

WEEK	DATE	LOCATION	TOPIC
1	14 January	LH-111	Introduction to the course
	16	LH-111	Wald & Calhoun-Brown, Ch. 1: A Secular Society?
2	21	LH-111	Quiz 1: Ch. 1: A Secular Society?
	23	LH-111	Wald & Calhoun-Brown, Ch. 2: Religion in the American Context
3	28	LH-111	Weather cancellation
	30	LH-111	Weather cancellation
4	4 February	LH-111	Quiz 2: Ch. 2: Religion in the American Context
	6	LH-111	Wald & Calhoun-Brown, Chs. 3: Religion & American Political Culture
5	11	LH-111	Wald & Calhoun-Brown, Chs. 4: Religion & the State
	13	LH-111	Quizzes 3 & 4: Chs. 3 & 4: Religion & American Political Culture & Religion & the State
6	18	LH-111	EXAM I: Wald & Calhoun-Brown, chapters 1 - 4
	20	LH-111	Wald & Calhoun-Brown, Ch. 5: Mobilizing Religious Interests
7	25	LH-111	Quiz 5: Ch. 5: Mobilizing Religious Interests
	27	LH-111	Wald & Calhoun-Brown, Ch. 6: Religion & Political Action
8	4 March		Spring Vacation
	6		Spring Vacation
9	11	LH-111	Quiz 6: Ch. 6: Religion & Political Action
	13	LH-111	Wald & Calhoun-Brown, Ch. 7: Religion & Public Opinion
10	18		Quiz 7: Ch. 7: Religion & Public Opinion
	20		Wald & Calhoun-Brown, Ch. 8: The Political Mobilization of Evangelical Protestants
11	25	LH-111	Quiz 8: Ch. 8: The Political Mobilization of Evangelical Protestants
	27	LH-111	Wald & Calhoun-Brown, Ch. 9: Continuity & Change in the Religious Center (Catholics, Mainline Protestants, & Jews)
12	1 April	LH-111	Quiz 9: Ch. 9: Continuity & Change in the Religious Center
	3	LH-111	Review
13	8	LH-111	EXAM II: Wald & Calhoun-Brown, chapters 5-9
	10		Wald & Calhoun-Brown, Ch. 10: Religion & the Politics of Ethnic and Religious Minorities (African-American Protestants, Latino Catholics & Protestants, Muslim Americans, Church of Jesus Christ of Latter-Day Saints, & Other Faith Traditions)
14	15	LH-111	Quiz 10: Ch. 10: Religion & the Politics of Ethnic and Religious Minorities
	17		Easter Vacation
15	22	LH-111	Wald & Calhoun-Brown, Ch. 11: The Other Minorities: Women & Gay People
	24	LH-111	Quiz 11: Ch. 11: The Other Minorities: Women & Gay People
16	29	LH-111	Wald & Calhoun-Brown: Ch. 12 Religion & American Political Life
	1 May	LH-111	Reading Day
17	Thursday 8 May	LH-111	FINAL EXAM: Wald & Calhoun-Brown, chapters 10-12 3:00 - 6:00 pm

MY PHILOSOPHY OF EDUCATION

I believe that good teachers can be best recognized by two traits. First, good teachers enjoy assisting their students in mastering knowledge and knowledge-acquisition skills. Hence, good teachers invest a great deal of time and effort in designing learning experiences (assignments, lectures, discussions, quizzes, exams, etc.) that motivate and bring out the best in students. In other words, good teachers work hard to help their students.

Second, good teachers also recognize their obligation to uphold academic standards. They meet their responsibility to their discipline, institution, and society to verify that the students they certify have mastered appropriate knowledge and knowledge-acquisition skills. Only then do the grades, credits, and degrees granted have meaning, integrity, or worth. Hence, good teachers expect hard work from their students.

These two teaching traits are not contradictory. Good teachers exhibit both traits. They do this by clearly stating requirements, stressing high standards from the very beginning of class, and not wavering from that commitment to excellence. Once it is clear what the rules are -- and that those rules will not be capriciously waived or bent -- then the good teacher works hard to aid student efforts to achieve those high standards. But, the good teacher also expects hard work from all students. **Mastery of knowledge and knowledge-acquisition skills at the university level is not an easy challenge. It requires significant time and effort from every student.**

STUDY HINTS

For this course, you are expected to complete the reading assignments (listed on the previous page) **before the class meets**. Learning experts suggest five ways to improve your study habits:

- Budget your time.
 - A reliable rule of thumb is 2 hours of study outside the classroom for every hour in class.
 - For this course, that means **about 4 hours per day** for reading, review, and study (not counting the 2 hours spent in class).
- Maximize your learning efficiency.
 - Find a quiet location with no distractions.
 - Find your best time of day for study. Research indicates that most adults are more efficient in the morning than in the afternoon or evening (which is why surgeries are scheduled for early morning hours), but that may not be the case for you.
 - Break up your study sessions. After 40 or 50 minutes, take a 5 or 10 minute break.
- Read and listen critically.
 - Make marginal notes to yourself in the text and on the chapter outline handed out in class.
 - Be an active participant in class. Ask questions about any reading materials or classroom discussions that are not clear to you or that you disagree with.
- Read and review daily
 - Don't wait until the last day or weekend before an exam to try to cram.
 - Read each chapter ahead of class discussion.
 - Review your class notes and textbook notations after every class.
- Recruit other students into a study group.
 - Compare study notes.
 - Quiz each other on facts, concepts, and theories covered in your reading assignments.