



SYLLABUS: CPRL 380 RELIGION AND VIOLENCE - SPRING 2014

- **INSTRUCTOR: DR. BRAD STARR**
- California State University, Fullerton / SPRING 2014
- Section 01 [16441] TTH 10:00-11:15 HUM 128
- Section 02 [19028] TTH 11:30-12:45 HUM 128
- **OFFICE HOURS:** TTH 2:30-3:30 pm; TH 9-10 am. Also by appointment and *via* email.
- Instructor Office: UH 310; PHONE: (657) 278-3917 EMAIL: bstarr@fullerton.edu
- CPRL Department Office: UH 313 (657) 278-2442 WEB: <http://religion.fullerton.edu/index.asp>
- Course Web Site: <http://faculty.fullerton.edu/bstarr>

Left: Hanuman expands his body to protect Rama and his household. Ramakien Gallery, Wat Phra Kaew, Bangkok [Instructor photo]

COURSE DESCRIPTION: Interdisciplinary exploration of major theories, developments, and documents connected to the relationship between religious practices and motivations for engaging in, preventing, or rejecting violent behavior. **Prerequisite:** Completion of GE C.2 Introduction to the Humanities and D.1 Introduction to Social Sciences.

General Education: This course fulfills GE area E Lifelong Learning and Self-Development *and* GE area Z Cultural Diversity. (If you wish to pursue a minor in Religious Studies, you can “double count” this course for GE and the minor – up to nine units of GE courses from one department may be used to meet minor requirements. If you are a major in Religious Studies this class counts as one course toward your “Experience of Religion” requirement, but cannot count for GE.) For more information, see "Learning Goals GE" at the end of this syllabus.

REQUIRED TEXTS

- Charles Selengut, *Sacred Fury: Understanding Religious Violence*
- Joseph Fahey, *War and the Christian Conscience*
- Course Readings (See *COURSE RESERVES* on Titanium. Due dates in the Course Schedule)
- Books at The Little Professor Book Center, 725 Placentia Ave. Ph. 996-3133.
- Lil Prof WEB: <http://www.fullertontextbooks.com>
- PLEASE NOTE: NOT HAVING THE BOOKS WILL NOT BE AN ACCEPTED REASON FOR LATE WORK.



COURSE REQUIREMENTS

1. COMPUTER Students must have access to a computer in order both to complete assignments and to gain access to required texts. Power Point presentations, exam study sheets, and other course related materials will be posted on Titanium. The instructor will also use Titanium to email announcements and notices to class members at various times. Students are responsible for regularly checking their CSUF accounts for class communications.

2. READING RESPONSE SHEETS



(A) The readings for this course generally range from 40 - 80 pages per week. **Each weekly reading assignment as a whole requires a response sheet, provided as a Word document on Titanium.** Sheets are to be completed using a computer, printed out, and brought to the class session for which the assignment is due. **Only computer typed, and printed response sheets will be accepted. Emailed sheets will not be accepted. Late sheets will not be accepted for full credit except in cases of verified excused absence. No late RR will be accepted after one week past due. Unexcused late RRs will be credited at 50% of evaluation.**

(B) Each reading response sheet will be assigned either a grade of Credit (C) / No Credit (N), or a score on a scale of 0-10. In the case of approximately 10 readings, response sheets will be evaluated on a scale of 0-10 based upon evidence of comprehensive understanding, clarity of expression, and reasoned interaction with the text. Meager evidence will result in a meager score. Other response sheets will be evaluated on a Credit/No Credit basis.

(C) EVALUATION AND GRADING.

1. (SCALE: [0 -6=UNSATISFACTORY/7= SATISFACTORY/8=ABOVE SATISFACTORY/9=EXCELLENT/10=OUTSTANDING] Missing evaluated sheets will be assigned a grade of "0". Scores on *evaluated* response sheets will be averaged for 30% of your semester grade.
2. In order to receive a score of Credit (C) on non-evaluated sheets, *ALL* questions must be answered at a satisfactory level or higher. For each No Credit (N), 5 points will be deducted from the final Response Sheet average. NOTE: On TT Grade Center: Credit = 0. No Credit = - 5.



3. THREE EXAMS Exams may consist of objective and essay questions, or of essay questions only. If an exam contains objective questions, you will need a Scantron Form #886. Exams are not cumulative, but the second and third may ask for contrasting or comparison references to earlier material. A study guide will be posted on Titanium at least 5 days before each exam

4. PARTICIPATION Keep in mind that there are many ways to participate in class: responding to or asking questions, making contributions to class discussion, bringing media references to class topics to the attention of the instructor or the class, etc. Each student should find a way to become engaged in the topics of the class, but there is no substitute for having read the assigned material and coming prepared for class. *Please note that borderline semester grades will only be raised on the basis of class participation.*

5. ATTENDANCE Attendance is required and students are expected to arrive in class on time. There will be no penalty for two *unexcused* absences. For the next five *unexcused* absences, two points each will be deducted from your *semester* average. Students with more than seven unexcused absences, including the initial two (equivalent to about 25% of the semester), will receive an automatic F or U for the semester. For an absence to be excused, verification of a medical, personal, or employment emergency or necessity is required. Absent students seeking excused status must contact me either prior to or within 48 hours of the class missed. PLEASE NOTE: (1) The roll will be taken via sign-in sheets at most sessions. (2) Students are responsible for making sure their attendance is recorded on the sign-in sheet. (3) No student will be allowed to sign-in after the sheet has circled the class unless authorized to do so by the instructor. (4) Early departures from class must be explained and cleared with the instructor either before or within 48 hours of the class session. Unexplained departures will be counted as absences.

6. ELECTRONIC DEVICES Use of phones, laptops, and other such devices is prohibited during my class throughout the entire semester (see #8).

7. GRADING



- **AVERAGE OF THREE EXAMS = 70% of semester grade**
- **AVERAGE OF RESPONSE SHEETS = 30% of semester grade**
- **SCALE:** 90-100=A / 80-89=B / 70-79=C / 60-69=D / 0-59=F.
- Semester Grade = Exams (70%) + Response Sheets (30%) = Grade – Absence Penalty = Semester Grade
- **NOTE:** + /-- grade designations will **not** be used for this course.
- **NOTE:** There may be extra credit opportunities in this class.

NOTE ON USE OF TITANIUM FOR GRADES: Grades, absences, or other grade-related records will be entered on Titanium in order for students to verify that their grades match those in the instructor's grade book. Discrepancies should be brought to the attention of the instructor as soon as possible, but no later than the Final Exam session. Note that the instructor does not use Titanium to calculate grades, but only to record them for student verification. To calculate your grade, refer to the grading and course requirements sections in this syllabus



8. REQUIREMENTS OF CLASS DECORUM.

- > The right of each student to learn, question, and communicate must be respected by all students.
- > Private conversations or other distracting activities during class time are prohibited.
- > Use of laptops and pads in this class is *prohibited* except where authorized by the DSS. Check with me if you have questions about DSS authorization.
- > Phones *must* be muted and stowed during class. Use of such devices for any purpose, including text messaging, is *prohibited* during class.
- > Students are not permitted to move in and out of the room when class is in session (except in emergencies).
- > Work for any other class or purpose is prohibited during class time.

PLEASE NOTE REGARDING THE ABOVE RULES: These requirements are simple matters of courtesy and respect to which students are expected to adhere during each class session. Your instructor hates nagging, cajoling, reminding, and interrupting class session to address such elementary expectations, and will quietly deduct 1 point from your semester average for each observed repeated violation. Deductions will be entered on the Titanium Grade Sheet.

9. MAKE-UPS: *Make-up exams* are strictly limited to cases of verifiable emergency or when prearranged. In the former case, documentation will be required. Also, Incompletes are almost never given.

10. ACADEMIC INTEGRITY: Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. If a student is caught cheating or plagiarizing in any manner, the result will be a "0" on that exam or assignment, and an incident report and supporting materials will be promptly forwarded to the Judicial Affairs Officer in the Office of the Dean of Students. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at <http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf>

11. SPECIAL NEEDS: If you have a disability or special need for which you are or may be requesting an accommodation, please inform me and contact the Office of Disability Support Services, located in University Hall 101, as early as possible in the term. For more information, the Office of Disability Support Services can be reached by calling (657) 278-3117 or visit their website at www.fullerton.edu/DSS/. Confidentiality will be protected

12. Emergency Information: Students should familiarize themselves with the actions they should take in an emergency at (<http://prepare.fullerton.edu/>).

COURSE SCHEDULE: SPRING 2014 CPRL 380: RELIGION AND VIOLENCE

- > NOTE: Expect adjustments. Readings, including deletions and additions, as well as ordering of topics, may need to be changed occasionally. Always check the reading schedule on TITANIUM before doing the reading assignments.
 - > The assignments are due in class on the date beside which they are listed.
 - > Readings that are available on Course Reserves via Titanium are listed as (TT).

"Men never do evil so completely and cheerfully as when they do it from religious conviction." Blaise Pascal. Drawing by Escher: "Encounter."



DAY	TOPIC AND ASSIGNMENT

T 1/21	Introduction to Course SYLLABUS
	PART 1: RELIGION AND MOTIVATIONS AND RESOURCES FOR PERPETRATING VIOLENCE
TH 1/23	<p>Introduction: On Religion and Violence</p> <ul style="list-style-type: none"> • [Selengut, Introduction 1-13. No RRS due]
T 1/28	<p>Selected Theoretical Approaches to Violence in General</p> <ul style="list-style-type: none"> • David Grossman, "Emotional Distance: To Me They Were Less Than Animals" from <i>On Killing: The Psychological Cost of Learning to Kill in War and Society</i>; (TT); • James Waller, "Psychological Construction of the 'Other'" from <i>Becoming Evil: How Ordinary Commit Genocide and Mass Killing</i> (TT). • Lawrence LaShan, "War and the Perception of Reality" from <i>The Psychology of War: Comprehending Its Mystique and Its Madness</i> (TT)
TH 1/30	<p>Violence and Religious Territoriality: Sacred Values, Territorial Indivisibility, and Intractable Conflict</p> <ul style="list-style-type: none"> • [No Assignment]
T 2/4	<p>Violence and Religious Territoriality</p> <ul style="list-style-type: none"> • Roger Stump, "Sacred Space as Contested Space" from <i>The Geography of Religion: Faith,, Place, and Space</i> [TT]; • Ron Hassner, "Counterinsurgency and the Problem of Sacred Space" from <i>Treading on Hallowed Ground: Counterinsurgency Operations in Sacred Spaces</i> (TT)
TH 2/6	<p>Violence and Forms of Obedience to Religious Authorities</p> <ul style="list-style-type: none"> • [No assignment]
T 2/11	<p>Violence and Forms of Obedience to Religious Authorities</p> <ul style="list-style-type: none"> • Selengut - Chapter 1 [15-42] • Juergensmeyer, "Religious Terrorism as Performance Violence," from <i>Oxford Handbook of Religion and Violence (OHRV)</i> [TT] • Ingersoll, "Religiously Motivated Violence in the Abortion Debate" (<i>OHRV</i>) [TT]
TH 2/13	<p>Socio-Psychological Perspectives on Religious Violence: Mimetic Theory; Dissonance</p> <ul style="list-style-type: none"> • [No assignment]
T 2/18	<p>Socio-Psychological Dimensions of Religious Violence</p> <ul style="list-style-type: none"> • Selengut - Chapter 2 [43-84]
	Violence and Religious Conceptions of Cosmic and Historical Struggle: Apocalyptic Expectations and Disappointments

TH 2/20	<ul style="list-style-type: none"> • [No assignment]
T 2/25	EXAM 1
TH 2/27	<p>Violence and Religious Conceptions of Cosmic and Historical Struggle</p> <ul style="list-style-type: none"> • Selengut: Chapter 3 [85-120]
T 3/4	<p>Understanding Motivations for Religious Violence and Martyrdom: Suicide Terror and Sacrifice</p> <ul style="list-style-type: none"> • Selengut: Chapter 5 [166-181] • Robert Pape, "Occupation and Religious Difference," from <i>Dying to Win</i> [TT] • Scott Atran, "Words to End Wars: The Science of the Sacred," from <i>Talking to the Enemy</i> [TT]
TH 3/6	<p>Understanding Motivations for Religious Violence and Martyrdom</p> <ul style="list-style-type: none"> • [No assignment]
T 3/11	<p>Cultural and National Theories of Religious Conflict and Violence</p> <ul style="list-style-type: none"> • Selengut: Chapter 4 [121-158] • Mark Juergensmeyer, "Conclusion: Religious Rebellion and Global War," from <i>Global Rebellion: Religious Challenges to the Secular State</i> [TT] • Philpott, "Religion and Violence from A Political Science Perspective" (<i>OHRV</i>) [TT]
TH 3/13	<p>Cultural and National Theories of Religious Conflict and Violence</p> <ul style="list-style-type: none"> • No Assignment
PART 2: RELIGIOUS MOTIVATIONS AND RESOURCES FOR CONSTRAINING VIOLENCE	
T 3/18	<p>Christianity: Traditions and Norms of Nonviolence</p> <ul style="list-style-type: none"> • Fahey, <i>Pacifism</i>, 29-69 • Sharp, "The Role of Power in Nonviolent Struggle" [TT]
TH 3/20	<p>Christianity: Traditions and Norms of Just War Theory</p> <ul style="list-style-type: none"> • Fahey, <i>Just War</i>, 70-114
T 3/25	<p>Christianity, the Cosmopolitan Tradition, and "Just Peacemaking" Approaches</p> <ul style="list-style-type: none"> • Fahey, <i>World Community Models</i>, 148-187 • Stassen & Gushee, "Just War, Nonviolence, and Just Peacemaking," from <i>Kingdom Ethics</i> [TT] • Wellman, "Human Security: A Secularized Social Gospel and the Rediscovery of Religion," from <i>Routledge Handbook of Religion and Security</i>

TH 3/27	<p>Jewish Perspectives on War and Peace: Traditions and Norms</p> <ul style="list-style-type: none"> • [No assignment]
4/1 & 4/3	<p>SPRING BREAK</p>
T 4/8	<p>EXAM 2</p>
TH 4/10	<p>Jewish Perspectives on War and Peace</p> <ul style="list-style-type: none"> • Reuven Firestone, "Judaism on Violence and Reconciliation," <i>Beyond Violence: Religious Sources of Social transformation in Judaism, Christianity, and Islam</i> [TT In the same file as the Greenberg essay below] • Irving Greenberg, "Religion as a Source for Reconciliation and Peace: A Jewish Analysis" <i>Beyond Violence: Religious Sources of Social transformation in Judaism, Christianity, and Islam</i> • Marc Gopin, "Judaism and Peacebuilding" from <i>Religion and Peacebuilding</i> [TT]
T 4/15	<p>Islamic Perspectives on War and Peace: Traditions and Norms</p> <ul style="list-style-type: none"> • Haleem, "The Politics of Peace in Islam," from <i>Religion and the Politics of Peace and Conflict</i> [TT] • Jafari and Said, "Islam and Peacemaking," from <i>Peacemaking: From Theory to Practice</i>, VOL 1 [TT] • Pal, "A Pacifist Uncovered: Abdul Ghaffar Khan" from <i>The Progressive</i> 2/2002 [TT]
TH 4/17	<p>Islamic Perspectives on War and Peace</p> <ul style="list-style-type: none"> • [No assignment]
T 4/22	<p>Hindu Perspectives on War and Peace</p> <ul style="list-style-type: none"> • Shastri and Shastri, "Ahimsa and the Unity of All Things: A Hindu View of Nonviolence" from <i>Subverting Hatred: The Challenge of Nonviolence in Religious Traditions</i> (TT).
TH 4/24	<p>Hindu Perspectives on War and Peace</p> <ul style="list-style-type: none"> • David Cortright, Excerpt from <i>Gandhi and Beyond: "Grasping Gandhi" and "Martin Luther King, Jr.: An American Gandhi"</i> (TT)
T 4/29	<p>Buddhist Perspectives on War and Peace</p> <ul style="list-style-type: none"> • Ferguson, "Buddhism," from <i>War and Peace in World Religions</i> [TT] • Hahn, "Ahimsa: The Path of Harmlessness," from <i>Buddhist Peacework: Creating Cultures of Peace</i> [TT - in same file as Ferguson] • Ariyaratne, "Buddhism and Peacemaking," from <i>Peacemaking: From Theory to Practice</i> VOL 1 [TT]
TH 5/1	<p>Buddhist perspectives on War and Peace</p> <ul style="list-style-type: none"> • [No assignment]

T 5/6	CONCLUSIONS • READING: TBA.
TH 5/8	CONCLUSIONS • READING: TBA.
FINAL EXAM	SECTION 1 (10AM): <u>TUESDAY</u> MAY 13 9:30-11:20AM NOTE TIME CHANGE
FINAL EXAM	SECTION 2 (11:30): <u>THURSDAY</u> MAY 15 NOON-1:50PM NOTE TIME CHANGE

Learning Goals: General Education area E Learning Goals applied to this Course (UPS 411.201, 6/20/11)

- Courses in GE Area E Lifelong Learning and Self-Development provide the opportunity to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.
- To accomplish this goal, students will:
 - 1. Further their own critical self-understanding and acquire the knowledge, skills, and attitudes necessary to engage and reflect in learning and self-development practices.
 - 2. Develop strategies to be integrated physiological, socio-cultural, and psychological beings to promote a holistic awareness of lifelong learning throughout their lives.
 - 3. Actively apply and participate in developing a lifelong commitment to health for both personal well being (such as physical, financial, emotional, intellectual, spiritual, social/interpersonal, and/or environmental aspects) and societal responsibility.
 - 4. Develop themselves as responsible citizens, employees and employers, family members and members of the global society.
- This course also fulfills the learning goals for GE Z Cultural Diversity:
 - a. Demonstrate understanding that culture is socially constructed and fundamental to social interaction.
 - b. Demonstrate appreciation of the complex relationships that various factors such as gender, ethnicity, race, sexual orientation, religion, and class bring to a discussion of society and culture.
 - c. Demonstrate understanding that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
 - d. Recognize and evaluate how one's cultural history affects one's sense of self and relationship to others.

GE Writing Requirement:

The writing assignment discussed below is designed to meet the General Education writing requirement. The substance as well as the manner of organization and expression of the information and ideas will be evaluated. In other words, the content as well as the style and grammar of the paper will be graded. To encourage each student to advance his/her writing competence, the assessment of all papers will include suggestions for improvement on papers for future courses.

Department of Comparative Religion Student Learning Goals & Outcomes:

All students majoring in Religious Studies shall achieve competence in the following domains of skill and knowledge:

A. Skills

Learning Goal: Students possess the ability to perform research and interpret materials related to the study of religion.

Outcome 1: Students can analyze written materials related to the study of religion.

Outcome 2: Students have acquired information literacy in the study of religion.

Learning Goal: Students can effectively communicate in written and spoken mediums.

Outcome 3: Students are able to write well-organized critical and analytical research papers related to the study of religion.

Outcome 4: Students are able to speak clearly and effectively using relevant and adequate supporting evidence.

B. Knowledge

Learning Goal: Students can demonstrate an understanding of the beliefs, rituals, texts, and figures related to a variety of religious traditions.

Outcome 5: Students can describe the basic teachings and practices of major religious traditions and can compare and contrast the principal similarities and differences between them.

Outcome 6: Students are able to identify the history and development of specific religions and their contemporary relevance.

Outcome 7: Students can compare key theories and theorists in the study of religion.

Outcome 8: Students can interpret key thinkers and figures within religious traditions.