

RELI 305.01/INST305.01: 10:00-10:50, College Hall 132

RELI 305.02/INST305.02: 11:00-11:50, College Hall 132

◇ Core requirement: *World/Comparative religion*

◇ Core designation: *Global Studies (GS)*

John N. Sheveland, Ph.D., Professor, Religious Studies Department

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- Office hours: Mon., Fri. 2:30-3:30; TR 9:00-10:00; and by appt. & drop-in
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- My website: [Here](#)
- Gonzaga's [Being Religious Interreligiously](#) lecture series website

## Description

What is the relationship between religious belief and the violence done in the name of religion? With sectarianism and radicalization occurring within many communities and across many continents, does religious commitment simply give rise to human division or, is it— as some say — peaceful? Or, are we prepared to reflect beyond these easy options? Moreover, do we recognize the scope of what counts as religious violence? Indeed, what are the elements of problem solving amidst complex case studies of violence? What are the habits of mind and heart necessary to recognize, analyze, and blunt the religious violence in our midst?

Not satisfied with theological approaches alone, the course relies upon disciplines like history, psychology, and science to provide additional accounts of human weakness or vulnerability and of human potential and flourishing. Our course does not merely study religious violence. It equips students to perceive it, analyze it, and respond to it by thinking with a variety of intellectual tools and constructing meaning with them.

In Fall 2018, we focus attention on several case studies: Hindu nationalism, the rise and demise of ISIS or Daesh, the ongoing Roman Catholic sexual abuse scandal, and we begin the course considering an example of white supremacist terrorism in Charleston, SC. These case studies generate questions that are complex, challenging, unresolved, and frequently the subject of public debate. As well, these case studies raise important theological questions about the effects of violence on people and societies.

Three broad learning outcomes capture our attention this semester:

1. A comparative theological approach: students will utilize an interreligious or comparative approach to analyze difficult questions arising from religious commitment, violence, and majority-minority dynamics. A comparative approach empowers:
  - a. *receptivity toward unfamiliar religious persons and ideas,*
  - b. *fresh thinking about one's home tradition or common human experience,*
  - c. *complex views of similarity and difference,*
  - d. *working knowledge of resources for solidarity and reconciliation in (this semester) Hinduism, Islam, and Christianity*
  
2. A multidisciplinary approach: students will be able to understand and *apply* historical, political, scientific, and psychological tools to violent behavior, which empowers them to:
  - a. *interact with the humanities,*
  - b. *discover knowledge and think critically about it*
  - c. *organize multiple vocabularies to assess complex phenomena, and appreciate multiple causation*
  
3. A student-centered approach: students will cultivate their own judgment, empathy, citizenship, and sense for justice in global and complex contexts of human living, and in the context of diverse classroom.

## Literature

1. ***Religion and Violence*** (Revised Edition Fall 2018). Item Number: 669092TBUF. *A collection of assigned readings tailored to our specific Fall 2018 semester, to be purchased directly from <https://www.professorschoice.com/> for the original cost, or from The Zagshop though with a surcharge.*
  
2. Jessica Stern and J.M. Berger, ***ISIS: the state of terror***. Ecco/HarperCollins, 2016. Paperback: \$15; Amazon \$9.48. [Note: Please purchase the updated paperback version, not the original hardcover.] *A comprehensive study of the group, written by two leading U.S. experts on terrorism.*

## Assignments [100 total points]

A 94-100; A- 90-93; B+ 88-89; B 84-87; B- 80-83; C+ 78-79; C 74-77; C- 70-73; D 64-69; D-60-63; F 0-59. Assignment scores can be accessed in the Blackboard Grade Center.

1. **Authentic engagement** [5 points]. [*Learning Outcomes 1-3*] Presumes and exceeds attendance. (Fifth absence merits a course grade of “V” which is a functional “F”.) Consists of engaged participation in a hospitable climate of academic inquiry and debate. Includes all of the following:
  - *Texts*: possession and readiness to discuss texts each class;
  - *Technology*: this semester, no technology may be used in the classroom, including laptops, mobile devices, smart watches, and anything else that distracts. Refrain from cell phone use *in the classroom, even before class begins*. Disregarding or forgetting this expectation will vacate these 5 points. Our classroom space – even before class begins – is a professional environment, and to be used accordingly.
  - *Tolerance & Dialogue*: of views and opinions you do not share but which can be challenged and debated academically and responsibly, with respect for persons. *Please treat our classroom as a workplace in which people are respected in moments of difference, disagreement, or confusion.*
  
2. **Multimedia Assignments** [25 points]. [*Learning outcomes 1 & 2*] For all five multimedia assignments noted in the Calendar below, please view/listen and upload to Blackboard a 700 word (roughly 2 pp.) response before class.  
Instructions:
  - a. *On page 1, include your name, date, and identifying information of the lecture (the speaker’s name, title, and place),*
  - b. *Summarize the core argument or perspective offered,*
  - c. *Sketch your own reflective interaction with or assessment of the presentation,*
  - d. *Upload your review to Blackboard before class on the due date.*
  
3. **Public lecture and response** [10 points.] [*Learning outcomes: 1 & 3*] Required attendance of one outside lecture/event and a written response. Students with legitimate conflicts can work out a suitable alternative with me. Initial list of options:
  - Sept. 12<sup>th</sup>: Panel on Race and Identity, St. Joseph’s Catholic Church, 1503 W. Dean Ave, Spokane WA., 6:30-8:00. Presented by GU Institute for Hate Studies.
  - Sept. 25<sup>th</sup>: Art Spiegelman, stories on being a Polish Jew and holocaust survivor, Hemmingson ballroom, 7:00.
  - Sept. 28<sup>th</sup>: Law School day long conference: *The Pursuit of Justice*. Agenda and individual presentations [HERE](#).
  - Oct. 6<sup>th</sup>: Flannery Lecture: Dr. Andrew Prevot, “Unrestricted Love: Blackness and Catholicity as Interrelated Marks of Christian Life,” Cataldo Hall, 6:00. [HERE](#)
  - Oct. 9<sup>th</sup>: David Theo Goldberg, “Critical Race Theory,” Hemmingson ballroom, 7:00.

- Nov. 5<sup>th</sup>: Nicholas Kristof, American journalist and *New York Times* contributor, Hemmingson ballroom 7:30.

➔ *I encourage you to be proactive in becoming aware of campus events relevant for this assignment, even as I will advertise relevant events for us as they become fixed. Any event besides those listed here require my approval. Check Morning Mail and the university calendar.*

Assignment directions:

- a. *Attend the lecture and take notes.*
  - b. *Write a 700 word (roughly 2 pp.) response paper which (1.) describes the major points or arguments, (2.) places these into dialogue with our course or others, and (3.) presents your own reflective interaction or evaluation of the event.*
  - c. *Upload your response paper to Blackboard within one week of the event.*
4. **Two Analytical Essays** [40 points.] [*Learning Outcomes: 1-3*] Take-home essays. Probable topics include Hindutva, ISIS, racial terrorism, or sexual trauma. Some general writing guidelines in advance of the specific prompts:
- a. *Edit! Written assignments should exemplify clean academic writing with evidence of careful editing, spellchecking, and revising. The Gonzaga Writing Center can be a tremendous help. So, too, your professor. Essays marred by poor mechanics will be returned or penalized. Students for whom English is a second language should plan extra time for writing and consultation with the Professor and/or the GU Writing Center.*
  - b. *Source material: No written assignment requires you to seek out information from non-scholarly websites or search engines. Papers with content or citations from these sources will be penalized and returned for correction. Our own texts are the research focus, and your writing should include roughly 3+ citations per page.*
  - c. *Disability Access: Students with documented disabilities will be accommodated fully. Please make contact with me the first week of class and after as necessary.*
  - d. *Academic Integrity: GU does not tolerate plagiarism of any kind. Violations will result in at least a failing grade for the plagiarized assignment. Some examples of plagiarism routinely noticed with Turnitin include:*
    1. *Not citing direct quotes.*
    2. *Not citing borrowed ideas, even if rephrased in your own language.*
    3. *Inadequate citation of a work you intend to cite.*
    4. *Cutting and pasting from internet sites.*
    5. *Writing or submitting another student's paper.*

6. *For guidance with writing, see me! Consider also the GU Writing Center [Here](#), and help with thesis development is available through me and the guides from Harvard Divinity School [Here](#) and from Dartmouth [Here](#)*
5. **Case Study: Oral Report** [20 points.] [*Learning Outcomes 1c.-d; 2a.-c.; 3*] During the final weeks of our semester, students will present a brief report (i.e., maximum 10 minutes) on a specific, historically concrete example of religious violence and/or religious peacemaking. This semester, case studies which include some aspect of racial bias or sexual abuse or trauma are especially appropriate (i.e., religious justifications, or criticisms of, racisms). The assignment is less an overview of a time period, and much more about the real persons who experience violence, peacemaking, or racism. This ten-minute report will include:
- *Research.* Relevant background and data of the event or episode (historical, political, economic, religious, etc.). Foley library research required.
  - *Broadening perspective.* Apply from within the tradition a broadening perspective pertaining to peace building or ideology critique, to contest and situate the violence more adequately.
  - *Your assessment.* Your own reasoned perspective on whether and how the broadening perspective sheds light on the event and persons involved.

Both the case study and the resources will be your own discovery through research at Foley library, but the topic and approach should reflect your own interests. Start with the [“religion guide”](#) at Foley Library. Or, for current and unfolding events, a range of apps and podcasts may prove useful such as *The Economist*, *The Atlantic*, *NYT*, *The Guardian*, *Times of India*, *Al Jazeera*, *Deutsche Welle*, NPR’s *Fresh Air*, NPR’s *On Point*, *Democracy Now!*, *Washington Post*, *The New Yorker*. Further instructions will be distributed around or just after midterm week.

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## Schedule

### I. IS WHITE SUPREMACIST TERRORISM RELIGIOUS VIOLENCE?

**Week#1: Aug 29 & 31. Emmanuel AME Church, Charleston, SC., 2015**

Reading Assignments for Friday:

1. Course book: Jelani Cobb, “Prodigy of Hate,” *The New Yorker*, Feb 6, 2017.

- **Multimedia Assignment #1:** Due by Blackboard upload **Friday** before class: Brian Massingale keynote address, “The Ignatian Witness to Truth in a Climate of Injustice,” Seattle University, August 2017. [HERE](#)
  - *Note: for your interest, you may find Massingale’s 2012 lecture at Gonzaga University [HERE](#)*

### **Week #2: Sept 5 & 7. Truth telling and the sources of Black selves**

- **No class Monday:** Labor day holiday

Reading assignments for Wednesday:

1. Course book: Brian Massingale, “The Ignatian Witness to Truth in a Climate of Injustice,” *Conversations on Jesuit Higher Education* 52/3 (2017).
  2. Course book: Andrew Prevot, “Sources of a Black Self”
- In class exercise: Eulogy for Rev. Clementa Pinckney, C-SPAN, 37 mins., June 26, 2015, [Here](#).

## **II. INTERDISCIPLINARY TOOLS**

### **Week #3. Sept 10, 12, 14. What have History and Evolution to say?**

Reading Assignments:

1. Course book: Steven Pinker, “A History of Violence,” *New Republic* (March 19, 2007). \*Note that a version of the lecture he gave in Spokane in November 2013 can be found [here](#)
  2. Course book: Richard Wrangham, “Killer Species,” *Daedalus* (2004): 25-35.
- **Multimedia Assignment #2:** Due by Blackboard upload before class on **Monday:** “The Origins of Violence” (features Pinker, Wrangham, Schechter), *Science Friday*, 2014, [Here](#)

### **Week #4. Sept 17, 19, 21. How does hate develop?**

Reading Assignments:

1. Course book: Robert J. Sternberg, “A Duplex Theory of Hate,” *Review of General Psychology* 7 (2003): 299-328. [Note: please focus on pp. 305-10; 313-24]

2. *Optional*: Course book: John N. Sheveland, “Restoring Intimacy,” *Studies in Interreligious Dialogue* 24/2 (2014): 152-170 [note especially pp.152-160 on the duplex theory of hate].
- In class exercise: TED Radio Hour Podcast: “The Violence Within Us” (Zimbardo, Fallon, Steiner) [Here](#)

### III. **ISIS: the manipulation and recovery of Islamic teaching**

#### **Week #4. Sept 24, 26, 28. *What are the goals of ISIS’s violent political extremism?***

- **Multimedia Assignment #3**: Due by Blackboard upload before class on Monday: *Secret History of ISIS*, PBS Frontline 2016, [Here](#)

Reading Assignment:

1. Jessica Stern, *ISIS: the state of terror*, “Introduction,” “Afterword,” + chapters 1, 2, 4.

#### **Week #5. Oct 1, 5. *What are the techniques of manipulation?***

- **No class Wednesday** – Religious studies department curriculum retreat

Reading Assignment:

1. Jessica Stern, *ISIS: the state of terror*, chapters 5, 6, 9, 10.
- In class exercise: Anna Erelle, Andre Poulin.

#### **Week #6. Oct 8, 10, 12. *Whose Islam? – contesting & recovering Islamic identity***

- **Multimedia Assignment #4**: Due by Blackboard upload before class Monday: Asma Afsaruddin, “Combatting Extremism,” Univ. of Notre Dame, 2012, [Here](#)

Reading Assignment for Wednesday & Friday:

1. Course book: Asma Afsaruddin, “Creating Pluralism and Dialogue: Quranic Perspectives,” *Journal of Ecumenical Studies* 42/3 (2007): 389-406.
- In class probable exercises: The Open Letter; Parliament of Religions 2015: [John Esposito and Tariq Ramadan](#)

**IV. HINDUTVA AND ANTI-MUSLIM SENTIMENT IN INDIA**

**Week #7. Oct 15, 17, 19. How does *Hindu Nationalism* reconfigure history and cultivate anti-Muslim sentiment?**

Reading Assignment:

1. Course book: Martha Nussbaum, *The Clash Within*, “Introduction” & “Genocide in Gujarat”
- In class exercise: Martha Nussbaum on C-SPAN

**Week #8. Oct. 24, 26. Who are the human faces of the Hindu Right? What are the antidotes?**

- **No class Monday:** *Founder’s Day*

Reading Assignment:

1. Course book: Martha Nussbaum, *The Clash Within* (Human Face of the Hindu Right”)
2. Handout: Swami Vivekananda, Address at the Parliament of the World’s Religions
- In class exercise: global trends in Islamophobia - [The Bridge Initiative](#)

**V. TRAUMA AND RESTORATIVE COMMUNITY**

**Week #9. Oct 29 & 31. Sexual abuse and the web of traumatic wounding**

- **No class Friday:** *Parliament of the World’s Religions, Toronto*
- **Multimedia Assignment #5:** Due by Blackboard upload before class on Wednesday: *The Silence*, PBS 2011, [Here](#)

Reading Assignment:

1. Course book: Shelly Rambo, “Spirit and Trauma”
- In class exercise: excerpts from *Secrets of the Vatican*, PBS 2014 [Here](#)



**Week #10. Nov 7 & 9. *Trauma as a new theological imperative***

- **No class Monday:** *Parliament of the World's Religions, Toronto*

Reading Assignment:

1. Handout: Hans Zollner, S.J., *La Civiltà Cattolica*, July 2018
2. Course book: Deborah Van Deusen Hunsinger, "Bearing the Unbearable"

In class exercises:

- Excerpts from Pope John Paul II Address to the Cardinals of the United States, 2002, [Here](#)
- Excerpts from Pope Francis Letter to the People of God, 2018, [Here](#)
- The [Center for Child Protection](#), Gregorian

**Week #11. Nov 12 & 14. *Pastoral theology and accompaniment***

- **No class Friday:** *American Academy of Religion, Denver*

Reading Assignments:

1. Course book: Susan Shooter, "How Survivors of Abuse Relate to God"
  2. Course book: John N. Sheveland, "Redeeming Trauma"
- In class exercises: Anglophone Safeguarding conference 2018, or Parliament of Religions 2015: [Serene Jones](#)

**Week #12. Nov 19, 21, 23. **Thanksgiving holiday****

- No class Monday: *American Academy of Religion, Denver.*
- No class Wednesday & Friday: Thanksgiving holiday

**Week #13. Nov 26, 28, 30. *Can Theology respond meaningfully to trauma?***

Reading Assignment: *None*, in favor of finalizing research for oral presentation

- Possible in class exercise: Karl Barth on being in encounter; Jeannine Hill Fletcher on the Sacred Heart
- In class writing exercises: constructing a medley of response from Barth, Shooter, Sheveland, Hunsinger, Beste
- A few oral reports will be given this week.

## VI. ORAL REPORTS

**Week #14. Dec 3, 5, 7. Oral Reports resume**

**Week #15. Dec 11-14 – Last week of the semester. Oral Reports conclude**  
(attendance required)

→ Final Exam Period:

Section 1 (10:00): Tues Dec. 11<sup>th</sup> 1:00-3:00

Section 2 (11:00): Thurs Dec. 13<sup>th</sup> 8:00-10:00

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### ADDITIONAL UNIVERSITY INFORMATION

1. On harassment, discrimination, sexual misconduct: Consistent with its mission, Gonzaga seeks to assure all community members learn and work in a welcoming and inclusive environment. If this information applies to you please see me and/or our Title IX resources at <http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Human-Resources/TitleIX/>
2. Notice to students with disabilities and medical conditions: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability/medical condition requiring an accommodation, please call or visit the Center for Student Academic Success (Foley Library entry level).
3. Academic Integrity: Academic honesty is expected of all Gonzaga University students. Academic dishonesty includes, but is not limited to cheating, plagiarism, various kinds of falsification, and theft of property. Any student found guilty of academic dishonesty is subject to disciplinary action, and every student is expected to be familiar with the [new policy for Academic Integrity as of 2018, HERE](#). Violations will incur a failing assignment grade or failing course grade.
4. Course Evaluation: Because we take teaching seriously at Gonzaga, we ask students to evaluate courses and instructors so that we can provide the best possible learning experience. I will ask you to take a few minutes at the end to carry out course/instructor evaluation on-line. Please know that I appreciate your remarks. This is a vital part of our efforts at Gonzaga to improve continually our teaching, our academic programs, and our entire educational effort.

President Thayne McCulloh's Statement on Racism and Human Dignity (08/13/2017)

This weekend's events in Charlottesville, Virginia – which began with a march by “white nationalists” Friday night on the campus of the University of Virginia, continued with a rally by white supremacists at the foot of a statue of Robert E. Lee in nearby McIntyre Park on Saturday morning, and erupted by Saturday mid-day in violence and several related deaths – is a reminder that racism and hate speech is not a thing of the past in America. Friday's demonstration, mounted under the ideological banner “Unite the Right,” saw individuals carrying flaming torches on a university campus under cover of night, a terrifying and all-too-familiar image for those who know of and remember the horrific acts of the Ku Klux Klan and other white-supremacist organizations active in our country from the Civil War even into the present time.

As a Jesuit, Catholic, humanistic university – a community of teachers and learners whose very mission is rooted in the belief that all people are sacred children of God, worthy of dignity and respect – it is impossible to bear witness to acts of hatred such as those perpetrated by the white supremacists in Virginia this weekend without speaking out in unequivocal opposition to them. As Archbishop Emeritus Desmond Tutu has reminded us, *“If you are neutral in situations of injustice, you have chosen the side of the oppressor.”*

But speaking out in light of the Charlottesville events is not sufficient: we must acknowledge that racism pervades our entire society, and that continuing the work of ensuring that all people of all races, ethnicities, and cultures or cultural origins – whether they live in Virginia, in Spokane, or right here on the campus of Gonzaga University – are worthy of honor, respect, equitable treatment, and inclusion in every aspect of our work and agency. We cannot be complacent in our commitment; we cannot assume that stamping out racism – or any other act or expression of prejudice, be it on the basis of sex, faith or religion, national origin, sexual orientation, gender identity, ability, age, or veteran status – is someone else's responsibility. It is our responsibility, each of us, every day.

*“Change does not roll in on the wheels of inevitability, but comes through continuous struggle.”*  
– Reverend Dr. Martin Luther King, Jr.

On behalf of this community, I on this day affirm once more that Gonzaga University stands in solidarity with all those who oppose hate, who oppose prejudice, who oppose racism – and confirms its commitment to working proactively and constructively to create a culture and society where the dignity of each and every individual is treasured, honored, and celebrated, and the words “equity,” “inclusivity,” and “justice” are truly hallmarks of our way of proceeding.

Sincerely yours,

Thayne M. McCulloh, D.Phil.  
President, Gonzaga University  
August 13, 2017