

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department/School	Social Science
Prefix:	ISS	Number:	428
Title:	Religion and Global Violence		Units: <u>3</u>

Course description: **Examines the tensions and interplay of religious and secular accounts for violence globally; considers theoretical frameworks from the social sciences for understanding such violence.**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Social-Behavioral Sciences–SB **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

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, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name	Nicholas Alozie	E-mail	Alozie@asu.edu	Phone	480-727-1395
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Duane Roen	Date:	3/15/18
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Chair/Director (Signature):	
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Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	ISS428 Syllabus: Course Description, Course Learning Outcomes, Core Curriculum, Course Schedule, and Textbook Chapters.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> Culture, Political Science, Economics and History </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Culture, Political Science, Economics and History	ISS428 Syllabus: Course Description, Course Learning Outcomes, Core Curriculum, Course Schedule, and Textbook Chapters.
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Culture, Political Science, Economics and History				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	ISS428 Syllabus: Course Description, Course Learning Outcomes, Core Curriculum, Course Schedule, and Textbook Chapters.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	ISS428 Syllabus: Course Description, Course Learning Outcomes, Core Curriculum, Course Schedule, and Textbook Chapters.		

ASU--[SB] CRITERIA

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.

Course Prefix	Number	Title	General Studies Designation
ISS	428	Religion and Global Violence	SB

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)
1. Course is designed to advance basic understanding and knowledge about human interaction.	The course illuminates human interaction seen in the human problem of violence and its relationship to religion (both of which involve human interaction).	The relationship between religion and collective-level violence, along with social-scientific explanations for violence of this type, are emphasized throughout the course. This dimension of collective religious violence as a problem of human interaction taking place in a cultural-historical-political-economic context is most closely examined in the course material associated with the first three analysis-response papers, as well as in the final essay. Students will be required to approach these issues in social-scientific terms as they write these papers.
2. Course content emphasizes the study of social behavior such as that found in Culture, Political Science, Economics and History.	The course examines the integrative relationship of religion and violence, which are core social-behavioral phenomena, particularly bringing in insights from culture, politics, economics, and history.	All assignments require a focus on social behavior and cultural context as seen in the relationship of religion and collective-level violence. Most of the analysis-response papers as well as the final essay will evaluate social-scientific theoretical explanations for violence, including the role of religion. Assignments are considered integrative exercises examining the interrelationship of culture, politics, economics, and history, and as above, students will be required to approach them in social-scientific terms.

<p>3a. Course emphasizes the distinct knowledge base of the social and behavioral sciences.</p>	<p>The course emphasizes the distinct knowledge base of social science in terms of explanations for religion-linked violence on the collective level.</p>	<p>As above, the course continually draws from concepts and theories in a variety of disciplines within the social sciences to address and explain the problem of religion and global violence on the collective level. Students are then required to demonstrate their social-scientific knowledge of the relationship of religion and collective-level violence in global contexts throughout the course in class discussions and assignments. Each response paper and final essay will involve this aspect.</p>
<p>4. Course illustrates the use of social and behavioral science perspectives and data.</p>	<p>Social-scientific theory and data-driven research studies are required reading throughout the course.</p>	<p>Class readings and discussions model the use of social-science research and data for students. The students are then expected to demonstrate their knowledge of these conclusions and data throughout the course. Class discussions will reinforce principles of social science, and class papers will then assess knowledge of these principles, particularly in the final essay.</p>

COURSE SYLLABUS

ISS 428, [SLN]: RELIGION AND GLOBAL VIOLENCE
In-person Course, TTh [time, room]
Fall 2018, Aug. 16-Nov. 30
Arizona State University-Polytechnic

Jump To:
[COURSE SCHEDULE](#)
[ASSIGNMENT DETAILS](#)

Instructor: Alden L. Weight, Ph.D.

E-mails: Alden.Weight@asu.edu (your best bet). My personal account, which I check less often: alden_weight@msn.com.

Contact Information: I am in 252-A Santa Catalina, Poly Campus, 480-727-3232. My office hours: MW 1-2 p.m. or by appointment. I am also always available by e-mail. I strive to respond as soon as possible; in any case, barring truly exceptional circumstances, I will respond within 48 hours. As in my Introduction, we can also visit at our mutual convenience whenever and wherever works best, even off-campus.

Please Note: This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/>. If you have questions or concerns, please send your inquiry to cisa@asu.edu. Please also note that **you should always contact me (Dr. Weight) first** if you have a question or concern specifically about this class. I will be happy to listen and help you in any way possible.

Course Objectives: In this course, we will examine the socio-political, historical, and economic tensions and interplay of religious and secular accounts for violence globally. Throughout the course, we will apply social-science research and perspectives to our examination of the roots of global religious violence in terms of historical and current events. We will investigate numerous cultural contexts in which violence with a religious rationale occurs, including Islam, Judaism, Christianity, Hinduism, Buddhism, and Sikhism. Then we will evaluate existing socio-political, economic, and historical theoretical explanations for violence, as well as social-scientific proposed and implicit resolutions, to consider their overall quality and potential effectiveness in resolving the violence.

Required Readings: There are 15 lesson summaries posted on Blackboard; each should be considered required reading before attending class. **Formal “lecture” will be kept to a minimum, particularly if students complete required readings before class and come prepared to discuss, participate in learning activities, and otherwise apply class concepts to past and present events and circumstances.** Several lesson summaries also include required online readings, whether from various journal archives or excerpts from other academic publications, as well as suggested readings for educational enrichment. Please also regularly consult reliable and credible news sources to stay informed about relevant current events. The [resources on page 7](#) are also fair game.

We will also be using the following two required texts:

- Selengut, C. 2017. *Sacred Fury: Understanding Religious Violence*. 3rd ed. Lanham, Maryland: Rowman & Littlefield. ISBN-13: 978-1442276840.
- Gopin, Marc. 2002. *Between Eden and Armageddon: The Future of World Religions, Violence, and Peacemaking*. New York: Oxford University Press, USA. ISBN-13: 9780195157253.

The following textbook is optional and highly informative. Feel free to order online if you wish:

- Armstrong, Karen. 2015. *Fields of Blood: Religion and the History of Violence*. New York: Anchor Books (Knopf/Doubleday). ISBN-13: 9780307946966.

Assignments (see later section for details):

- Analysis Papers 1-5: Varying number of points (AP#1=30, AP#2=40, AP#3=50, AP#4=60, AP#5=70). 250 points total. (Jump to Analysis Papers [1](#) [2](#) [3](#) [4](#) [5](#).)
- [Synthesis Paper](#) on Religion and Violence: 50 points.
- [Final Paper](#): 150 points for in-depth exploration and application of class concepts.
- [In-Class Participation and Citizenship](#): 150 points (120 for participation, 30 for citizenship).
- Total Points Possible = 600.

Grading Scale:

594-600 points: A+ (see below)

558-595 points: A; 540-557: A-minus

522-539: B+; 480-521: B

420-479 points: C

360-419 points: D

Below 360 points: E

Note: Your grade is based on the total number of points earned. The number of A+ grades will be limited to truly exceptional work.

Policy: Your grade is your earned achievement, not your inalienable entitlement. I will do my best to help you earn the best grade you deserve, especially as you apply yourselves, do your best work, and practice common courtesy. However, all changes to points and grades will be done at my discretion and in a way that is fair to everyone. I gladly reward students who take the course seriously, participate and assume responsibility, and complete all assignments as directed.

Late/Makeup Work and Emergencies: Barring documentation of an unavoidable challenge, crisis, or emergency situation, late work is only given half-credit for the next three days after the due date; after then, it will be too late to turn it in. No extensions beyond the last day of class are given on Assignment 7. If scheduling conflicts or problems arise, you are responsible for informing me at least 24 hours in advance if you cannot complete an assignment by the deadline. In a true emergency, please contact me as soon as possible. Appropriate adjustments are possible at my discretion with documented crises or emergencies (i.e., loved ones' obituaries, doctor's notes, etc.). **Caution:** I tend to give students the benefit of the doubt in crises, but should I find that a student has fabricated a crisis of any kind for any reason, he or she risks failing the course due to academic dishonesty (see following ethical section). The grade of Incomplete is rarely given and only in cases when students have already finished most of the assignments in the course.

Expectations for Interaction: This class is held in-person on the Polytechnic campus and is a free forum for the discussion and exchange of ideas. As such, I expect you to actively attend and contribute to it. To earn the full share of the 120 participation points in this class, you need to regularly attend class in person and actively participate in class discussions and learning exercises. The additional 30 citizenship points depend on attitude and behavior. **NOTE: All 150 participation and citizenship points must be earned while class is in session; they cannot be made up after class ends.** All students must follow the behavior standards listed in the [Arizona Board of Regents Code of Conduct manual](#). Students are entitled to receive instruction free from interference by other class members. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that continuing can result in withdrawal from the course. As discussed later, should a student's behavior disrupt the educational process, loss of some or all [citizenship](#) points can be expected, [as explained by the ASU student conduct policy](#).

I also expect you to **use electronic devices only in ways that contribute to our learning process.** Laptops, for instance, are a wonderful resource when you are using them to look up important information that helps us understand a crucial point. However, using laptops to check out off-topic and/or questionable Web sites during class is a distraction to the learning process, and I will ask anyone doing this to close his or her laptop and/or leave if this occurs. The same applies to cell phones, Smartphones, iPads, and other electronic devices—all must contribute to the learning environment, and if they become distractions, they need to be eliminated from it. **Barring a documented crisis and/or truly news-worthy disaster, in no case should any student EVER send text messages or make/answer cell phone calls during class.** Students doing this will be asked to leave and will lose attendance and/or [citizenship](#) points.

Expectations for Attendance: To earn full [participation](#) points, you should plan to attend class every scheduled session unless there is a compelling reason not to show up. Of course, I do NOT expect you to attend class in spite of your own health, personal or family emergencies, understandable scheduling conflicts, or other difficulties. If you are sick, please, *please* feel free to stay home or visit the doctor—just let me know. If an emergency arises, just let me know as far in advance as you can. (See [schedule](#).)

Whenever possible, you should give advance notice if you cannot attend class. A rare absence should not hurt your grade, but whenever necessary, we can usually arrange makeup work given advance notice or documentation of a truly compelling difficulty—and I may sometimes need to ask for documentation of your circumstances. In any case, the class will require self-motivation and discipline. Please take notes of important concepts from your book and assigned readings as you study—doing so will help you prepare for your in-class discussions/activities as well as written work. **I will make every effort to reward students who are regularly present and contribute frequently and insightfully to class discussions.**

In terms of procedure, ahead of class time, the lesson summaries—which include my notes to you about the key points we'll cover, as well as the assigned readings and other tools for illustration—will be posted on Blackboard according to the course schedule and kept there for your reference. Please review all assigned material before class. Read your text chapters before you read my comments and again afterwards. In class, we will *thoughtfully* discuss the issues that have arisen and conduct activities to help supplement our learning. I also suggest you consult the class Blackboard site on a regular basis; it and the optional class discussion forum there can be used for clarifying class assignments and procedures as well as discussing concepts. Please use this forum only for course-related issues.

Readings and Interaction: Our class is reasonably intensive and will require you to be self-motivated and disciplined. The lessons—which include brief “lecture” notes to you as well as further optional readings and other tools for illustration—will be posted on the Blackboard site according to the course schedule and kept there for your reference. Check the site frequently. Read your textbooks and lesson together. The class discussion board is a free forum for the discussion and exchange of ideas as well as an area to share insights, ask questions and get answers from your instructor and fellow students. Please use it only for course-related issues. You are also expected to communicate with your instructor and fellow students alike in a professional and respectful tone at all times, regardless of the setting or situation. Violations of this rule or other forms of discourtesy will result in losing some or all of the [30 Citizenship points](#).

We are religious scholars in this class, and as we think and write, it is imperative that we open our minds, temporarily suspend and critically examine our own way of seeing the world, and attempt to understand alternative and even opposing points of view. We must also strive for factuality and evidence-based thinking rather than rumor and innuendo, particularly when dealing with unfamiliar religious beliefs and perspectives. This does not mean we all must always agree—we won't, especially in discussing religion!—but it does mean that we must broaden our intellectual horizons. **If we agree, so much the better, but if**

we disagree, we will do so respectfully. I will treat you with the respect you deserve and expect you to extend the same courtesy to me and each other.

Expectations for Written Work: In our modern Web 2.0 world of texting and instant messaging, many believe language conventions such as sentence structure, grammar, and spelling are now outmoded and useless. **I wholeheartedly disagree.** Rather, as a trained writer and editor, I believe that proper attention to such details will set you apart as a truly educated professional. Therefore, I expect all assignments to be carefully proofread. Please see [this list of problems and errors I particularly expect you to avoid](#). If you need help with writing skills and/or source citation, please see your [ASU campus Writing Center](#). If you're off-campus and need help, please find a resource that can help you with this. Those learning English as a second or additional language, please let me know as well. I can make allowances for these and other individual circumstances, but *it is ultimately your responsibility to develop your skills so that you can express yourself as well as you can in writing.*

Format Notes: All papers should have standard 1-inch margins with a professional-looking typeface of 12-point type or smaller and contain at least the required number of pages. Double-spacing is highly recommended. **For instance, a 5-7 page paper means I require at least 5 full pages of double-spaced text with standard 1-inch margins.** Too long is better than too short. The same guiding principle also applies to the final paper, which should be at least 15 full pages. (As noted in the assignment requirements, you will be working on this paper throughout the course, and writing the other papers should help contribute to that project.) Cover sheets and Works Cited pages do NOT count as pages of text. Papers that are too short and/or fail to use appropriate citation will earn fewer points than those that meet these requirements. See [grading requirements](#) for more information.

It is highly recommended that you write your papers in third-person as well as insightfully and analytically. First-person may be used sparingly and when it makes sense, such as sharing personal expertise relevant to the topic. But please avoid second-person (i.e., “you”) when writing academic papers. Your usage and citation style (MLA, Chicago, APA, etc.) is up to you; just use that style correctly and consistently. Please also note that: 1) No off-topic papers will be given credit and 2) All assignments must follow directions and follow the required format to earn credit.

Ethical Expectations: As professionals in training, please maintain the highest possible ethical standards and do your coursework honestly at all times. All assignments must reflect *your own* knowledge and preparation and be written in your own words specifically for this class to earn credit. You may not collaborate with other students or borrow text from any material anyone else has previously written for any version of this class as you write your papers. Also, as you write your papers, should you wish to refer to class lessons, you must always restate them in your own words. **Citing sources for the intellectual information you use is mandatory; always provide links to online material. FAIR WARNING: Papers that make no effort to use or cite sources may be given an automatic 0.** For more information on proper citation practice, see [The Indiana University Writing Center's superb tutorial](#).

As a matter of routine and fairness, all assignments will be screened for possible plagiarism. **I reserve the right to reject any assignment that falls under any degree of suspicion.** Depending on the particulars of the situation, I may require a rewrite (possibly for reduced points), or I may merely assign a 0 and/or deduct all [citizenship points](#). Furthermore, obvious and flagrant plagiarism and cheating—including but not limited to buying papers from other authors, representing material from existing sources as your own writing, hiring others to do your coursework, and otherwise stealing and/or cheating in your written work—will result in **failure due to academic dishonesty**. (As previously indicated, fabricating a personal emergency can also result in this grade.) This means a grade of **XE** is entered on the student's permanent

ASU transcript, and he or she will carry the burden of explaining the mark to anyone who will see it in the future, whether parents, prospective employers, professional or graduate school admissions committees, or others. Violations may also entail further academic and legal penalties, such as dismissal from ASU and/or substantial fines. For more information, please see the [ASU Academic Integrity Policy \(please read\): http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm)

You may also refer to the [student policy manual for Arizona Board of Regents universities](#) (see Chapter 5): [ABOR 5-303: Prohibited Conduct](#); [ABOR 5-308: Student Code of Conduct \(General Information\)](#).

My decisions in this area, as with all others in the course, will be final.

COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Readings* & Assignments</u>
Session 1 Aug. 16	Introduction, Course Overview and Key Terms <i>[orientation to course and terminology along with the social-scientific approach—also, most online readings will come from academic journals in the social sciences]</i>	Lesson 1, Selengut Intro., Gopin Chapters 1,2 Points earned from in-class activities every class session!
Session 2 Aug. 21, 23	The History of Global Religious Violence and Contributing Causes <i>[culture, economics, politics, history, etc.]</i>	Lesson 2 + online readings, Selengut Ch. 1, Gopin Ch. 3 Analysis-Response #1 due on Blackboard Fri., Aug. 24
Session 3 Aug. 28, 30	Why Does This Happen? Integrative Scientific Theories for Religious Violence <i>[general social science, culture, economics, politics, history, etc.]</i>	Lesson 3 + online readings, Selengut Chs. 2-3 Points: In-class Activities
Session 4 Sept. 4, 6	Worldview, Interpretation, Discourse: Contributions to Religious Violence <i>[culture, economics, politics, history, etc., with social-scientific data considered at length]</i> [Labor Day Sept. 3]	Lesson 4 + online readings, Selengut Ch. 4 Analysis-Response #2 due on Blackboard Fri., Sept. 7
Session 5 Sept. 11, 13	Is Religion to Blame? Modernity vs. Fundamentalism; Forms of Violence <i>[Focus on culture and religious studies as well as an integrative view of religion and politics in light of social-science data; types of violence include physical violence, cyberattacks, sexual violence, psychological warfare, etc.]</i>	Lesson 5 + online readings, Selengut Ch. 5 Points: In-class Activities

Session 6 Sept. 18, 20	Dilemmas: Fighting for God in a Pluralistic World—Religious Exclusivity, Justification, Extremism, and Terrorism (Final Paper plan; Analysis-Response 3) [<i>focus on politics as well as historical and economic considerations using social-science data</i>]	Lesson 6 + online readings Analysis-Response #3 due on Blackboard Fri., Sept. 21
Session 7 Sept. 25, 27	Past-to-Present Theoretical Application: Judaism [<i>will illuminate the socio-historical context of this religious collectivity in terms of relevant previously discussed social-scientific concepts, perspectives, and theories</i>]	Lesson 7 + online readings, Gopin Ch. 5 Points: In-class Activities
Session 8 Oct. 2, 4	Past-to-Present Theoretical Application: Islam (Analysis-Response 4, Status Report on Final Paper) [<i>will illuminate the socio-historical context of this religious collectivity in terms of relevant previously discussed social-scientific concepts, perspectives, and theories</i>] [Fall Break Oct. 6-9]	Lesson 8 + online readings, Gopin Ch. 4 Analysis-Response #4 due on Blackboard Fri., Oct. 5
Session 9 Oct. 11, 16	Past-to-Present Theoretical Application: Christianity [<i>will illuminate the socio-historical context of this religious collectivity in terms of relevant previously discussed social-scientific concepts, perspectives, and theories</i>]	Lesson 9 + online readings Points: In-class Activities
Session 10 Oct. 18, 23	Past-to-Present Theoretical Application: Hinduism, Buddhism, Sikhism, Others [<i>will illuminate the socio-historical context of this religious collectivity in terms of relevant previously discussed social-scientific concepts, perspectives, and theories</i>]	Lesson 10 + online readings Points: In-class Activities
Session 11 Oct. 25, 30	Synthesis: Commonalities and Differences in Religion and Global Violence [<i>follow-up on religious contexts discussed in units 7-10 combined with a continued look at social-science data and comparison/contrast of concepts and theories drawn from previously mentioned focus areas</i>]	Lesson 11 + online readings Synthesis Paper on Religion and Violence due on Blackboard Fri., Nov. 2
Session 12 Nov. 1, 6	Seeking Civilization and Social Stability in a Violent World (Analysis-Response 5, Detailed Outline/Rough Draft of Final Paper) [<i>introduction and application of peace-studies concepts to previously discussed religious contexts in light of social-scientific conclusions in previous unit</i>]	Lesson 12, Selengut Conclusion, Gopin Ch. 9 Points: In-class Activities

Session 13 Nov. 8, 13	The Resolution of Sacred/Secular Violence: Mission Impossible? [<i>continued application of peace-studies concepts to previously discussed religious contexts in light of social-scientific conclusions in unit 11</i>] [Veterans Day Nov. 11, observed Nov. 12]	Lesson 13 + online readings, Gopin Ch. 6 Analysis-Response #5 due on Blackboard Fri., Nov. 16
Session 14 Nov. 15, 20, 27	Making Peace: Case Studies [<i>examination of particular attempts at resolving religion-linked collective violence discussed in social-scientific research studies</i>] [Thanksgiving Nov. 22]	Lesson 14 + online readings, Gopin Chs. 7, 8 Points: In-class Activities
Session 15 Nov. 29	So What? Course Conclusion [Summary and analysis of course material in social-scientific terms]	Lesson 15 Final Paper due on Blackboard Fri., Nov. 30
<p>All Assignments due at 11 p.m. at the latest! Earlier is better! *Most lessons include links to required online readings, generally from social-science journals. When possible, PDFs will be included on Blackboard.</p>		

SOME RECOMMENDED ONLINE RELIGION AND GLOBAL CONFLICT RESOURCES

- [ASU Center for the Study of Religion and Conflict](#) [Back to texts](#)
- [Encyclopedia of Violence, Peace, and Conflict](#) (you will need to sign in to your MyASU account to access the full text)
- [Oxford Handbook of Religion, Conflict, and Peacebuilding](#) (as above, you will need to sign in to your MyASU account to access the full text)
- [Culture, Religion, War, and Peace \(Oxford Research Encyclopedias\)](#) (research report by Yetonahan Abramson in many areas relevant to this class, with links to relevant studies)
- [International Journal of Conflict and Violence](#)
- [Journal of Religion, Conflict, and Peace](#)
- [Conflict Resolution Quarterly](#)
- World religions: <http://sacred-texts.com/>
- ASU Library search for relevant databases, resources, and journal articles: [Click Here](#)
- Society for the Scientific Study of Religion: <http://www.sssrweb.org/>
- Religious Research Association: <http://www.rraweb.org/>

(Syllabus continues on next page)

ASSIGNMENT DETAILS

PRELIMINARY NOTES

General Notes for All Assignments: As noted before, [the general purpose of the assignments is to assess your learning of the course concepts and your ability to interrelate, analyze, and apply them to real-life circumstances](#). So please remain focused on those core class concepts. Then show me what you know and what you've learned! Feel free as well to be creative as you complete these assignments—if you wish, you may include pictures, charts, and any other illustrations that help you make your points. Please be aware, however, that you should always explain the relevance of any illustrations you use, and do not ever include any illustration merely as a way to space out your text. The text of your papers should always be long enough without illustrations to meet the length requirements. Also, since Wikipedia is subject to constant change and revision, it should never be considered the last word on any subject. Consequently, **Wikipedia will not be considered credible and authoritative for purposes of this class.**

Also, please note the following:

1) Please submit assignments on the links provided on Blackboard. Following the instructions for turning in assignments will cause fewer headaches for us all. For instance: Please don't e-mail assignments to me unless I request it. The reason: E-mailed assignments can easily be lost, inadvertently routed to junk mail folders, or accidentally deleted (I speak from sad experience!). One exception: If you're having trouble with the Blackboard submission link for some reason, please notify me, and then I can then watch my e-mail for your project.

2) I use the SafeAssignment feature for written work, which compares your paper against a massive Internet database that includes your own previous coursework, other students' essays, Web sites and blogs, and those infamous term papers available for purchase. If you choose to use these "resources," as it were, I will most certainly know. Remember, your paper must be original and written specifically for this class!

3) Please always back up your work on CD, thumb drive, a second hard drive, MyBook, or whatever works for you. I cannot grade an assignment I don't have—even if you swear that it's stored somewhere on some campus computer and it's really good! (True story from a past student!) ☺ —or was that ☹? Thank you in advance for your cooperation!

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GRADING INFORMATION

You will be graded on how well you demonstrate your thorough comprehension of class material as well as your ability to apply, analyze, and interrelate the concepts found in your textbook(s), lessons, or other credible and authoritative supporting material you use. Please explain those concepts as you answer the questions. You may also add interview material and personal experiences if they help you demonstrate your understanding, so be sure to always keep this material concept-related. Papers must also meet the [format](#), length, grammar and organization, and citation requirements to be eligible for full points. So fewer points will be awarded when assignments are too short, are unstructured (that is, they "ramble") and/or are unclear, contain a significant number of English usage errors, fail to fully cite sources (including

Web links!), or include obvious errors of fact or comprehension. I will briefly note my reasons for the scores I give on the papers and give feedback on the steps leading up to the final project. You may always contact me with questions. Your patience and professionalism are always very much appreciated. Also, if you appeal a score, please be aware that I will not necessarily consider myself obligated to give you more points. In fact, should I notice that I inadvertently overlooked issues I should have previously taken into account, I reserve the right to assign a lower score if the situation merits it.

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ANALYSIS PAPER 1 (30 POINTS), due Friday, Aug. 24:

In a reflective essay of 3-5 pages, drawing from the syllabus as well as the course readings to date, please answer the following questions (all in a reasonable amount of depth, please): ☺

- Please introduce yourself—your name, major, hometown, interests, your goal in this course, and anything else you think I should know about you to help you succeed in this class.
- What are your primary interests in taking this class, and what would you like to know more about in studying religion, global conflict and violence, and resolution?
- How would you explain the proper social-scientific approach to studying the connections between religious belief, violence, and conflict resolution on a global level?
- Why is it important to study these topics scientifically?
- How do you currently see the relationship between religion and violence as well as religion and peacebuilding? What are the most significant contributing factors?

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ANALYSIS PAPER 2 (40 POINTS), due Friday, Sept. 7:

We have discussed the antecedents of global religious violence in terms of culture, economics, politics, history, and other factors. We have also discussed relevant social-scientific theories that attempt to explain global religious violence. In a reflective essay, using the class lessons, texts, and required readings, as well as any other credible and authoritative sources you may have located on your own, please address the following questions in depth in 4-6 full pages of text:

- What is the best or most valid explanation for religious violence in today's world? Why?
- How can we evaluate this explanation in terms of the social-scientific concepts and perspectives we have discussed?
- What topic would you like to explore in your final project for this class? How are the concepts and observations we've read about so far relevant to the topic you have in mind? (HINT: Since the final project is cumulative, this assignment should help you complete it. See [Final Paper](#) elements.)

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ANALYSIS PAPER 3 (50 POINTS), due Friday, Sept. 21:

We have discussed the roles of modernity and fundamentalism in global religious conflict, identified several different types of violence, and covered the interplay of religious exclusivity, justification, extremism, and terrorism in terms of culture, economics, politics, history, and other relevant factors. In a reflective essay, using the class lessons, texts, and required readings, as well as any other credible and authoritative sources you may have located on your own, please address the following questions in depth (5-7 full pages of text):

- How does knowledge of these concepts help illuminate the issue of religion and global violence in terms of social science?
- Which is the most relevant of these concepts in explaining religion and global violence? Why?
- How does the information you have learned in the past two sessions add to the social-scientific explanation in your previous paper? How might it apply to at least one of the religious groups we're learning about in this class?

Also as part of the 5-7 pages of this assignment, please provide a finalized topic statement for your final project, as well as a plan to develop that project in terms of a preliminary outline. (HINT: Since the final project is cumulative, this assignment should help you complete it. See [Final Paper](#) elements.)

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ANALYSIS PAPER 4 (60 POINTS), due Friday, Oct. 5:

We have discussed global violence in the contexts of Judaism and Islam. In a reflective essay using the class lessons, texts, and required readings, as well as any other credible and authoritative sources you may have located on your own, please address the following questions in depth in 6-8 full pages of text:

- Using the class concepts and social science theoretical framework established so far, how do you explain religion's role in violence and Judaism?
- Likewise, what is your best explanation for the role religion plays in Islamic violence in terms of class concepts and a social science theoretical framework?
- How do these findings compare with your expectations discussed in the previous paper?

Also as part of the 6-8 pages, please provide a preliminary abstract (short summary of your topic, research approach, and findings) for your final paper, along with a more extensive and detailed outline. Please also include at least six independently researched sources you plan to use in your project. (As before, this assignment should help you complete the cumulative final project. See [Final Paper](#) elements.)

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ANALYSIS PAPER 5 (70 POINTS), due Friday, Nov. 16:

We have not only discussed several socio-religious global contexts in which religious violence has been well-documented, but we have begun to discuss how peace studies apply to these contexts. In a reflective essay of 7-9 pages, and using class lessons, texts, and required readings, as well as any other credible and authoritative sources you may have located on your own, please address the following question in depth:

- After reading about peace studies and conflict resolution, consider the topic you have chosen and the cultural, political, social, and/or economic factors of the religious contexts associated with it. What strategy would you recommend for resolving the conflicts, and why is it more feasible and effective than others considered in class?

Also as part of the 7-9 pages, please provide a more complete abstract (short summary of your topic, research approach, and findings) for your final paper, along with several pages of a rough draft following the outline you previously provided. This should also include the previously stipulated six-plus independently researched sources you plan to use in your final project. (See [Final Paper](#) elements.)

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SYNTHESIS PAPER (50 POINTS), due Friday, Nov. 2:

We have discussed the roles of modernity and fundamentalism in global religious conflict in several different religious contexts, identified several different types of violence, and covered the interplay of religious exclusivity, justification, extremism, and terrorism in terms of culture, economics, politics, history, and other relevant factors. In a reflective essay of 5-7 pages, and using the class lessons, texts, and required readings, as well as any other credible and authoritative sources you may have located on your own, please address the following questions in depth:

- What is religion's role as a whole in the problem of violence in terms of class concepts and a theoretical framework?
- What common cultural, political, social, and/or economic factors can you identify in religious violence across these several global contexts?
- Which factors appear to be predominant in, if not unique to, each context? Please identify and explain in detail at least one factor that is characteristic of a particular religious setting.
- How would you explain global religious violence as a whole, given the social-scientific information and ideas provided in this class so far?
- What solutions would you envision and recommend at this point to the problem of religious violence as a whole? Why?

(See [Final Paper](#) elements, as below.)

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FINAL PAPER (150 POINTS), due Friday, Nov. 30 (firm deadline):

As noted elsewhere, this is a cumulative project that you will work on throughout the semester. In **15-17 pages**, please write a carefully reasoned in-depth analysis that incorporates relevant course concepts into the following structural elements:

- An abstract summarizing the approach and findings of your paper
- Insight into two cultural-historical-political-economic contexts of religion and violence explored in depth and compared and contrasted. (NOTE: One context may be given a degree of emphasis over the other, but both should be considered in a reasonable degree of depth.)
- A statement and analysis of the role religion plays in each of the contexts discussed, along with

other relevant social, cultural, political, and/or economic contributing factors.

- Discussion of a relevant social-scientific theoretical framework that best explains the rationale for religion and violence within the context considered, with an explanation of why at least two other theoretical explanations considered in class are not as satisfactory.
- Consideration of at least three recommended strategies for resolution of the religious violence, with an evaluation of each in terms of which is likely to be the most effective.
- At least six credible and authoritative independently researched social-scientific sources, along with relevant sources from the material we read in class.

As noted, the preceding assignments will help you complete this final project, though please also note that **all material from those assignments should be revised and updated** in light of the feedback you are given as well as what you learn from subsequent instruction, reading, and monitoring current events. (Jump to Analysis Papers [1](#) [2](#) [3](#) [4](#) [5](#) or the [Synthesis Paper](#).)

Your final paper will be graded on the following rubric:

Is the paper clearly organized and does it follow common expectations of grammar and usage? (25 points)

Does the paper provide clear insight, depth, and analysis into the topic? (50 points)

Does the paper reflect sound comprehension of relevant social-scientific class concepts for the problem of religious violence in the contexts discussed? Has any material previously written by the student been revised and updated? (50 points)

Are there at least six properly cited authoritative and credible sources in the paper that were not required reading in class? (25 points)

Possible Deductions: Is the paper long and detailed enough? Was the paper turned in on time? (Deduction of 10 points per page and partial points for partial pages; half-credit for late papers)

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PARTICIPATION AND CITIZENSHIP (120 points for participation, 30 for citizenship):

Participation (discussion) consists of attending and actively participating in class, [according to the previously discussed policies](#). A total of 120 points will ride on your class attendance AND participation. I will make every effort to reward students who contribute particularly meaningfully and often. As before, please note that **the 120 attendance and participation points must be earned while class is in session. They cannot be “made up” after class ends.** So please attend class and actively contribute!

Please keep in mind the note earlier in the syllabus that **“lectures” will be kept to a minimum. We will NOT be simply “just showing up” to hear me drone on for an hour.** That will get incredibly boring incredibly fast. Especially for me. ☺ Instead, a substantial portion of time will be devoted to YOU bringing up major points from what we’ve read, discussing ideas you’ve had in response, engaging other students in problem-solving activities, and participating in other activities. You will find that you will get back out of your participation what you put into it. *A word to the wise: Students who actively involve themselves in the course by participating and looking for examples in the world around them tend to do very well. Students who merely choose to passively attend class, pay minimum attention and give minimum effort, and turn their attention to other non-class priorities don’t necessarily do so well.*

In other words:

Minimum Involvement + Minimum Effort = Minimum Grades.

Maximum Involvement + Maximum Effort = Maximum Grades.

Citizenship points are subject to the previously outlined policies on [academic honesty](#) and [treatment of others](#). In general, should a problem arise with citizenship, I may give you a chance to resolve the problem productively OR simply deduct the number of points I decide are appropriate, depending on the situation. Obviously, it's best to avoid such situations to begin with. Please also keep in mind that negativity tends to be amplified in electronic communication. For instance, you may post a comment on a discussion board or on social media that you believe to be merely sarcastic in tone, but another person reading it may interpret it as an outright frontal assault on their self-esteem and personal worth. A good rule of thumb: *Never post anything you write while you're annoyed at someone else.* This includes e-mails to your instructor, BTW. ☺ All communication between students and/or professors should be polite and professional.

Finally, if you have a problem with me, something I've said or done, and/or a score or grade I've given you, I expect you to always approach me first. If I cannot resolve your concern fairly and justly, then the next step is (as in the information at the [top](#) of the syllabus) contacting CISA at cisa@asu.edu. *Please be aware that attempting to circumvent your instructor will be considered a breach of class citizenship as well as professionalism and will result in losing all citizenship and participation points.* Instead, please contact me and I will be happy to help you with anything in my power. Please remember as well, any threats made towards me or other students will be immediately reported to the appropriate authorities. This will likewise result in not only all citizenship points at minimum, but depending on the severity of the situation, other consequences may follow, including possible dismissal from ASU and criminal charges. So in short: Both circumvention and threats are really, really bad ideas. Stay professional and courteous instead, and there will be nothing to worry about. ☺

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Total Points Possible in Class= 600 points.

FINAL THOUGHTS

It is better to know too much than not enough.

—Many people, including Dr. Weight. ☺

One should aim not at being possible to understand, but at being impossible to misunderstand.

—Quintilian

Thinking is the hardest work there is, which is probably the reason why so few engage in it.

—Early American industrialist Henry Ford

In this class, you may well be given more information than you know how to deal with; simply sift through it and use what applies most to you right now. The relevance of the rest may be later apparent. As you write, try to make sure that those who read your work cannot misunderstand what you have to say. I also invite you to actively think about our course material and LEARN. ☺ So please actively involve yourself in the course, put forth your hardest work and direct that hard work towards producing high-quality class

projects! Since the quality of your work determines your score, putting that approach to work should result in a high grade that reflects that involvement, effort, and quality!

Welcome to class, everyone! Let's make it a great one!

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