
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<tr>
<td>B 83-86</td>
<td>Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as unacceptable.</td>
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<tr>
<td>B- 80-82</td>
<td>You’ve completed the assignment, but you are not meeting all of the requirements.</td>
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<tr>
<td>C+ 77-79</td>
<td>Needs improvement in content and in effort. Shows some motivation and concern.</td>
</tr>
<tr>
<td>C 73-76</td>
<td>Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.</td>
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<tr>
<td>C- 70-72 (lowest grade to pass)</td>
<td>Poor performance. Major errors, too many misspellings, problems with accuracy, etc.</td>
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<tr>
<td>F Below 70</td>
<td>Unacceptable performance, or inability to submit the assignment.</td>
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Required Text and Learning Materials
Bill Bishop, *The Big Sort* 2008

**Supplemental Reading:**
J. Matthew Wilson, Ed, *From Pews to Polling Places* 2007 *(Reading should be on blackboard)*

**Additional Reading/Current Events:**
In addition to the text, you will be required to maintain a knowledge and understanding of current religious-politico issues and events. There will be articles emailed to the class which will be discussed in the class. I encourage you to also email articles to the class about religion and politics. This is an essential part of the course that should be taken seriously. In addition to reading the newspaper, you will benefit from following other sources of religious-political news while taking this course. Some of the better sources that I recommend are:

- Family Research Council, [http://www.frc.org/newsroom](http://www.frc.org/newsroom) *(Conservative oriented)*

**Other Resources:**
The Pluralism Project: Follows stories related to its mission: "to help Americans engage with the realities of religious diversity through research, outreach, and the active dissemination of resources."
Course Sessions (May 22- June 29) (Readings are listed each week and are expected to be read before each class):

Before class Tuesday, test yourself in five minutes by taking the quiz here bring result to class: [http://www.pewforum.org/quiz/u-s-religious-knowledge]

Watch Video: https://www.youtube.com/watch?v=U-YQXRrNo70

May 22: Session 1: Religion, Politics and Democracy in Historical Perspective
Religion and Politics in the United States, Chapters 1 & 2
Getting Religion, Introduction and Chapter 2

May 24: Session 2: Religion in the Courts and the Separation of Church and State
Religion and Politics in the United States, Chapter 4

“Here are the key excerpts on religious liberty from the Supreme Court’s decision on gay marriage” https://www.washingtonpost.com/news/acts-of-faith/wp/2015/06/26/here-are-the-key-excerpts-on-religious-liberty-from-the-supreme-courts-decision-on-gay-marriage/

Secondary Reading: http://www.hobbylobbycase.com

“Neil Gorsuch’s own faith is a poor predictor of how he would judge religious issues” http://religionnews.com/2017/03/22/neil-gorsuchs-own-faith-is-a-poor-predictor-of-how-he-would-judge-religious-issues/

May 31: Session 3: Religion and American Political Culture
Religion and Politics in United States, Chapters 3, 6 and 7
The Big Sort
The Righteous Mind, Chapters 7, 10, & 11
Getting Religion, Chapters 2 & 13

June 5: Session 4: Religion, Politics, and Political Behavior
Religion and Politics in the United States, Chapter 5
Getting Religion, Chapters 4, 5, 6 and 7
The Righteous Mind, Chapters 8, 12 and conclusion
Jones and Cox, “Religion and the Tea Party”

Listen: “Politics, Tragedy And Religion In The Public Sphere”

“Survey: Evangelical leaders really don’t want to endorse politicians”
http://religionnews.com/2017/03/30/survey-evangelical-leaders-really-dont-want-to-endorse-politicians/

June 7: Session 5: Religion and the American Presidency
Read: http://www.pbs.org/godinamerica/god-in-the-white-house/

Watch: Harvard Professor David Gergen’s Religion in Public Life (American Presidency)

Watch: Obama Delivers Eulogy in Charleston

“Obama’s Grace”
http://www.theatlantic.com/politics/archive/2015/06/grace/397064/

“Highlights of Obama Administration’s Church-State Record”
http://bjconline.org/highlights-of-obama-administrations-church-state-record-011820171/

https://www.whitehouse.gov/sites/default/files/microsites/ofbnp-council-final-report.pdf


Chaves and Wineberg, “Did Faith-Based Initiatives Change Congregations?”

* Religion & Politics: Coverage on President Donald Trump*

“New data suggest Clinton, not Trump, won Catholic vote”

“White evangelicals, Catholics and Mormons carried Trump”
“How Trump won with evangelicals — and won big”

“Donald Trump and the Transformation of White Evangelicals”
http://time.com/4577752/donald-trump-transformation-white-evangelicals/?xid=homepage

“Trump Administration’s Faith-Based Posts Remain Unfilled”
https://bjconline.org/white-house-faith-based-posts-remain-unfilled-040317/

“How fights over Trump have led evangelicals to leave their churches”

**June 12: Session 6: Religion, Politics, and Race**

*Religion and Politics in United States, Chapter 10*

*From Pews to Polling, “From Liberation to Mutual Fund: Political Consequences of Differing Conception of Christ in the American Church”* (Blackboard)

Watch and Listen to President Obama’s a “More Perfect Union”
https://www.youtube.com/watch?v=pWe7wTVbLUU


In First Month, Views of Trump Are Already Strongly Felt, Deeply Polarized
http://www.people-press.org/2017/02/16/4-attitudes-toward-increasing-diversity-in-the-u-s/

“How Black Lives Matter to evangelicals?”

“South Carolina Church Bridges Racial Gap, but Not Political Divide”

Watch: “America’s Original Sin”
http://www.pbs.org/wnet/religionandethics/2016/01/29/january-29-2016-americas-original-sin/28859/
AND
http://www.pbs.org/wnet/religionandethics/video/page/2/#28906

How nostalgia for white Christian America drove so many Americans to vote for Trump

“How Trump’s Race War”
Secondary Reading: Martin Luther King, “A Letter from a Birmingham Jail”

Ideas on Paper 2 are due; submit a brief paragraph

June 14: Session 7: The Politics of Religious Groups
Religion and Politics in America, Chapters 8 and 9
Getting Religion, Chapters 3, 9 (pgs 255-268), 10 and 12
From Pews to Polling Places: “Dry Kindling: A Political Profile of American Mormons” (Blackboard)
Secondary Reading: “The Mormon Tabernacle Choir and Donald Trump: What can we learn?”

June 19: Session 8: Religion, Politics, Women, and Gay Rights
Religion and Politics in America, Chapter 11
Getting Religion, Chapter 8
“Is There Room for a 'Southern Point of View' on Gay Marriage?”

“The next wave of trans bathroom bills will be even worse: Inside Virginia’s nightmare anti-LGBT legislation”

“Religions Freedom Next Issue: Gay Marriage”

Watch: “Evangelical Southern Baptist Leader on LGBTQ Acceptance”

Watch: “Matthew Vines on God and the Gay Christian”
http://www.pbs.org/wnet/religionandethics/2015/04/24/matthew-vines-god-gay-christian/25857/

June 21: Session 10: Other Religions, Politics, and the American Political Landscape
“The Future of World Religions: Population Growth Projections”
www.pewforum.org/2015/04/02/religious-projections-2010-2050/

“Majorities of Americans concerned about violence against Jews, Muslims”

*The Buddhist Political Community*
“A political awakening for Buddhists? 125 U.S. Buddhist leaders to meet at the White House.”

“100 Buddhist teachers publish unprecedented ‘Call to Action’ in response to US political situation”
*The Hindu Political Community*
“Indian families in Minnesota are on edge after U.S. attacks”

“Hindu American Foundation Slams USCIRF over India Report”

*The Muslim Political Community*
http://hds.harvard.edu/news/2016/02/03/obama-islam-and-american-religious-landscape

Bernard Lewis, “The Revolt of Islam”

Pew, “Muslim Americans,” pgs. 1- 75

Zain Abdullah, “A Muslim’s Search for Meaning”
http://bulletin.hds.harvard.edu/articles/winterspring2014/a-muslims-search-for-meaning

“US Muslims and Jews strengthen bonds amid acts of bigotry”

“Is Donald Trump’s executive order a ‘Muslim ban’?”

**Paper 1 is due**

*Religion and Politics in the United States, Chapter 12*
*Getting Religion, Epilogue*

“Secular, but Feeling a Call to Divinity School” (The Nones)

“Trump vows to let churches engage in politics”

“Inflammatory pastor preached to Trump before inauguration”

“The Evangelicalism of Old White Men Is Dead”
“Is the Religious Left Emerging as a Political Force? No”
http://religiondispatches.org/is-the-religious-left-emerging-as-a-political-force-no/?utm_source=Religion%20Dispatches%20Newsletter&utm_campaign=fd9fe7a47e-RD_Weekly_Newsletter&utm_medium=email&utm_term=0_742d86f519-fd9fe7a47e-42447905

“Faith and Politics in the Age of Trump”

June 28: Final Session; Paper 2 Due. Evaluations  Possible Guest Speaker

Tentative Course Calendar*
*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Final Note
You are in a graduate seminar, and I expect graduate students to have mastered research skills, and argumentative writing already. Much of what you learn in graduate school, and in this course, will depend on you. I expect you to take an active part in the class, using your personal experiences and interests to contribute to our discussions. I also expect you to be able to make strong cases for your recommendations in all written work for class, and to be able to do it clearly, with correct reference to the experts. Finally, I expect all course work to be submitted on time.

Blackboard Site
A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at https://blackboard.gwu.edu. Support for Blackboard is available at 202-994-4948 or helpdesk.gwu.edu.

Academic Integrity
All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the
community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at [http://studentconduct.gwu.edu/code-academic-integrity](http://studentconduct.gwu.edu/code-academic-integrity).

**Support for Students with Disabilities**
GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at [www.gwu.edu/~dss](http://www.gwu.edu/~dss).

**In the Event of an Emergency or Crisis during Class**
If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet at Union Station in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University’s operating status: [http://www.campusadvisories.gwu.edu/](http://www.campusadvisories.gwu.edu/).

**Course Evaluation**
At the end of the semester, students will be given the opportunity to evaluate the course through GW’s online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:
Dr. Steven Billet
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