

SCHOOL FOR NEW LEARNING
MANIFESTATIONS OF BELIEF-DECEMBER TERM-2018

Instructor

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Office hours by appointment

Course Dates-December Term-Meets: 11/27, 11/29, 12/4, 12/6, 12/11

Course Location

LOOP CAMPUS

TUESDAY/THURSDAY 5:45PM-9PM

This is a 2 credit hour

COURSE DESCRIPTION

Each year as we approach the holiday season, society is confronted with legal and Constitutional issues on the demonstration and traditional holiday display of religious beliefs. For example, in the Christian community, the public display of the Nativity Scene has come under criticism and Constitutional challenge under the charge of separation of church and state. Of course, public Christian traditional holiday displays are not the only communities that have been challenged. In this course we examine and analyze the diverse religious beliefs of our nation, and their manifestations during the holiday season. We also will examine and begin to understand how the Constitution of the United States defends individual and societal freedoms granted under the Bill of Rights and how law is applied in the public manifestation of these beliefs throughout the holiday season and beyond.

COURSE LEARNING OUTCOMES

After completing the course, you will be able to:

* Understand and demonstrate through discussions/writing the historical dimensions of the Bill of Rights

* Through collaborative discussion can identify the principles of the First Amendment and express concepts through clear and expressive writing and speaking

* Articulate how the First Amendment applies to religious manifestations during Holidays and articulate the tension between religious freedom and First Amendment considering multiple viewpoints, values and backgrounds

* Describe and understand how society responds to religious challenges during the Holiday through examples, readings, and small/large group discussions

* Through analysis, discussion and writing begin to understand power relationships between societal groups (racial, social, cultural, and Economic) throughout history and how these relationships developed

Course Competencies

BA-IFA- A-1-X, H-2-X, H-3-X, H-4

CCH199

ARTS/IDEAS

A-1-X- Can describe and explain how holiday artifacts represent culture and traditions of society and understand the challenge of the First Amendment during the holiday season.

H-2-X HUMAN COMMUNITY

H-2-X- Can describe and explain how the organization of the ACLU promotes and protects individual and societal liberty.

H-3-X HUMAN COMMUNITY

H-3-X- Can describe and explain how self-knowledge is developed and nurtured through an understanding of guaranteed civil rights in the United States.

H-4 HUMAN COMMUNITY

Can analyze power relations among racial, social, cultural or economic groups in United States

LEARNING STRATEGIES AND RESOURCES

No textbook required for the course. Handouts for readings and responses will be given on first day of class.

Students are expected to peruse online resources/community resources pertaining to the Bill of Rights, First Amendment, Challenges to religious artifacts in public places, Supreme Court decisions

Numerous handouts pertaining to Court decisions on Religious challenges are supplied on first day of class

Learning Strategies

Class participation in this course includes:

1. Attend each class and participate in small and group discussions
2. In-class writing assignments

Deliverables for this course include:

2. In-class writing assignments
3. Homework
4. Final paper (see notes on Final paper below)

Students will have an opportunity to discover related materials and apply this understanding to the concepts of the course.

COMPETENCE REQUIREMENT

Each student will be required to submit a 7-10 paper for this course. It will be due no later than one-week after the last class. Unless, there is an extreme emergency, an incomplete grade will not be issued for this class. In addition, students are required to do assigned readings, small/large group participation and attend all sessions.

Assessment of final paper

Students submit a final paper one week after the last day of class. Students will address the core Requirements. Student will submit a 7-10 paper for the course addressing the registered competence

HOW COMPETENCIES WILL BE ADDRESSED IN THIS COURSE

1. Class attendance and participation

2. Demonstration of understanding principle concepts of Bill of Rights/First Amendment through critical analysis of readings/discussion and group work
3. Thoughtful engagement of material, in class-discussions , weekly assignments
4. Final paper-how final paper links to competence/explain

Percentage Distribution of Assessments

Class discussion/participation-25% (attendance=15%, group discussions 10%)

Weekly Assignments 25% (depth of analysis=12.5, research=12.5)

Final Paper 50% see notes below on Final paper below)

Criteria for Assessment of final paper:

Structure of paper	10.pts
Organization	10pts
Clarity of thought-clear ideas and concepts	10pts
Address objectives in clear and direct manner	10pts
Connect experience to course objectives	5pts
Generalize competence to a broad perspective	5pts

COMPETENCIES OFFERED IN COURSE-BA-IFA : A-1-X, H-2-X, H-3-X, H-4

Credit hours –2 c/h

A-1-X/ARTS/IDEAS

A-1-X-Can describe and explain how holiday artifacts represent culture and traditions of society and understand the challenge of the First Amendment during the holiday season.

H-2-X/HUMAN COMMUNITY

H-2-X-Can describe and explain how the organization of the ACLU promotes and protects individual and societal liberty.

H-3-X/HUMAN COMMUNITY

H-3-X-Can describe and explain how self-knowledge is developed and nurtured through an understanding of guaranteed civil rights in the United States.

H-4/HUMAN COMMUNITY

Can analyze power relations among racial, social, cultural or economic groups in United States

COURSE GRADING SCALE

A =95 to 100

A= 91 to 94

B+ 88 to 90

B - 85 to 87

B-81 to 84

C+ 77 to 80

C 73 to 76

C- 69 to 72

D+65 to 68

D- 61 to 64

F = 60 or below INC

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary. A = 95 to 100

Points are deducted for late work. 5pts reduction for each late work.

General Assessment Criteria for All Writing Assignments

Writing assignments are expected to conform to basic college-level standards of mechanics and presentation. Your instructor will be happy to work with you on these points, on a draft-revision basis, if you so desire. You are also encouraged to consult the Writing Resources page on the SNL website.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours' worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

College and University Policies

Incomplete (IN) Grade: This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade](#) form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy](#) (UGRAD)

[Academic Integrity Policy](#) (GRAD)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

[APA citation format](#) (GRAD)

Additional Course Resources

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

Changes to Syllabus

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students.

About the Instructor:

Jean Marie Richine has taught at School for New Learning for many years. Some of the courses include Critical Thinking, Exploring Education, and Holiday Traditions, Global Education and Work and additional required courses in the College. She has also taught in DePaul College of Education, including Philosophy of Education and Master Courses in Social Justice. She has a Master in Education from University of Illinois-Chicago and has completed most of Doctoral courses leading to a Ph.D.

Her experience in teacher education, early education and teaching in Chicago Public Schools enrich understanding of the challenges of students, parents and teachers in a complex society.

Schedule

Session1-Week 1 Overview of course

- Introductions
- Discussion of Course Objectives
- History of Bill of Rights/First Amendment
- Reading Assignments
- Discussion of Writing Assignment
- Discussion/group work
- Homework assignment

Session-2-Week 1

- Discussion/group work
- In-class Writing assignment
- Homework-exploring holiday manifestations-home/other

Session 3-Week 2

- Discussion/group work
- Homework Discussion-Finding holiday/religious manifestation in
In communities (can be your own town or other)

Session 4-Week 2

- Group work –examples of Constitutional challenges of holiday manifestations
(Examples and handouts of major challenges to the First Amendment)
- Discussion of final paper

Session 5-Week 3-Final Session

- Group discussion
- Individual choice of Constitutional challenge discussion and exchange
- Brief writing assignment
- Final thoughts