

TESP 129: Religion and Peace

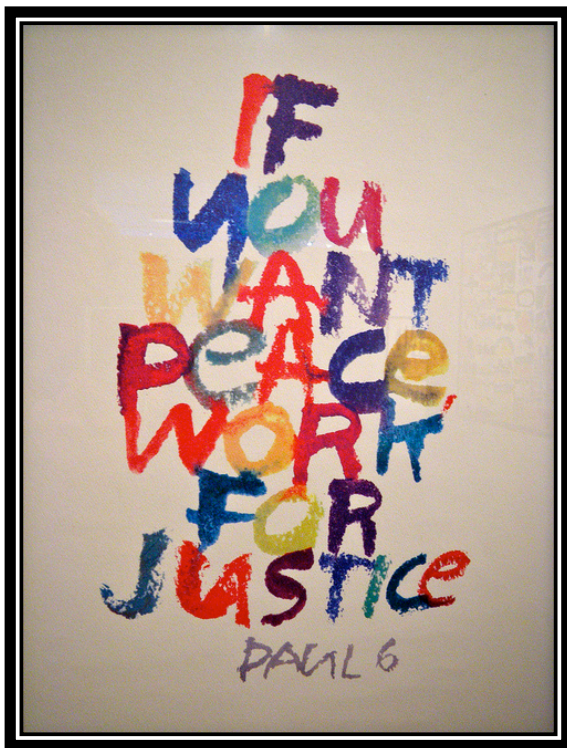
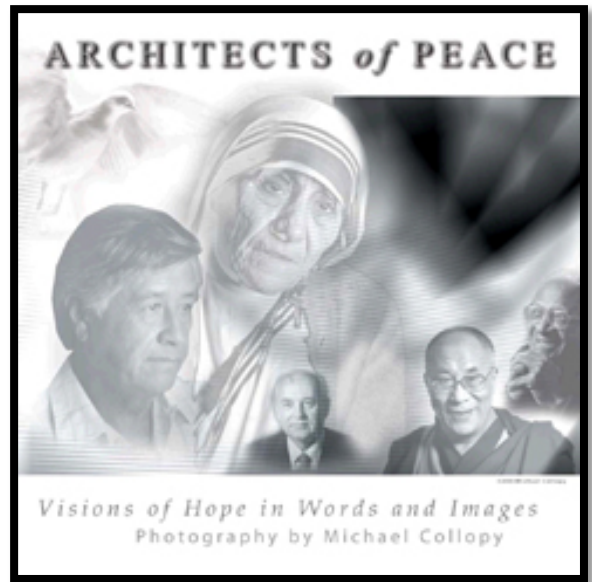
Instructor: Diana Gibson

Email: dcgibson@scu.edu

Office & Hours: Kenna 317, Monday &

Wednesday 10:30-11:30am or by appointment

Prerequisite: Intermediate level course (SCTR 20-99, TESP 20-99, or RSOC 20-99) or another course approved as fulfilling the intermediate level Core requirement in Religious Studies and completion of 88 quarter units.



Course Description: This course will explore the relationship between religion and peace by examining the essential call to peacemaking in several religious traditions. The concept of peace itself will be understood to be well beyond the mere absence of warfare, and will consider the foundational connection between justice and peace. The class will use the Markkula Center for Ethics' Architects of Peace exhibit to foster dialogue about varied definitions for peace, diverse perspectives on the ethics and process of peace making, and the role faith plays in the lives of many peacemakers. Distinct theological, ethical and spiritual approaches to peacemaking will be studied. Attention will be given to institutional injustices that foster violence and marginalization, relating religious teachings of peace and ethical considerations to concrete realities of justice, human rights and human dignity, both locally and globally. A community-based learning placement (through Arrupe Partnerships for Community-based Learning) will give students the opportunity to ground their reflections on justice and peace in real life experiences.

Required Texts:

Eboo Patel, *Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation*, Beacon Press, 2010.

Other required reading will be posted on Camino.

Core Curriculum Learning Objectives

This course fulfills Santa Clara's Core Requirement for RTC 3

Goals: Critical Thinking, Ethical Reasoning, Religious Reflection, Perspective

Objectives – Students will

- 3.1 Identify diverse perspectives and evaluate ethical positions on contemporary questions. (Critical Thinking; Ethical Reasoning; Perspective)
- 3.2 Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society. (Critical Thinking; Religious Reflection)

Experiential Learning for Social Justice (ELSJ) Goals and Objectives:

The learning objectives for ELSJ include a demonstrated ability on the students' part to:

1. recognize and understand the benefits of life-long responsible citizenship and civic engagement in personal and professional activities (*Civic Life*);
2. interact appropriately, sensitively, and self-critically with people in the communities in which they work and to appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess (*Perspective*);
3. recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups (*Social Justice*); and
4. make vocational choices in light of both their greatest gifts and the world's greatest needs (*Civic Engagement*).

Course Learning Objectives:

Students will be able to:

1. identify theological, ethical or spiritual principles and/or practices promoting peace from three different religious traditions;
2. examine diverse understandings of what peace means and diverse approaches to peace-making;
3. describe the connections between justice and peace as they relate to at least two specific current issues;
4. articulate and evaluate diverse perspectives and add their own thoughtful contributions in the discourse regarding one specific topic related to contemporary efforts for peace.

Professor's Availability: I have an open door policy, and any time I am in my office you are welcome to stop by. I am happy to meet with you to discuss concerns, hopes or questions. I am also available by email.

Email: dcgibson@scu.edu

Office: Kenna 317

Office Hours: Monday and Wednesday 10:30-11:30am or by appointment

Course Requirements:

Intellectual Engagement (20% of your grade) includes regular class attendance, reading of all assigned material, full participation (16 hours on site) in a community-based learning experience and discussion of experiences, and consistent and thoughtful engagement in all aspects of the class. Attendance and looking interested will earn you about 80/100. Active and consistent participation in all discussions in a manner that contributes to the learning environment, proves your thoughtful comprehension of assigned material and demonstrates

your own critical thinking are all necessary to earn a B or above. You are expected to come to each class ready to identify key arguments of the reading and to pose questions to deepen our reflection. *Indirectly supports all course, RTC and ELSJ learning objectives*

Community based Learning Placement (through Arrupe Partnerships) (15%) offers community-based experiential learning for social justice. Your placement will be arranged the first week of class through the Arrupe program and will require an on-site orientation and 2 hours per week off campus for 8 weeks (16 hours total). Your placement must be approved by the instructor, and will offer direct contact with communities struggling with issues of injustice, marginalization and violence. The clients and staff at the placements will serve as teachers and conversation partners as students examine, develop, and critique insights explored in class. *The clients and staff should be treated with the utmost care and respect.* (For information on transportation to your placement and a full statement of the Community-based Learning Policy see the end of this syllabus.) The goals are to experience a slice of the gritty reality of the world, think critically about what might foster violence, identify prospects for grassroots efforts for justice and peacemaking, and engage in civic life in a responsible and constructive way. Your attendance at your placement, as in class, is integral to your successful completion of this course.

Additional course requirements include:

- a. regular and engaged participation in full class and small group discussions connecting experiences at the community-based learning placement with theological, spiritual and ethical topics discussed in class;
- b. three (2-4 page each) written reflections on community-based learning placement in which students will make connections with course material in terms of issues of justice and injustice fostering environments of violence or peace, recognize new wisdom learned from the clients, staff and communities with whom they work, reflect on personal positions of privilege or marginalization, identify benefits of civic engagement in promoting understanding and peacemaking, and reflect on their own vocational choices in light of their unique gifts and the needs of the world (due week 5, week 8 and finals week);
- c. two in-class writing and discussion exercises in which students will explore and report what they have learned, what insights they have gained into root causes of violence and potential for peace building, what benefits they have gained from this experience of civic engagement, how this informs their own understanding of their gifts and vision of their role in a world needing architects of peace, and integrate insights from ethical and theological explorations in class.

Assesses ELSJ Learning Objectives 1-4 and Course Objective 3

Debate (15%) Students will participate with a small team (of approx. four students) for an in-class debate on one of several contemporary issues addressed in this course. In preparation for the debate, each student will research two scholarly articles on the subject and write a one-page reconstruction of one of the articles. After the debate students will write a reflection paper considering perspectives and insights from both sides of the argument. *Assesses RTC Learning Objective 3.1 and Course Objectives 2 and 4*

Reader Response Paper (20%) Seven reader response papers will allow students to interact with assigned readings, demonstrate critical thinking, and make connections with course studies. *Indirectly assesses all course, RTC and ELSJ learning objectives*

Architects of Peace Paper and Report (30%) Students will choose one person from the Architects of Peace exhibit as a “dialogue partner” to explore and develop diverse perspectives on peace. Students will write an in depth paper in which they are to examine the theological, spiritual or ethical foundation of this person’s understanding of peace, justice and the process of peacemaking, identify wisdom and weaknesses of conflicting viewpoints, contribute their own thoughts to the conversation and analyze the roots of their own position, and evaluate and apply these ethical insights to the pursuit of a more just and peaceful world. The paper should include incorporation of what has been studied in the course as well as new perceptions from their community-based learning experience. Students will be placed in small groups to report what they have learned to the class, and help the class engage in continued and open-ended discourse on the concept of peace and peacemaking. *Assesses RTC Learning Objectives 3.1 and 3.2, ELSJ Learning Objectives 2 and 3, and Course Objectives 1-4.*

Course Policies

1. **Class Preparation:** Students are expected to read all required material, take consistent notes, complete occasional short ungraded assignments, and arrive in class ready to discuss, raise questions, offer insights, and answer questions in a manner that reflects your thoughtful reading. Always bring books, hard copies or reading notes to class.
2. **Class Discussion:** You are expected to participate in all-class and small group discussions through *active listening* and *respectful response*. Respectful, engaged discourse will be the rule for the class. Questions and exchange of ideas must always be for the purpose of enhancing our understanding and learning. *Disagreements and differences are encouraged*, however disrespectful comments will immediately lower your final grade. Students are expected to remain in the classroom throughout the class period. (Please tend to personal needs before coming to class.) Thoughtful and consistent participation is *required* to attain an “A” grade. Texting, side conversations, napping and passing notes are considered disrespectful and will immediately lower your final course grade! If you are having trouble finding ways to participate in this learning environment, please see me and I will be glad to discuss this with you.
3. **Academic Integrity:** Santa Clara University is implementing an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity. The Academic Integrity Pledge states:
"I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code."

I ask that you affirm this pledge and apply these principles to your work in this class.

The Academic Integrity standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data. A student who commits any offense against academic honesty and integrity may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University. For the Santa Clara University Academic Integrity Policy, see

https://www.scu.edu/media/offices/registrar/bulletins/SCU_UG_Bulletin_2015-16_FINAL.pdf

4. **Attendance:** You are expected to arrive to class on time and attend every class meeting. *Frequent tardiness or missing more than three class periods will result in lowering your final course grade.* If illness or family emergency requires you to miss more than 3 class periods, you must meet with instructor to discuss. More than 6 absences (1/5 of the class periods) will result

in a failing grade unless reasons and make-up plans are approved by the professor. Please tend to your personal needs before class begins and remain in the classroom throughout the entire class.

5. Late Work: The grade for late work will be lowered, usually by 1/3 letter grade/day. Exceptions will be granted for *very good reasons*, and must be negotiated *before the due date*.
6. Spelling and Grammar: Spelling, grammar and sentence structure will definitely affect the grade on your papers. Please *proofread your work carefully*. Follow the Writing Style Guidelines on our Canvas Course page. Visit the Writing Center at the HUB for drop-in tutoring. Schedule and location for drop in times can be found at scu.edu/provost/writingcenter.
7. Electronic Stimuli: Absolutely no laptops, cell/smart or i-phones, pagers, mp3 players, etc. may be used OR SEEN during class time.
8. Disability Accommodation Policy: To request academic accommodations for a disability, students must be registered with Disabilities Resources in Benson 216. In order to register please go online to www.scu.edu/disabilities. You may contact Disabilities Resources at 408-554-4109 if you need further information. After you have arranged accommodations through Disabilities Resources, please email me or stop by to discuss them with me during my office hours early in the quarter.

Feedback: Students will receive regular feedback from the instructor through comments on papers and online discussions and are welcome to schedule meetings to discuss further. Students will assess their own experience of the course in a mid-quarter survey and in the standard end-of-term narrative evaluation. I have an open door policy anytime I am in my office, and am happy to make an appointment for other times as needed.

For information about Santa Clara University's Sexual Harassment and Discrimination Policy please go to www.scu.edu/studentlife/about/osl.cfm and click on the link for the University's Gender-Based Discrimination and Sexual Misconduct Policy.

Grading Scale

A (94-100) = Outstanding. Awesome. Takes my breath away!

A- (90-93) = Amazingly good. I want to stand up and cheer.

B+ (87-89) = Very good. I want to clap, but I'm still in my seat.

B (83-86) = Good, solid work. I'm impressed.

B- (80-82) = Good, solid work, but I'm not excited.

C+ (77-79) = Above average. No complaints.

C (73-76) = Average. You've completed the assignment.

C- (70-72) = You have mostly completed the assignment, but not thoroughly. Something is lacking, or perhaps your grammar or composition needs work.

D (61-69) = I'll give it back to you and give you another chance, but only once, and that is if it is not a presentation or the final exam.

F (60 & below) = Failure. Let's not even go there

SPRING 2017 CLASS SCHEDULE

Unit 1: What does “peace” look like? What is its opposite?

I had a student at the University of Maryland a while back who wrote a 13-word paper that for both brevity and breadth – the rarest of combinations – has stayed with me:

“Question: Why are we violent but not illiterate?

Answer: Because we are taught to read.”

- Colman McCarthy

Monday, April 3 – Introduction, Arrupe Placement Assignments, Terms

Wednesday, April 5 – Read in preparation for class:

John Dear, *Put Down Your Sword*, Chapters 1 & 6 (Camino)

Eboo Patel, *Acts of Faith*, Introduction

DUE: Completion of your CBL placement sign-up

Friday, April 7 – Read in preparation for class:

Robert McAfee Brown, *Religion and Violence*, pp. 7-13 & ch. 3 (Camino)

DUE: Reader Response #1 (see Camino for prompt)

Unit 2: Meeting the Peace Architects

History is made by people. Not by mysterious collective forces or abstract social causes. Specific flesh-and-blood human beings, all of us, continually act – individually and collectively, intentionally and unintentionally – to construct and reconstruct our societies and cultures. In so doing, we become the creators of the social worlds we inhabit and co-authors of the social story we call history.

- Christian Smith

Monday, April 10 – In preparation for class:

Visit “Architects of Peace” websites (links on Camino and below)

Peruse Ken Butigan’s *Nonviolent Lives* and Michael Henderson’s *All Her Paths are Peace* (both of which are on reserve in library) for ideas about Architects of Peace.

<http://www.architectsofpeace.org/about-us>

<http://www.architectsofpeace.org/architects-of-peace>

<https://legacy.scu.edu/ethics/architects-of-peace/>

<https://legacy.scu.edu/ethics/architects-of-peace/issue-index.html>

Bring to class: Highlights (just a few sentences for each is fine) of what you have learned about six peace architects, at least one each from Butigan, Henderson, and “Architects.”

Wednesday, April 12 – Read in preparation for class:

John Dear, *Put Down Your Sword* (chapters 16-24 excerpts on Camino)

Friday, April 14 – NO CLASS DUE TO GOOD FRIDAY HOLIDAY

DUE: Choice of peacemaker for your paper and project (post on Camino)

Unit 3: If you want peace, work for justice
Exhibit A: Rev. Dr. Martin Luther King, Jr.
Exhibit B: Dorothy Day

The ultimate weakness of violence is that it is a descending spiral begetting the very thing it seeks to destroy. Instead of diminishing evil, it multiplies it. ... Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars. Darkness cannot drive out darkness; only light can do that.

Hate cannot drive out hate; only love can do that.

- Rev. Dr. Martin Luther King, Jr.

Monday, April 17 – Read in preparation for class:
King's "A Time to Break Silence" April 4, 1967 (Camino)

Wednesday, April 19 – Read in preparation for class:
Vincent Harding, "Martin Luther King, Jr.: Dangerous Prophet" (Camino)

Friday, April 21 – Read in preparation for class:
Dorothy Day readings as assigned on Camino
DUE: Reader Response #2 (see Camino for prompt)

Unit 4: Putting Peace & Justice Together in Action
**Exhibit C: Eboo Patel, an American Muslim from India,
and the Interfaith Youth Core**

*Someone who doesn't make flowers makes thorns. If you're not building rooms
where wisdom can be openly spoken, you're building a prison.*

- Shams of Tabriz (from Patel, xi)

Monday, April 24 – Read in preparation for class:
Patel, *Acts of Faith*, chapters 1-2

Wednesday, April 26 – Read in preparation for class:
Patel, *Acts of Faith*, chapter 3 (read all), chapter 4 (you may skip pp. 59-69 and start on middle of p. 69) and 5 (you may skip pp. 77-91 and start at last line of p. 91)

Friday, April 28 – Read in preparation for class:
Patel, *Acts of Faith*, chapter 6
DUE: Reader Response #3 (see Camino for prompt)

Monday, May 1 – Read in preparation for class:
Patel, *Acts of Faith*, chapter 7

Wednesday, May 3 – Read in preparation for class:
Patel, *Acts of Faith*, Chapter 8, Conclusion, Postscript and Afterward
DUE: CBL Reflection #1

Friday, May 5 – Debate #1: *Only military action will stop the spread of terrorism today. Dialogue, diplomacy, and education are insufficient.*

Unit 5: Is Violence Sometimes Justified for the Sake of Love?

Exhibit D: Archbishop Oscar Romero

I do not tire of declaring that if we really want an effective end to violence we must remove the violence that lies at the root of all violence: structural violence, social injustice, exclusion of citizens from the management of the country, repression. All this is what constitutes the primal cause, from which the rest flows naturally.

The great need today is for Christians who are active and critical, who don't accept situations without analyzing them inwardly and deeply. ... We want persons like fruitful fig trees who can say yes to justice and no to injustice and can make use of the precious gift of life, regardless of the circumstances. ...

That is the hope that inspires Christians. We know that every effort to better society, especially when injustice and sin are so ingrained, is an effort that God blesses, that God wants, that God demands of us.

--Archbishop Oscar Romero

Monday, May 8 – In preparation for class:

First 2/3rd of film “Romero”

Read as assigned on Camino

Wednesday, May 10 – Read in preparation for class:

Walter Wink, “Jesus Third Way” (on Camino)

DUE: Reader Response #4 (see Camino for prompt)

Friday, May 12 – Debate #2: *Violence is sometimes justified in the pursuit of justice.*

Unit 6: War and Peace

Exhibit E: Soldiers of Conscience

My conscience I have from God and cannot give it to Caesar.

- John Milton

No soldier is obliged to obey an order counter to the law of God.

- Archbishop Oscar Romero

Monday, May 15 – Read in preparation for class:

As assigned on Camino

DUE: CBL Reflection #2

Wednesday, May 17 – Read in preparation for class:

As assigned on Camino

Friday, May 19 – Debate #3

Pacifism is the only truly faithful Christian stance regarding war.

Unit 7: Diverse Religious Paths to Peace

Exhibit F: Abraham Joshua Heschel

Exhibit G: Mohandas Gandhi

Exhibit H: Thich Nhat Hanh

Hitlers will come and go. Those who believe that when Hitler dies or is defeated his spirit will die, err grievously. What matters is how we react to such a spirit, violently or nonviolently.

If we react violently, we feed that evil spirit.

If we act nonviolently, we sterilize it.

-- Mohandas Gandhi

Monday, May 22 – Heschel & Judaism - Read in preparation for class

As assigned on Camino

Wednesday, May 24 – Jewish Peacemaking in Action - Read in preparation for class:

Amy Eilberg, Introduction in *From Enemy to Friend: Jewish Wisdom and the Pursuit of Peace*

DUE: Reader Response #5 (see Camino for prompt)

Friday, May 26 – Gandhi & Hinduism - Read in preparation for class:

As assigned on Camino

Monday, May 29 – NO CLASS due to Memorial Day Holiday

Wednesday, May 31 – Buddhism - Read in preparation for class:

As assigned on Camino

DUE: Reader Response #6 (see Camino for prompt)

Friday, June 1 – Poetry as Peacemaking

Unit 8: The Peace Architects Teach Class

Monday, June 5 – Student Reports

DUE: Architects of Peace Research Papers

Wednesday, June 7 – Student Reports

Friday, June 9 – Student Reports

DUE: CBL Reflection #3

NO FINAL

DUE Wednesday, June 14, 12Noon:

Key Learnings from Peace Architects Presentations

Community Based Learning (CBL) Information

Rooted in a faith that does justice, the Ignatian Center for Jesuit Education partners with local community organizations whose members and clients serve as co-educators for Santa Clara University students. Informed by and in conversation with Catholic social tradition, the Center facilitates community-based learning opportunities that underscore commitments to the common good, universal human dignity, justice as participation, and solidarity with marginalized communities.

For more information see <https://www.scu.edu/ic/programs/arrupe-weekly-engagement/>

For TESP 129 the following placements are the only options allowed:

- Believers in Christ
- Community United
- Day Worker Center
- Julian Street Inn
- Project Access
- First Presbyterian Church Women's Gathering Place
- Santa Maria Urban Ministry After-School Studio

Spring 2017 Community-based Learning Calendar:

Sign-Ups: Monday, April 3 through Friday, April 10, 10am - 2pm in Sobrato Commons. No late sign-ups past 2pm on Friday of Week 1. If you have any questions about the sign up process, please contact us at arrupe@scu.edu or Ignatian Center main line at [408-554-6917](tel:408-554-6917)

Orientations: April 7 - April 19. (Please note, some placements will require an Agency orientation and an SCU orientation. See "Engagement Opportunities" pdf on website for details)

Requirements: Students are responsible for completing any and all agency requirements in a timely manner. Detailed information regarding fingerprints, tb testing, and other requirements will be provided at sign-ups and reviewed at orientation.

Weekly Engagement in Community: April 15 - June 10. Placements are generally 2 hours - 2.5 hours each week from weeks 3-10 of the quarter. Students must complete 16 hours total of weekly engagement with their assigned community partner agency. Students must be flexible with the schedules and making up sessions as many education placements have differing calendars with breaks and early closures. More information to be provided at orientation.

Community-based Learning Policies:

All students enrolled in an ELSJ-approved course must satisfactorily complete the university-approved community-based learning engagement component of the course.

Note: Time students spend on orientation(s) related to the community-based learning engagement **DOES NOT** count towards the required participation hours.

Student participation in community-based learning engagements must be regular and consistent over the quarter, as instructed by the course instructor and/or community placement site supervisor.

Students must submit "Community-based Learning Weekly Engagement Attendance Records" (or "Timesheets"), completed in full, to the course instructor by the time and date set by the instructor.

Student performance at the community-based learning engagement must be appropriate at all times.

Receipt of a passing grade in this course is contingent upon successful completion of the community-based learning component of the course, as outlined above.