

**THE NATIONAL DEFENSE UNIVERSITY  
WASHINGTON, DC**



**NWC/ES INTERNATIONAL FELLOWS  
AMERICAN STUDIES: IDENTITY**

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# Course Overview

The International Fellows (IF) American Studies Foundations Course prepares students for participation in the American Studies program throughout the academic year. The curriculum includes a focus on American History from the colonization of America to the present, and American Systems, including the Constitution, U.S. Government structure, federalism and states' rights, free market, and the social safety net. Themes in the readings, discussions in seminars, and the writing requirement, together with first-hand observations of America on field study practicums, provide theoretical foundations for the year in the United States.

## *Course Objectives*

The American Studies Course objectives are pulled directly from these foundational directives: 1) Department of Defense Directive 5410.17 on the United States Field Studies Program (FSP); 2) Joint Security Cooperation Education and Training Manual (JSCET); 3) The Officer Professional Military Education Policy (OPMEP); and 4) The Chairman of the Joint Chiefs Desired Leader Attributes for Joint Force 2020.

The OPMEP outlines Learning Areas and Objectives for students at NDU, including the following taken from Learning Area 1: National Security Strategy<sup>1</sup>:

*Evaluate how enduring philosophical, historical, and contemporary American principles contribute to U.S. strategic thinking.*

Department of Defense Directive 5410.17 and AR 12-15 outline the objectives that underlie the Field Studies Program at NDU<sup>2</sup>:

*Promote an understanding of U.S. society, institutions, and ideals in a way in which these elements reflect U.S. commitment to basic principles of internationally recognized human rights:*

*Human Rights  
Law of War  
International Peace and Security  
U.S. Government Institutions  
Political Processes  
The Judicial System*

*Free Market System  
Media  
Education  
Health and Human Services  
Diversity and American Life*

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<sup>1</sup> Chairman of the Joint Chiefs of Staff Instruction: Officer Professional Military Education Policy (OPMEP), E-G-1, 3.b.

<sup>2</sup> DOD Directive 5410.17, 3-4.

The CJCS Desired Leader Attributes for Joint Force 2020 presents a framework for understanding leadership development as an underlying purpose of the IF program<sup>3</sup>:

*Understand the environment and the effect of all instruments of national power.*

*Operate on intent through trust, empowerment, and understanding.*

*Think critically and strategically in applying joint warfighting principles and concepts to joint operations.*

### *American Studies Concentration*

The American Studies concentration includes the American Studies Foundations course in the summer and continues in the fall and spring semesters with the American Studies elective concentration. The summer course will cover American History and the foundational American Studies Systems to provide the foundation for the learning objectives. The fall course will cover the fundamentals of the American society through discussions on social issues such as religion, race, gender, and popular culture. The spring semester will analyze American institutions, including free market, health and human services, and government. Academic credit for the course includes class time, trip pre-briefs, and assignments.

The certificate program includes classroom instruction, extensive travel through the field practicums, and writing and other assessments based on participation. Upon successful completion of the summer course, fall and spring electives, and attendance at the minimum number of Field Study practicums, an International Fellow will receive a certificate at graduation for completion of American Studies.

### *Learning Outcomes*

- Students will analyze the role of Human Rights in the United States as a framework for understanding American systems, particularly education and health and human services.
- Students will investigate the American way of diversity and culture by exploring the role of freedom, religion and popular culture in the country and the effect they have on the American identity.
- Students will understand the societal shifts in racial relations and gender equality in the U.S. and how their changes are tied to the American identity.
- Students will explore regional and political identity in America as seen in various regions of the U.S. and the election.
- Students will consider the American identity in the country's perception on the world and in policymaking.

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<sup>3</sup> Memorandum from the Chairman of the Joint Chiefs of Staff regarding Desired Leader Attributes for Joint Force 2020, dated 28 June 2013.

## American Studies Summer Course Schedule

*All classes are on Wednesday from 1300-1500 except where noted*

Week 1: September 14 – Boston Pre-Brief & Anglo-Saxon mindset / Northeast regionalism

### ***Week 2: September 21 Boston Field Practicum***

Week 3: September 28 **Special 3 hour class 1300-1600**

Religion – Dr. Spencer Fluhman, Professor of Religion at Brigham Young University

Week 4: October 5

Regionalism and states (Geography & ethnicity & states' rights) – Dr. Brittany Bounds

Week 5: October 12

Electoral College / Politics / Election – Dr. Jack Godwin, ISMO Director

Week 6: October 19

Race 1: African American challenges – Dr. Brittany Bounds

*October 21, 1300-1430 Tennessee Pre-Brief*

### ***Week 7: October 26-30 Tennessee Field Practicum***

Week 8: November 2 – **Reflection Paper Due (either Boston or Tennessee), 3 pages**

Education reflection (Boston & TN) -- Dr. Brittany Bounds

Week 9: November 9: **12:30 class**

Popular culture – Mr. Paul Lambert, Assistant Dean, Georgetown University

Week 10: November 16: **Special 3 hour class 1300-1600 – Paper drafts due, 5-7 pages**

Post-election assessment – Panel

*Week 11: November 23 Thanksgiving Break (no class)*

Week 12: November 30

Gender and the Effects of Feminism – Ms. Anne Allman, Ohio University

*Paper drafts returned*

Week 13: December 7 – **Final Paper due**

U.S. Foreign Policy in the Lens of American Identity – Dr. Mike Bell, Chancellor CISA

Week 14: December 14 Makeup from Thanksgiving and wrap-up

Race 2: Introduction to Immigration & Hispanics/Latinos – Dr. Brittany Bounds

## Writing Requirement

Students will be required to reflect on their field studies experiences through a series of writing requirements that will be elaborated upon in a handout.

- One 3-page personal reflection paper based on either of the field studies practicums in the fall semester (Boston or Tennessee).
- One group memo submitted at the conclusion of each field studies trip addressing the question prompt and corresponding to the closing academic session. Each fellow will be responsible as leader of one paper, but the group will receive a grade as a whole for the semester.
- One culminating paper, 5-7 pages (double-spaced), based on one of the provided prompts.

## Reading and Contribution

Students are expected to complete the readings and contribute to seminar and field studies discussions. Class participation is worth 65% of the grade, so it is important to stay involved in class, the field practicums, and on Blackboard. The readings assigned are listed under the day when they will be discussed. Excerpts from articles and other texts will be provided throughout the course through Blackboard. Although texts have been chosen and reflected in the syllabus, these may change according to new developments in the American sphere. Suggested readings for the class will be posted weekly in advance of the class, and the intensive seminar will be expected to read these.

## Plagiarism

Plagiarizing, defined as the practice of taking someone else's work or ideas and passing them off as one's own, is a serious offense. This may be in the form of copying and pasting from the internet, using someone else's quote without the appropriate citation, or copying someone else's paper or idea. Just like you would be very upset if someone quoted you without giving you credit, using someone else's words without citing them is wrong. Most times, plagiarizing is very obvious, for your written voice changes – almost like taking on an accent. As is consistent with your college, the American Studies course also forbids plagiarism in all its forms. Students caught plagiarizing will be subject to NDU official punishment measures in according to NDU academic policies.

## Fall Grade Breakdown

Reflection paper	10%
Fall culmination paper	25%
Field studies group participation, presentations, and paper	15%
Class participation (field practicums, class, seminars)	40%
Blackboard discussions (minimum 3 posts)	10%

### Grading:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
Under 80	Not passing
*Grades over 80% are Passing.	

## Readings

- Boston and Tennessee Reference Guides
- Samuel Huntington, *Who Are We? The Challenges to America's National Identity* (New York: Simon & Schuster, 2004)
- Colin Woodard's [\*American Nations\*](#) – chapters to be assigned
- Other articles as assigned

## Assignment Guidelines

### Reflection Paper

A reflection paper allows you to communicate about how an experience has shaped your understanding of material or topics we have discussed in class. It is similar to a newspaper Op-Ed (Opinion-Editorial), in that you are able to express your personal thoughts on something. However, Op-Eds generally do not pull assumptions out of the air; they also use references to support their case. While this assignment is **not** meant to be a research paper, having references – if only from the readings, speakers or experiences on the field practicum – give your paper credence.

Your reflection paper will focus on either Boston or Tennessee and its learning objectives. A stronger reflection will also ponder upon the concepts presented in class and the simulation we will complete together. Tell me about how you encountered American freedoms, individualism, and tension between the states and federal government (these are possibilities, not directives). A great reflection paper compares and contrasts the current city with a previous location. Can you find a strong similarity or difference with this location and Montana / New York / Philadelphia? Pick a theme and flesh it out. Your paper should be about 3 pages, double-spaced, with a cover page. The reflection paper is due no later than November 2<sup>nd</sup> in Blackboard, although it can be submitted earlier.

Your reflection paper should include the following:

- A title describing your paper
- An Introduction explaining your chosen topic or the question you are answering
- Near the end of the Intro, be sure to state a clear thesis with your argument, or the way you are answering the question.
- Complete the Intro with a road map of the selected points that you will use in the body paragraphs to support your thesis.
- Each body paragraph needs a topic sentence that explains what the paragraph as a total is about, and transitions from one thought to another.
- The conclusion should wrap up the entire paper, restating the thesis, but not introducing new information.
- Proper English writing, grammar, and punctuation

**Grading Rubric:**

10 – The paper is organized, reveals analysis based on thinking and experiences, and articulates a thesis. The paper is well-written and understandable.

9 – The paper has some organization, attempts to work through an issue, and states a thesis. The paper is mostly well-written but could use some improvement.

8 – The paper has minimal organization, states a weak thesis, but still attempts to show a learning process. The paper’s writing could be much improved.

7 – The paper was haphazardly written, lacking organization, a thesis, a main stream of thought, and proper writing.

0 – Paper was not submitted.

## Research Paper Assignment

This paper is intended to assess your analysis of the American identity based on your reflections and experiences of the trips in which you have participated, and outside supporting research. All outside reference material, is required to be cited. The best papers can compare and contrast experiences on different field practicums. Drafts can be picked up after November 30<sup>th</sup> in your mailboxes. Final papers are due no later than December 7<sup>th</sup> through Blackboard/TK20. Papers need to be 12-point, normal font, double-spaced, 5-7 pages long.

**Date Draft due: November 16 (printed copy)**

The fall semester, we covered the American identity and the different way it is manifested. Your research paper will focus on one aspect of this and answer a question with a thesis supported by field practicums and other research.

Paper Topic – Choose one of the following on which to write:

1. From where does the American identity come? Think about Turner’s thesis, Boston’s revolutionary culture, Philadelphia’s focus on independence, southern culture, pop culture, etc.
2. How has the changing religious landscape in America happened and how is it affecting the country?
3. Is the American system of education “broken”? Why or why not?
4. Why do non-governmental organizations (NGOs) and charitable organizations work in America?
5. How does a resident’s region influence his or her perspective on social and political matters?
6. Is America ready for a “color-blind” society?
7. How do demographic changes and population growth / shifts in America influence elections?
8. How can the American identity be seen in the governmental structure?
9. Should America seek assimilation of cultures or embrace multiculturalism?



**Research Paper Grading Rubric**

Context of human rights / Thesis: 40%  
 Comparative Analysis and research: 40%  
 Grammar & Composition: 15%  
 Organization of paper / mechanics: 5%

	<b>ABOVE STANDARDS (A/A-)</b>	<b>FULLY MEETS STANDARDS (B+/B)</b>	<b>MINIMALLY MEETS STANDARDS (B-)</b>	<b>BELOW STANDARDS (F)</b>
<b>Thesis</b>	Thesis is exceptionally clear, concise and arguable.	Thesis is clear and supportable and generally evident throughout the paper.	Thesis is present but unclear, too broad, or too difficult to argue. The paper strays from the thesis.	Thesis is missing, incompletely expressed, or irrelevant to the assignment. Paper lacks a central idea or clarity of purpose.
<b>Comparative Analysis</b>	Thesis is strongly supported by research, arguments, and comparison of practicums that are consistently accurate and relevant. Sophisticated analysis based on personal interpretation and/or research with a logical conclusion.	Thesis is sufficiently supported by arguments and research. Conclusion logically flows from the thesis.	Thesis is generally supported by evidence, though not sufficient for all points. Reflection is inconsistent or superficial. Conclusion is present, but does not tie to the thesis as well as it could.	Thesis is not adequately supported; evidence is weak, inaccurate, or irrelevant. No real conclusion or irrelevant argument.
<b>Grammar</b>	Displays exceptional command of standard written English with well-crafted sentences and word choice.	Demonstrates sound command of written English with no persistent errors in grammar or mechanics.	Contains multiple errors in spelling, punctuation, capitalization, sentence structure, and/or word choice that interferes with communication.	Contains extensive errors that hinders communication.
<b>Organization</b>	Paper is remarkably clear and inherently logical in structure. Transitions are smooth and paragraphs are tightly constructed focusing on one central idea.	Paper has sound organizational structure with adequate transitions and few digressions of irrelevant thought.	Some degree of organization present but is difficult to follow due to weak structure.	Logical flow of ideas is interrupted, broken, or non-existent with haphazard organization.

## Participation in the Course

For your contribution to be taken into account, you must read the assigned material (according to the weekly schedule) prior to each class. Field practicum, seminar and discussion section participation is worth 40% of your grade. Every student should ask at least one question per field practicum, but allow others the same chance. Due to the size of the class, there may not be many chances in class to ask questions or offer insights in the full classroom session, but you are expected to participate fully in the smaller discussion sections. Questions asked during the lecture or presentations should be thoughtful and based on curiosity, not solely to gain participation points.

The following standards are employed in this course to assess student grades for class contribution:

- A (9.5-10): Demonstrates superior preparation for each session as reflected in the quality of contributions to class. Asks relevant questions or offers insights in both class and on field practicums.
- A- (9.0): Above the average expected of a graduate student. Well prepared for class. Speaks frequently in class, and also asks questions on field practicums.
- B+ (8.7): A solid contributor to both class and question and answer sessions. Respectful of the views of others.
- B (8.5): Occasional contributions to question and answer sessions and group discussions.
- B- (8.0): Preparation is adequate, but rarely speaks in asking questions or in group discussions.
- C (7.0-7.9): Preparation is lacking, and remains silent. He/she frequently fails to respect the views of others, is sometimes belligerent in discourse with colleagues and/or instructor. Rarely steps forward to assume a fair share in seminar discussions. Usually content to let others form the class discussions and develop required seminar positions.

## Group Presentation

During every field practicum, we will have a certain set of objectives that we will explore together. Each group of approximately eight individuals, representing regional diversity, will be assigned a set of questions to discuss while on the practicum. One member of each group will be assigned to present his or her group's conclusions on their assigned questions to the group at large on or near the last day of the trip during the Academic Session. Group discussions therefore must occur beforehand, and are generally not scheduled in the itinerary, which allows for group flexibility to meet. The 5-minute presentation should highlight what the group has experienced and reasoned through, not the presentation of an extended research analysis of the question. As we proceed through the year, comparisons and contrasts of other field practicums are appropriate, especially where objectives repeat. The presentation should not be scripted, although notes may be used.

After the conclusion of the field practicum, the group leader will finalize the group's findings in a short reflection paper, due the class period following the end of the practicum. Each group member will also assess the contribution of every group member in discussions and the preparation of the presentation. The group participation and paper will count as 10% of your final grade. Therefore, each group leader is responsible to 1) schedule group meetings to discuss the assigned topic, 2) draft a presentation based on that conversation, 3) deliver said presentation during the academic session, 4) collaborate with the group to clarify what was said during the meeting on the trip (see #1), 5) write the final paper for the group with the option of asking the group members to look it over to make sure everyone's thoughts were recorded, in PAPER form, not bullets. These papers should reflect the conversation, not the research that someone has done. I will not be grading based on the paper's grammar, but the presentation of the group's thinking on the issues. As you can see in the paper rubric, poor grammar will not count against you unless I cannot understand your writing. The group members CAN help out in the final paper, but they should not write the paper--that is the responsibility of the group leader, and you will be graded as such.

You will assess yourself and the other members of your group at the end of each field practicum on the participation of each group member to insure that everyone is pulling their weight as a member and a group leader. Your semester field practicum participation grade will be an average of the group papers and your peer assessment of your participation in the group. For example, if your group papers both scored a 10, and your peers gave you an average of a 9, then your field practicum participation grade will be a 9.5.

#### **Rubric for assessing peer contribution on field practicums:**

##### Group members:

10- This group member was highly involved in orchestrating conversations about the questions to consider, contributed to group conversations frequently, presented a message in line with the group discussion, and took a lead on writing or refining the group paper.

9- This group member was highly involved in group conversations and contributed to drafting the presentation and/or paper.

8- This group member attended the group conversation and contribute some but did not assist in drafting the presentation or the final paper.

7- This group member only attended the group conversation but did not contribute in any way to the discussion, presentation, or paper.

6- This group member did not attend any group meetings or respond to group emails.

### Group leaders:

10- This group leader did a great job of orchestrating conversations and the group meeting, willingly accepted input from group members, completed the presentation well, and wrote the group paper.

9- This group leader coordinated the group meeting, was involved in the conversation, did an adequate job on the presentation, and completed the paper with group members' help.

8- This group leader needed some help in facilitating the group meeting, and relied heavily on group members to put together the presentation and/or the group paper.

7- This group leader did a poor job in planning a group meeting, did not do much for the group presentation, and asked others to complete the group paper/others had to write it for the leader.

## Blackboard Discussions

I encourage dialogue to continue outside of class. Due to our time and space constraints over the summer, much of our discussion will happen outside of the classroom. One venue is Blackboard, where you can start threads, add material to threads, and add comments to other's posts. In the summer, you will be required to post THREE comments on the discussion board. They should be substantial (does not have to be long, but of substance) and can include subjective reasoning, objective references, or a sharing of observations. They can address readings, presentations, learning objectives covered, or field practicums. These posts will count for 10% of your grade.

# Reading and Class Schedule

Week 1: September 14

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Boston Pre-Brief & Anglo-Saxon mindset / Northeast regionalism

**Objective:** The Boston pre-brief will prepare students for the field practicum to Boston. The objectives include Northeast regionalism and mindset, education at the secondary and college level, city government, Senate legislative processes, non-profit organizations, and the social safety net of housing, homelessness, and health.

**READINGS:**

- Huntington, Chapters 3 & 4

**Week 2: September 21 Boston Field Practicum**

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**Objectives:**

1. **Diversity in American Life:** Exposure to US history, identity, and culture, Northeast mindset
2. **Education:** Exposure to the education system in the US through Nipmuc High School, Blackstone Valley Technical School, Harvard University, and education policy
3. **US Institutions and Political Process:** Exposure to the US political system through the Boston city council and a Senate simulation at the Edward M. Kennedy Institute
4. **Human Rights / Health and Human Services:** Exposure to non-governmental organizations that play a role in social welfare and governance in the U.S., particularly the Boston Metropolitan Housing Authority, Boston Healthcare for the Homeless Foundation, and Year Up.

**Questions to Consider:**

- What is unique about Boston and New England culture? How does it differ from the culture in other places we have visited?
- In your opinion, what connections exist between the American Identity and the New England region, particularly Boston? How has the history of Boston affected American culture and Identity? How has the history in Boston affected the culture, politics, and attitudes of those that live in Boston or even U.S. citizens in general?
- Why was Boston the starting-point for the American Revolution?
- How are public schools funded? What are the funding requirements in connection

with the state and federal governments?

- How much of an impact does a public school's geographic location have on its success?
- Should public secondary (high) schools prepare all students to attend college?
- What is the benefit of having different types of schools (public, private, charter) available? Should parents who send their students to parochial schools be able to receive school vouchers?
- What is the impact of the expectation that Americans need a college degree?
- What is the role of non-traditional schools in America?
- Where does the system break down for some students?
- Higher education in the U.S. can be very expensive, particularly at prestigious schools. How does this affect accessibility and higher education as an industry? What is the cost-benefit analysis of more expensive, prestigious schools vs. less-expensive, less-prestigious schools?
- How does the city council function and what role does it play in city governance?
- How does the Senate deliberate and make decisions? Is this a system designed for efficiency? Why or why not?
- How do Senators balance their own perspective on an issue with the will of their constituents? How constrained are Senators in making decisions by their political parties?
- How effective are NGOs? How do governmental and non-governmental organizations coordinate the provision of social services? Should this be the role of non-profits or should the government oversee such efforts?
- Much of the work of organizations like Year Up or the Boston Healthcare for the Homeless Foundation is dependent upon volunteer work and donations. How do these organizations manage this dependence?
- What kind of impact do these organizations have on society and communities?
- Is housing a universal human right? Should it be? Do individuals have a right to be homeless?
- How does the resistance of the founding fathers to government control play into the current system?

## READINGS:

- Huntington, Ch 2
- Boston Reference Guide

### Suggested Readings:

- Boston Housing Authority 2015 Report:  
<https://lisahacker.files.wordpress.com/2014/12/mbhp-annual-report-2015.pdf>
- Boston Healthcare for the Homeless: <https://www.bhchp.org/press-kit>
- Reville, P. (2015, July 7). Why We Fail to Address the Achievement Gap. Education Week, 34(36), 22-23.,(2015),  
<http://www.edweek.org/ew/articles/2015/07/08/why-we-fail-to-address-the-achievement.html>
- Massachusetts Public education:  
[https://ballotpedia.org/Public\\_education\\_in\\_Massachusetts](https://ballotpedia.org/Public_education_in_Massachusetts)
- S.744 - Border Security, Economic Opportunity, and Immigration Modernization Act: <https://www.congress.gov/bill/113th-congress/senate-bill/744>

**READINGS:**

- Huntington, Ch 5
- Pew Research Center website <http://www.pewforum.org/>

*Suggested reading:*

- Soul of the Nation by Wilfred McClay:  
[http://www.nationalaffairs.com/public\\_interest/detail/the-soul-of-a-nation](http://www.nationalaffairs.com/public_interest/detail/the-soul-of-a-nation)
- You should know the difference among religions, and between Catholics and Protestants. The appendix of this syllabus has charts of the differences, and this link walks through the differences between Catholics and Protestants:  
<http://www.gotquestions.org/difference-Catholic-Protestant.html>.

**Objective:** This week, we will explore the role of religion in America and its identity, including its paradoxes: diversity versus pluralism, religious freedom versus “Christian nation,” and secularism versus religious vitality. Huntington argues that America was founded and still is a Christian nation, including an American civil religion around its history and prominent figures. The PEW Research Center conducts regular surveys about politics, media, social trends, and religion, among others, and is widely cited on the American social sphere. Explore the charts and graphs connected to their analysis of the changing state of religion in America in preparation for Dr. Fluhman’s presentation, especially “America’s Changing religious Landscape.”

**Questions to Consider:**

- What has been the impact of a lessening support of Christianity in politics and schools?
- How does religion still play a role in politics and social issues in America?
- How has the changing religious landscape in America happened and how is it affecting the country?
- How has the connection between schools and religion changed, and how has that affected political orientation, curriculum, and view on social issues?
- Why do you think there is a rise in religious “nones”—those who do not identify with a religious group?



**READINGS:**

- Huntington, Ch 6
- Assigned region based on Colin Woodard's [11 Nations](#)

**Objective:** We have started exploring some of regions of the country up to this point. You know a little about “the West” as you experienced cowboy culture in Montana, and very little of the South in Virginia and Maryland, and a taste of the Northeast in New York City and Washington, D.C. This class will expose you to the other regions of the country, what Colin Woodward calls America’s “Nations.” Each seminar section will have every person assigned to a different region to explore through Woodward’s lens to identify in class.

**Questions to Consider:**

- How accurate are Woodward’s divisions of America’s “nations”?
- What is the line between accurate culture and stereotypes of the regions?
- How do subnational identities affect the American identity?
- How does a resident’s region influence his or her perspective on social and political matters?
- How does your assigned region affect the religious landscape? Politics?
- What other region(s) would be Allies-would you most agree/disagree? Which regions would be your opposite?
- How does looking through this lens help you understand differences of opinion today? How does the outside world perceive these groups/regions? What dominant identity emerges from America as a whole?
- Which identity emerges globally predominately?

**Assignment details:**

- Each person will be assigned a region so there will be a diversity of regions per section.
- Each person should be prepared with one comment to add to the class.
- Each regional group will email Dr. Bounds a 1-page handout about that region by 0800 on October 5<sup>th</sup> to be printed for the rest of the class.
- Each group will also send 1 powerpoint slide with a “bumper sticker” slogan for that state. You can use pictures and words, but it should be catchy and describe your region.

**READINGS:**

- Problems With the Electoral College, FairVote.org, [http://www.fairvote.org/problems\\_with\\_the\\_electoral\\_college](http://www.fairvote.org/problems_with_the_electoral_college)
- Richard A. Posner, “In Defense of the Electoral College,” *Slate*, November 12, 2012, [http://www.slate.com/articles/news\\_and\\_politics/view\\_from\\_chicago/2012/11/defending\\_the\\_electoral\\_college.html](http://www.slate.com/articles/news_and_politics/view_from_chicago/2012/11/defending_the_electoral_college.html)

Suggested resources:

- George Will, “Will Texas Become Another Brick in the Democrats’ Blue Wall?” *Washington Post*, July 20, 2016. [https://www.washingtonpost.com/opinions/will-texas-become-another-brick-in-the-democrats-blue-wall/2016/07/20/08b55f5e-4de0-11e6-a422-83ab49ed5e6a\\_story.html?utm\\_term=.e8a91d018a93](https://www.washingtonpost.com/opinions/will-texas-become-another-brick-in-the-democrats-blue-wall/2016/07/20/08b55f5e-4de0-11e6-a422-83ab49ed5e6a_story.html?utm_term=.e8a91d018a93)
- Demographic shifting in Texas: [http://osd.texas.gov/Resources/Presentations/OSD/2015/2015\\_11\\_20\\_AsianAmericanPacificIslanderHealthSummit.pdf](http://osd.texas.gov/Resources/Presentations/OSD/2015/2015_11_20_AsianAmericanPacificIslanderHealthSummit.pdf)
- Real Clear Politics: <http://www.realclearpolitics.com/?state=nwa>
- 270 to win electoral college map: <http://www.270towin.com/>
- 50 state poll: <https://morningconsult.com/50-state-poll/>

**Objective:** This week, we will be dissecting the Electoral College as a framework for the election and politics. Discussions about the Electoral College open up avenues into population growth (namely Hispanic immigrants) and demographic shifts (including movement to cities), 20<sup>th</sup> century political preferences, campaigning and fundraising, and targeting demographics / states. Some have argued that the Electoral College is defunct and does not accurately reflect the will of the people, while others assert that the Electoral College allows the states to remain represented in the election. Analyzing the state map, polling data, and demographics in America show how election predictions can fluctuate wildly.

**Questions to Consider:**

- Is the Electoral College outdated or viable? Should it be a more democratic process?
- How does immigration and the population shift to the cities affect elections? How does this reveal the urban / rural divide?
- What is the role of fundraising in a campaign?
- Which is more effective in campaigns: rallies, TV advertising, or social media ads? What do you predict will be the dominant mode in the future?

**READINGS:** Huntington, First half of Ch 7 (141-157) and first half of Chapter 11 (295-315)

- Jeff Nesbitt, “Institutional Racism Is Our Way of Life,” *U.S. News and World Report*, May 6, 2015, <http://www.usnews.com/news/blogs/at-the-edge/2015/05/06/institutional-racism-is-our-way-of-life>
- “Black Lives Matter Elicits Mixed Opinions on Race Relations,” *Huffington Post*, July 20, 2016, [http://www.huffingtonpost.com/entry/black-lives-matter-race-relations-poll\\_us\\_578f986ce4b0f180da63d1db](http://www.huffingtonpost.com/entry/black-lives-matter-race-relations-poll_us_578f986ce4b0f180da63d1db)

Suggested articles:

- Lindsey Cook, “Blacks and Whites See Race Issues Differently,” *U.S. News and World Report*, December 15, 2014, <http://www.usnews.com/news/blogs/data-mine/2014/12/15/blacks-and-whites-see-race-issues-differently>
- Ta-nehisi Coates, “The Case for Reparations,” *The Atlantic*, June 2014, <http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- Justin Simien, “5 things to know about black culture now,” *CNN*, February 25, 2014, <http://www.cnn.com/2014/02/25/living/justin-simien-black-culture-now/>
- Khalil G. Muhammad, “White May Be Might, But It's Not Always Right,” *Washington Post Opinions*, December 9, 2007, [http://www.washingtonpost.com/wp-dyn/content/article/2007/12/07/AR2007120701615\\_2.html](http://www.washingtonpost.com/wp-dyn/content/article/2007/12/07/AR2007120701615_2.html)

**Objective:** This week, we will be discussing race and ethnicity in America, particularly black-white relations in preparation for our trip to the South. We will dive into challenges for the African American community, their historical roots, and possible ways to confront these issues. Samuel Huntington dissects what he calls the “deconstruction” of the American identity into subcategories of identity, and argues that the differentiating of one self from another has broken down the bonds of what makes us American together, particularly the American Creed. Jeff Nesbitt uses statistics to show that institutionalized racism still exists in America. The Huffington Post article talks about the current state of race relations, and how the Black Lives Matter movement is perceived today by the difference communities.

In the suggested articles, journalists and professors seek answers to problematic racial relations. Lindsey Cook's article shows fairly recent polling data that shows that Americans – white and black – are divided about race issues. Justin Simien explores Black culture and commercialism, warning his readers of the difference between what whites have embraced, and the culture blacks hold close. Khalid Muhammed enlightens readers of the debate between Booker T. Washington and WEB DuBois and asserts that Americans cannot measure blacks by a white value standard.

**Questions for Consideration:**

- How well does/did the United States live up to its creed: All men are created equal?
- What are the effects of slavery on American history?
- What are the effects of discrimination, deprivation of civil rights?
- What effects do remedies for discrimination (legal decisions, social movements, affirmative action, and bilingual education) have on a society?
- What are the merits and deficits of a “color blind” society? Do we still need to track race on all things?
- What are the effects of affirmative action?

October 21, 1300-1430 Tennessee Pre-Brief

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Ripley / Memphis Pre-Brief & Southern mindset

**Objective:** The Tennessee pre-brief will prepare students for the field practicum to Ripley & Memphis. The objectives include Southern regionalism and mindset/hospitality, education at the primary level, city / county government and judicial processes, and racial relations.

**READING:** Tennessee Reference Guide

## **Week 7: October 26-30 Tennessee Field Practicum**

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**READING:** Tennessee Reference Guide

Suggested articles:

- ACLU, “Banking on Bondage: Private Prisons and Mass Incarceration,” <https://www.aclu.org/banking-bondage-private-prisons-and-mass-incarceration>
- The Sentencing Project, “Black Lives Matter: Eliminating Racial Inequality in the Criminal Justice System,” <http://sentencingproject.org/wp-content/uploads/2015/11/Black-Lives-Matter.pdf>

### **Objectives:**

1. **Diversity and American Life:** Exposure to American Culture, Southern Culture, and US Popular Culture through home stays, Memphis blues & jazz, and agricultural communities.
2. **Human Rights:** Continue our discussion of Civil Rights and Diversity in the U.S. at the Alex Haley House, with the NAACP pastor, the Civil Rights Museum, and the penitentiary.
3. **U.S. Government Institutions / Political Process:** Learn about Local Government in the U.S., including city and county government and taxes.
4. **Judicial System:** Learn about the American Judicial System from the courtroom to the penal institutions (jail and penitentiary).
5. **Free Market System:** Exposure to Corporate America and the American Economic System through transportation at FedEx.
6. **Health and Human Services:** Exposure to the U.S. Health and Human Services and American philanthropy at St. Jude’s Hospital.
7. **Education:** Exposure to the elementary education system in the U.S. at Ripley Elementary.

### **Questions to Consider:**

- What are the core values in Southern culture? What are priorities for Southerners?
- How does the culture in the “South” differ from that in other areas of the US you have visited?
- What does the music style of the South, particularly Memphis, about the area? How is this type of culture different than other areas?
- From your observations, where is the U.S. and its people in terms of overcoming racial inequality?
- What is the basis for racial diversity in America?
- What role has civil rights played in the U.S.?

- What comparisons can you make to your country?
- How does race play a factor in society today in Ripley?
- How has Alex Haley's novel, *Roots*, played a role in civil rights in America?
- Which works better to achieve change: nonviolence (MLK) or violence (Malcolm X)?
- Has the Black Lives Matter movement achieved success? Why or why not? How is it different than the NAACP?
- How does racial diversity change the character of Tennessee/the South?
- How does the government structure and role of government differ in Ripley as compared to Montana or Washington, D.C.?
- How involved are the Tennessee citizens in the local government? How does this compare to other areas you have visited?
- What is the relationship between the local government, state government and the federal government?
- What are your impressions of the U.S. Judicial System? Is it fair? Are there flaws?
- What are your impressions of the U.S. Penal System? What are U.S. prisons trying to accomplish, particularly in the debate of punishment vs. rehabilitation?
- The judicial system is based upon ideas and principles in the U.S. Constitution, primarily the idea of "We the people" reflected in the jury system. Accordingly, regular citizens do the judging for the most part. How does this compare with your country?
- How can personal investment pay off in the long run? How is FedEx a reflection of American values?
- How are companies like these facing issues of globalization? How is FedEx harnessing globalization?
- What is the relationship between small and large corporations and the government?
- How has the economic downturn affected these companies and their competition? How do these companies weather the challenging economy?
- How does a hospital like St. Jude fit into the new healthcare system in the U.S.? How does St. Jude fit into the larger U.S. healthcare system?
- How does St. Jude compare to other hospitals in the country? How is it different than Boston's Mass General?
- How does St. Jude Hospital sustain itself? How does the hospital ensure it remains on the cutting edge of research and quality care?
- What challenges face the U.S. healthcare system?
- From a teacher's perspective, what are the major challenges in education today? What about from an administrator's perspective, or a parent or student perspective?

- Many of you have children in the Virginia or Maryland school system. How does it differ from Tennessee?
- How does race play a factor in this particular school?
- The quality of elementary education differs greatly from state to state. Why is that?

Week 8: November 2

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Education reflection (Boston & TN)

Reflection Paper Due (either Boston or Tennessee), 3 pages

**READINGS:**

- Jack Schneider, “America’s Not-So-Broken Education System,” The Atlantic, June 22, 2016, <http://www.theatlantic.com/education/archive/2016/06/everything-in-american-education-is-broken/488189/>
- Associated Press, “Obama Signs Education Law Rewrite; Power Shift to States,” December 10, 2015, <http://www.nbcnews.com/news/us-news/obama-sign-education-law-rewrite-power-shift-states-n477656>
- Alec Dent, “Black students demand segregated spaces from white students,” The College Fix, January 6, 2016, <http://www.thecollegefix.com/post/25748/>

Suggested reading:

- Lindsey Burke, et al., “Common Core and the Centralization of American Education,” Heritage Foundation, March 24, 2016, <http://www.heritage.org/research/reports/2016/03/common-core-and-the-centralization-of-american-education>

**Objective:** We will further explore the American educational system at all levels after seeing different kinds of schools at the primary, secondary, and college level in different areas of the country. Jack Schneider asserts that America’s system of education is not as broken as its critics claim, citing their political agendas for their criticism. Instead, we should recognize the strengths in the system and work to change what is broken, not overhaul the entire lot. The AP article lays out in detail the changes that have come to the education system since the passage of the Every Student Succeeds Act, which replaced No Child Left Behind from 2002. Alec Dent’s article points out a growing phenomenon of Blacks—particularly students—requesting safe spaces on campus to live and recreate that are solely for Blacks.

Each of the essays from the Heritage Foundation delivers a different perspective on the shortcomings of the push for Common Core national standards, but each concludes that American education will not flourish under a system that is increasingly centralized.

*Nov 8: Election*

**READING:**

- Definition of Pop Culture:  
<https://www.csub.edu/~bruff/Pop%20Culture%20Articles.pdf>

Suggested readings:

- Resource on politics and popular culture:  
<https://medium.com/@kegill/politicians-campaigns-and-popular-culture-a2727588bfe6>
- Just for fun: Kira Tverskaya, “American pop culture trends Russians choose to adopt,” Russia
- Beyond the headlines, October 31, 2015,  
[http://rbth.com/arts/2015/10/31/back-to-the-american-past-in-rusia\\_535713](http://rbth.com/arts/2015/10/31/back-to-the-american-past-in-rusia_535713)
- Andy Crouch, “Ten Most Significant Cultural Trends of the Last Decade,” Q,  
<http://qideas.org/articles/ten-most-significant-cultural-trends-of-the-last-decade/>
- Oscar Garza and Jonathan Schfflett, “‘A Nation Engaged’: How Is America’s Cultural Role Changing Around the World?” KPCC, September 2, 2016,  
<http://www.scpr.org/programs/the-frame/2016/09/02/51822/a-nation-engaged-how-is-america-s-cultural-role-ch/>.

**Objective:** This week, we will be delving into the world of American pop culture and how it projects certain images and alters the American identity—not only at home, but also abroad. Everyone wants their “15 minutes of fame,” which can be more easily achieved in today’s society with social media’s role. Yet, American pop culture is very diverse, and has reached into other segments of America, such as politics. The first link explains what pop culture is and how it affects America.

**Questions to Consider:**

- Why does American culture pervade the international sphere?
- How does popular culture in America bleed into other segments of society, such as politics?
- How does an understanding of popular culture help in understanding the larger culture (identity, values, societal anxieties, opinions, etc.?)
- How does American popular culture project an image of the United States to its own people? To the rest of the world?
- What role does social media play in the spread of pop culture today?



Week 10: November 16: **Special 3-hour class 1300-1600 in Lincoln Hall Auditorium**

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Post-election assessment – Panel

Paper drafts due, 5-7 pages

Molly Ball, *The Atlantic* political correspondent; Jay Parker, INSS Senior Research fellow, Representative Bill Flores (R-TX)(from 1400-1500), Rachel Bovard, Heritage Foundation Policy Advisor

**READING:** Watch the election's results

**Objective:** This week, we will assess the implications of the recent presidential and congressional elections for the direction of the country for the next four years. You should write questions ahead of time to ask the panel members. I will collect questions by Monday at 1700 to put together overarching themes for the panel, although you will still be able to ask questions of the panel themselves. The panel will answer questions for two hours, and then we will discuss their assessments in seminars.

**Questions to Consider:**

- How does the election change the course of domestic policy for the next four years?
- What does the election result mean for America's foreign policy and allies?
- How will society and culture change over the next several years?
- How will this affect other branches of government, such as the Supreme Court and Congress?

*Week 11: November 23 Thanksgiving Break (no class)*

*Paper drafts returned*

**READING:** Feminists vs. Anti-Feminists debate:

Betty Friedan, “Women Are People, Too!” 1960.

Casey Hayden and Mary King, “Sex and Caste: A Kind of Memo from Casey Hayden and Mary King to a number of other women in the peace and freedom movements,” 1965.

Kate Millet, *Sexual Politics*, 1970.

“Discord Among Women,” [cliohistory.org](http://cliohistory.org), 2015.

Phyllis Schlafly, “How ERA Would Change Federal Laws,” The Phyllis Schlafly Report, November 1981.

Karen DeCrow, “Women Are Victims Again,” *USA Today*, October 5, 1993.

Suggested reading:

“What is Lipstick Feminism,” Pitlane, <http://www.pitlanemagazine.com/ethnicity-and-gender/what-is-lipstick-feminism.html>

**Objective:** This week, we will explore the role of feminists in America: their rise in the 1960s, radical feminists, and the effect of feminism and liberalism through to today. As you will see, feminism is by no means a universal term. Terms like “feminism,” “radical feminism,” and “anti-feminism” are inexact because women have had different ideas about what political and cultural “liberation” meant and how to go about getting it. The readings begin with Betty Friedan, widely considered the mother of “liberal feminism.” This 1960 article in *Good Housekeeping* magazine titled “Women Are People, Too!” encapsulates the argument of her groundbreaking 1963 bestseller, *The Feminine Mystique*, whose audience came of age in the 1950s. Written in 1965 by two female veteran activists of the civil rights movement, Casey Hayden and Mary King, *Sex and Caste* demonstrates the political awakening of younger, college-age women. As Friedan spoke to adult wives and mothers, *Sex and Caste* spoke to the Baby Boomers of the feminist movement who came of age in the 1960s. It is widely considered one of the founding documents of “radical feminism,” (distinct from Friedan’s “liberal feminism.”) Kate Millet’s 1970 book *Sexual Politics*, was to radical feminism what *The Feminine Mystique* was to liberal feminism. Central to her arguments was the psychology and philosophy of the power in relationships, particularly between men and women. This essay is an abridgment of Chapter 2 of her book.

Anti-feminist arguments are equally valid in a classroom dedicated to critical inquiry. Often anti-feminists believed that modern feminism is a detriment to women’s equality. The following articles present counter arguments to those above. By the mid-1970s, anti-feminists had organized. The article titled “Discord Among Women” provides a brief overview of those who opposed feminism and their reasons for doing so. The late Phyllis Schlafly was an outspoken attorney and activist who opposed feminism and successfully led the campaign

defeat the ERA (Equal Rights Amendment) with arguments based on the difference in genders. Here, she outlines reasons for her opposition and her fears of the consequences should the ERA ever pass (which it has not done.) Karen DeCrow was a prominent feminist leader and former President of NOW (National Organization for Women) who broke with feminist orthodoxy to become a men's rights activist in the 1990s. Her article "Women Are Victims Again" decries the younger generation of feminists, chiefly their attempt to victimize women on campus as rape targets rather than a matter of sexual liberation, the original goal of the feminists in the 1960s.

**Questions to Consider:**

- What challenges did women face in achieving equality?
- Should genders be treated differently?
- How does radical feminism differ from mainstream feminism (Friedan's vision)?
- What were the contextual factors that aided the goals of anti-feminism both in the 1970s/80s and today)? Who were and are the leaders of anti-feminism (men or women)?
- How are the anti-feminist voices still heard in America?
- Why has the word "feminist" become a dirty word in America? How have radical feminists changed the discourse on other issues as well?
- What is the difference between chivalry and chauvinism?
- What has created "lipstick feminism"?

Final Paper due in Blackboard

**READING:**

- Huntington, Ch 10
- Paul Pillar, *Why America Misunderstands the World* excerpt  
<https://www.youtube.com/watch?v=XWhQfaZzD6k>

Suggested Reading:

- William J. Burns, Michele Flournoy, Nancy Lindborg, “Fragile States and the next President,” *Foreign Affairs*, September 11, 2016,  
<https://www.foreignaffairs.com/articles/united-states/2016-09-11/fragile-states-and-next-president>.
- Cara L. Burnidge, “Religious Influences on U.S. Foreign Policy,” *American History Oxford Research Encyclopedia*,  
<http://americanhistory.oxfordre.com/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-266?mediaType=Article>
- Stone Washington, “Trump-Pence's Credo of American Exceptionalism vs. Clinton-Kaine's Punishment of Globalism,” *Renew America*, August 27, 2016,  
<http://www.renewamerica.com/columns/swashington/160827>

**Objective:** We will investigate the American perspective on the world, including partnerships and alliances with other countries, treaties, and enemies. Huntington asserts that America is a “city on a hill” and is exceptional based on its history and strength, necessitating the export of American democracy to the other countries of the world. As a critic, Paul Pillar instead argues that American democracy's rapid rise also fools many into thinking the same liberal system can flourish anywhere, and having populated a vast continent with relative ease impedes Americans' understanding of conflicts between different peoples over other lands.

**Questions to Consider:**

- How do Americans perceive their role in the world? How have they also misunderstood other countries?
- How successful have Americans been in exporting their views and culture around the world?
- What tensions have been created globally from the American identity?
- Is geography a country's destiny?

Race 2: Introduction to Immigration & Hispanics/Latinos – Dr. Brittany Bounds

Makeup from Thanksgiving and wrap-up

**READING:**

- Huntington, Ch 8
- B. Wilkinson, "U.S. Multiculturalism or Cultural Assimilation?" The Huffington Post, October 10, 2015, [http://www.huffingtonpost.com/a-b-wilkinson/us-multiculturalism-or-cultural-assimilation\\_b\\_8218490.html](http://www.huffingtonpost.com/a-b-wilkinson/us-multiculturalism-or-cultural-assimilation_b_8218490.html)

Suggested reading:

- Huntington Ch 7 158-177
- Kenan Malik, "The Failure of Multiculturalism: Community Versus Society in Europe," *Foreign Affairs*, March/April 2015, <https://www.foreignaffairs.com/articles/western-europe/failure-multiculturalism>
- Steve Chapman, "Is American Multiculturalism a Failure?" *reason.com*, September 1, 2016, <http://reason.com/archives/2016/09/01/is-american-multiculturalism-a-failure>.

**Objective:** We will continue our conversation about race in America, extending it to Hispanics and Latinos in America. Together, we will question if multiculturalism – the co-existence of diverse cultures – or assimilation of cultures into the mainstream is more prudent for a society. We will also seek overall assessments of the American identity as explored this semester.







**Questions to Consider:**

- Should America seek multiculturalism or assimilation?
- Is illegal immigration beneficial or detrimental for America?
- Should illegal immigrants be made citizens, fined, or deported?

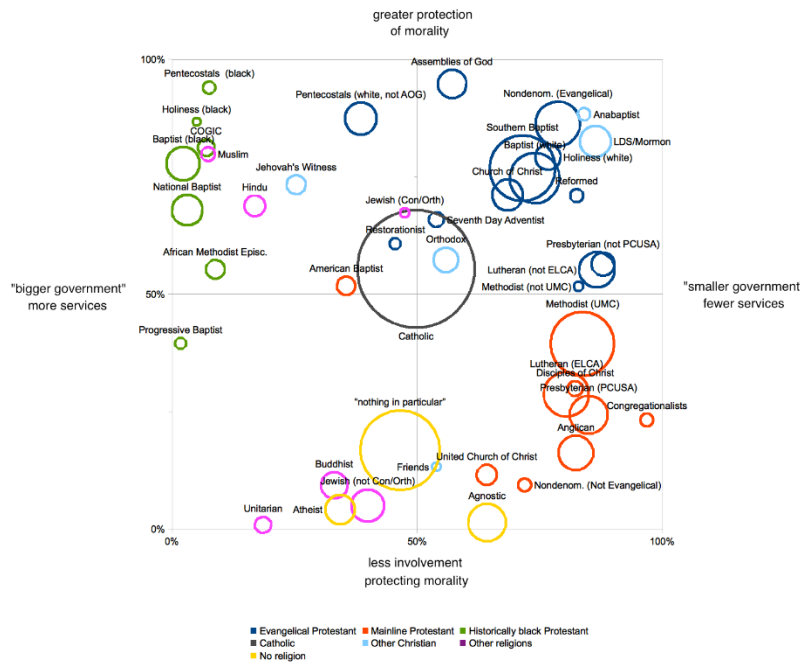
# Appendix

## Denominations Comparison

	Liturgical Churches						Non-Liturgical Churches					
	Catholic Church	Orthodox Churches	Lutheran Churches	Anglican Churches	Presbyterian Churches	Methodist Churches	Anabaptist Churches	Congregational Churches	Baptist Churches	Churches of Christ	Adventist Churches	Pentecostal Churches
Who are its members or who?												
How did it originate?												
How is it organized?												
Who is God?												
Who is Jesus?												
How is it viewed?												
What is its mission?												
What are its beliefs?												
What are its symbols or practices of worship?												
What are its major teachings or doctrines?												

	<b>Buddhism</b>	<b>Christianity</b>	<b>Hinduism</b>	<b>Islam</b>	<b>Judaism</b>	<b>Confucianism</b>
						
<b>Followers Worldwide</b> (estimated 2001 figures)	362 million	2 billion	820 million	1.2 billion	14.5 million	6.3 million
<b>Name of Deity</b>	The Buddha did not teach a personal deity.	God	Three main gods: Brahma, Vishnu, Shiva	God (Allah)	God (Yahweh)	Confucius (viewed by many as a god)
<b>Founder</b>	The Buddha	Jesus Christ	No one founder	Muhammad	Abraham	Confucius
<b>Holy Book</b>	No one book—sacred texts, including the <i>Dhammapada</i>	Bible	No one book—sacred texts, including the Vedas, the Puranas	Qur'an	Hebrew Bible, including the Torah	the <i>Analects</i> , the Five Classics
<b>Leadership</b>	Buddhist monks and nuns	Priests, ministers, monks, and nuns	Guru, holy man, Brahmin priest	No clergy but a scholar class called the ulama and the imam, who may lead prayers	Rabbis	No clergy
<b>Basic Beliefs</b>	<ul style="list-style-type: none"> <li>• Persons achieve complete peace and happiness (nirvana) by eliminating their attachment to worldly things.</li> <li>• Nirvana is reached by following the Noble Eightfold Path: Right views; Right resolve; Right speech; Right conduct; Right livelihood; Right effort; Right mindfulness; Right concentration.</li> </ul>	<ul style="list-style-type: none"> <li>• There is only one God, who watches over and cares for his people.</li> <li>• Jesus Christ was the son of God. He died to save humanity from sin. His death and resurrection made eternal life possible for others.</li> </ul>	<ul style="list-style-type: none"> <li>• The soul never dies, but is continually reborn.</li> <li>• Persons achieve happiness and enlightenment after they free themselves from their earthly desires.</li> <li>• Freedom from earthly desires comes from a lifetime of worship, knowledge, and virtuous acts.</li> </ul>	<ul style="list-style-type: none"> <li>• Persons achieve salvation by following the Five Pillars of Islam and living a just life. These pillars are: faith; prayer; almsgiving, or charity to the poor; fasting, which Muslims perform during Ramadan; pilgrimage to Mecca.</li> </ul>	<ul style="list-style-type: none"> <li>• There is only one God, who watches over and cares for his people.</li> <li>• God loves and protects his people, but also holds people accountable for their sins and shortcomings.</li> <li>• Persons serve God by studying the Torah and living by its teachings.</li> </ul>	<ul style="list-style-type: none"> <li>• Social order, harmony, and good government should be based on strong family relationships.</li> <li>• Respect for parents and elders is important to a well-ordered society.</li> <li>• Education is important both to the welfare of the individual and to society.</li> </ul>

## Political Ideologies of Churches and Religions in America



READING THIS GRAPH:  
 Location on X-axis is percentile rank on belief about services government should provide  
 Location on Y-axis is percentile rank of how involved government should be protecting morality  
 Size of circle is the relative size of the religious group in America  
 Color indicates the religious tradition of the group

Graph by Corner of Church & State, an RNS blog  
 Data Source: Pew Religious Landscape Survey  
 Estimates calculated by Corner of Church & State blog

## Trends in Party Identification by Religion

Among registered voters

	2008		2011		Rep gain
	Rep/Lean Rep	Dem/Lean Dem	Rep/Lean Rep	Dem/Lean Dem	
All voters	39	51	43	48	+4
Protestant	45	46	50	43	+5
White Protestant	55	36	61	31	+6
Evangelical Prot.	65	28	70	24	+5
Mainline Prot.	45	45	51	39	+6
Black Protestant	5	89	6	88	+1
Catholic	37	53	43	48	+6
White Catholic	41	49	49	42	+8
Mormon	68	19	80	17	+12
Jewish	20	72	29	65	+9
Unaffiliated	25	64	27	61	+2
Atheist/Agnostic	18	72	21	71	+3
Nothing in particular	27	60	30	56	+3

Based on registered voters. Source is aggregated surveys conducted by the Pew Research Center for the People & the Press. Figures read across, with the percentage not identifying with or leaning toward either party not shown.

PEW RESEARCH CENTER'S FORUM ON RELIGION & PUBLIC LIFE

<http://www.journalism.org/2014/10/21/political-polarization-media-habits/>

Sources: <http://www.pewforum.org/2012/02/02/trends-in-party-identification-of-religious-groups/> ;

<http://www.pewforum.org/2015/05/12/americas-changing-religious-landscape/>

## Christians Decline as Share of U.S. Population; Other Faiths and the Unaffiliated Are Growing

	2007	2014	Change*
	%	%	%
<b>Christian</b>	<b>78.4</b>	<b>70.6</b>	<b>-7.8</b>
Protestant	51.3	46.5	-4.8
Evangelical	26.3	25.4	-0.9
Mainline	18.1	14.7	-3.4
Historically black	6.9	6.5	-
Catholic	23.9	20.8	-3.1
Orthodox Christian	0.6	0.5	-
Mormon	1.7	1.6	-
Jehovah's Witness	0.7	0.8	-
Other Christian	0.3	0.4	-
<b>Non-Christian faiths</b>	<b>4.7</b>	<b>5.9</b>	<b>+1.2</b>
Jewish	1.7	1.9	-
Muslim	0.4	0.9	+0.5
Buddhist	0.7	0.7	-
Hindu	0.4	0.7	+0.3
Other world religions**	<0.3	0.3	-
Other faiths**	1.2	1.5	+0.3
<b>Unaffiliated</b>	<b>16.1</b>	<b>22.8</b>	<b>+6.7</b>
Atheist	1.6	3.1	+1.5
Agnostic	2.4	4.0	+1.6
Nothing in particular	12.1	15.8	+3.7
<b>Don't know/refused</b>	<b>0.8</b>	<b>0.6</b>	<b>-0.2</b>
	<b>100.0</b>	<b>100.0</b>	

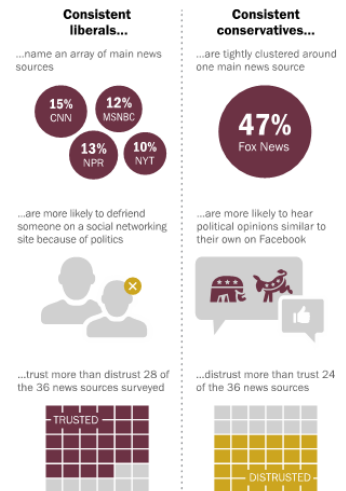
\*The "change" column displays only statistically significant changes; blank cells indicate that the difference between 2007 and 2014 is within the margin of error.

\*\*The "other world religions" category includes Sikhs, Baha'is, Taoists, Jains and a variety of other world religions. The "other faiths" category includes Unitarians, New Age religions, Native American religions and a number of other non-Christian faiths.

Source: 2014 Religious Landscape Study, conducted June 4-Sept. 30, 2014. Figures may not add to 100% and nested figures may not add to subtotals indicated due to rounding.

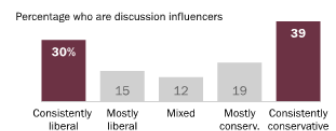
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## Striking Differences Between Liberals and Conservatives



## But They Also Share Common Ground

Both consistent liberals and consistent conservatives are more likely to drive political discussion - that is - others turn to them, they lead rather than listen, and they talk about politics more overall.



American Trends Panel (wave 1). Survey conducted March 19 - April 29, 2014. Based on web respondents. Ideological consistency based on a scale of 10 political values questions (see About the Survey for more details).

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Future Journalism Project Media Lab, <http://tumblr.thefjp.org/post/8175045437/visualizing-left-and-right>