



## ACADEMIC COURSE SYLLABUS

<b>COURSE TITLE:</b>	<b>FIRST AMENDMENT AND RELIGION IN PUBLIC SCHOOLS</b>
<b>COURSE NUMBER:</b>	<b>LAW E520</b>
<b>PROFESSOR(S) NAME:</b>	Louise J. Belle, Esq.
<b>PROFESSOR CONTACT INFO:</b>	<a href="mailto:ljbelleslletres@gmail.com">ljbelleslletres@gmail.com</a>
<b>SCHEDULE:</b>	<p>Summer 2016, Mondays 6-9pm or Fridays 5-8pm (see weekly details)            Room # 212            (NOTE: Classes run 5/2/16 to 8/8/16)            Mondays May 2-9-16-23, 6-9pm            Monday May 30 off – school holiday            Friday June 3, 5-8pm            Mondays June 6-13-20-27, 6-9pm            Monday July 4 off – school holiday            Friday July 8, 5-8pm            Mondays July 11-18-25 and August 1-8, 6-9pm</p>
<b>UNITS:</b>	3
<b>COURSE TYPE:</b>	Elective
<b>PREREQUISITES:</b>	Completion of first-year coursework
<b>COREQUISITES:</b>	None
<b>TEXTS AND MATERIALS:</b> (Identification of any texts, materials and references used throughout the course.)	<ul style="list-style-type: none"> <li>• Cases as assigned, available online via Westlaw or Lexis.</li> <li>• Lofaso, <i>Religion in the Public Schools: A Roadmap for Avoiding Lawsuits and Respecting Parents' Legal Rights</i> (Americans United for Separation of Church and State, 2009). Full text is downloadable at <a href="http://religioninthepublicschools.com">http://religioninthepublicschools.com</a>.</li> <li>• Other readings, compiled on flash drive, available at school bookstore.</li> </ul> <p>If you see hash marks in any of the reading sections /// this simply denotes a portion that you are <b>not</b> required to read.</p>
<b>COURSE DESCRIPTION:</b>	<p>This course will focus on the Establishment Clause of the First Amendment and how it affects religion in public schools. We will examine various theories and approaches to applying the Establishment Clause, including cases involving religious displays on public property, school vouchers, and school prayer. Special emphasis will be on the creationism-vs.-evolution debate in public school science curricula, from the 1925 Scopes “Monkey Trial” to the 2005 Kitzmiller “Panda Trial” and beyond.</p>
<b>COURSE OBJECTIVES / ANTICIPATED LEARNING OUTCOMES:</b> (Description of what students will be expected to know and be able to do at the end of the course. What skills or knowledge will be gained by the end of the course.)	<ul style="list-style-type: none"> <li>• Students will learn differing opinions, in cases and commentary, of the meaning and original intent of the Establishment Clause.</li> <li>• Students will learn the U.S. Supreme Court’s evolving approaches and rationales for interpreting the Establishment Clause in various contexts, including controversies over religious displays on public property, financial assistance to religious organizations, school voucher systems, and school prayer.</li> <li>• Students will learn core concepts of evolution.</li> <li>• Students will learn core concepts of creationism, including</li> </ul>

	<p>creation science.</p> <ul style="list-style-type: none"> <li>• Students will analyze judicial treatment of anti-evolution laws.</li> <li>• Students will analyze judicial treatment of balanced treatment laws.</li> <li>• Students will learn core concepts of intelligent design.</li> <li>• Students will analyze political, social, and judicial treatment of intelligent design as a subject for public school science classes.</li> <li>• Students will analyze the ongoing creationism-vs.-evolution debate in public school science curricula, including political and social controversies over states' rights, balanced treatment, and academic freedom.</li> </ul> <p>Students should expect to spend a <u>minimum</u> of two hours/per hour of instruction time on assigned readings and briefing cases. For example, a 3-hour class would require at least 6 hours of outside preparation time per week.</p>
<p><b>FORMAT OVERVIEW / METHOD OF INSTRUCTION</b> (Description of how the course will be taught, including breakdown of lecture, practicum, etc.)</p>	<p>Course material will be presented in a lecture-discussion format. Students should read all cases and other assigned materials. Be prepared to discuss all cases (including concurring and dissenting opinions) and all other readings assigned for each class. Class participation may include occasional short essays written in class in response to questions about the readings and class discussion.</p>
<p><b>EXAMS:</b></p>	<p>Exams begin promptly at 6 p.m. Take-home exams and papers must be submitted to the Law School office by 6 p.m. on the due date, unless otherwise noted. All students must take examinations as scheduled. It is recognized that in special circumstances and due to emergencies, it may be necessary to schedule delayed examinations. An emergency is defined as a serious illness or injury to the student or a member of his or her immediate family. Special Circumstances are defined as other situations that, in the opinion of the Dean, are sufficient to warrant delay in taking examinations. <b>Any student taking delayed examinations <u>must have the prior written approval of the Dean.</u></b> No examination may be taken <i>prior</i> to the day of the regularly scheduled examination. If delayed examinations are approved by the Dean, <u>a fee of \$75 will be charged for each such exam taken.</u> Failure to complete an exam is not sufficient reason for a late or retake exam.</p>
<p><b>GRADING / ASSESSMENT CRITERIA:</b></p>	<p>Empire College uses the following grading system for electives:  <u>Pass/Fail:</u>  65 - 100 - P Pass/Credit  64 and Below - F Fail/No Credit  <u>Grading Breakdown:</u>  Pass/fail, based on a final project (50%) and class participation (50%). Class participation may include occasional short essays written in class in response to questions about the readings and class discussion. Both the quantity and quality of participation will be considered.</p> <p><b><u>Note:</u> Topics for the final project must be approved by the instructor, no later than <u>July 25<sup>th</sup>.</u></b></p>

<p><b>ATTENDANCE:</b></p>	<p>Regular and punctual attendance is essential for the successful completion of law school. Students should plan to attend every class. Students must attend a minimum of <b>80% of class hours</b> of the class sessions during the semester. Roll will be taken at each class. Make-up classes will be scheduled if needed. Class sessions that are delayed or cancelled because of holidays or policy of Empire College School of Law, and are rescheduled for a different date are considered regularly scheduled class sessions, not make-up classes. A student who has exceeded the absence limits will be automatically dropped from the course.</p>
<p><b>ASSIGNMENTS:</b></p>	<p><b>Weekly assignments</b></p>
<p><b>Class 1:</b> Monday 5/2/16 6-9pm</p>	<p><b>Topics:</b> Establishment Clause -- meaning and original intent; U.S. Supreme Court interpretation.</p> <p><b>Reading:</b> <i>Note: This assigned reading is due on the first day of class.</i></p> <ul style="list-style-type: none"> <li>• Lofaso, Preface (pp. 12-16) and Ch.1 (pp. 19-24)</li> <li>• 1st Amendment to U.S. Constitution (1791)</li> <li>• 14th Amendment to U.S. Constitution, §1 (1868)</li> <li>• Declaration of Independence (excerpt) (1776)</li> <li>• Paine, <i>The Age of Reason</i> (1793, 1795) (excerpts)</li> <li>• <i>Cantwell v. Connecticut</i>, 310 U.S. 296 (1940)</li> <li>• <i>Reynolds v. United States</i>, 98 U.S. 145 (1878)</li> <li>• <i>Everson v. Board of Education</i>, 330 U.S. 1 (1947)</li> <li>• Treaty of Tripoli, Article 11 (1797)</li> <li>• Jefferson, letter to Danbury Baptist Association (January 1, 1802) (excerpt)</li> <li>• Madison, letter to Jasper Adams (1832) (excerpt)</li> <li>• Barton, “The Treaty of Tripoli,” <a href="http://www.wallbuilders.com/LIBissuesArticles.asp?id=125">http://www.wallbuilders.com/LIBissuesArticles.asp?id=125</a> (January 2000)</li> <li>• Boston, “Joel Barlow And The Treaty With Tripoli,” <i>Church &amp; State Magazine</i> (June 1997) (excerpts)</li> <li>• Barton, “The Separation of Church and State,” <a href="http://www.wallbuilders.com/LIBissuesArticles.asp?id=123">http://www.wallbuilders.com/LIBissuesArticles.asp?id=123</a> (January 2001)</li> <li>• Davis, “Thomas Jefferson and the ‘wall of separation’ metaphor,” <i>Journal of Church and State</i> (Winter 2003)</li> <li>• Walker, “Little-Known U.S. Document Signed by President Adams Proclaims America’s Government is Secular,” <a href="http://www.earlyamerica.com/review/summer97/secular.html">http://www.earlyamerica.com/review/summer97/secular.html</a> (Summer 1997) (excerpts)</li> <li>• Shorto, “How Christian Were the Founders?” <i>New York Times Magazine</i> (February 11, 2010) (excerpts)</li> </ul>
<p><b>Class 2:</b> Monday 5/9/16 6-9pm</p>	<p><b>Topic:</b> Establishment Clause -- U.S. Supreme Court interpretation (continued).</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>Engel v. Vitale</i>, 370 U.S. 421 (1962)</li> <li>• <i>School Dist. of Abington Township v. Schempp</i>, 374 U.S. 203 (1963)</li> <li>• <i>Lemon v. Kurtzman</i>, 403 U.S. 602 (1971)</li> <li>• <i>Larkin v. Grendel’s Den, Inc.</i>, 459 U.S. 116 (1982)</li> <li>• <i>Lynch v. Donnelly</i>, 465 U.S. 668 (1984)</li> <li>• <i>Allegheny County v. ACLU</i>, 492 U.S. 572 (1989)</li> </ul>

<p><b>Class 3:</b> Monday 5/16/16 6-9pm</p>	<p><b>Topics:</b> Religious displays on public property; financial assistance to religious organizations.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>Lynch v. Donnelly</i>, 465 U.S. 668 (1984)</li> <li>• <i>Allegheny County v. ACLU</i>, 492 U.S. 572 (1989)</li> <li>• <i>Stone v. Graham</i>, 449 U.S. 39 (1980)</li> <li>• <i>Van Orden v. Perry</i>, 545 U.S. 677 (2005)</li> <li>• <i>McCreary County v. ACLU</i>, 545 U.S. 844 (2005)</li> <li>• <i>Glassroth v. Moore</i>, 335 F.3d 1282 (11th Cir. 2003)</li> <li>• <i>Moore v. Judicial Inquiry Comm. of State of Alabama</i>, 891 So.2d 848 (Ala. 2004)</li> <li>• <i>McGinley v. Houston</i>, 361 F.3d 1328 (11th Cir. 2004)</li> <li>• <i>Pleasant Grove City v. Summum</i>, 129 S.Ct. 1125 (2009)</li> <li>• <i>Everson v. Board of Education</i>, 330 U.S. 1 (1947)</li> <li>• <i>McCullum v. Bd. of Educ.</i> 333 U.S. 203 (1948)</li> <li>• <i>Zorach v. Clauson</i>, 343 U.S. 306 (1952)</li> <li>• Lofaso, Ch.4, §(A)(3) (pp. 63-64)</li> <li>• <i>Lemon v. Kurtzman</i>, 403 U.S. 602 (1971)</li> <li>• <i>Zelman v. Simmons-Harris</i>, 536 U.S. 639 (2002)</li> <li>• “Crossing the Church-State Divide by Ark,” <i>New York Times</i> editorial (May 30, 2011)</li> </ul>
<p><b>Class 4:</b> Monday 5/23/16 6-9pm</p>	<p><b>Topics:</b> Pledge of Allegiance; school prayer; legislative prayer.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>Minersville Sch. Dist. v. Gobitis</i>, 310 U.S. 586 (1940)</li> <li>• <i>West Virginia State Bd. of Education v. Barnette</i>, 319 U.S. 624 (1943)</li> <li>• <i>Engel v. Vitale</i>, 370 U.S. 421 (1962)</li> <li>• <i>School Dist. of Abington Township v. Schempp</i>, 374 U.S. 203 (1963)</li> <li>• <i>Wallace v. Jaffree</i>, 472 U.S. 38 (1985)</li> <li>• <i>Lee v. Weisman</i>, 505 U.S. 577 (1992)</li> <li>• <i>Santa Fe Indep. Sch. Dist. v. Doe</i>, 530 U.S. 290 (2000)</li> <li>• <i>Newdow v. U.S. Congress</i>, 328 F.3d 466 (9th Cir. 2003)</li> <li>• <i>Elk Grove Unified Sch. Dist. v. Newdow</i>, 542 U.S.1 (2004)</li> <li>• Lofaso, Ch.2 (pp. 25-43) and Ch.6, §(B)(2) (pp. 95-97)</li> <li>• Bohon, “Graduates at Louisiana High School Defy Commencement Prayer Ban,” <i>The New American Magazine</i> (May 25, 2011)</li> <li>• <i>Marsh v. Chambers</i>, 463 U.S. 783 (1983)</li> <li>• <i>Snyder v. Murray City Corp.</i>, 159 F.3d 1227 (10th Cir. 1998), cert. den., 526 U.S. 1039 (1999)</li> <li>• <i>Hinrichs v. Speaker of the House of Representatives</i>, 506 F.3d 584 (7th Cir. 2007)</li> <li>• <i>Town of Greece v. Galloway</i>, 134 S.Ct. 1811 (2014)</li> </ul>
<p><b>Class 5:</b> Friday 6/3/16 5-8pm</p>	<p><b>Topics:</b> Evolution and creationism overview; Social Darwinism and eugenics.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• National Academy of Sciences, Institute of Medicine, <i>Science, Evolution, and Creationism</i> (National Academies Press, 2008) (excerpts)</li> <li>• Darwin, <i>On The Origin of Species</i> (1859) (excerpts from Chapter 14, “Recapitulation and Conclusion”)</li> <li>• Rennie, “15 Answers to Creationist Nonsense,” <i>Scientific American</i> (June 18, 2002) (excerpts)</li> </ul>

- Scott, *Evolution vs. Creationism: An Introduction* (University of California Press, 2d ed. 2009) (excerpts from pp. xxxiii-xxxvi, 57, 63-75, 87-88, 89-91)

**Film in class:** • *The Theory of Evolution: A History of Controversy* (The Teaching Company, 2002) (Larson, lectures 1, 4, and 8)

**Class 6: Monday 6/6/16 6-9pm**

**Topics:** Anti-evolution laws; creation science; balanced treatment laws.

**Reading:**

- Scott, *Evolution vs. Creationism* (excerpts from pp. 93-94, 97-99)
- Young and Largent, eds., *Evolution and Creationism: A Documentary and Reference Guide* (Greenwood Press, 2007) (excerpt from pp. 143-144)
- *Scopes v. State*, 289 S.W. 363 (Tenn. 1927)
- Scott, *Evolution vs. Creationism* (excerpt from pp. 102-103)
- *Epperson v. Arkansas*, 393 U.S. 97 (1968)
- American Civil Liberties Union, “Reconciling Faith and Evolution in the Classroom: A Conversation with Susan Epperson, 42 Years Later,” <http://www.aclu.org/religion-belief/reconciling-faith-and-evolution-classroom-conversation-susan-epperson-42-years-later> (December 9, 2010)
- Lofaso, Ch.4, §§ (B)(1)-(B)(3) (pp. 65-71)
- Shermer, *Why Darwin Matters: The Case Against Intelligent Design* (Henry Holt and Company, 2006) (Ch.2, pp. 23-33)
- Morris, *Scientific Creationism (General Edition)* (Master Books, 2d ed. 1985) (excerpts from pp. 1-16, 59, 171, 196-201, 203-204, 255)
- Morris and Parker, *What is Creation Science?* (Master Books, rev. ed. 1987) (excerpts from pp. 1, 8-12, 17-19)
- Scott, *Evolution vs. Creationism* (excerpt from pp. 104-111)
- Numbers, *The Creationists: From Scientific Creationism to Intelligent Design* (Harvard University Press, 2006) (excerpts from pp. 180-181, 229-234)
- Plavcan, “The Invisible Bible: The Logic of Creation Science,” Petto and Godfrey, eds., *Scientists Confront Intelligent Design and Creationism* (W.W. Norton, 2007) (excerpt from pp. 361-379)
- *McLean v. Arkansas Board of Educ.*, 529 F.Supp. 1255 (E.D. Ark. 1982)
- *Edwards v. Aguillard*, 482 U.S. 578 (1987)
- Lofaso, Ch.4, §(B)(4) (pp. 71-72)
- Scott, *Evolution vs. Creationism* (excerpt from pp. 111-117)
- Numbers, *The Creationists* (excerpt from pp. 268-279)
- Humes, *Monkey Girl: Evolution, Education, Religion, and the Battle for America’s Soul* (Harper Collins Publishers, 2007) (excerpt from pp. 53-59)

**Film in class:** • *The Theory of Evolution: A History of Controversy* (Larson, lectures 9 and 11)

<p><b>Class 7:</b> Monday 6/13/16 6-9pm</p>	<p><b>Topics:</b> Balanced treatment laws (continued); post-<i>Edwards</i> developments.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>McLean v. Arkansas Board of Educ.</i>, 529 F.Supp. 1255 (E.D. Ark. 1982)</li> <li>• <i>Edwards v. Aguillard</i>, 482 U.S. 578 (1987)</li> <li>• Scott, <i>Evolution vs. Creationism</i> (excerpts from pp. 134-137, 138-141, 119-121)</li> <li>• Matzke and Gross, “Analyzing Critical Analysis: The Fallback Antievolutionist Strategy,” Scott and Branch, eds., <i>Not in our Classrooms: Why Intelligent Design is Wrong for Our Schools</i> (Beacon Press, 2006) (excerpts from pp. 29-43, 46-51)</li> <li>• Numbers, “Darwinism, Creationism, and ‘Intelligent Design’,” <i>Scientists Confront Intelligent Design and Creationism</i> (excerpt from pp. 39-43)</li> <li>• Petto and Godfrey, “Why Teach Evolution?” <i>Scientists Confront Intelligent Design and Creationism</i> (pp. 405-435)</li> <li>• Harmon, “Evolution Abroad: Creationism Evolves in Science Classrooms around the Globe,” <i>Scientific American</i> (March 3, 2011)</li> </ul> <p><b>Film in class:</b></p> <ul style="list-style-type: none"> <li>• <i>The Theory of Evolution: A History of Controversy</i> (Larson, lecture 12)</li> </ul>
<p><b>Class 8:</b> Monday 6/20/16 6-9pm</p>	<p><b>Topic:</b> Intelligent design.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Johnson, <i>Darwin on Trial</i> (InterVarsity Press, 2d ed. 1993) (excerpts from pp. 8-9, 13-14, 28-31, 102-103, 113-118, 133-134, 164-169)</li> <li>• Behe, <i>Darwin’s Black Box</i> (The Free Press, 1996) (excerpts from pp. 4-5, 248-253)</li> <li>• Dembski, <i>The Design Revolution: Answering the Toughest Questions About Intelligent Design</i> (InterVarsity Press, 2004) (excerpts from pp. 33-37, 188-191, 197-199, 269-274)</li> <li>• Dembski and Wells, <i>The Design of Life</i> (Foundation for Thought and Ethics, 2007) (excerpts from pp. 3-5, 77-81)</li> <li>• Johnson, “The Wedge: Breaking The Modernist Monopoly on Science,” <i>Touchstone: A Journal of Mere Christianity</i> (1999) (excerpts)</li> <li>• Davis and Kenyon, <i>Of Pandas and People</i> (Foundation for Thought and Ethics, 2d ed. 1993) (excerpt from pp. 99-100)</li> <li>• “Top Questions” about intelligent design, <a href="http://www.discovery.org">www.discovery.org</a> (excerpts)</li> <li>• Johnson, “Defending Intelligent Design,” <i>NOVA</i> interview (April 6, 2007) (excerpts)</li> <li>• Scott, “Darwin Prosecuted: Review of Johnson’s <i>Darwin on Trial</i>,” <i>Creation Evolution Journal</i> Vol. 13, 1993, No. 2, pp. 36-47 (Winter Quarter)</li> <li>• Rennie, “15 Answers to Creationist Nonsense” (excerpts)</li> <li>• Hewlett and Peters, “Theology, Religion, and Intelligent Design,” <i>Not in our Classrooms</i>, (excerpt from pp. 70-77)</li> <li>• Scott, <i>Evolution vs. Creationism</i> (excerpt from pp. 122-123)</li> <li>• Humes, <i>Monkey Girl</i> (excerpt from pp. 138-145)</li> </ul> <p><b>Film in class:</b></p> <ul style="list-style-type: none"> <li>• <i>Science Wars: What Scientists Know and How They Know It</i> (The Teaching Company, 2006) (Goldman, lecture 23)</li> </ul>

<p><b>Class 9:</b> Monday 6/27/16 6-9pm</p>	<p><b>Topic:</b> Intelligent design (continued).</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• “Top Questions” about intelligent design, <a href="http://www.discovery.org">www.discovery.org</a> (excerpts)</li> <li>• <i>The Wedge Document</i> (Discovery Institute, ca. 1997)</li> <li>• Johnson, <i>Darwin on Trial</i> (excerpt from p.165)</li> <li>• Johnson, <i>Defeating Darwinism by Opening Minds</i> (InterVarsity Press, 1997) as quoted in Young and Largent, <i>Evolution and Creationism</i> (pp. 269-270)</li> <li>• Johnson, “The Wedge” (excerpts)</li> <li>• Boston, “Missionary Man,” <i>Church &amp; State Magazine</i> (April 1999) (excerpt)</li> <li>• Johnson, <i>The Wedge of Truth</i> (InterVarsity Press, 2000) (excerpts from pp. 16, 152, 155-156, 157, 158)</li> <li>• Johnson, interview at ID conference at Yale University, Kushiner, “Berkeley’s Radical,” <i>Touchstone: A Journal of Mere Christianity</i> (2000) (excerpts)</li> <li>• Johnson, “Defending Intelligent Design” (excerpts)</li> <li>• Dembski, <i>The Design Revolution</i> (excerpts from pp. 38-40, 50-56)</li> <li>• Dembski and Witt, <i>Intelligent Design Uncensored</i> (InterVarsity Press, 2010) (excerpt from pp. 128-131)</li> <li>• Scott, <i>Evolution vs. Creationism</i> (excerpt from pp. 131-134)</li> <li>• Numbers, <i>The Creationists</i> (excerpt from pp. 373-382)</li> <li>• Wexler, “From the Classroom to the Courtroom: Intelligent Design and the Constitution,” <i>Not in our Classrooms</i>, (excerpt from pp. 86-94)</li> <li>• Forrest and Gross, <i>Creationism’s Trojan Horse: The Wedge of Intelligent Design</i> (Oxford University Press, rev. ed. 2007) (excerpts from pp. 15-23, 26, 281-290)</li> <li>• Discovery Institute, <i>The “Wedge Document”: So What?</i> (ca. 2004)</li> </ul>
<p><b>Class 10:</b> Friday 7/8/16 5-8pm</p>	<p><b>Topic:</b> <i>Kitzmiller</i> trial.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>Kitzmiller</i>, Complaint, filed December 14, 2004</li> <li>• <i>Kitzmiller</i>, Answer, filed January 3, 2005</li> <li>• <i>Kitzmiller</i>, Plaintiffs’ Pretrial Memorandum, filed August 24, 2005</li> <li>• <i>Kitzmiller</i>, Defendants’ Pretrial Memorandum, filed September 2, 2005</li> <li>• <i>Kitzmiller v. Dover Area School District</i>, 400 F.Supp. 707 (2005)</li> <li>• Matzke, “Design on Trial: How NCSE Helped Win the <i>Kitzmiller</i> Case,” <i>Reports of the National Center for Science Education</i> (Jan-Apr 2006) (excerpts)</li> <li>• Johnson, “Defending Intelligent Design” (excerpt)</li> <li>• Lofaso, Ch.4, §(B)(5) (pp. 72-75)</li> </ul> <p><b>Film in class:</b></p> <ul style="list-style-type: none"> <li>• Johnstone and McMaster, dirs., “Judgment Day: Intelligent Design on Trial,” <i>NOVA</i> (WGBH Educational Foundation and Vulcan Productions, Inc., 2007)</li> </ul>

<p><b>Class 11:</b> Monday 7/11/16 6-9pm</p>	<p><b>Topics:</b> Politics and public relations; Darwin, science, and religion.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Caudill, <i>Intelligently Designed: How Creationists Built the Campaign Against Evolution</i> (University of Illinois Press, 2013), pp. 1-13</li> <li>• Morris, “Intelligent Design and/or Scientific Creationism,” Institute for Creation Research pamphlet, “Back to Genesis” No. 208 (April 2006) (excerpts)</li> </ul> <p><b>Films in class:</b></p> <ul style="list-style-type: none"> <li>• Olson, dir., <i>Flock of Dodos: The Evolution-Intelligent Design Circus</i> (Talking Evolution Productions, 2006)</li> <li>• Thomas, dir., <i>Questioning Darwin</i> (HBO Documentary Films, 2014)</li> </ul>
<p><b>Class 12:</b> Monday 7/18/16 6-9pm</p>	<p><b>Topic:</b> Post-Kitzmiller developments.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Lofaso, Ch.4, §§ (B)(6)-(B)(8) (pp. 75-80)</li> <li>• Shorto, “How Christian Were the Founders?” <i>New York Times Magazine</i> (February 11, 2010) (excerpts)</li> <li>• Boston, “Creationism Crusade,” <i>Church &amp; State Magazine</i> (July/August 2011)</li> <li>• DeWolf, et al., <i>Traipsing Into Evolution: Intelligent Design and the Kitzmiller v. Dover Decision</i> (Discovery Institute Press, 2006) (excerpts from pp. 7-14, 73-78)</li> <li>• DeWolf, et al., <i>Intelligent Design Will Survive Kitzmiller v. Dover</i>, 68 Mont. L. Rev. 7 (2007) (excerpts)</li> <li>• Irons, <i>Disaster in Dover: The Trials (and Tribulations) of Intelligent Design</i>, 68 Mont. L. Rev. 59 (2007) (excerpts)</li> <li>• Rosenau, <i>Leap of Faith: Intelligent Design’s Trajectory after Dover</i>, IV Univ. of St. Thomas Journal of Law &amp; Public Policy 280 (2010) (excerpt)</li> <li>• Dembski and Witt, <i>Intelligent Design Uncensored</i> (excerpts from pp. 133-140, 150-154)</li> <li>• Wexler, “From the Classroom to the Courtroom” (excerpt from pp. 94-104)</li> <li>• Scott, <i>Evolution vs. Creationism</i> (excerpt from pp. 159-161)</li> <li>• Shermer, <i>Why Darwin Matters</i> (excerpt from pp. 166-168)</li> <li>• Forrest and Gross, <i>Creationism’s Trojan Horse</i> (excerpt from pp. 335-338)</li> </ul> <p><b>Film in class:</b></p> <ul style="list-style-type: none"> <li>• Thurman, dir., <i>The Revisionaries</i> (Kino Lorber, 2012)</li> </ul>
<p><b>Class 13:</b> Monday 7/25/16 6-9pm  <b>Topics for the final project must be approved by the instructor.</b></p>	<p><b>Topic:</b> Science and religion.  (No assigned reading)</p>
<p><b>Class 14:</b> Monday 8/1/16 6-9pm</p>	<p><b>Topic:</b> Post-Kitzmiller developments (continued).</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Plutzer, et al., “Climate confusion among U.S. teachers,” <i>Science</i> (February 12, 2016) pp. 664-665</li> </ul>
<p><b>Class 15:</b> Monday 8/8/16 6-9pm  Final exam period runs 8/8 – 8/18/16</p>	<p><b>Final project:</b> Student presentations.  <b>Conclusion:</b> Review; further suggested readings and research.  (No assigned reading)  Final exam period runs 8/8 – 8/18/16</p>