Religion(s) and American Public Schools

Boston College • TH492 / ED402
Spring 2012, Tuesdays 4-7pm

Professor Erik Owens
Boisi Center for Religion and American Public Life;
Department of Theology and Program in International Studies

Office hours: Thursdays 10am-12pm • tel 617.552.1861 • erik.owens@bc.edu

Course overview:
This course examines a controversial but surprisingly unfamiliar topic: religion(s) in American public schools. I have three main objectives for the semester:

1. To understand the long and complex role that religion has played in the development of American public schools and the political and educational philosophy that undergirds them;
2. To examine the principled philosophical and theological issues behind contemporary legal cases about religion and public education;
3. To understand how constitutionally sound approaches to religion in schools can help to modulate or resolve the pedagogical and administrative issues that arise across the curriculum and within school culture.

Course Readings:
Required books (available at the BC Bookstore and online):

- James Fraser, *Between Church and State: Religion and Public Education in a Multicultural America* (St. Martin, 1999).

Suggested books:

Course requirements:

1. **Participation (10% total):** Active and informed participation is crucial to understanding this material, so you will be graded on a balance of quality and quantity of participation. Students are expected to attend each class, complete all the required reading, contribute to class discussions, and submit assignments on time. In addition, each student must initiate 5 posts on our course blog (at share.bc.edu) and comment on 10 others during the semester.

   Please note: Diverse points of view will be presented in the course readings, and they are likewise welcomed in the ensuing discussion. In the interest of maintaining an ongoing, constructive dialogue about topics that can be rather contentious, you are expected to demonstrate mutual respect and civility in the classroom and the class blog.

2. **Reflection papers (30% total):** Two reflection papers, each 4-5 pages in length and worth 15% of your grade, will be due on the Friday following completion of Parts 1 and 2 of the class. You will be asked to draw upon the readings in that section of the course to reflect upon a choice of topics provided by the instructor. Late papers are penalized a half letter grade per day.

3. **Student presentations (20%):** Students will lead class discussions in several of the final class sessions. (Details TBA once enrollment is fixed.) You will be graded on your knowledge of the texts, ability to summarize them for the class, and the questions you pose for discussion, all of which should be reflected in a summary document that you post on the course wiki. You will select the topic of your presentation early in the semester to give you ample time to prepare.

4. **Final paper (40%):** Students must construct a well-written scholarly argument (10-12 pages for undergrads, 15-20 pages for grad students) about an aspect of religion and public education that you find challenging, compelling, or curious. Topics must be approved by the professor; one-page paper proposals must be submitted by April 10, and the final paper is due (by email or in print) by 4pm on Friday May 11. Please note the dates of your other final exams/papers and plan accordingly. Early submissions are encouraged; late papers will be penalized a half letter grade per day. Your paper must draw upon course readings; although additional research is welcomed when appropriate.

The grading scale:

I will use the following scale to evaluate students’ work:

- **A = excellent work** (A= 95-100; A- = 90-94)
- **B = good work** (B+ = 87-89; B = 83-86; B- = 80-82)
- **C = adequate work** (C+ = 77-79; C = 73-76; C- = 70-72)
- **D = poor work** (D = 60-69)
- **F = inadequate or insufficient work** (59 & below)

Please note that graduate students are expected to produce more rigorous and advanced work than undergraduates in this course.

**Academic integrity:**

As an ethics professor I take academic integrity seriously, and you should, too. It is your responsibility to familiarize yourself with the university’s policy on this matter at [www.bc.edu/integrity](http://www.bc.edu/integrity). Violations of academic integrity will be reported to the appropriate dean and judged by the academic integrity committee in your school. If you are found responsible for violating the policy, penalties may include a failing grade, probation, suspension, or expulsion, depending on the seriousness and circumstances of the violation. Please talk to me about any questions you may have.
PART ONE: THE AIMS OF AMERICAN PUBLIC EDUCATION

(1) Tue 1/17  Introduction: religion & the aims of public education
   What’s all the fuss about?
   Required • Packet of articles on contemporary controversies
   • Pew Forum on Religion and Public Life, “U.S. Religious Landscape Survey” (2010), Key Findings. (See also the report’s fascinating interactive charts.)

(2) Tue 1/24  Historical overview: American education and the new republic
   How did the common school model develop?
   Required • James W. Fraser, Between Church and State, 1-66 (intro + chaps 1-3)
   • Stephen Macedo, Diversity and Distrust, 41-87 (chap 2)
   Suggested • Stephen Prothero, Religious Literacy (2007), 59-86 (chap 3)
   • Steven K. Green, The Bible, the School, and the Constitution: The Clash that Shaped Modern Church-State Doctrine (OUP, 2012).
   • Carl Kaestle, Pillars of the Republic: Common Schools and American Society, 1780-1860 (H&W, 1983)
   • Charles Glenn, The Myth of the Common School (UMass, 1988)

(3) Tue 1/31  Historical overview: Immigration, secularism and the rise of the market in education
   Where did the common school idea go off the rails?
   Required • Fraser, Between Church and State, 105-216 (chaps 6-9)
   • Macedo, Diversity and Distrust, 88-130 (Chaps 3-4)
   • Greenawalt, Does God Belong in Public Schools? 13-22 (chap 1)
   Suggested • Stephen Prothero, Religious Literacy (2007), 87-121 (chap 4)
   • Joan DelFattore, The Fourth R: Conflicts Over Religion in America’s Public Schools (Yale 2004), 12-51 (chaps 2-3)

(4) Tue 2/7  Religion, citizenship and civic education
   What is the state’s interest in educating our children?
   Required • Michael Sandel, Democracy’s Discontent: America In Search of a Public Philosophy (Belknap, 2008), selections TBA
   • Stephen Macedo, Diversity and Distrust, 1-40 (intro + chap 1)
Suggested
- Eamonn Callan, Creating Citizens: Political Education and Liberal Democracy (Oxford, 1997), 1-39 (chaps 1-2)
- Amy Gutmann, Democratic Education (Princeton, 1999)

(5) Tue 2/14 Educational pluralism and the myth of the common school
Is religious freedom the paramount value in our society?

Required

Suggested

(6) Tue 2/21 Religious literacy
What’s behind the metaphor?

Required
- Stephen Prothero, Religious Literacy (2007), 1-55, 125-148 (chaps 1, 2, 5)
- Bible Literacy Project, “The Case for Bible Literacy,” “Fact Sheet,” and “BLP Responds to Criticism.”

Suggested
- Emile Lester, Teaching about Religions: A Democratic Approach for Public Schools (Michigan, 2011), 105-148 (chap 3).
- Cullen Schippe and Chuck Stetson, eds., The Bible and Its Influence (Bible Literacy Project, 2006)

** Fri 2/17 Reflection paper 1 due (via email, before 4pm)
PART TWO: UNDERSTANDING CONTEMPORARY TENSIONS

(7) Tue 2/28 Religious establishment, part I: Devotional practices
Was God kicked out of our schools in the 1960s?

Required
• Greenawalt, Does God Belong in Public Schools? 35-63 (chaps 3-4)
• Joan DelFattore, The Fourth R: Conflicts Over Religion in America’s Public Schools (Yale 2004), 1-11 (chap 1)
• Philip Hamburger, Separation of Church and State (Harvard, 2002), 1-17 (intro).
• Excerpts from SCOTUS opinions about Bible reading (Abington v. Schempp), school prayers and moments of silence (Engle v. Vitale; Lee v. Weissman; Santa Fe; Wallace v. Jaffree), and the Pledge of Allegiance (Barnette v. West Virginia; Elk Grove v. Newdow).

Suggested
• Wexler, Holy Hullabaloos, chap 7 (prayers at football games).
• Other SCOTUS opinions

** Tue 3/6: No class: Spring Break

(8) Tue 3/13 Religious establishment, part II: holidays, evolution and other sensitive subjects
Who is “the state,” and must it (they) always take sides?

Required
• Greenawalt, Does God Belong in Public Schools? 64-68,77-160 (chaps 5, 7-13)
• Excerpts from Kitzmiller v. Dover
• Packet of news articles on school holiday celebrations

Suggested
• Wexler, Holy Hullabaloos, chap 8 (teaching evolution)
• Robert Nash, Faith, Hype, and Clarity: Teaching About Religion in American Schools and Colleges (Teachers College, 1998)

(9) Tue 3/20 Free exercise of religion, part I: outside the classroom
Do religious people have special rights?

Required
• Jay Wexler, Holy Hullabaloos: A Road Trip to the Battlegrounds of the Church/State Wars (Beacon, 2009), chaps 3 (Amish exemption) and 6 (school vouchers).
• Excerpts from SCOTUS decisions on private schooling (Pierce); compulsory schooling (Yoder); school vouchers (Zelman); and exemptions (Smith + RFRA)

Suggested
• TBA
• TBA
(10) Tue 3/27  **Free exercise of religion, part II: inside the classroom**

*Is there anything all students must learn?*

**Required**
- Macedo, *Diversity and Distrust*, 149-187 (Chaps 6-7)
- TBA on opt-out provisions (possibly DelFattore)

**Suggested**
- TBA
- TBA

** Fri 3/30  Reflection paper 2 due before 4pm**

(11) Tue 4/3  **Free speech**

*Who has it and who doesn’t?*

**Required**
- Greenawalt, *Does God Belong in Public Schools?* 161-188 (chaps 14-15)
- DelFattore, *The Fourth R*, 178-198 (chap 11)
- Excerpts from SCOTUS decisions on equal treatment (*Lamb’s Chapel*, *Good News Club*) and coercion (*Barnette, *)

**Suggested**
- TBA
- TBA

**PART THREE: TEACHERS AND ADMINISTRATORS**

(12) Tue 4/10  **Religion education: Best practices and current standards**

*How can we get started?*

**Required**
- Paper proposals due in class.
- OSCE, Toledo Guiding Principles on Teaching about Religion and Beliefs in Public Schools, 2007
- California State Board of Education, History-Social Science Content Standards/Curriculum Frameworks
- Massachusetts History & Social Science Framework (2003)

**Suggested**
- Other state curriculum standards/frameworks
- TBA

(13) Tue 4/17  **Lessons from global religion education programs**

*Can other countries teach us anything relevant?*

**Required**
- Wolfram Weisse, “Religion in Education: A Contribution to Dialogue or a Factor of Conflict in Transforming Societies of European Countries?” *Religion & Education* 37:3 (Fall 2010), 187-202
- Erik Owens, “A United States Perspective on the European REDCo Project,” *Religion & Education* 37:3 (Fall 2010), 203-207
- Article TBA on RE programs in Asia, North Africa and Europe
Suggested • TBA

(14) Tue 4/24  Religious freedom, public schools and American culture
Can common ground be located on such controversial issues?

Required • Charles Haynes and Oliver Thomas, Finding Common Ground: A Guide to Religious Liberty in Public Schools (First Amendment Center, 2001), excerpts
• DelFattore, The Fourth R, 299-317 (chap 16)
• Joseph Viteritti, The Last Freedom: Religion from Public School to Public Square (Princeton, 2007), 208-239 (chap 9)
• Emile Lester, Teaching about Religions: A Democratic Approach for Public Schools (Michigan, 2011), 193-234 (chap 5).

Suggested • Gaddy/Hall/Marzano, School Wars: Resolving Our Conflicts over Religion and Values (Jossey-Bass, 1996).
• Jonathan Zimmerman, Whose America? Culture Wars in the Public Schools (Harvard, 2002)

(15) Tue 5/1: Conclusion

Required • TBA

Suggested • TBA

** Mon 5/14  Final paper due before 4pm
Bibliography

Here are some of the materials I considered using for the course when constructing the syllabus. We will be using many of them in whole or part, but we simply do not have the time to address most of them. I include this bibliography as a reference for further research and reflection, whether in this course or elsewhere.

Reports, standards and guidelines:

- California State Board of Education, History-Social Science Content Standards/Curriculum Frameworks
- Charles Haynes and Oliver Thomas, Finding Common Ground: A Guide to Religious Liberty in Public Schools (First Amendment Center, 2001)
- Emile Lester, "Learning about World Religions in Public Schools: The Impact on Student Attitudes and Community Acceptance in Modesto, California.” Nashville, TN: First Amendment Center, 2006
- Massachusetts History & Social Science Framework (2003)
- OSCE, Toledo Guiding Principles on Teaching about Religion and Beliefs in Public Schools, 2007

Books on Religion and Education

- Michael Apple, Educating the “Right” Way: Markets, Standards, God, and Inequality, 2e
- Anthony Bryk, Peter Holland and Valerie Lee, Catholic Schools and the Common Good (Harvard, 1993)
- Joan DeFattore, The Fourth R: Conflicts Over Religion in America’s Public Schools (Yale 2004)
- James Fraser, Between Church and State: Religion and Public Education in a Multicultural America (St. Martin, 1999)
- Kent Greenawalt, Does God Belong in Public Schools? (Princeton, 2005)
- Jackson, Robert et al., eds., Religion and Education in Europe: Developments, Contexts and Debates (Waxmann 2007)
- Jackson, Robert, ed. International Perspectives on Citizenship, Education and Religions Diversity (Routledge, 2008)
- Robert Kunzman, Grappling with the Good: Talking about Religion and Morality in Public Schools (SUNY, 2006)
- Emile Lester, Teaching about Religions: A Democratic Approach for Public Schools (Michigan, 2011)
- Jacob Neusner, ed., World Religions in America, 4e (Westminster John Knox, 2009)
- Warren Nord and Charles C. Haynes, Taking Religion Seriously Across the Curriculum (First Amendment Center, 1998)

**Articles on Education and Religious Freedom**


**Books on Educational History**

• Frederick Rudolph, ed., *Essays on Education in the Early Republic* (Belknap, 1965)

**Books on Educational and Political Philosophy**

• Ben-Porath, Sigal, *Citizenship Under Fire: Democratic Education in Times of Conflict* (PUP, 2006)
• Peter Berkowitz, *Virtue and the Making of Modern Liberalism* (Princeton, 1999)
• John Dewey, *Democracy and Education* (Free Press, 1997 [1916])
• Christopher Eberle, *Religious Convictions in Liberal Politics* (Cambridge, 2002)
• Amy Gutmann, *Democratic Education* (Princeton, 1999)
• Amy Gutmann and Dennis Thompson, *Democracy and Disagreement* (Belknap, 1996)
• Meira Levinson, *The Demands of Liberal Education* (Oxford, 1999)
• Lorraine McDonnell, P. Michael Timpane and Roger Benjamin, eds. *Rediscovering the Democratic Purposes of Education* (Kansas, 2000)
• Rob Reich, *Bridging Liberalism and Multiculturalism in American Education* (Chicago, 2002)
• Jeff Spinner-Halev, *Surviving Diversity: Religion and Democratic Citizenship* (Johns Hopkins, 2000)
• Patricia White, *Civic Virtues and Public Schooling: Educating Citizens for a Democratic Society* (Teachers College Press, 1996)

Legal opinions:

• *Committee for Public Education and Religious Liberty (CPERL) v. Nyquist*, 413 U.S. 756 (1973)
• *Employment Division, Dep’t of Human Res. v. Smith*, 494 U.S. 872 (1990)
• *Engel v. Vitale*, 370 U.S. 421 (1962)
• *Everson v. Board of Education of the Township of Ewing*, 330 U.S. 1 (1947)
• *Folgero v. Norway*, European Court of Human Rights (App. No. 15472/02, 29 June 2007)
• *Hosanna-Tabor Evangelical Lutheran Church & Sch. v. EEOC*, No. 10-553, 2012 BL 6772 (2012)
• *Kitzmiller v. Dover Area School District* (400 F. Supp. 2d 707)
• *Mozert v. Hawkins County Public Schools*, 582 F. Supp. 201 (E.D. Tenn. 1984)
• *Pierce v. Society of Sisters*, 268 U.S. 510 (1925)
• *Wisconsin v. Yoder*, 406 U.S. 205 (1972)
• *Zengin v. Turkey*, European Court of Human Rights (App. No. 1448/04, 9 Oct 2007)