

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in*** [***approved university format***](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)***.***

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Course subject and number: | REL 361 | 2. Units: | 3 credits |

[**See upper and lower division undergraduate course definitions.**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc)

|  |  |  |  |
| --- | --- | --- | --- |
| 3. College: | CAL | 4. Academic Unit: | CCS |

5**.** Student Learning Outcomes of the new course. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*

*Active engagement with the content of this course will enable the student to:*

1. *describe and analyze key ideas as presented in text, film, and discussion.*
2. *Understand and analyze the historical and cultural contexts that underlie violent institutions, practices, and ideologies as presented in class materials.*
3. *reflect on, and respond in writing to, perspectives on the human condition when confronted with various types of social violence, and critically evaluate philosophical, ethical and political ideas.*
4. *communicate effectively your reasoning and informed positions in writing and orally. Effective writing is measured in writings assignments of various length and through mid-term and final essays.*

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*).*

*This course is offered in my Department of Comparative Cultural Studies; it serves the Religious Studies majors and minors but also appeals to students from across the disciplines, thus also satisfying my educational task as director of the Martin-Springer Institute with its programs on global engagement through Holocaust awareness.*

*The objective of the seminar is for the students to become independent thinkers, sensitive to historical and cultural contexts. Related goals are to become familiar with the contributions of intellectu­al figures to modern institutions and culture; to distinguish dif­ferent values and truth claims; to study the development of moral preferences and ideological judgments; to consider the impact of one’s own moral preferences on contem­porary debates; and to be able to present a value‑centered argument with clarity and rigor, both orally and in writing.*

*Though the course is geared toward students with a specific interest in the humanities, cultural studies, religion and history, it is interdisciplinary and may attract also students from criminology/criminal justice, gender studies, psychology, literature, ethnic studies, and education.*

***This course also contributes to the G (Global ) and SPW (Social and Political World) designation of college-wide educational goals.***

|  |  |  |  |
| --- | --- | --- | --- |
| 7. Effective **BEGINNING** of what term and year? | Fall 2014 |  |  |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1213Effective.xls)**.** |  |  |  |

|  |  |
| --- | --- |
| 8.  Long course title: | Religion and Violent Conflicts: From Torture to Genocide |
| *(max 100 characters including spaces)* | |

|  |  |
| --- | --- |
| 9. Short course title: | Religion and Violent Conflicts |
| *(max. 30 characters including spaces)* | |

10. Catalog course description *(max. 60 words, excluding requisites):*

*Violence is the assault on body and mind and inscribed into discourses of power. It is enforced and resisted by religions. We examine how violence affects the physical, gendered, racialized, religious, and collective body. We consider strategies and philosophies to counter violence. We critically examine intellectual, moral, and spiritual worldviews while analyzing specific arguments for their truth claims.*

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

                                                                                                                                    Yes  No

If yes, include the appropriate plan proposal.

**The course can be used to satisfy REL elective credit in the CCS BA and the Minor but will not be named specifically.**

12. Does this course duplicate content of existing courses? Yes  No X

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?              Yes  No X

      If yes, include a letter of response from each impacted academic unit.

14. Grading option:      Letter grade XPass/Fail Both

|  |  |  |  |
| --- | --- | --- | --- |
| 15. Co-convened with: |  | 14a. UGC approval date\*: |  |
| (For example: ESE 450 and ESE 550) [See co-convening policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).  \*Must be approved by UGC before UCC submission, and both course syllabi must be presented. | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16. Cross-listed with: |  | | |  | | | | |
| (For example: ES 450 and DIS 450) [See cross listing policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).        Please submit a single cross-listed syllabus that will be used for all cross-listed courses. | | | | | | | | |
| 17. May course be repeated for additional units? | | |  | | | Yes     No X | | |
| 16a. If yes, maximum units allowed? | |  | | |  | | | |
| 16b. If yes, may course be repeated for additional units in the same term? | | | | | | |  | Yes     No |

|  |  |  |
| --- | --- | --- |
| 18. Prerequisites: |  |  |

If prerequisites, include the rationale for the prerequisites.

|  |  |  |
| --- | --- | --- |
| 19. Co requisites: |  |  |

If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?                   Yes  No X

If yes, include the units specific to each component in the course description above.

|  |  |
| --- | --- |
| 21. Names of the current faculty qualified to teach this course: | Björn Krondorfer |

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?             Yes  No

       If yes, include a [Liberal Studies proposal](http://www2.nau.edu/~d-ugstdy/_source/docs/LS_Proposal_form.doc) and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?Yes X   No

       If yes, include a [Diversity proposal](http://www4.nau.edu/avpaa/EthDiv/Divform2010.doc) and syllabus with this proposal. Global

|  |  |
| --- | --- |
| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **1/28/2014** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

|  |  |
| --- | --- |
| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:** |  |
|  | |
| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No

**Northern Arizona University**

**College of Arts and Letters**

**Department of Comparative Cultural Studies**

**REL 361: Religion and Violent Conflicts: From Torture to Genocide**

Instructor: Björn Krondorfer

Professor of Religious Studies & Director of Martin-Springer Institute

Office: Riles 305A

Phone: x5029

email: [bjorn.krondorfer@nau.edu](mailto:bjorn.krondorfer@nau.edu)

office hours: (1 hour following scheduled class time)

**Course Prerequisites and Description**

*REL 361 contributes to the Liberal Studies Designation of “Social and Political Worlds” (SPW)*

Students in this seminar read primary and secondary texts from different traditions about religion and violence against the background of their own cultural contexts. We approach this course by investigating and applying conceptual frameworks that can be summarized thus:

* Violence is the assault on the body as well as the mind; it is also inscribed into discourses of power that justify certain types of violence imposed on specific groups.
* Violence can be enforced and justified by religion, nation states, governments, hate groups, or by smaller social units.
* Violence can also be opposed and resisted, whether through religiously inspired nonviolent commitments or a willingness to become a witness to injustice and a “higher truth” even at the price of your life (martyrdom).
* Violence, throughout history, affects the physical, gendered, racialized, religious, and collective body.
* There are philosophies and strategies to counter violence.

Students are invited to enter into conversation with these texts as they learn to critically examine their own intellectual, moral, aesthetic, and spiritual values and as they come to understand, analyze, and evaluate specific arguments for their claims to truth. As we develop our own positions vis-à-vis these issues, we ask whether these texts have justified, explained, inscribed, contained, or resisted violence.

The objective of the seminar is for the students to become independent thinkers, sensitive to historical and cultural contexts. Related goals are to become familiar with the contributions of intellectu­al figures to modern institutions and culture; to distinguish dif­ferent values and truth claims; to study the development of moral preferences and ideological judgments; to consider the impact of one’s own moral preferences on contem­porary debates; and to be able to present a value‑centered argument with clarity and rigor, both orally and in writing.

**Liberal Studies Information**

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world’s peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

REL 361 contributes to the “Social and Political Worlds” designation which, in principle, explores how different empirical and theoretical strategies are used to study human behavior and social, political, and cultural systems. REL 361 engages students in the study of the forms, genres, and cases of social violence that are politically legitimated or religiously justified. Examples from a variety of geographic and historical environments demonstrate the ubiquity of the global phenomenon of violence in particular localities. The class investigates political and cultural relationships between perpetrators, victims, bystanders, and also looks at the social impact on individuals and communities. We also study philosophies of nonviolence and examples of nonviolent strategies as we reflect upon human options when threatened by violence.

In terms of essential skills, emphasis is on critical thinking. It also looks at written expression, effective communication, and ethical reasoning.

**Student Learning Expectations**

Active engagement with the content of this course will enable the student to:

1. describe and analyze key ideas as presented in text, film, and discussion
2. understand and analyze the historical and cultural contexts that underlie violent institutions, practices, and ideologies as presented in class materials
3. reflect on, and respond in writing to, perspectives on the human condition when confronted with various types of social violence, and critically evaluate philosophical, ethical and political ideas
4. communicate effectively your reasoning and informed positions in writing and orally

**Assessment of Student Learning Outcomes**

**I. Attendance and Participation (max. 17 + 1 pts.):** Because of the nature of this class, it is imperative that you attend classes, bring texts under discussion to class, and have completed the assigned readings. Participation means preparing for class and engaging in thoughtful discussion.

*This rubric addresses and satisfies learning expectations # 4, but also ## 1 and 3 through participation in class discussions.*

Active **participation** **(15 pts)** may or may not come naturally for you. To encourage you to speak often, openly, and in an informed manner, I award participation/discussion points three times per semester (in the 5th, 10th and final week) as follows:

Outstanding performance: 5 pts.

Good performance: 4 pts.

Regular performance: 3 pts.

Undistinguished performance: 1-2 pts.

Disruptive or non-performance: 0 pts.

**Attendance** **(2+1 pts)** is mandatory. Make-ups are permitted only for documented absences, but the student must initiate conversation with instructor about make-up. Arrive on time and remain for the full sessions; tardiness and early departures may count as partial absences. Frequent departures during class are disruptive.

No absence: 2 (+ 1 extra point) Two absences: 1 pt

One absence: 2 pts. Beyond two absences: - 2 pts. for each absence

(penalty)

**II. Written Assignments (max. 83 pts.):**

Effective writing is measured in writings assignments of various lengths and through mid-term and final essays.

**Eight Writing assignments** (the lowest scoring assignment will be automatically dropped at end of class)(8 pts per assignment: 7 assignments are counted = max. 56 pts.)

*This rubric addresses and satisfies learning expectations ## 1-3.*

**Two Essays** (max 27 pts): In two substantive essays, you demonstrate your ability to make intelligent connections between different texts and themes.

1st essay (mid-term): 12 pts.

2nd essay (final exam): 15 pts.

*This rubric addresses and satisfies learning expectations ## 3 and 4.*

**III. Extra points**

In special cases, and at the discretion of the instructor, a student can earn 3 additional points. Such cases concern the make-up for a missed assignment, a missed class, or other such circumstances. Discussion about these points can be initiated by the student or instructor. Usually, such a discussion would take place in the last 2 weeks of the semester.

**IV. Summary and Grade Scale:**

* Attendance/Participation 17 + 1 pts
* 8 Writing Assignments 56 pts
* Mid-term Essay 12 pts
* Final Essay 15 pts

Total: 100 + 1 pts

Grading Scale: A =90+; B = 78+; C = 68+; D = 58+; below 58 = F

**What do I look for in writing assignments and essays?**

* **Read** the actual question/task carefully and respond to it accordingly
* **Content**: Accuracy of facts, comprehension of issues, your reflections
* **Reflections**: not to be confused with mere opinion, reflections include a developed point of view based on the material and class discussion; you need to present well-reasoned arguments (though they can also be passionate as long as they are not polemic)
* **Persuasiveness**: your argument must be persuasive; it must be coherent and consistent (rather than fragmented and contradictory); it cannot be a summary (unless the assignment specifically asks for it); do not just repeat the authors/instructors point of view but develop your own original and critical thinking.
* **Style**: grammar, syntax, spelling, paragraph construction, flow of argument, transition, correct use of tense: these and other formal writing aspects are part of the grade. Make a draft, revise it, carefully edit and proof-read it. Get help if you need it (writing center).
* **Avoid** long quotes from material we read in class. I want to hear it in your words. If you use quotes, make sure they are correctly indicated and referenced.

**BOOKS (to be purchased)**

* Robert Holmes, *Non-Violence in Theory and Practice* (Waveland)
* John Perry, *Torture: Religious Ethics and National Security*
* Pumla Gobodo-Madikizela, *A Human Being Died that Night*
* Handouts and pdf (some of them on *bblearn.new.edu/)*

**OUTLINE**

(dates are based on a previous semester)

**Political Violence and the Interrogated Body:**

**The Logic of Torture**

1/14 Introduction: Isaac Babel and the NKVD (USSR)

1/17 What is Torture?

R: Perry, ch. 1;

R: Elaine Scarry, “The Structure of Torture”

1/22 The Dynamics of Torture I

R: Scarry

1/24 The Dynamics of Torture II

R: Scarry

1/29 Torture Cases

R: “The Spanish Inquisition at Work” (Spain)

R: “The Five Techniques” (Ireland)

1/31 Why Torture I:

R: Perry, chs 2 and 3

2/5 Why Torture II:

R: Perry, chs 4 and 5

2/7 Non-Violence

R: Holmes, “General Intro” (xvii-xxii), “Preview” and “Tolstoy” (65-76)

2/12 Jewish and Catholic Perspectives on Torture

R: Perry, ch 6

R: Jonathan Crane, “Torture: Judaic Twists”

**Communal Violence and the Racialized Body:**

**Fear and Empathy**

2/14 Muslim-Hindu Violence (India)

R: Sudhir Kakar, *The Colors of Violence*

2/19 Riots, Rumors & Processions

R: Sudhir Kakar, *The Colors of Violence*

2/21 Lynchings (United States)

R: David Lewis, “An American Pastime”

R: Holmes (101-113) on Martin Luther King

**2/25 xtra session/required attendance**: 7:15pm Film: *The Color of Fear* (90 min)

2/26 Discussion

2/28 Empathy and Satyagraha

R: Holmes (77-84) on Mahatma Gandhi

3/5 cont.

3/7 no class

3/12 Open Forum Discussion: Fear, Courage and Empathy

**Sacred Violence and the Martyred Body:**

**Memory and Resistance**

3/14 Christian Martyrs: Witness and Hagiography (Roman Empire)

R: Primary texts

SPRING BREAK

3/26 Christian Martyrs: Memory and Relics

R: David Cook, “Martyrs in Religions” (*Martyrdom in Islam*, 1-4)

R: Castelli, “Religion as a Chain to Memory

3/28 Shahid: Muslim Martyrs

R: Cook, *Martyrdom in Islam*

R: Muslim Narratives: Zad-e-Mujahid & An American Shahid (Kashmir)

4/2 Buddhist Self-Immolation

R: **Thich Nhat Nanh to Martin Luther King (Vietnam, Tibet)**

**Genocidal Violence and the Traumatized Body:**

**Rape and Repair**

4/4 On Trauma

R: Judith Herman: “Trauma and Terror” (33-50)

4/9 On Rape as Weapon of War

R: Claudia Card

4/11 Sexual Violence

R: Applebaum, *Gulag Voices* (USSR)

4/16 Ethnic Cleansing and Genocide (Rwanda)

R: Prunier, *The Rwandan Crisis*

R: U.N. Declarations on Genocide and Human Rights

4/18 Film: *Valentina’s Nightmare* (60min)

4/23 Justice and Non-Violent Action

R: Perry, ch 7

R: Holmes, 247-255 on “Non-Violent Action”

4/25 Apartheid & the Truth and Reconciliation Committee (South Africa)

R: Gobodo-Madikizela

4/30 Witnessing and Reconciling

R: Gobodo-Madikizela

5/2 Open Forum Discussion: Concluding Thoughts

5/7 Tuesday, 12:30-2:30pm: Final Meeting

**Important: General Course Policy**

On plagiarism and cheating as well as other policies regarding class conduct, please consult university policies by going to this link

*www4.nau.edu/avpaa/UCCPolicy/plcystmt.html*

### Course Policies

# **Late Papers:** Complete all assignments on time. Generally, late papers will not be accepted. At the discretion of the instructor, there may be exceptions, but late assignments will be penalized by deduction of some points. Papers must be submitted in class or placed in my mailbox.

**Use of Electronic Devices**: Impertinent uses of electronic devices in seminars may be disruptive to others. Please turn them off: No cell phones, IPODS, or laptops should be in use.

**Academic Integrity**: Plagiarism—the presentation of someone else’s words or ideas as if they are one’s own—is not an option. Every student enrolled in this course is responsible on written assignments for recognizing the distinction between the student's own ideas and those from another source, and for indicating that difference in the universally accepted fashion through appropriate use of quotation marks and citation of sources. Use of the words and ideas of others in a written assignment without giving them credit by citing the sources of that information is called plagiarism, and is equivalent to theft and lying about it. Plagiarism on an assignment for this course will result in a grade of zero for the assignment. Plagiarism constitutes grounds for further disciplinary proceedings.

Read the Student Handbook's policies on Academic Dishonesty <http://home.nau.edu/studentlife/handbook.asp>

Please see the university's statements of policy ([http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html](http://oak.ucc.nau.edu/mr/cte433/policy_statement.html))