



RLST 380 RELIGION AND VIOLENCE – SPRING 2018

- INSTRUCTOR: DR. BRAD STARR
- California State University, Fullerton
- Section 01 [20157] TTH 11:00 AM-12:45 PM- HUM 128
- OFFICE HOURS: TTH 10-11 AM
- Instructor Office: UH 310;
- EMAIL: bstarr@fullerton.edu PH: (657) 278-3917
- RLST Department Office: UH 313 PH: (657) 278-2442
- Course Web Site: <http://hssfacsulty.fullerton.edu/CPRL/bstarr>

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, 3rd Edition*
- Joseph Fahey, *War and the Christian Conscience*
- Course Readings [TT] (*on Titanium*)
- Books at The Little Professor Book Center, 725 Placentia Ave . Ph. 996-3133.
- Lil Prof WEB: <http://www.fullertontextbooks.com>
- PLEASE NOTE: (1) NOT HAVING THE BOOKS WILL NOT BE AN ACCEPTED REASON FOR LATE WORK. (2) [TT] posted readings may change. TITANIUM reading list takes priority over the syllabus list.



COURSE REQUIREMENTS

1. **COMPUTER** Power Point presentations, grades, assigned readings, 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 and accurate grade reporting.

2. READING RESPONSE SHEETS



(A) The readings for this course generally average about 40 pages per week. **Each weekly reading assignment as a whole requires a response sheet written on the template 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.

(B) 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 sheets will be accepted after one week past due. Unexcused late sheets will be credited at 50% of evaluation.**

(C) Each reading response sheet will be rated on a scale of 0-10 based upon evidence of comprehensiveness, understanding, clarity, and reasoned interaction with the text. Meager evidence will result in a meager score.

(D) EVALUATION AND GRADING. (1) SCALE: [0 -6=UNSATISFACTORY/7= SATISFACTORY/8=ABOVE SATISFACTORY/9=EXCELLENT/10=OUTSTANDING] (2) Missing evaluated sheets will be assigned a grade of "0". (3) Scores on response sheets will be averaged for 25% of your semester grade.



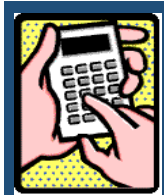
3. THREE EXAMS Exams will consist of essay questions. Exams are not cumulative, but the second and third may ask for contrasting or comparison references to earlier material. A study guide will be posted on Titanium at least 5 days before each exam.

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.

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 such devices is prohibited during my class (see #8)

7. GRADING



- **AVERAGE OF THREE EXAMS = 75% of semester grade**
- **AVERAGE OF RESPONSE SHEETS = 25% of semester grade**
- **SCALE: 90-100=A / 80-89=B / 70-79=C / 60-69=D / 0-59=F. Scale is firm.**
- **Semester Grade = Exams (75%) + Response Sheets (25%) = 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. Discrepancies should be brought to the attention of the instructor as soon as possible, but no later than the Final Exam session.

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.

- > Mute and stow phones 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.

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 except in cases of verified emergency.

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 2018

Adjustments in readings, as well as ordering of topics, are possible. Notifications of changes will be announced in a timely and appropriate manner through TITANIum. Note that the TITANIum schedule takes precedence over the syllabus schedule below. Exam dates are firm. The assignments are due in class on the date beside which they are listed.

The letters (TT) = Posted on Titanium



DAY	TOPIC AND ASSIGNMENT
T 1/23	Introduction to Course SYLLABUS
PART 1: RELIGION AND MOTIVATIONS AND RESOURCES FOR PERPETRATING VIOLENCE	
TH 1/25	Introduction: On Religion
T 1/30	Selected Theoretical Approaches to Violence in General <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); • Taze Rai, "How Could They?" from <i>Aeon</i> [https://aeon.co/essays/people-resort-to-violence-because-their-moral-codes-demand-it] • Lawrence LeShan, "War and the Perception of Reality," from <i>The Psychology of War</i> (TT)
TH 2/1	Violence and Religious Territoriality: Sacred Values, Territorial Indivisibility, and Intractable Conflict <ul style="list-style-type: none"> • [No Assignment]
T 2/6	Violence and Religious Territoriality <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];

	<ul style="list-style-type: none"> Ron Hassner, "Counterinsurgency and the Problem of Sacred Space" from <i>Treading on Hallowed Ground: Counterinsurgency Operations in Sacred Spaces</i> (TT)
TH 2/8	<p>Violence and Forms of Obedience to Religious Authorities</p> <ul style="list-style-type: none"> [No Assignment]
T 2/13	<p>Violence and Forms of Obedience to Religious Authorities</p> <ul style="list-style-type: none"> Selengut - Chapter 1 [13-40]: Fighting for God [Phenomenological Approaches] Juergensmeyer, "Religious Terrorism as Performance Violence," from <i>Oxford Handbook of Religion and Violence (OHRV)</i> [TT] <ul style="list-style-type: none"> CASE: Christian Anti-Abortion Violence: The Army of God CASE: Religious Elements of the Israeli-Palestinian Conflict Violence
TH 2/15	<p>Socio-Psychological Perspectives on Religious Violence: Mimetic Theory; Dissonance</p> <ul style="list-style-type: none"> [No assignment]
T 2/20	<p>Socio-Psychological Dimensions of Religious Violence</p> <ul style="list-style-type: none"> Selengut - Chapter 2 [41-82] CASE: Religious Elements of ISIS and al Qaeda and Related Groups
TH 2/22	<p>Violence and Religious Conceptions of Cosmic and Historical Struggle: Apocalyptic Expectations and Disappointments [No assignment]</p>
T 2/27	EXAM 1
TH 3/1	<p>Violence and Religious Conceptions of Cosmic and Historical Struggle: Apocalyptic Expectations</p> <ul style="list-style-type: none"> Selengut: Chapter 3 [83-117] - Apocalyptic Violence; "Surrogate Violence" CASE: Religious/Apocalyptic Elements of Christian White Supremacist Groups CASE: Apocalyptic Violence and New Religious Movements
T 3/6	<p>Understanding Motivations for Religious Violence and Martyrdom: Suicide Terror and Sacrifice</p> <ul style="list-style-type: none"> Robert Pape, "Occupation and Religious Difference," from <i>Dying to Win</i> [TT] Scott Atran, Watch VIDEO talk [World Government Summit Published on Mar 9, 2017]: "Devoted Actors, Sacred Values, Fused Identities" at https://www.youtube.com/watch?v=jluZDrkaMY
TH 3/8	<p>Understanding Motivations for Religious Violence and Martyrdom</p> <ul style="list-style-type: none"> [No assignment]
T 3/13	<p>Cultural and National Theories of Religious Conflict and Violence</p> <ul style="list-style-type: none"> Mark Juergensmeyer, "Conclusion: Religious Rebellion and Global War," from <i>Global Rebellion: Religious Challenges to the Secular State</i> [TT] Michael Jerryson, "Monks With Guns," https://aeon.co/essays/buddhism-can-be-as-violent-as-any-other-religion
TH 3/15	<p>Cultural and National Examples of Religious Conflict and Violence</p> <ul style="list-style-type: none"> CASE: Buddhist Fundamentalist Nationalism [No Assignment]
PART 2: RELIGIOUS MOTIVATIONS AND RESOURCES FOR CONSTRAINING VIOLENCE	
T 3/20	<p>Christianity: Traditions and Norms of Nonviolence</p> <ul style="list-style-type: none"> Fahey, <i>Pacifism</i>, 29-69
TH 3/22	<p>Christianity: Traditions and Norms of Just War Theory</p> <ul style="list-style-type: none"> No assignment
MARCH 26 – APRIL 1: SPRING BREAK	
T 4/3	<p>Christianity, the Cosmopolitan Tradition, and "Just Peacemaking" Approaches</p> <ul style="list-style-type: none"> Fahey, <i>Just War</i>, 70-114
TH 4/5	<p>Jewish Perspectives on War and Peace: Traditions and Norms [No assignment]</p>
T 4/10	EXAM 2
TH 4/12	<p>Jewish Perspectives on War and Peace: Traditions and Norms</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 4/17	<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 & Said, "Islam and Peacemaking," from <i>Peacemaking: From Practice to Theory, VOL 1</i> [TT] Pal, "A Pacifist Uncovered: Abdul Ghaffar Khan" from <i>The Progressive 2/2002</i> [TT]
TH 4/19	Islamic Perspectives on War and Peace <ul style="list-style-type: none"> [No assignment]
T 4/24	Hindu Perspectives on War and Peace <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 4/26	Hindu Perspectives on War and Peace <ul style="list-style-type: none"> David Cortright, "Grasping Gandhi", and "Martin Luther King, Jr.: An American Gandhi," from <i>Gandhi and Beyond:</i> (TT)
T 5/1	Buddhist Perspectives on War and Peace
TH 5/3	Buddhist Perspectives on War and Peace <ul style="list-style-type: none"> Ferguson, "Buddhism," from <i>War and Peace in World Religions</i> [TT] Thich Nhat 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," <i>Peacemaking: From Practice to Theory, VOL</i>
T 5/8	NO ASSIGNMENT
TH 5/10	David Little, "Warriors and Brothers: Imam Muhammad Ashafa and Pastor James Wuye, Nigeria" from <i>Peacemakers in Action</i> [TT]
TH 5/17	FINAL EXAM: NOON – 1:50 PM – 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.

Z. Cultural Diversity Courses that satisfy the Cultural Diversity requirement must include all of the following learning objectives and in addition be approved GE courses in subareas C.3 (Explorations in the Arts and Humanities), D.5 (Explorations in the Social Sciences), or Area E (Lifelong Learning and Self-Development). Students completing courses in Area Z shall

- a. Demonstrate an understanding of the ways in which culture, difference, and otherness are socially constructed and fundamental to social interaction in an inter-connected world.
- b. Demonstrate reflection and appreciation of the complex relationships that various factors such as gender, ethnicity, race, sexual orientation, religion, class, and exceptionality bring to a discussion of society and culture.
- c. Demonstrate a critical understanding of how power, privilege, and oppression play out across a range of cultures, human experiences, and intersecting social locations and historical experiences, including but not limited to one's own experiences.
- d. Recognize how one's own cultural histories and practices mediate one's own sense of self and relationships to others.
- e. Describe and understand how to enact ethical and transformative frameworks and modes of exchange and communication that promote rights, social justice, equity, and inclusiveness.

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.