SYLLABUS

POLS4930

Peace, Politics, and Religion

David Wessels

McGannon Hall

Saint Louis University

Fall Semester 2018

Office Hours: Tuesdays, 10:30-11:30, or by appointment

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Course Objectives

As a seminar, this course is designed to develop the student's research and writing skills, as well as the ability to communicate the results of one's research. For this course in Peace, Politics, and Religion, a specific objective is to understand the goal of peace in relation to actual political and religious conditions in today's world and throughout history. Reflection on the moral and religious significance of peace is included.

Reading Materials and Topical Outlines may be found in the weekly syllabus below

In-class Activities

In addition to participating actively in class discussions, students will be asked to prepare short (1-2 pages) summaries of their reflections on the readings for that class and communicate their ideas appropriately in the discussions. An important aspect of the seminar experience is to determine a topic for personal research in consultation with the instructor, to make an oral and written (one-page outline) presentation of that research, and submit a written report (approximately 10-15 pages) on it at the assigned time. The skills and knowledge being assessed are these seminar skills and the contents of the course on Peace, Politics, and Religion.

Modes of Assessment

The various dimensions of class activities will be assessed as follows: attendance and participation (30%); personal research project, including class presentation and final report (50%); a short quiz during the semester (10%); a short final exam (10%).

Student Evaluation

Grading scale

A 93-100   B+ 87-89   C+ 77-79   D 60-70

A- 90-92   B 83-86   C 73-76 F below 60

                  B- 80-82   C- 70-72

Attendance Policy

Students are expected to attend all the classes of the seminar, unless they are sick, which endangers others. Make-up work will be required in case of all absences. Absences without permission will result in subtraction of points from the final grade.

SYLLABUS

<u>Please Note</u>

1. This syllabus contains a list of materials for each week of the semester. Depending on the number and interests of the participants in the seminar, some changes will be made as the course progresses.
2. This is a seminar, and so the active participation of the students in the seminar is an important part of the course. In particular, students will be asked to determine a topic for research in consultation with the instructor, make a short class presentation on it, and submit a research report. As student presentations increase late in the semester, there may be a decrease in some of the common readings.
3. There will also be opportunities for students to present their views on some of the common themes.
4. There are two main textbooks, identified below. Other readings will be from various sources.

WEEKLY TOPICS

<u>Week 1 – August 27</u> Introduction to Peace, Politics and Religion

1. Barash & Webel, Chapter 1, "The Meaning of Peace"
2. Wessels (2014), "Wessels: Definitions of 'Religions' and 'Politics'"

Week 2 – September 3

Labor Day Holiday

Week 3 – September 10 Religion and Global Politics Today

1. Rudolph, "Introduction," in Rudolph and Piscatori (eds.)
2. Wessels (2016), "Religions in a Globalizing World," Chapter 19 in Haynes (ed.)
3. Appleby, *The Ambivalence of the Sacred*, "Introduction"

Week 4 – September 17 21st Century Religion and Politics

1. Appleby, *The Ambivalence of the Sacred*,
   Chapter 1 "The Growing End of an Argument"
2. Toft, Philpott, and Shah (eds.), *God's Century*
   Chapter 1, "The Twenty-First Century as God's Century"
   Chapter 2, "Behind the Politics of Religion"

Week 5 – September 24 Strong Religion, Violent Religions

1. Appleby, *The Ambivalence of the Sacred*
   Chapter 2 "Religion's Violent Accomplices"
   Chapter 3 "Violence as a Sacred Duty: Patterns of Religious Extremism."
2. Toft, Philpott, and Shah, *God's Century*
   Chapter 3 "The Rise of Politically Assertive Religion"

Week 6 – October 1 Peacebuilding

1. Philpott, "Introduction: Searching for Strategy in an Age of Peacebuilding," in Philpott and Powers.
2. Lederach and Appleby, "Strategic Peacebuilding: An Overview," Chapter 1 in Philpott and Powers.

Week 7 – October 8 Religions and Democracy

1. Toft, Philpott, and Shah, *God's Century*
   Chapter 4 "Religion and Global Democratization"
2. Stepan, "Religion, Democracy, and the 'Twin Tolerations,'" Chapter in Diamond, Plattner, and Costopoulos.

Week 8 – October 15 Secularism and International Relations

1. Hurd, "The Politics of Secularism," Chapter 3 in Shah, Stepan, and Toft
2. Hurd, "Secularism and International Relations Theory," Chapter in Snyder.
3. Philpott, "The Religious Roots of Modern International Relations," *World Politics* 52 (January 2000), pp 206-245

Week 9 – October 22

Fall Break

Week 10 – October 29 Changing International Relations

1. Philpott, "The Challenge of September 11 to Secularism in International Relations," *World Politics* 55 (October 2001), pp. 66-95.
2. Philpott, "Religious Freedom and the Undoing of the Westphalian State," *Michigan Journal of International Law* 25 (2003-2004), pp. 981ff.
3. Phillips, A., *War, Religion, and Empire*
   "Introduction"
   Part I "Conceptual Framework"
   Chapter 1, "What are international orders?"

Week 11 – November 5 Militants for Peace and Religion

1. Appleby, *The Ambivalence of the Sacred*
   Chapter 4, "Militants for Peace"
   Chapter 5, "Reconciliation and the Politics of Forgiveness"
2. Toft, Philpott, and Shah, *God's Century*
   Chapter 7, "Militants for Peace and Justice"

Week 12 – November 12 Religion's Role in Making Peace

1. Appleby, *The Ambivalence of the Sacred*
   Chapter 6, "Religion and Conflict Transformation"
   Chapter 7 "The Promise of Internal Pluralism: Human Rights and Religious Mission."

Week 13 – November 19 Global and Local Issues

1. Toft, Philpott, and Shah, *God's Century*
   Chapter 5, "The 'Glocal' Dimensions of Religious Terrorism"
   Chapter 6, "Religious Civil Wars: Nasty Brutish, and Long"
2. Phillips, A. *War, Religion, and Empire*
   Chapter 2, "Accounting for the transformation of international orders"

Week 14 – November 26 Religions in East Asian History

1. Baker, "World Religions and National States: Competing Claims in East Asia," Chapter 6 in Rudolph and Piscatori.
2. Wessels (2011), "Religions and Japanese Foreign Policy."
3. Wessels (2016), "An Introduction to Religious Issues in the Foreign Policy of Modern Japan"

Week 15 – December 3 Future Strategies

1. Toft, Philpott, and Shah, *God's Century*
   Chapter 8 "Ten Rules for Surviving God's Century"
2. Appleby, *The Ambivalence of the Sacred*
   Chapter 8 "Ambivalence as Opportunity: Strategies for Promoting Religious Peacebuilding."

Week 16 – December 10 Conclusions: Peace, Politics, and Religions
1. Powers, "Religion and Peacebuilding," in Philpott and Powers.

Week 17 – December 17

Exam

REFERENCES

Appleby, R. Scott, and Carnegie Commission on Preventing Deadly Conflict. (2000). *The ambivalence of the sacred: religion, violence, and reconciliation*. Lanham, MD, Rowman & Littlefield Publishers. (TEXTBOOK)

Barash, D. P., and C. Webel (2002). *Peace and conflict studies*. Thousand Oaks: London, Sage Publications.

Diamond, L. J., M.F. Plattner, and P.J. Costopoulos, eds. (2005). *World religions and democracy*. Baltimore, Md., Johns Hopkins University Press.

Haynes, J., ed. (2016). *Routledge handbook of religion and politics*. (2nd ed.) London; New York: Routledge.

Phillips, A. (2011) *War, religion and empire: the transformation of international orders*. Cambridge; New York, Cambridge University Press.

Philpott, D. (2000). "The Religious Roots of Modern International Relations," *World Politics* 52 (January 2000), pp. 206-245.

Philpott, D. (2002). "The Challenge of September 11 to Secularism in International Relations," *World Politics* 55 (October 2002), pp. 66-95.

Philpott, D. (2003-2005). "Religious Freedom and the Undoing of the Westphalian State," *Michigan Journal of International Law* 25 (2003-2005), pp. 997ff.

Philpott, D. and G. F. Powers, eds. (2010). *Strategies of peace*. Oxford; New York, Oxford University Press.

Rudolph, S. H., and J. P. Piscatori, eds. (1997). *Transnational religion and fading states*. Boulder, Colo., Westview Press.

Shah, T. S., A. Stepan, and M.D. Toft, eds. (2012). *Rethinking religion and world affair*s. New York, Oxford University Press.

Snyder, J., ed. (2010). *Religion and international relations theory*. New York, Columbia University Press.

Toft, M. D., D. Philpott, and T. S. Shah (2011). *God's century: resurgent religion and global politics*. New York, W.W. Norton. (TEXTBOOK)

Wessels, D. (2008). "Religion in International Politics," On-line location of paper from IPSA Montreal conference (May 2008) at:
http://paperroom.ipsa.org/papers/paper_4073.pdf

Wessels, D. (2011). "Religions and Japanese Foreign Policy," (April, 2011 report of the Joint Research Project of the 2009 and 2010 academic years at Sophia University on the topic of 「日本外交の再検討─冷戦後アジア太平洋の国際関係における『歴史』と『価値』」).

Wessels, D. (2014). Personal manuscript. "Definitions of 'Religions' and 'Politics'".

Wessels, D. (2015). "Globalization and Politics in Religions and Civilizations." Paper for World Congress for Politics and Society," Gyeongju-si, Republic of Korea.

Wessels, D. (2016) "An Introduction to Religious Issues in the Foreign Policy of Modern Japan," *Cosmopolis*, No. 16 (2016), Graduate Program in International Relations, Sophia University.

ACADEMIC HONESTY STATEMENT, DISABILITY STATEMENT

Academic Integrity Syllabus Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website.

Additionally, each SLU college, school and center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the dean/director of the college, school or center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found here.
http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php

Title IX Syllabus Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University.

If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. View SLU's sexual misconduct policy.

Student Success Center Syllabi Statement

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic related services, and is located in the Busch Student Center (Suite,

331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

· Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

· University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center.

Disability Services Academic Accommodations Syllabus Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements.

Please contact Disability Services, located within the Student Success Center, at disability_services@slu.edu or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries.

Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Academic Honesty
Policies and Procedures

Questions or concerns about academic honesty policies and procedures in the College of Arts and Sciences should be directed to Associate Dean of Undergraduate Education, Gary Barker.

Report Academic Dishonesty

Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of falsehood violate its very reason for

existence. They also demean and compromise the activities of teaching, research, and community service that are the primary corporate purposes of the institution.

Academic dishonesty runs counter to the ethical principles of Christianity and of other cultural traditions and undercuts the spiritual and intellectual ideals of the Catholic Church and the Society of Jesus, upon which the University is founded. The destructive effects of academic dishonesty are many. Not only does it undermine the grading process, robbing teachers of their ability to assess the accomplishments of their students and to give proper responses and rewards, but it also impairs the ability of the University to certify to the outside world the skills and attainments of its graduates. Such dishonesty allows students to take unfair advantage of their peers and undermines moral character as well as self-respect. It also damages the bonds of academic trust upon which the entire University rests.

Since the College of Arts and Sciences seeks to prepare students for lives of integrity and for occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. In establishing high standards of integrity, the College is not only affirming certain rules students are to observe at Saint Louis University, but giving students ethical principles and practices to take with them as they move into diverse professions and walks of life beyond the walls of the University. To this end, the College relies, not merely on the willing compliance and support of its students, but on the adherence to professional ethics displayed by its students and by its faculty, staff, and administrators as well.

Arts and Sciences Academic Integrity Policy and Scope

Details of the Arts and Sciences Academic Integrity Policy and Scope may be found at: http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php

OTHER INFORMATION

Learning outcomes

Social Science core requirement

Student Outcomes: Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world

more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

For the Theology Course Requirement

Student Outcomes: Students will acquire the capacity for critical, informed, and creative theological inquiry as a means of deepening their understanding of theological concepts and the human condition. Their study of theology will lead them to examine their own religious experience and to apply theological thought to their personal and professional lives in the service of humanity.

Student Learning Outcomes for the Political Science Major

Goal 1 - Graduates will gain substantive knowledge of basic political concepts and systems in the U.S and world. Students will understand the institutions, processes and values that shape politics and policies within and among states and be able to apply that knowledge to local, national, and world contexts. It is also our goal that students understand the major theories, concepts, foundations, and methodologies used in the study of political science.

* Learning Outcome 1 - Knowledge of political systems. Students will be able to identify the structure and operation of political systems in the U.S, across a variety of countries, and in multinational organizations.

* Learning Outcome 2 - Knowledge of concepts and theories of politics. Students will be able to distinguish among the diversity of traditions in the discipline.

Goal 2 - Graduates will think critically about political concepts and systems and engage increasingly complex questions. It is our goal that Political Science students will be able to apply the major analytic and theoretical frameworks in each of the subfields of political science: American Politics, International Relations, Comparative Politics, Political Theory, Public Policy, and Research Methods. We also want students to be able to formulate questions and evaluate theories and hypotheses based on these frameworks.

* Learning Outcome 3 - Critical Thinking and Writing. Students will be able to read carefully and evaluate and construct analytical arguments in clear and logical prose.

* Learning Outcome 4 - Research. Students will be able to identify and gather information from credible primary and secondary sources.

* Learning Outcome 5 - Methodology. Students will be able to design original research to test arguments and hypotheses with qualitative and/or quantitative approaches.

Goal 3 - Graduates will engage in political and social life in the service of the greater good. It is our goal that Political Science graduates are prepared for and appreciate the value of active, ethical citizenship and develop an ongoing interest in local, state, national, and global politics. We hope that graduates will use the skills and knowledge they gain from their study of political science in the service of humanity, grappling with injustice, discrimination, and oppression wherever they find it.

* Learning Outcome 6 - Service to humanity. Students will be able to assess the effects of various social and political structures and determine which are more likely to promote equality, justice, freedom, or other values important to them.

* Learning Outcome 7 - Political efficacy. Students will be able to use their knowledge of political systems to engage effectively in political and social life.

Results. In Academic Year 2016-2017, 100 percent of majors and 75 percent of nonmajors either met or exceeded expectations regarding Learning Outcome 1. Results were observed in lower-level classes. Overall 81 percent of all students in these classes met or exceeded expectations. In Academic Year 2016-2017, 88 percent of our majors and 50 percent of nonmajors (1 of 2 students) either met or exceeded expectations for Learning Outcome 4. Results were observed in upper level classes in which there were few nonmajors. Overall 84 percent of the students in these classes met or exceeded expectations for Learning Outcome 4.

M.A. Student Learning Outcomes

1. Students will be able to explain how political systems operate within the context of their chosen MA concentrations.

2. Students will be able to competing theoretical explanations and produce a comprehensive review of the scholarly literature in their chosen field of study.

3. Students will be able to design original research and seminar projects that investigate political processes with appropriate methodologies and contribute to ongoing scholarly debates.

4. Students will be able to present the results of their research in public forums and justify their methodological choices.

5. Students will be able to analyze the values that inform political institutions, behavior, and policies.

6. Students will be able to demonstrate honest and ethical research practices

Outcomes specific to this course

The student will be introduced to the interface between politics and religions in the field of peace and war studies. This is both an empirical and normative study that calls for reflection and judgment on the part of the student.

Course evaluations

Students are required to fill out a course evaluation at the end of the course.

Writing Services

University Writing Services: I encourage you to take advantage of University Writing Services; getting feedback benefits all writers! Trained writing consultants can help with any writing, multimedia project, or oral presentation. During one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. These services do fill up, so please make an appointment! Also, bring your assignment description, and a few goals, to the consultation! For more information, or to make an appointment, visit www.slu.edu/writingservices.xml or call 977-3484.