

## SEMESTER AT SEA COURSE SYLLABUS

**Voyage: Spring 2014**

**Discipline: Religious Studies**

**RELG 2559: Religion and Conflict, Schedule B, 10:50 to 12:05**

**Lower Division**

**Faculty Name: James B. Tueller**

### **Pre-requisites:**

**COURSE DESCRIPTION:** This course examines religious identity as a factor in the escalation and moderation of conflict. Students will study how faith, ideology, values, and relationships play a role in developing and legitimizing, as well as transforming and resolving, conflict. During the course, students will study how to understand conflicts perpetrated by religious groups. By exploring the diversity of faith-based processes and the variety of religious, the course seeks to elicit analysis and empathy for victims and perpetrators of violence. Students can take advantage of considering concrete conflict situations while aboard the *MV Explorer*, visiting the religious sites of tension and resolution in Japan, Singapore, India and Morocco. Indeed, the experience of the citizens of South Africa after the dismantling of *apartheid* in the government-sponsored Truth and Reconciliation Commissions will be a prime case-study in the course – making for an experience rich in educational purpose as we round the Cape of Good Hope and visit Cape Town for four days. As Noble Laureate, the Reverend Desmond Tutu serves as a Trustee for ISE/SAS and has often taught aboard the ship, this class can continue this legacy. Faithful people from different religions can coexist. We will evaluate how to function in peace building roles and reconciliation processes.

### **COURSE OBJECTIVES:**

Students will learn the methods of religious studies in the context of world conflicts, asking what religion is and why belief can cause conflict but also bring peace.  
Students will read and discuss the choices of scholars and peacemakers as it relates to understanding conflict and working towards peaceful resolutions.  
Students will write assignments and lead class discussions, showing their analysis and experience of religious conflicts.  
Students will connect the in-class learning with the experiences of visiting the ports and places we visit while aboard the Semester at Sea *MV Explorer*.

### **REQUIRED TEXTBOOKS:**

**AUTHOR:** Desmond Tutu

**TITLE:** *No Future Without Forgiveness*

**PUBLISHER:** Image

**ISBN #:** 978-0385496902

**DATE/EDITION:** 2000

**AUTHOR:** R. Scott Appleby

TITLE: *The Ambivalence of the Sacred*  
PUBLISHER: Rowman & Littlefield Publishers  
ISBN #: 978-0847685554  
DATE/EDITION: 2000

## TOPICAL OUTLINE OF COURSE

### **B1- January 13: Defining terms and expectations**

What is religion? What is conflict? How will we proceed?

### **B2- January 15: Religions in Hawaii**

Professor Tueller has identified a shared reading, available for reading on the ships' intranet. It is listed below as part of the class presentations and discussion. Students should be prepared to discuss this article in class, plus take time to inform themselves about the religious conflicts in the region of the upcoming port.

Students choose topics and identify reading assignments on religion and conflict in Hawaii. While all students will read the Appleby and Tutu books during the semester, each student has an individualized research, reading and studying experience while aboard the *MV Explorer*. On the class day prior to arrival in Hawaii, the student should consider the religions, worldviews and perspectives of the upcoming region and study an aspect of these in light of the tensions, conflicts even violence that emerge. These student case studies, the pre-port readings and in-class discussions require active preparation and participation by each student. Attendance is mandatory as the entire class needs each student to participate. In Hawaii, students could study the pre-contact beliefs and gods of Hawaii, the arrival of outsiders with their religious beliefs of Christianity, Buddhism, etc. What conflicts occurred in the multi-cultural milieu of 19<sup>th</sup> and 20<sup>th</sup> Century Hawaii? Prepare to see many churches, hongwanji and pre-contact archaeological sites in Hawaii.

Class presentations and discussion – Judy Rohrer, *Haoles in Hawai'i* (Honolulu, 2010) pages 1-10. Digital reading on Intranet.

January 17: Hilo

### **B3- January 18: Definitions, Case Studies and Religions**

Appleby, *The Ambivalence of the Sacred*, pages ix-56

Students submit a one-page analysis of historical or contemporary religious conflicts in Hawaii. They should connect their own questions, readings from the prior class and their observations on land with the analysis of what they learned.

### **B4- January 21: Violence, Identity and Fundamentalism**

Appleby, *The Ambivalence of the Sacred*, pages 57-120

### **B5- January 23: Militants for Peace**

Appleby, *The Ambivalence of the Sacred*, pages 121-165

### **B6- January 26: Reconciliation and Forgiveness**

Appleby, *The Ambivalence of the Sacred*, pages 167-204

### **B7 – January 28: Religions in Japan**

Shared reading on ship's intranet listed with Class presentations and discussion along with individualized interests in religion and conflict in Japan.

Students choose topics and identify reading assignments on religion and conflict in Japan. The same individualized readings and interests may be followed but students should avoid excessive repetition of approaches. For Japan, consider its history of religious syncretism, along with the visible Buddhist monastic tradition. Students should connect what they read in the Appleby book about the Japanese cult and terrorist group, Aum Shinrikyo, asking if their upcoming experience in Japan shows any of these conflicts.

Class presentations and discussion – Michael Pye, “Religion and Conflict in Japan with Special Reference to Shinto and Yasukuni Shrine” *Diogenes* 50, 3 (2003) 45-59. Digital reading on Intranet.

January 29 – February 3: Yokohama, Transit, Kobe

### **B8- February 5: Religions in China**

Students submit a one-page analysis of historical or contemporary religious conflicts in Japan. They should connect their own questions, readings from the prior class and their observations on land with the analysis of what they learned.

Shared reading on ship's intranet listed with Class presentations and discussion along with individualized interests in religion and conflict in China.

Students choose topics and identify reading assignments on religion and conflict in China. Students should use these days to familiarize themselves with Chinese religions and conflicts. What events in Chinese history become violent due to religion? Shanghai, for example, is a relatively new Chinese city that grew in importance during the 19<sup>th</sup>-Century Taiping rebellion, led by an innovative Chinese Christian, who declared himself “God’s Chinese son.” How has China changed when new religions enter? What tensions might students observe in contemporary China among the Chinese Communist Party leadership and religious groups?

Class presentations and discussion – Preeti Bhattacharji, "Religion in China." 16 May 2008. Council on Foreign Relations. Digital Reading on Intranet.

February 6-11: Shanghai, Transit, Hong Kong

### **B9- February 13: Religions in Vietnam**

Students submit a one-page analysis of historical or contemporary religious conflicts in China. They should connect their own questions, readings from the prior class and their observations on land with the analysis of what they learned.

Shared reading on ship's intranet listed with Class presentations and discussion along with individualized interests in religion and conflict in Vietnam.

Students choose topics and identify reading assignments on religion and conflict in Vietnam. As in previous days before arriving in port, students will research and prepare for their days in Vietnam. What are religions are practiced here? How is the religion localized in each place? How do the adherents and leaders explain the conflicts in and out of their communities? What examples does Appleby use from the Vietnamese experience?

Class presentations and discussion - Seth Mydans “Vietnam Persecutes Christian

Minority, Report Says” *New York Times* (March 31, 2011). Digital Reading on Intranet.

February 14-18: Ho Chi Minh City

### **B10- February 21: Religions in Singapore**

Students submit a one-page analysis of historical or contemporary religious conflicts in Vietnam. They should connect their own questions, readings from the prior class and their observations on land with the analysis of what they learned.

Shared reading on ship’s intranet listed with Class presentations and discussion along with individualized interests in religion and conflict in Singapore.

Students choose topics and identify reading assignments on religion and conflict in Singapore. Students again should use library resources and class materials to learn about the religions and conflicts in Singapore. In this multi-cultural and cosmopolitan city-state, what religious tensions and historical conflicts exist? What about the people of Singapore and their relationship with neighboring Southeast Asian countries?

Class presentations and discussion - Clarrissa Oon, “Prime Minister Warns of Religious Fault Lines” *The Straits Times* (August 17, 2009). Digital Reading on Intranet.

February 22-23: Singapore

### **B11- February 26: Religions in Myanmar**

Students submit a one-page analysis of historical or contemporary religious conflicts in Singapore. They should connect their own questions, readings from the prior class and their observations on land with the analysis of what they learned.

Shared reading on ship’s intranet listed with Class presentations and discussion along with individualized interests in religion and conflict in Myanmar.

Students choose topics and identify reading assignments on religion and conflict in Myanmar. There are many avenues to explore for Burma/Myanmar. Indeed, does the naming of the country reflect a conflict among ethnic and religious groups? What about recent events, lauding an opening of Burma. Our own arrival in port portends a significant change for the country. What influence do the Buddhist monasteries retain? What should students expect to see while in Yangon?

Class presentations and discussion – Mark McDonald, “As Violence Continues, Rohingya Find Few Defenders in Myanmar” *International Herald Tribune* (October 31, 2012). Digital Reading on Intranet.

February 27 – March 4: Rangoon

### **B12 – March 6: The Logic of Religious Action**

Appleby, *The Ambivalence of the Sacred*, pages 207-244

Students submit a one-page analysis of historical or contemporary religious conflicts in Myanmar. They should connect their own questions, readings from the prior class and their observations on land with the analysis of what they learned.

### **B13- March 8: Religions in India**

Shared reading on ship’s intranet listed with Class presentations and discussion along with

individualized interests in religion and conflict in India.

Students choose topics and identify reading assignments on religion and conflict in India. The students should follow a similar process for study about the religions and conflicts in India. Kerala, the local state where Cochin is located is considered one of the most peaceful of Indian states. Why is this? What places in India have more conflicts? In comparison, what are the similarities? What are the differences, especially for Kerala? Might a student see this while walking the streets of Cochin?

Class presentations and discussion – “Kashmir: Religious Diversity becomes Religious Militancy” Berkley Center for Religion, Peace, & World Affairs, Georgetown University, Case Study Series (March 2011). Digital Reading on Intranet.

Hand-out Mid-Term Exam as a homework assignment.

March 9-14: Cochin

### **B14 – March 16: Internal Religious Pluralism**

Appleby, *The Ambivalence of the Sacred*, pages 245-307

Students submit a one-page analysis of historical or contemporary religious conflicts in India. They should connect their own questions, readings from the prior class and their observations on land with the analysis of what they learned.

Mid-Term Exam due

### **B15- March 19: Religions in Mauritius**

Shared reading on ship’s intranet listed with Class presentations and discussion along with individualized interests in religion and conflict in Mauritius.

Students choose topics and identify reading assignments on religion and conflict in Mauritius. Although a small island country, students will have an opportunity to explore a wider range of issues related to conflict and religion in Mauritius. What can they see in one day? How many churches will they pass? We will be in Port Louis on a Friday. What do people do on this day of the week?

Class presentations and discussion – Aileen Familara “Mauritius: Communities of Paradise” *Isis International*, Digital Reading on Intranet.

March 21: Port Louis

### **B16- March 22: What about Justice?**

Students submit a one-page analysis of historical or contemporary religious conflicts in Mauritius. They should connect their own questions, readings from the prior class and their observations on land with the analysis of what they learned.

Tutu, *No Future Without Forgiveness*, pages 1-88

Reaction to Appleby book due

### **B17- March 24: This Is My Brother**

Tutu, *No Future Without Forgiveness*, pages 89-192

### **B18- March 27: Religions in South Africa**

Shared reading on ship’s intranet listed with Class presentations and discussion along with

individualized interests in religion and conflict in South Africa.

Students choose topics and identify reading assignments on religion and conflict in South Africa. For many classes like ours in the United States, a focus on the success and challenges in a new South Africa are the predominant case study. Both the Appleby book and the Tutu memoir will be crucial preparatory informants for our stay in Cape Town. With the experience of previous ports, students will know how to best research their interests and ask good questions for when they have the potential Field Lab with the Desmond Tutu Peace Centre and the Institute for Justice and Reconciliation.

Class presentations and discussion – “Religion” *South Africa: A Country Study*. Washington: Government Printing Office for the Library of Congress, 1996. Digital Reading on Intranet.

March 28 - April 2: Cape Town

**B19 - April 4: Conflict, Peace and Forgiveness**

Tutu, *No Future Without Forgiveness*, pages 193-289

Students submit a one-page analysis of historical or contemporary religious conflicts in South Africa. They should connect their own questions, readings from the prior class and their observations on land with the analysis of what they learned.

**B20 - April 6: El Salvador, Northern Ireland, Bosnia and Herzegovina, Kosovo, Eritrea/Ethiopia**

*Peacemakers in Action*, Choice of 12 Case Studies

**B21 - April 9: Religions in Ghana**

Shared reading on ship's intranet listed with Class presentations and discussion along with individualized interests in religion and conflict in Ghana.

Students choose topics and identify reading assignments on religion and conflict in Ghana. Although, some may see the class material after South Africa as anti-climactic all class members will benefit from a continued process of individual research and responsibility for class instruction. And Ghana has so much diversity of people, languages and religions. What has been the experience of the people of Ghana in religious practice? With significant percentages of Christians and Muslims, does the relative peace of Ghana offer examples to its neighbors?

Class presentations and discussion – Ghana, International Religious Freedom Report 2005 Bureau of Democracy, Human Rights, and Labor, U.S. Department of State, Digital Reading on Intranet

April 10-14: Tema, Transit, Takoradi

**B22- April 16: Sudan, South Africa, Nigeria, Sierra Leone, Israel and Palestine, Afghanistan, West Papua, Indonesia**

*Peacemakers in Action*, Choice of 12 Case Studies

Students submit a one-page analysis of historical or contemporary religious conflicts in Ghana. They should connect their own questions, readings from the prior class and their observations on land with the analysis of what they learned.

**B23- April 18: Israel and Palestine, Afghanistan, West Papua, Indonesia**  
*Peacemakers in Action, Choice of 12 Case Studies*

**B24 – April 21: Religions in Morocco**

Shared reading on ship's intranet listed with Class presentations and discussion along with individualized interests in religion and conflict in Morocco.

Students choose topics and identify reading assignments on religion and conflict in Morocco. This is the last chance to explore a student's own interest in religion and conflict in Morocco. Appleby presents some ideas about predominantly Muslim countries, asking prescient, even if prejudicial, questions. Do these questions about Islam and its stereotypical modern response also characterize Morocco? Why? Why not? What kinds of religious violence and conflict has occurred in the country's past? In 2003, 2007 and as recently as 2011, the cities of Casablanca and Marrakech experience terrorist bombings. What followed for Moroccans? What did its Western allies do?

Class presentations and discussion – Lamine Ghanmi "Morocco expelled Christians to prevent conflict" Reuters (May 21, 2010). Digital reading on Intranet.

April 23-27: Casablanca

**B25 - April 29: A Day Finals**

Students submit a one-page analysis of historical or contemporary religious conflicts in Morocco. They should connect their own questions, readings from the prior class and their observations on land with the analysis of what they learned.

May 2: Arrive in Southampton

**FIELD WORK**

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

***FIELD LAB*** (At least 20 percent of the contact hours for each course, to be led by the instructor.)

- Visit the Desmond Tutu Peace Centre in Cape Town and the Institute for Justice and Reconciliation, with possible visit with the Reverend Tutu.

***FIELD ASSIGNMENTS***

- For the field lab, students must prepare in the class immediately before arrival at port with questions and research. The two required books being read during the semester have ample examples of religious conflicts and peacemaking efforts in Southeast Asia and South Africa. On the class day after leaving port, students must submit an outline of what they learned (Title, Topics, Headings and Examples) along with a two-page conclusion, explaining what she or he learned.
- For each port, students will have prepared their own readings along with a recommended reading provided by the instructor on the ship's intranet. Each student will draw from their interests and experiences of religion and conflict but as it especially relates to the port being

visited. The participation in this pre-port reading and class discussion will give each student the opportunity to explain what they hope to see, learn and do in the upcoming port, while also getting ideas from their class mates and instructor. After departing the port, students can submit a one-page analysis of how well their prior preparation succeeded in helping them learn more about religion and conflict in the area. As we will visit multiple ports, students may choose which five ports they will write an analysis on.

- These one-page analysis will be evaluated as to their coherence, especially as it relates to their own evaluation of their preparation prior to arrival at port, the lived experience of being in country and the details they learned about the religion, perspectives, conflicts and even the injustices they may have witnessed.

## **METHODS OF EVALUATION / GRADING RUBRIC**

Pre-port readings and class discussion (attendance mandatory) -	50 points
One page analysis after port departures (5 of 10 ports) -	100 points
<i>Peacemakers in Action</i> Group Presentations (two times) –	100 points
Reaction paper to Appleby book -	50 points
Field Lab (prior preparation, outline material with 2 page conclusion) -	100 points
Mid-Term and Final Exams (50 points each) -	100 points
 Total -	 500 points

## **RESERVE LIBRARY LIST**

AUTHOR: David Little, editor

TITLE: *Peacemakers in Action: Profiles of Religion in Conflict Resolution*

PUBLISHER: Tannenbaum Center for Interreligious Understanding and Cambridge University Press

ISBN #: 978-0521618946

DATE/EDITION: 2007

AUTHOR: Antjie Krog

TITLE: *Country of My Skull: Guilt, Sorrow and the Limits of Forgiveness in the New South Africa*

PUBLISHER: Three Rivers Press

ISBN #: 978-0812931297

DATE/EDITION: 2000

## **ELECTRONIC COURSE MATERIALS**

Can an edition of the William James, *The Varieties of Religious Experience* be available to Semester-at-Sea students from on-line at University of Virginia Library?

## **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”