Course name: Politics of Religion
Course number: (GI) RELI 2001 BAAR
Programs offering course: Buenos Aires Open Campus
Open Campus Track: International Relations & Political Science
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Spring 2020

Course Description
This course examines the relationship between church, religion and state, evaluating a comprehensive range of thematic approaches in the politics of religion. Where evidence, both current and historical, suggests a relationship between religion and morality, this course will review how religious morality informs the politics of the state, and how some societies are moving towards popular and populist notions of civic morality. Through the contrast between civic and religious morality, students will explore case studies in different countries on issues such as homosexuality, contraceptives, abortion, legitimate and illegitimate violence, the role of women in society, and the significance of rational thought in the sciences.

Learning Objectives
By the end of the course, students will be in a position to:
- Critically evaluate readings from the course
- Independently source and verify additional and relevant sources of information
- Develop and deliver complex arguments on highly sensitive issues
- Articulate the distinction between morality and religion
- Improve academic writing and presentation skills
- Enhance intercultural awareness and communication competencies

Course Prerequisites
None.

Methods of Instruction
Among other techniques, the methodology used throughout this course will include: teacher presentations with student-teacher dialogue and discussion; active discussion in which students will be expected to prepare presentations to argue a specific case and defend it to an opponent and the class, or to introduce an issue of interest to them and lead a group discussion around it. Students will also attend site visits, special events, and guest lectures. They are expected to take copious notes of readings, lectures and out-of-class activities to be potentially used for course assignments, including their final essay. Rules for citation and referencing apply.

Assessment and Final Grade
1. Reflection Papers: 20%
2. Presentation: 15%
3. Mid Term Exam: 20%
Course Requirements

Reflection paper (x 2)
After each visit, students will have to write a short review answering general questions about what they saw and understood, and how they can connect it with the main issues discussed through the course. They have to choose 2 over 3 visits to do the reflection papers.

Mid-term exam
Students will have to answer three questions and will be graded based on the quality of the analysis and the capacity to summarize the main conceptual frameworks of the bibliographic material.

Presentation
Students will be required to deliver a presentation during the course, individually or in pairs depending on the size of the group. Each presentation should be about 10-15 minutes (excluding the class debate or discussion) and show a good understanding of a selected topic and the ability to put it in perspective. The topic should be presented in a concise yet comprehensive manner.

Final Paper
A 1,500-word discussion paper will be required. This paper will cover a specific topic and needs to show a solid understanding of and reflection on the topic assigned. The topic cannot be the same as the presentation topic.

Participation
As part of their work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation. Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course. Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed. This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance
Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.
Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.
For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement.
Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.
An absence in a CIEE course will only be considered excused if:
- a doctor’s note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency
Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
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</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>1 content classes, or up to 2 language classes</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>2 content classes, or 3-4 language classes</td>
<td>Participation graded as per class requirements; 3% grade final grade reduction; written warning</td>
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<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td>Automatic course failure, and possible expulsion</td>
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Weekly Schedule
NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1

Class 1.1: Introduction to politics of religion
A comparative introduction to the place of religion generally, and of specific religions, in France and in the U.S.—more particularly in the public sphere.

Class 1.2: Monotheistic religions (1)
Overview of the core historical landmarks, beliefs and practices of monotheistic religions (1).
Reading:
- Bruce, S. Politics and Religion. Preface.

Week 2

Class 2.1: Monotheistic religions (2)
Overview of the core historical landmarks, beliefs and practices of monotheistic religions (2).
Reading:
- Bruce, S. Politics and Religion. CH 1.

Class 2.2: Religious beliefs in contemporary Argentina
The place of religious beliefs in contemporary Argentina.
Readings:
• Bruce, S. Politics and Religion. CH2
• Fortunato Mallimaci, Juan Cruz Esquivel, Verónica Giménez Béliveau, What do Argentine people believe in? Religion and social structure in Argentina.

Class 2.3: Site-Visit: First Methodist Church
Visit of Buenos Aires Cathedral and First Methodist Church. Learning objective: to get in contact with the most significant temple of Catholicism and the first Protestant church in Buenos Aires where was preached in Spanish.
Due: Reflection paper

Week 3

Class 3.1: Religion, Empires, and Colonialism
The role of Christian churches during the development of European empires in the American, Asian, and African continents. How religious obligation was used as the justification of colonization in the Americas and Africa, and of the transatlantic trafficking of slaves.
Readings:
• Bruce, S. Politics and Religion CH3
• Porter, A. Religion and Empire: British Expansion in the Long Nineteenth Century, 1780–1914
• Enrique Dussel, A History Of The Church In Latin America. Colonialism to liberation (selection of articles)

Class 3.2: Migration and Faith
The history of migration based upon religious conflict, social subjugation, and pilgrimage. Examples for analysis will be historical and current, and present examples from throughout the world focusing on the impact on communities and economies at the departure and arrival stages of religious migration.
Readings:
• Yang, F. & Ebaugh, H.R. “Transformations in New Immigrant Religions and Their Global Implications”.
• Ignacio Klich and Jeffrey Lesser (editors), Arab and Jewish Immigrants In Latin America. Images and Realities (selected readings).

Class 3.3: Site-Visit: Great Synagogue of Paso
Co-curricular outing. Visit of Great Synagogue of Paso (Once Neighborhood) and Pentecostal Church Iglesia Universal del Reino de Dios (Once Neighborhood). Learning objective: to get in contact with two symbols of influential religious minorities in Argentina.
Due: Reflection paper and Abstract for final discussion paper due.

Week 4

Class 4.1: Religion and the Nation-state
The relationship between religion and the nation-state through a historical examination of the connections between church and state in Europe and beyond.
Due: Mid-term exam

Class 4.2: Church and State in Latin America
The separation between church and state in Latin America and the long historical process that saw the emergence of secularism and laïcité. Argentina, Uruguay and Mexico. Meeting and discussion with a specialist of the disputed notion of laïcité today in Argentina.

Readings:
- Bruce, S. *Politics and Religion*. CH 4.
- Germán Torres, *Catholic Church, Education and Laicity in Argentinean History*.

Class 4.3: Rituals, Religion and Society
Religion, Ritual, and Society Deconstructing ritual in contemporary societies, with particular emphasis on religious-inferred rituals surrounding public commemorations, and the operating religious-inspired rituals of modern governments and parliaments.

Readings:
- Turner, V. *The Forest of Symbols*, Cornell University Press (selected readings)

Week 5

Class 5.1: Religious Politics
The support or opposition (or a blend of both) of political systems with religious dogma. Case studies from various contexts across the world: circumstances where overt religious rhetoric was present in the political discourse, and examples where religious discourse was intentionally avoided by government. Students will also examine case studies where the private lives of politicians impacted how the public viewed the moral standing of the public representative, and consider what impact religious dogma had in these circumstances.

Readings:
- Bruce, S. *Politics and Religion*. CH 5
- Levine, Daniel. *Churches And Politics In Latin America* (selected readings).

Class 5.2: Site-Visit: Pope Francis Circuit.
Organized religion: visit to the Pope Francis Circuit. Learning objective: to get in contact with the representations of maximum world leader of Catholic Church.

Due: Reflection Paper

Class 5.3: Religion and Representation
the representation of religions in the public sphere. Representation analyses will evaluate concurrently the level and impact of the political representation of religions, both predominant and minority religions, in society whilst also examining the public representation of religions in the mediascape and social media.

Reading:
- Fortunato Mallimaci and Juan Cruz Esquivel. *The Triad of State, Religious Institutions and Civil Society in Modern Argentina*.

Week 6

Class 6.1: Religion and Public Morality
Key debates surrounding a number of sensitive issues in contemporary society, including abortion rights, contraceptives, and same-sex marriage. The influence of religious dogma over political discourses throughout the world in relation to the role of women; homosexuality; civil liberties; and marriage equality.

Due: All Presentations must be due for this day.
Class 6.2: Religion and Violence
Historical and contemporary examples of the legitimation of violence through the invocation of religious dogma. Discussion with guest speaker: religious groups and against-rights movements in Argentina.
Readings:
- Bruce, S. Politics and Religion. CH6

Class 6.3: Closure and Feedback.
During this class, students will present their final projects. Each student or group will have enough time for their presentation in order to expose their works and receive other student’s comments and questions. Closing remarks will be done for instructor.

Final Discussion Paper Due