

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School

The College of Liberal Arts and Sciences (CLA)

Department/School

School of Historical, Philosophical & Religious Studies (CHSTCRIT)

Submission Type

New Request

Requested Effective Date

Spring 2025

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code

REL

Course Number

294

Units/Credit Hours

3

Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
2. Topics on permanent courses require mandatory review every five years.

Topic Title

Religious Freedom

List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.

Topic Description

Freedom of religion is a foundational ideal in the United States. This course considers the historical and philosophical origins of religious freedom and traces the emergence of legal, political and social institutions related to this ideal. It also examines complicated and ongoing debates about what can and should be specially protected as "religion."

Has this topic been scheduled in the past with a GS Gold designation? If so, list which semester(s).

No

Omnibus topics cannot hold a GS Gold designation for more than three semesters total.

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

Student Work Examples

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

American Institutions (AMIT)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[Religious Freedom S25.pdf](#)

American Institutions (AMIT)

In each American Institutions course, students will discuss people, ideas, institutions, movements and structural forces that have created and transformed the United States. Students will analyze struggles over the meaning of America's constitutional democracy. Throughout the course, students will analyze a wide range of sources drawn from both past and present and contemplate American history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

In an American Institutions course, students must be exposed to the following knowledge or sources:

AMIT Element 1: Principles of American constitutional democracy and how they are applied under a republican form of government.

1. Identified Topic or Source	1. Location in Syllabus
Freedom of conscience / freedom of belief	January 15
2. Identified Topic or Source	2. Location in Syllabus
Freedom of practice / free exercise of religion	January 22
3. Identified Topic or Source	3. Location in Syllabus
Separation of church and state / disestablishmentarianism	January 27

AMIT Element 2: The US Constitution and major American constitutional debates.

1. Identified Topic or Source	1. Location in Syllabus
First Amendment of the Bill of Rights	February 5
2. Identified Topic or Source	2. Location in Syllabus
Religious Freedom Restoration Act (1993)	February 12
3. Identified Topic or Source	3. Location in Syllabus
Civil Rights Act - Title VII (1964)	February 12

AMIT Element 3: Founding documents that have shaped American institutions.

1. Identified Topic or Source	1. Location in Syllabus
Peace of Westphalia	January 27
2. Identified Topic or Source	2. Location in Syllabus
The Bloody Tenent of Persecution by Roger Williams (1635)	February 3
3. Identified Topic or Source	3. Location in Syllabus
Virginia Statute for Religious Freedom (1786)	February 3

AMIT Element 4: Landmark policy achievements and Supreme Court cases.

1. Identified Topic or Source	1. Location in Syllabus
Reynolds v. United States (1879)	February 19

2. Identified Topic or Source	2. Location in Syllabus
Burwell v. Hobby Lobby (2014)	February 24

3. Identified Topic or Source	3. Location in Syllabus
Obergfell v. Hodges (2015)	February 19

4. Identified Topic or Source	4. Location in Syllabus
Oregon Department of Employment v. Smith (1990)	February 26

5. Identified Topic or Source	5. Location in Syllabus
Abington v. Schempp (1963)	March 5

6. Identified Topic or Source	6. Location in Syllabus
United States v. Seeger (1905)	March 19

7. Identified Topic or Source	7. Location in Syllabus
Lukumi Babalu v. Hialeah (1993)	March 26

AMIT Element 5: Economic knowledge necessary to assess policy options affecting both the public and private sectors.

1. Identified Topic or Source	1. Location in Syllabus
Johnson Amendment to the US Tax Code (1954)	March 31

2. Identified Topic or Source
Competing interests between economic development and sacred lands (the key question in Lyng v. Northwest Indian Cemetery Protective Association 1988, as well as in the case currently before the Supreme Court, Apache Stronghold v. United States).
2. Location in Syllabus
March 24

3. Identified Topic or Source
The "marketplace" metaphor for religious freedom (a key element of McCrary's analysis in Sincerely Held)
3. Location in Syllabus
February 17

AMIT Element 6: International context of American institutions and the evolution of America's role in international affairs.

1. Identified Topic or Source

International Religious Freedom Act (1988)

1. Location in Syllabus

Week of April 7-9

2. Identified Topic or Source

Analysis and comparison of religious freedom laws in other nations

2. Location in Syllabus

Weeks of April 14-16, and 21-23

AMIT Learning Outcomes

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

AMIT Learning Outcome 1: Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.

The first module of this course focuses on the role of European colonists in developing ideas about religious freedom and creating a system of legal rights based on experiences of religious war in Europe during the 16th century, experiences of religious persecution of minorities in England and elsewhere in the 17th century, and settler encounters with indigenous peoples whose customs and rituals were previously unfamiliar to predominately Christian societies.

These historical considerations are the focus of [Quiz 1](#) (colonial era foundations of religious liberty) and [Discussion Board 1](#) (tensions between free exercise and freedom of conscience).

AMIT Learning Outcome 2: Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.

The critical sub-theme of the course is that religious freedom is a legal and political ideal that is always contested. Contestation happens through many aspects of civic life, including education, commerce, construction and zoning, medicine and healthcare, etc. However, these civic spaces of contestation are apparent to us today through the archival record of the federal courts system, and the commentaries left by scholars and journalists across the broad arc of US history. The emphasis on contestation regarding what is protected under the banner of "religious freedom" is, throughout the entirety of the course, intended to scrutinize the ways that certain kinds of beliefs, practices, and communities are privileged by the organization of religious freedom as it exists in the US legal

system, and that other kinds of beliefs, practices, and communities remain marginalized by this very same system.

Discussion Board 2 (on school prayer) and Quiz 2 (on 20th century congressional legislation regarding religious freedom) both assess student comprehension on this topic.

AMIT Learning Outcome 3: Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society.

Module 3 comprises the bulk of this course and will include reference to and analysis of more than a dozen Supreme Court cases on religious freedom. The Module 3 Assignment requires students to reflect on the patterns that emerge when considering US federal court cases on religious freedom at the macro-historical level. Based on their engagement with a large, eclectic set of courses, students will be required to generate materials that communicate what they have learned and recon with a diverse range of ideas that differ from their own. Students will have the option of either designing a set of "Supreme Court Religious Freedom Collectors Cards" or authoring a dissenting opinion to any Supreme Court case related to religious freedom.

AMIT Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

The Final Project for this course allows students to pursue and present their own research into a specific instance related to religious freedom (i.e. a contemporary debate about religious freedom and its limits, an analysis of religious freedom challenges in a nation outside the US, etc.). This assignment explicitly requires students to find and cite credible source materials beyond the syllabus, and further to use these sources in constructing a coherent analysis of the issue at hand.

List all course-specific learning outcomes. Where appropriate, identify the associated AMIT learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with an AMIT learning outcome.

1. Demonstrate awareness of the social, political, and historical context within which religious freedom emerged; [AMIT LO1]
2. Identify and differentiate between competing ideas about the relationship between religious and political authority and describe how those ideas shaped religious freedom in The United States of America; [AMIT LO1]
3. Analyze various examples of how "religious freedom" has been enacted, contested, and reformed in U.S. federal courts and congressional legislation; [AMIT LO2]
4. Differentiate religious freedom in U.S. legal and political culture from religious freedom in other national (and multilateral) contexts; [AMIT LO3]
5. Articulate contemporary critiques of religious freedom offered by legal theorists, Indigenous jurists, and scholars of religion; [AMIT LO3]
6. Recognize the role that legal and political institutions play in shaping what counts and what does not count as "religion." [AMIT LO2]

Form Submission - Proposer

Submitted for Approval | Proposer

Evan Berry - July 29, 2024 at 12:36 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - August 7, 2024 at 10:37 AM (America/Phoenix)

GSC Coordinator Review

Sent Back

Alicia Alfonso - August 8, 2024 at 10:40 AM (America/Phoenix)

Each AMIT element must have two rows, minimum. Please add one more row to AMIT element 5. Additionally, please provide the AMIT learning outcome in brackets after the course-specific learning outcomes.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Evan Berry - August 8, 2024 at 11:22 AM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - August 8, 2024 at 11:39 AM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - August 9, 2024 at 9:55 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - August 10, 2024 at 4:40 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - August 15, 2024 at 3:02 PM (America/Phoenix)

American Institutions (AMIT) Subcommittee

Acknowledgement Requested

James Dupey

Susan Miller

Ruby Arjona

Mark Ramirez - August 30, 2024 at 11:30 AM (America/Phoenix)

Revise and resubmit.

Please provide additional clarification and details for elements 3 and 6, e.g., how documents or topic teaches required element.

Also provide clarity for AMIT learning outcome 3 assessment to show a stronger connection to citizenship and civic participation. Both of these outcomes must be included in assessments.

Finally, ensure AMIT learning outcome 4 is part of the course learning outcomes listed on the syllabus and matched to the course learning outcomes.

Brent Scholar

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Evan Berry

College Notification

Notification

Amanda Smith

Jenny Smith

DARS Notification

Notification

Leticia Mayer

Peggy Boivin
