



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Historical, Philosophical & Religious Studies Department Religious Studies

Subject REL Number 107 Title Religion and Globalization Units: 3

Is this a cross-listed course? Yes
If yes, please identify course(s) SGS 107

Is this a shared course? (choose one) If so, list all academic units offering this course No
Course description:

Requested designation: Global Awareness-G

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Submission deadlines dates are as follow:

For Fall 2014 Effective Date: October 10, 2013

For Spring 2015 Effective Date: March 13, 2014

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Cindy Baade Phone 480-965-7183

Mail code 4302 E-mail: cynthia.baade@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Matthew J. Garcia Date: 3/7/14

Chair/Director (Signature): Math Garcia /m

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or _____ leads to an understanding of the contemporary world outside the U.S.	Syllabus, readings
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus, readings
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Syllabus, readings

Course Prefix	Number	Title	Designation
REL	107	Religion and Globalization	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>1 Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>The course examines how different religions interact with various processes of globalization around the world, the primary examples used in class include (but is not limited to) France, the Middle East, Africa, India</p>	<p>Class 8 discusses issues of ethnic and religious conflict in India, particularly violence in Gujarat. Class 9-13 discusses religious extremism with examples from Israel, Palestine, Afghanistan, Iran and Europe</p> <p>Class 15 and 16 discuss the history of Afghanistan and the rise of transnational terrorist organizations.</p> <p>Class 17 discusses the global spread of Wahhabism (a form of Islam originating from Saudi Arabia). This class focuses on the history of Saudi Arabia as well as an example from Cambodia</p> <p>Class 18-20 These classes discuss the global spread of Christianity and the spread of pentecostalism - focusing largely on the non-Western world Class 21 discusses the issue of religious freedom in various parts of the contemporary world outside the U.S.</p>

		<p>Class 22-25 explores the controversy surrounding laws about veiling in France, and includes some films about Egypt</p> <p>Class 26-28 explores the influence of western Christianity on anti-gay laws in Africa, particularly exploring developments in Uganda in depth.</p>
<p>2a In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world</p>	<p>The course explores the influence of various facets of globalization on religion in-depth in the Middle East, Europe, and Africa. The culture specific element examined in class is local manifestations of particular religious traditions, or local aspects of culture that interact / conflict with aspects of religion.</p>	<p>Class 9-13 examine religious extremism (Religion being a cultural specific element of a society) in various parts of the world, including the Middle East, Europe and Central Asia</p> <p>Class 22-25 examines the intersection of French cultural values regarding secularism (Lacitie) and the influx of Muslim migrants in France.</p> <p>Class 26-28 examines intersection of Ugandan Christianity and cultural perceptions of homosexuality in Uganda, Africa.</p>
<p>2c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	<p>The entire class is a comparative study of the impact of various facets of globalization on religion in locations outside the contemporary world outside the U.S. The US is discussed only in relation to interantional/global processes.</p>	<p>Class 9-13 focus primarily on the Middles East, Europe and Central Asia.</p> <p>Class 14 and 16 focus on Afghanistan and the Middle East</p> <p>Class 17 focuses on Saudi Arabia and Cambodia</p> <p>Class 18-20 focus on Christianity in the non-western World - Latin America, Asia, Africa</p> <p>Class 22-25 focus on France</p> <p>Class 26-28 focuses on Uganda in central Africa.</p>
<p>2d The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global</p>	<p>The course looks at how the world's major religions (outside of the US) have been transformed by economic, political, cultural and technologicla issues. It examines the impact of globalization on</p>	<p>Class 9-13 studies the the relationship between globalization and religious extremeism in the Middle East, Europe and Central Asia and looks at the broader impact this</p>

Global Awareness [G]

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<p>cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.</p>	<p>religion in particular cultures outside of the US and as well as looking at the impact that globalization has on religion from a global perspective and vice-versa.</p>	<p>intersection has on international relations and global politics.</p> <p>Class 22-25 looks at how the French have responded to an influx of Muslim migrants and how that intersects with their understandings of secularism (laïcité) and how and why this particular interaction has ramifications for the rest of Europe and the world as a whole.</p>
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SET **class search & course catalog**

Term:

Search:

Subject:

Level:

Gen Studies:

Location:

Offerings:

Session:

REL 107 - Religion and Globalization

Fall 2013

Course description: Explores how different religions interact with the various processes of globalization, including how the world's major religions have been transformed by economic, political, cultural, and technological aspects of globalization. Topics include religious terrorism, human rights, religion, and gender.

Enrollment requirements: Credit is allowed for only REL 107, 194 (Religion and Globalization) or SGS 107

Units: 3

Repeatable for credit: No

General Studies: No

Offered by: College of Liberal Arts and Sciences

Class meeting details

Class #:	Days:	Start:	End:	Location:	Instructor:	Seats open:
86028	T Th	10:30 AM	11:45 AM	Tempe - WGH202	Duncan	7 of 20

Additional class details

Component: Lecture
Session: Session C
Dates: 8/22/2013 - 12/6/2013
Last day to enroll: August 28, 2013
Drop deadline: August 28, 2013
Course withdrawal deadline: November 06, 2013
Instruction Mode: In-Person
Fees: None

Combined with: SGS 107 (88632)

Books:

REL 107 / SGS 107: Religion and Globalization
Fall 2013

T / TH: 10:30-11:45 AM
Location: Tempe - WGHL202
Class Section : REL: 86028
 SGS: 88632

Instructor: Christopher R. Duncan
E-mail: crduncan@asu.edu
Office: Coor 6622
Phone: N/A
Office Hours: Wed: 2 – 4 or by appt.

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This introductory course will explore how different religions interact with the various processes of globalization. Students will deepen their understanding of how the world's major religions have been transformed by economic, political, cultural and technological aspects of globalization, and how certain religious communities have responded to these transformations. In particular we will look at how the values and beliefs of various religions intersect with the processes of globalization. Topics will include: religious terrorism, human rights, and religion and gender. The course will focus on these topics in the contemporary world outside of the US.

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Teaching and learning objectives:

- To gain a more nuanced understanding of the how religion influences and is influenced by the various processes of globalization so students can become informed participants in discussions about the role and function of religion in the contemporary world.
- The ability to read and critically evaluate primary and secondary texts.
- The ability to combine description and analysis of religious and global phenomena in written and oral work in such a way as to construct a coherent and cogent argument.

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Required Reading: (Available at the ASU Bookstore and on reserve at Hayden library):

- Aslan, Reza. 2009. *Beyond Fundamentalism: Confronting Religious Extremism in the Age of Globalization*. Random House.
- Scott, Joan. 2007. *Politics of the Veil*. Princeton Univ. Press.
- Other readings will be available online or will be made available via electronic reserve at the library.

Course Requirements:

In class mid-term exam: The mid-term exam will examine a series of questions of central importance to the first half of the semester. It will be a mix of short answer and short essay questions.

Final Exam: The final will examine a series of questions of central importance to the entire course. It will be a mix of short answer and short essay questions.

Quizzes / One Page Essays: At various, points throughout the semester I will give quizzes or distribute

short essay questions regarding the readings or classroom discussion. Some of these are listed on the syllabus. I also reserve the right to give in-class pop quizzes. The essays will be one page in length and will be due the following class period.

Classroom Module Design: You will design a lesson plan for a new topic to be added to a Religion and Globalization course syllabus. You will choose a topic that you feel should be addressed in this course and design the lesson plan for the two or three days needed to cover it in class. This will include:

- A one page explanation of why the topic you have chosen is relevant, why it is important, and what it adds to the over all course.
- A set of appropriate (in terms of content, length and difficulty) required readings for each class period along with an explanation of why you have chosen those readings.
- A list of recommended additional readings.
- Any media that you feel will enhance student learning (film, website, podcast, etc).

Class Participation: Class participation is NOT the same thing as class attendance. You are expected to complete the reading assignments for each week and to take an active role in this class. Class participation should provide some evidence to the instructor that you are keeping up with the readings and continuing to think about the issues raised in the course. Evaluation of your participation will be based on the following criteria:

- Raising and answering questions related to assigned readings
- Sharing ideas and insights
- Sharing relevant personal observations
- Pointing out relevant data / recent news accounts related to class topics
- Relating and synthesizing the topics discussed in class

Class Preparation: One goal of this class is to promote discussion on the issues we are exploring and we cannot do that if you do not come to class prepared. I will assume that if you attend class you have done the reading and will be able to answer basic questions about said readings. Calling on you is not an attempt to embarrass you, but rather to engage you in the class discussion.

Requirements & Grading

Mid-term Exam	25 %
Final Exam	25 %
One Page Essays / quizzes	20 %
Classroom Module Design	15 %
Class Participation	15 %
Total	100 %

Class 1/ Thurs, Aug 22: Introduction to course and instructor

Class 2/ Tues, Aug 27: What is religion?

- Lincoln, Bruce. 2006. "The Study of Religion in the Current Political Moment," Chapter 1 from his *Holy Terrors: Thinking about Religion after September 11*, pp. 1-18.

Class 3 / Thurs, Aug. 29: Modernization, secularization and the decline of religion?

- Berger, Peter. 1997. "Secularism in Retreat." *National Interest* 46: 3-11.

Class 4/ Tues, Sept. 3: The state of world religion: A global overview

- Look over the BBC Religion Web Site
- Shuster, Mike. 2007. "The Origins of the Sunni-Shia Split." npr.org.

(2a) (2c)

Recommended additional readings:

- Listen to the five part NPR series "The Partisans of Ali"

QUIZ

Class 5 / Thurs, Sept. 5: What is globalization? Is it anything new?

- Freedman, Paul. 2003. "Spices: How the Search for Flavors Influenced Our World." *YaleGlobal Online*.
- Woods, Ngaire. 1998. Editorial introduction. Globalization: Definitions, debates and implications. *Oxford Development Studies*, (26) 1: 5-13.
- Anan, Kofi. 2002 "The Role of the State in the Age of Globalization" Keynote Address by the Secretary-General to the Conference on Globalization and International Relations in the 21st Century.

Class 6 / Tues, Sept. 10: Clash of Civilizations? Islam and the West

- Lewis, Bernard. 1990. "The Roots of Muslim Rage," *The Atlantic*.
- Huntington, Samuel P. 1993. "The Clash of Civilizations?" *Foreign Affairs* 72(3): 22-49.

Recommended additional readings:

- Lewis, Bernard. 2001. "The Revolt of Islam: When Did the Conflict with the West Begin, and How Could it End?" *The New Yorker*.

(2c)

Class 7 / Thurs, Sept. 12: Critics of the Clash of Civilizations

- Haynes, Jeffrey. 2013. "Twenty Years after Huntington's 'Clash of Civilizations.'" e-International Relations.
- Naim, C.M. 1992. "The Outrage of Bernard Lewis," *Social Text* 30.
- Said, Edward W. 2001. "The Clash of Ignorance," *The Nation*. 273 (12): 11-13.
- Kenny, Charles. 2013. "The Convergence of Civilizations" *Foreign Policy*, January 2.

Recommended additional readings:

- Russett, B., J. Oneal, and M. Cox. 2000. "Clash of Civilizations, or Realism and Liberalism Déjà Vu? Some Evidence" *Journal of Peace Research* 37(5): 583-608.
- McNeill, William H. 1997. "Decline of the West?" *New York Review of Books* 44(1). 9 January.
- The Coming Religious Wars? Demographics and Conflict in Islam and Christianity. Event Transcript from the Pew Forum on Religion and Public Life. 18 May 2005.

QUIZ

Class 8 / Tues, Sept. 17: The Clash Within

- Nussbaum, Martha. 2007. Preface and Introduction from her *The Clash Within: Democracy, Religious Violence, and India's Future*, ix-16. Harvard University Press.
- Numerous media pieces on blackboard, including op-eds from Fox News and Al-Jazeera.

(1) (2a)
(2c)

Class 9 / Thurs, Sept. 19: Confronting religious extremism in the age of globalization

- *Beyond Fundamentalism*, Read Introduction and Chapter 1-2

Class 10 / Tues, Sept. 24: Israel and Palestine

- *Beyond Fundamentalism*, Chapter 3

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(2d)

Class 11/ Thurs, Sept. 26: Confronting religious extremism in the age of globalization

- *Beyond Fundamentalism*, Chapter 4

QUIZ

Recommended additional readings:

- Juergensmeyer, Mark. 2000. "Soldiers for Christ" Chapter 2 from his *Terror in the Mind of God*, Univ. California Press, pp. 19-44.

Class 12 / Tues, Oct. 1: Confronting religious extremism in the age of globalization

- *Beyond Fundamentalism*, Chapter 5

Class 13 / Thurs, Oct. 3: Confronting religious extremism in the age of globalization

- *Beyond Fundamentalism*, Chapter 6-7

Class 14 / Tues, Oct. 8: In class mid-term exam

Class 15 / Thurs, Oct. 10: Online Film: U.S.-Afghanistan relations: Gaining perspective

Fall Break October 12 – 15 No Class

Class 16 / Thurs, Oct. 17: Afghanistan and the rise of transnational terror networks

- Juergensmeyer, Mark. 2008. "Transnational Networks: Global Jihad" Chapter 5 from his *Global Rebellion: Religious Challenges to the Secular State, from Christian Militias to Al Qaeda*. Univ. California Press, pp. 193-211.

Class 17 Tues, Oct. 22: The globalization of Wahhabism

- Lewis, Bernard. 2003. "The Marriage of Saudi Power and Wahhabi Teaching." Chapter 8 from his *The Crisis of Islam*, pp. 122-136.
- Noy Thrupkaew, 2004. "Follow the (Saudi) Money: Can a Small Muslim Community in Cambodia Resist Being Pulled Toward Wahhabism?" *American Prospect*. 1 August.

Class 18 / Thurs, Oct. 24: The shifting nature of global Christianity

- Jenkins, Philip. 2002. "The Next Christianity." *The Atlantic*.
- Christianity in Global Context: Trends and Statistics. Prepared for the Pew Forum on Religion & Public Life. (3 pp.)

Class 19 / Tues, Oct. 29: Pentecostalism as a global phenomenon

- Miller, Donald E. 2013. Introduction: Pentecostalism as a Global Phenomenon. In *Spirit and Power: The Growth and Global Impact of Pentecostalism*, edited by Donald E. Miller, Kimon H. Sargeant, and Richard Flory, pp. 1-19. Univ. California Press.

Class 20 / Thurs, Oct. 31: Pentecostalism in Latin America

- Chesnut, Andrew R. 2013. Spirited competition: Pentecostal success in Latin America's new religious marketplace In *Spirit and Power: The Growth and Global Impact of Pentecostalism*, edited by Donald E. Miller, Kimon H. Sargeant, and Richard Flory, pp. 65-82. Univ. California Press.

Class 21 / Tues, Nov. 5: Religious freedom and human rights

- Hertzke, Allen D. 2004. Herod's Challenge. Chapter 1 from his *Freeing God's Children: The Unlikely Alliance for Global Human Rights*. Rowman and Littlefield, pp. 1-39.

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- The Economist. 2010. "The Limits of Freedom and Faith. *The Economist*. 21 March
- Freedom House. 2009. UN Sets Dangerous Precedent with Defamation of Religions Resolutions. Press Release.

Class 22 / Thurs, Nov. 7: Religious freedom: How Women dress

- Scott, *Politics of the Veil*. Chapter Introduction, Chapter 1.
- See Blackboard for various media articles about attempts to control women's dress.

Class 23 / Tues, Nov. 12: Religious freedom: How Women dress

- Scott, *Politics of the Veil*. Chapter 2 and 4
- Pew Forum on Religion and Public Life. 2005. *An Uncertain Road: Muslims and the Future of Europe*. Pew Research Center

Class 24 / Thurs, Nov. 14: Religious freedom: How Women dress

- Scott, *Politics of the Veil*. Chapter 5

Class 25 / Tues, Nov. 19: Religious freedom: How Women dress

- Scott, *Politics of the Veil*. Conclusion
- We will watch a short documentary in class (24 minutes): *Everywoman: The Veil, Parts 1 and 2*

Class 26 / Thurs, Nov. 21: Religion, globalization and human rights [Homosexuality]

- Sharlet, Jeff. 2010. Straight Man's Burden: The American Roots of Uganda's Anti-Gay Persecutions. *Harper's* (September): 36-48. [Available on Blackboard]
- Pew Forum on Religion and Public Life. 2010. Religious Groups Official Positions on Same Sex Marriage. 27 July.

Recommended additional readings:

- Sadgrove, Joanna et al. 2012. Morality plays and money matters: towards a situated understanding of the politics of homosexuality in Uganda. *The Journal of Modern African Studies* 50(1):103-129.

Class 27 / Tues, Nov. 26: Religion, globalization and human rights [Homosexuality]

- Ssebagala, Richard. 2011. Straight Talk on the Gay Question in Uganda. *Transition* 106: 44-57.
- Harris, Dylan. 2013. Death by Injustice: Uganda's Anti-Homosexuality Laws, Christian Fundamentalism, and the Politics of Global Power. *The Catalyst*: 3(1) Article 4.

Recommended additional readings:

- Cheney, Kristen. 2012. Locating Neocolonialism, "Tradition," and Human Rights in Uganda's "Gay Death Penalty." *African Studies Review* 55(2): 77-95.

Thursday, Nov. 28 – Thanksgiving Break

Class 28 / Tues, Dec. 3: Online Film: Missionaries of Hate

Class 29 / Thurs, Dec. 5: Discussion of New Class Modules

Final Exam: Dec. 10

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2d
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2d

THE FINE PRINT

I reserve the right to change course readings, films, or the class schedule throughout the course of the semester.

CLASSROOM BEHAVIOR: In this class we will discuss complex issues about which some class members may have strong feelings. However, this class is for learning about these issues, not trying to convince other students that your personal viewpoint is the correct one or that theirs is the wrong one. Classroom discussion is not a platform for you to denounce religions other than your own; rather it is aimed at discussing the topic at hand to enhance our mutual understandings of complicated issues from a variety of nuanced perspectives. To encourage broad participation, and in the name of creating a comfortable and secure academic environment in which all class members feel free to express their reasoned opinions in class, I will have a zero tolerance policy for the following behaviors:

- Hate speech of any kind.
- Violent, threatening or disruptive behavior.
- Any other violations of the Student Code of Conduct

The instructor reserves the right to drop any student who is guilty of the above mentioned behaviors from the class. If you have any questions regarding this policy please contact your dean.

Grading

A/A-	=	consistently outstanding achievement in the course
B+/B	=	work of good to very good quality, but not consistently outstanding
B-/C+/C	=	acceptable level of competence and basic understanding of material
C-/D	=	minimally adequate; student may not be ready for further related coursework
E	=	unsatisfactory and unworthy of credit

ASSIGNMENTS:

- Assignments are due at the beginning of class. Papers or essays arriving at the end of, or after, class are considered one day late.
- Except in the case of emergencies, you should notify me before rather than after a late assignment is due. Late papers unaccompanied by a letter from a doctor, counselor, or funeral director will be penalized a third of a grade (an A- becomes a B+, etc.) for each 24 hour period after it is due. To be clear, turning in an assignment any time during the first 24 hours after it is due is penalized a third of a grade; between 24 and 48 hours two thirds of a grade, etc. Materials submitted more than 7 days after the due date will receive a grade of F. Even with a letter from a doctor, counselor, or funeral director, extension times must be reasonable.
- All papers will be submitted by e-mail. It is your responsibility to ensure they are received. If you do not receive an e-mail acknowledging receipt of your paper it has NOT been received and will be marked down for being late. No excuses will be accepted.

COMMUNICATION WITH INSTRUCTOR:

- Please include your name in all e-mails that you send me. Unsigned e-mails will not be answered.
- Do not expect me to answer e-mails sent after 7pm until the next day.
- All course relevant e-mails will be sent to your asu.edu accounts. You are responsible to check this account for any course updates.

ATTENDANCE, MAKE-UPS: Attendance is mandatory for all classes. Missed classes will lead to a lower grade.

ACADEMIC HONESTY: The Department of Religious Studies abides by ASU's Office of Student Life: "Student

Academic Integrity Policy.” See: <http://provost.asu.edu/academicintegrity>

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not that effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion.

It is your responsibility to know what constitutes plagiarism. Claiming to not understand what constitutes plagiarism will not be accepted as an excuse and you will fail the class.

You may not submit a paper written for another class to meet the requirements for this class. If you do you will, minimally, receive a zero on that paper, and could receive an F for the course, as well as be referred to the dean’s office for further sanctions.

STUDENTS WITH DISABILITIES: Students with disabilities or special needs are advised to contact the Disability Resource Center at (480) 965-1234 for more information.

CLASSROOM BEHAVIOR: In this class we will discuss complex issues about which some class members may have strong feelings. However, this class is for learning about these issues, not trying to convince other students that your personal viewpoint is the correct one or that theirs is the wrong one. Classroom discussion is not a platform for you to denounce religions other than your own; rather it is aimed at discussing the topic at hand to enhance our mutual understandings of complicated issues from a variety of nuanced perspectives. To encourage broad participation, and in the name of creating a comfortable and secure academic environment in which all class members feel free to express their reasoned opinions in class, I will have a zero tolerance policy for the following behaviors:

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- Except in the case of emergencies, you should notify me before rather than after a late assignment is due. Late papers unaccompanied by a letter from a doctor, counselor, or funeral director will be penalized a third of a grade (an A- becomes a B+, etc.) for each 24 hour period after it is due. To be clear, turning in an assignment any time during the first 24 hours after it is due is penalized a third of a grade; between 24 and 48 hours two thirds of a grade, etc. Materials submitted more than 7 days after the due date will receive a grade of F. Even with a letter from a doctor, counselor, or funeral director, extension times must be reasonable.
- All papers will be submitted by e-mail. It is your responsibility to ensure they are received. If you do not receive an e-mail acknowledging receipt of your paper it has NOT been received and will be marked down for being late. No excuses will be accepted.

COMMUNICATION WITH INSTRUCTOR:

- Please include your name in all e-mails that you send me. Unsigned e-mails will not be answered.
- Do not expect me to answer e-mails sent after 7pm until the next day.
- All course relevant e-mails will be sent to your asu.edu accounts. You are responsible to check this account for any course updates.

ATTENDANCE, MAKE-UPS: Attendance is mandatory for all classes. Missed classes will lead to a lower grade.

ACADEMIC HONESTY: The Department of Religious Studies abides by ASU's Office of Student Life: "Student Academic Integrity Policy." See: <http://provost.asu.edu/academicintegrity>

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired,

developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not that effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion.

It is your responsibility to know what constitutes plagiarism. Claiming to not understand what constitutes plagiarism will not be accepted as an excuse and you will fail the class.

You may not submit a paper written for another class to meet the requirements for this class. If you do you will, minimally, receive a zero on that paper, and could receive an F for the course, as well as be referred to the dean's office for further sanctions.

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REL 107 / SGS 107: Religion and Globalization
Fall 2013

T / TH: 10:30-11:45 AM
Location: Tempe - WGHL202
Class Section : REL: 86028
 SGS: 88632

Instructor: Christopher R. Duncan
E-mail: crduncan@asu.edu
Office: Coor 6622
Phone: N/A
Office Hours: Wed: 2 – 4 or by appt.

Faculty of Religious Studies
Main Office – Coor Hall, 4th Floor
Phone: (480) 965-5778
UG Advisor: P. F. Lengel
COOR 3314
(480) 965-8364
P.F.lengel@asu.edu

Faculty of Global Studies
Main Office – Coor Hall, 6th Floor
Phone: (480) 965-6551
UG Advisor: Jennifer Gordon
COOR 6705
(480)727-3118
Jennifer.Gordon@asu.edu

This introductory course will explore how different religions interact with the various processes of globalization. Students will deepen their understanding of how the world's major religions have been transformed by economic, political, cultural and technological aspects of globalization, and how certain religious communities have responded to these transformations. In particular we will look at how the values and beliefs of various religions intersect with the processes of globalization. Topics will include: religious terrorism, human rights, and religion and gender. The course will focus on these topics in the contemporary world outside of the US.

Teaching and learning objectives:

- To gain a more nuanced understanding of the how religion influences and is influenced by the various processes of globalization so students can become informed participants in discussions about the role and function of religion in the contemporary world.
- The ability to read and critically evaluate primary and secondary texts.
- The ability to combine description and analysis of religious and global phenomena in written and oral work in such a way as to construct a coherent and cogent argument.

Required Reading: (Available at the ASU Bookstore and on reserve at Hayden library):

- Aslan, Reza. 2009. *Beyond Fundamentalism: Confronting Religious Extremism in the Age of Globalization*. Random House.
- Scott, Joan. 2007. *Politics of the Veil*. Princeton Univ. Press.
- Other readings will be available online or will be made available via electronic reserve at the library.

Course Requirements:

In class mid-term exam: The mid-term exam will examine a series of questions of central importance to the first half of the semester. It will be a mix of short answer and short essay questions.

Final Exam: The final will examine a series of questions of central importance to the entire course. It will be a mix of short answer and short essay questions.

Quizzes / One Page Essays: At various, points throughout the semester I will give quizzes or distribute

short essay questions regarding the readings or classroom discussion. Some of these are listed on the syllabus. I also reserve the right to give in-class pop quizzes. The essays will be one page in length and will be due the following class period.

Classroom Module Design: You will design a lesson plan for a new topic to be added to a Religion and Globalization course syllabus. You will choose a topic that you feel should be addressed in this course and design the lesson plan for the two or three days needed to cover it in class. This will include:

- A one page explanation of why the topic you have chosen is relevant, why it is important, and what it adds to the over all course.
- A set of appropriate (in terms of content, length and difficulty) required readings for each class period along with an explanation of why you have chosen those readings.
- A list of recommended additional readings.
- Any media that you feel will enhance student learning (film, website, podcast, etc).

Class Participation: Class participation is NOT the same thing as class attendance. You are expected to complete the reading assignments for each week and to take an active role in this class. Class participation should provide some evidence to the instructor that you are keeping up with the readings and continuing to think about the issues raised in the course. Evaluation of your participation will be based on the following criteria:

- Raising and answering questions related to assigned readings
- Sharing ideas and insights
- Sharing relevant personal observations
- Pointing out relevant data / recent news accounts related to class topics
- Relating and synthesizing the topics discussed in class

Class Preparation: One goal of this class is to promote discussion on the issues we are exploring and we cannot do that if you do not come to class prepared. I will assume that if you attend class you have done the reading and will be able to answer basic questions about said readings. Calling on you is not an attempt to embarrass you, but rather to engage you in the class discussion.

Requirements & Grading

Mid-term Exam	25 %
Final Exam	25 %
One Page Essays / quizzes	20 %
Classroom Module Design	15 %
Class Participation	<u>15 %</u>
Total	100 %

Class 1/ Thurs, Aug 22: Introduction to course and instructor

Class 2/ Tues, Aug 27: What is religion?

- Lincoln, Bruce. 2006. "The Study of Religion in the Current Political Moment." Chapter 1 from his *Holy Terrors: Thinking about Religion after September 11*, pp. 1-18.

Class 3 / Thurs, Aug. 29: Modernization, secularization and the decline of religion?

- Berger, Peter. 1997. "Secularism in Retreat." *National Interest* 46: 3-11.

Class 4/ Tues, Sept. 3: The state of world religion: A global overview

- [Look over the BBC Religion Web Site](#)
- [Shuster, Mike. 2007. "The Origins of the Sunni-Shia Split." npr.org.](#)

Recommended additional readings:

- [Listen to the five part NPR series "The Partisans of Ali"](#)

➤ **QUIZ**

Class 5 / Thurs, Sept. 5: What is globalization? Is it anything new?

- [Freedman, Paul. 2003. "Spices: How the Search for Flavors Influenced Our World." *YaleGlobal Online*.](#)
- [Woods, Ngaire. 1998. Editorial introduction. Globalization: Definitions, debates and implications. *Oxford Development Studies*, \(26\) 1: 5-13.](#)
- [Anan, Kofi. 2002 "The Role of the State in the Age of Globalization" Keynote Address by the Secretary-General to the Conference on Globalization and International Relations in the 21st Century.](#)

Class 6 / Tues, Sept. 10: Clash of Civilizations? Islam and the West

- [Lewis, Bernard. 1990. "The Roots of Muslim Rage." *The Atlantic*.](#)
- [Huntington, Samuel P. 1993. "The Clash of Civilizations?" *Foreign Affairs* 72\(3\): 22-49.](#)

Recommended additional readings:

- [Lewis, Bernard. 2001. "The Revolt of Islam: When Did the Conflict with the West Begin, and How Could it End?" *The New Yorker*.](#)

Class 7 / Thurs, Sept. 12: Critics of the Clash of Civilizations

- [Haynes, Jeffrey. 2013. "Twenty Years after Huntington's 'Clash of Civilizations,'" e-*International Relations*.](#)
- [Naim, C.M. 1992. "The Outrage of Bernard Lewis," *Social Text* 30.](#)
- [Said, Edward W. 2001. "The Clash of Ignorance," *The Nation*. 273 \(12\): 11-13.](#)
- [Kenny, Charles. 2013. "The Convergence of Civilizations" *Foreign Policy*, January 2.](#)

Recommended additional readings:

- [Russett, B., J. Oneal, and M. Cox. 2000. "Clash of Civilizations, or Realism and Liberalism Déjà Vu? Some Evidence" *Journal of Peace Research* 37\(5\): 583-608.](#)
- [McNeill, William H. 1997. "Decline of the West?" *New York Review of Books* 44\(1\). 9 January.](#)
- [The Coming Religious Wars? Demographics and Conflict in Islam and Christianity. Event Transcript from the Pew Forum on Religion and Public Life. 18 May 2005.](#)

➤ **QUIZ**

Class 8 / Tues, Sept. 17: The Clash Within

- [Nussbaum, Martha. 2007. Preface and Introduction from her *The Clash Within: Democracy, Religious Violence, and India's Future*, ix-16. Harvard University Press.](#)
- Numerous media pieces on blackboard, including op-eds from Fox News and Al-Jazeera.

Class 9 / Thurs, Sept. 19: Confronting religious extremism in the age of globalization

- [Beyond Fundamentalism](#), Read Introduction and Chapter 1- 2

Class 10 / Tues, Sept. 24: Israel and Palestine

- [Beyond Fundamentalism](#), Chapter 3

Class 11/ Thurs, Sept. 26: Confronting religious extremism in the age of globalization

- *Beyond Fundamentalism*, Chapter 4

➤ **QUIZ**

Recommended additional readings:

- Juergensmeyer, Mark. 2000. "Soldiers for Christ" Chapter 2 from his *Terror in the Mind of God*. Univ. California Press, pp. 19-44.

Class 12 / Tues, Oct. 1: Confronting religious extremism in the age of globalization

- *Beyond Fundamentalism*, Chapter 5

Class 13 / Thurs, Oct. 3: Confronting religious extremism in the age of globalization

- *Beyond Fundamentalism*, Chapter 6-7

Class 14 / Tues, Oct. 8: In class mid-term exam

Class 15 / Thurs, Oct. 10: Online Film: U.S.-Afghanistan relations: Gaining perspective

Fall Break October 12 – 15 No Class

Class 16 / Thurs, Oct. 17: Afghanistan and the rise of transnational terror networks

- Juergensmeyer, Mark. 2008. "Transnational Networks: Global Jihad" Chapter 5 from his *Global Rebellion: Religious Challenges to the Secular State, from Christian Militias to Al Qaeda*. Univ. California Press, pp. 193-211.

Class 17 Tues, Oct. 22: The globalization of Wahhabism

- Lewis, Bernard. 2003. "The Marriage of Saudi Power and Wahhabi Teaching." Chapter 8 from his *The Crisis of Islam*, pp. 122-136.
- Noy Thrupkaew, 2004. "Follow the (Saudi) Money: Can a Small Muslim Community in Cambodia Resist Being Pulled Toward Wahhabism?" *American Prospect*. 1 August.

Class 18 / Thurs, Oct. 24: The shifting nature of global Christianity

- Jenkins, Philip. 2002. "The Next Christianity," *The Atlantic*.
- Christianity in Global Context: Trends and Statistics. Prepared for the Pew Forum on Religion & Public Life. (3 pp.)

Class 19 / Tues, Oct. 29: Pentecostalism as a global phenomenon

- Miller, Donald E. 2013. Introduction: Pentecostalism as a Global Phenomenon. In *Spirit and Power: The Growth and Global Impact of Pentecostalism*, edited by Donald E. Miller, Kimon H. Sargeant, and Richard Flory, pp. 1-19. Univ. California Press.

Class 20 / Thurs, Oct. 31: Pentecostalism in Latin America

- Chesnut, Andrew R. 2013. Spirited competition: Pentecostal success in Latin America's new religious marketplace. In *Spirit and Power: The Growth and Global Impact of Pentecostalism*, edited by Donald E. Miller, Kimon H. Sargeant, and Richard Flory, pp. 65-82. Univ. California Press.

Class 21 / Tues, Nov. 5: Religious freedom and human rights

- Hertzke, Allen D. 2004. Herod's Challenge. Chapter 1 from his *Freeing God's Children: The Unlikely Alliance for Global Human Rights*. Rowman and Littlefield, pp. 1-39.

- *The Economist*. 2010. "The Limits of Freedom and Faith. *The Economist*. 21 March
- Freedom House. 2009. UN Sets Dangerous Precedent with Defamation of Religions Resolutions. Press Release.

Class 22 / Thurs, Nov. 7: Religious freedom: How Women dress

- Scott, *Politics of the Veil*. Chapter Introduction, Chapter 1.
- See Blackboard for various media articles about attempts to control women's dress.

Class 23 / Tues, Nov. 12: Religious freedom: How Women dress

- Scott, *Politics of the Veil*. Chapter 2 and 4
- Pew Forum on Religion and Public Life. 2005. *An Uncertain Road: Muslims and the Future of Europe*. Pew Research Center

Class 24 / Thurs, Nov. 14: Religious freedom: How Women dress

- Scott, *Politics of the Veil*. Chapter 5

Class 25 / Tues, Nov.19: Religious freedom: How Women dress

- Scott, *Politics of the Veil*. Conclusion
- We will watch a short documentary in class (24 minutes): *Everywoman: The Veil, Parts 1 and 2*

Class 26 / Thurs, Nov. 21: Religion, globalization and human rights [Homosexuality]

- Sharlet, Jeff. 2010. Straight Man's Burden: The American Roots of Uganda's Anti-Gay Persecutions. *Harper's* (September): 36-48. [Available on Blackboard]
- Pew Forum on Religion and Public Life. 2010. Religious Groups Official Positions on Same Sex Marriage. 27 July.

Recommended additional readings:

- Sadgrove, Joanna et al. 2012. Morality plays and money matters: towards a situated understanding of the politics of homosexuality in Uganda. *The Journal of Modern African Studies* 50(1)103-129.

Class 27 / Tues, Nov. 26: Religion, globalization and human rights [Homosexuality]

- Ssebagala, Richard. 2011. Straight Talk on the Gay Question in Uganda. *Transition* 106: 44-57.
- Harris, Dylan. 2013. Death by Injustice: Uganda's Anti-Homosexuality Laws, Christian Fundamentalism, and the Politics of Global Power. *The Catalyst*: 3(1) Article 4.

Recommended additional readings:

- Cheney, Kristen. 2012. Locating Neocolonialism, "Tradition," and Human Rights in Uganda's "Gay Death Penalty." *African Studies Review* 55(2): 77-95.

Thursday, Nov. 28 – Thanksgiving Break

Class 28 / Tues, Dec. 3: Online Film: Missionaries of Hate

Class 29 / Thurs, Dec. 5: Discussion of New Class Modules

Final Exam: Dec. 10

THE FINE PRINT

I reserve the right to change course readings, films, or the class schedule throughout the course of the semester.

CLASSROOM BEHAVIOR: In this class we will discuss complex issues about which some class members may have strong feelings. However, this class is for learning about these issues, not trying to convince other students that your personal viewpoint is the correct one or that theirs is the wrong one. Classroom discussion is not a platform for you to denounce religions other than your own; rather it is aimed at discussing the topic at hand to enhance our mutual understandings of complicated issues from a variety of nuanced perspectives. To encourage broad participation, and in the name of creating a comfortable and secure academic environment in which all class members feel free to express their reasoned opinions in class, I will have a zero tolerance policy for the following behaviors:

- Hate speech of any kind.
- Violent, threatening or disruptive behavior.
- Any other violations of the Student Code of Conduct

The instructor reserves the right to drop any student who is guilty of the above mentioned behaviors from the class. If you have any questions regarding this policy please contact your dean.

Grading

A/A-	=	consistently outstanding achievement in the course
B+/B	=	work of good to very good quality, but not consistently outstanding
B-/C+/C	=	acceptable level of competence and basic understanding of material
C-/D	=	minimally adequate; student may not be ready for further related coursework
E	=	unsatisfactory and unworthy of credit

ASSIGNMENTS:

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- Except in the case of emergencies, you should notify me before rather than after a late assignment is due. Late papers unaccompanied by a letter from a doctor, counselor, or funeral director will be penalized a third of a grade (an A- becomes a B+, etc.) for each 24 hour period after it is due. To be clear, turning in an assignment any time during the first 24 hours after it is due is penalized a third of a grade; between 24 and 48 hours two thirds of a grade, etc. Materials submitted more than 7 days after the due date will receive a grade of F. Even with a letter from a doctor, counselor, or funeral director, extension times must be reasonable.
- All papers will be submitted by e-mail. It is your responsibility to ensure they are received. If you do not receive an e-mail acknowledging receipt of your paper it has NOT been received and will be marked down for being late. No excuses will be accepted.

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REL 107 / SGS 107: Religion and Globalization

Table of Contents of textbooks and list of readings

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Other readings made available online via Blackboard electronic reserve at the library.

Topic: What is religion?

- Lincoln, Bruce. 2006. "The Study of Religion in the Current Political Moment," Chapter 1 from his *Holy Terrors: Thinking about Religion after September 11*, pp. 1-18.

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- Berger, Peter. 1997. "Secularism in Retreat." *National Interest* 46: 3-11.

Topic: The state of world religion: A global overview

- Look over the BBC Religion Web Site
- Shuster, Mike. 2007. "The Origins of the Sunni-Shia Split." npr.org.
- Five part NPR series "The Partisans of Ali"

Topic: What is globalization? Is it anything new?

- Freedman, Paul. 2003. "Spices: How the Search for Flavors Influenced Our World." *YaleGlobal Online*.
- Woods, Ngaire. 1998. Editorial introduction. *Globalization: Definitions, debates and implications*. Oxford Development Studies, (26) 1: 5-13.
- Anan, Kofi. 2002 "The Role of the State in the Age of Globalization" Keynote Address by the Secretary-General to the Conference on Globalization and International Relations in the 21st Century.

Topic: Clash of Civilizations? Islam and the West

- Lewis, Bernard. 1990. "The Roots of Muslim Rage." *The Atlantic*.
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- Lewis, Bernard. 2001. "The Revolt of Islam: When Did the Conflict with the West Begin, and How Could it End?" *The New Yorker*.
- Haynes, Jeffrey. 2013. "Twenty Years after Huntington's 'Clash of Civilizations,'" e-International Relations.
- Naim, C.M. 1992. "The Outrage of Bernard Lewis," *Social Text* 30.
- Said, Edward W. 2001. "The Clash of Ignorance," *The Nation*. 273 (12): 11-13.
- Kenny, Charles. 2013. "The Convergence of Civilizations" *Foreign Policy*, January 2.
- Russett, B., J. Oneal, and M. Cox. 2000. "Clash of Civilizations, or Realism and Liberalism Déjà Vu? Some Evidence" *Journal of Peace Research* 37(5): 583-608.
- McNeill, William H. 1997. "Decline of the West?" *New York Review of Books* 44(1). 9 January.
- The Coming Religious Wars? Demographics and Conflict in Islam and Christianity. Event

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- Cheney, Kristen. 2012. Locating Neocolonialism, "Tradition," and Human Rights in Uganda's "Gay Death Penalty." *African Studies Review* 55(2): 77-95.

Films to be shown as part of the class:

- U.S.-Afghanistan relations: Gaining perspective
- Everywoman: The Veil, Parts 1 and 2
- Missionaries of Hate

BEYOND
FUNDAMENTALISM

*Confronting Religious Extremism
in the Age of Globalization*

Reza Aslan

Originally published as *How to Win a Cosmic War*



RANDOM HOUSE TRADE PAPERBACKS

NEW YORK

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Introduction Us Versus Them

Part One

THE GEOGRAPHY OF IDENTITY

- CHAPTER ONE The Borderless Self
CHAPTER TWO A Land Twice Promised

Part Two

GOD IS A MAN OF WAR

- CHAPTER THREE Zeal for Your House Consumes Me
CHAPTER FOUR An Army of Believers
CHAPTER FIVE The Near and the Far

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THE POLITICS OF THE VEIL

Joan Wallach Scott

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