

**Department of History  
Moravian College  
Fall 2009**

**History 399  
Religious Conflict in Modern Asia  
Tu/Th 10:20-11:30  
Comenius Hall 304**

Instructor: Ian Wendt  
Office: 302 Comenius Hall  
Office hours: MW 1:30-2:30; TR 11:30-12:30; or by appointment  
Phone: 610-861-7957 or 570-460-8841  
Email: iwendt@moravian.edu

**Course Description:**

Religious identification, orthodoxy and practice is expanding in societies across the Middle East, Asia and the world. What are the relationships between religion, community, identity politics and mass violence? How do you respond to religious militancy? Can religion be a source of inter-cultural understanding and peace? This course examines aspects of Islamism, Hindu Nationalism and violence between diverse religious communities in Asia.

In this topical seminar, we will begin by exploring the roots of religious identity politics in India, the Middle East and Asia, including Hindu nationalism, Islamism, and Muslim fundamentalism. Next we will analyze the rise of mass violence between religious communities, particularly the Partition of India and Pakistan, religious communal riots, ethno-religious civil war, jihad, Muslim militancy, and the War on Terror. Throughout our discussions we will emphasize the personal, human experiences of these conflicts, in order to make the course as relevant and powerful to young students as possible. Students will focus their research papers on one case of religion, politics and mass violence of their choice from around the world. As a learning community, we will also challenge one another to conceive of strategies and solutions that may build peace between ethno-religious communities.

**Course Goals:**

The materials, assignments, and instruction in this course are geared toward helping you develop the skills and attributes central to a historical and liberal arts education.

- To examine, discuss and debate the relationships between religion and mass conflict in a broad array of cultural contexts throughout Asia;
- To develop and practice historical research methods;
- To understand the relationships between history, historical sources, history writing, and historiographic debates;
- To read and comprehend primary historical sources as well as advanced, secondary historical texts;

- To think critically and analytically about texts – including core questions, arguments, perspectives, assumptions, supporting data/evidence, contexts, conclusions and implications;
- To communicate your ideas through discussion and writing;
- To organize, frame and write clear and concise essays and papers that demonstrate the critical thinking skills described above;
- To better understand your own goals, perspectives and values as well as those of the diverse cultures and societies in our world;
- To craft an original research paper based on primary and secondary sources.

**Textbooks and other reading materials:**

***Required books in the Bookstore:***

Esposito, John. *Unholy War: Terror in the Name of Islam*. Oxford: Oxford University Press, 2002.

David Ludden, ed. *Making India Hindu*. 2nd ed. Oxford: Oxford University Press, 2005.

Butalia, Urvashi. *The Other Side of Silence*. Duke University Press, 2000.

**Course Requirements and Grading:**

	<b>points</b>
Participation	60
Attendance, Reading Assignments, Discussions, In-Class Essays	
Book Reviews (two)	40 (20 each)
Topic proposal & consultation	10
Bibliography & consultation	10
Short Paper/ Term Paper	25
Historiographic Essay	35
Peer Review of Historiographic Essay	10
Research Paper – First Draft	40
Peer Review of Research Paper	10
Final Research Paper	60
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 300 points

**Description of Assignments:**

***Participation:*** Attendance, demonstrating your comprehension of reading materials, asking questions, and participating in discussions will all be evaluated as part of the course. This first year seminar will be a learning community and it will be crucial that you come prepared and that you participate in discussions. In addition to seminar-format discussions, the students will prepare oral presentations of their evolving research, and review one other student’s research paper drafts.

***Attendance Policy:*** Attendance will be taken regularly during the semester. Failure to attend class on a regular basis will lower your participation grade, and will certainly affect your ability to perform well on essays and papers.

*Note:* The reading materials and the lecture or discussion content in the classroom are complimentary, but not identical. The reading materials will be crucial to your writing assignments, including exams. We will not cover every subject from the books in our class meetings. In addition, some materials that are not in the books will be introduced in the classroom. Therefore it is very important that you participate in every aspect of the course.

***Book Reviews (two):*** You will begin the course by writing two book reviews (on two of the three assigned books for the course). These book reviews should briefly identify the book's main themes, and focus on analyzing the book's core arguments. Each book review should be up to 3 pages long or about 800 words. (20 points each)

***Topic proposal & consultation:*** You need to decide on a topic for your research paper right at the beginning of this term. You will each meet with me to discuss your proposal and your early progress in identifying sources. (10 points)

***Bibliography and consultation:*** You will begin developing a research bibliography immediately. This will include both primary and secondary sources. You will each meet with me to discuss your bibliography, your sources, and your early research progress.

***Short Paper/ Term Paper:*** You will begin the writing process by writing a very standard sort of term paper, in which you will begin to develop a narrative about your topic and the central themes of your research. If you find this assignment too simple, you may immediately begin incorporating both narrative and historiography into your developing research paper. You ought to begin to use primary sources in addition to secondary sources. This paper will be 5-6 pages, or up to 2000 words. (25 points)

***Historiographic Essay:*** This historiographic paper will focus almost entirely on academic debates surrounding your topic. You ought to answer most of the following questions:

How have historians interpreted your topic and core themes over the years?

How do their interpretations differ?

How has scholarship developed?

What are the most fruitful or the core historiographic debates?

How do you situate yourself? What arguments do you intend to make?

How do your sources enable you to make these arguments?

This paper will be 8-10 pages, or up to 2500 words. (25 points)

***Peer Review of Historiographic Essay:*** You will review one other student's historiographic essay. You will provide a constructive set of comments on what they did well and what they can improve. You will not grade their paper. You will present your comments to the student in class both orally and in writing. (10 points)

***Research Paper – First Draft:*** You will complete a well polished first draft by the sixth week of class. This schedule will be challenging. Stay focused. This research paper must use both primary and secondary sources. It must have elements of narrative, historiographic analysis, and original analysis or argumentation based on primary sources. This draft will certainly build upon

your earlier papers. But it must be more than a mechanical cobbling of the previous assignments. This polished draft should be at least 15 pages, or 3500+ words. (40 points)

**Peer Review of Research Paper Draft:** You will review one other student's research paper draft. You will provide a constructive set of comments on what they did well and what they can improve. You will not grade their paper. You will present your comments to the student in class both orally and in writing. (10 points)

**Final Research Paper:** You may submit your revised research paper up to one month after the end of the first summer term (July 15, 2008). This final draft should incorporate all of the skills we have practiced throughout the course. It should be 20 to 25 pages long, or up to 6000 words maximum.

All written assignments must be submitted both on paper and electronically as an email attachment to [iwendt@moravian.edu](mailto:iwendt@moravian.edu)

### Grading Rubric:

Your written work will be evaluated based on the following principles (adapted from the Critical Thinking Rubric).

**Problem/Argumentation:** Essays and papers must make clear arguments or address clear themes.

The *problem* or *question* identifies the central argument, or main point, and it should be stated clearly in the beginning of the essay. The essay should then proceed to make clear *substantiating arguments* that develop that central problem, question or theme.

**Organization:** Essays and papers should be well organized with an introduction, body and conclusion. The *introduction* includes the problem or question, a description of the paper's organization, and other brief introductory thoughts. The *body* develops the substantiating arguments of the essay and utilizes evidence and details to support those ideas. The *conclusion* is more than a summary; it ought to trace the implications and consequences derived from the evidence presented in order to draw concluding insights.

**Evidence:** The body of the paper or essay must support its arguments with detailed evidence drawn from lecture and reading sources. The best essays are very specific and detailed, and examine the sources of evidence. Weaker essays are vague, unspecific and repetitive, make little use of reading materials, and make false evidentiary claims.

**Citations:** Your essays must identify their sources. Cite your sources with either footnotes or parenthetical references. For example: (Embree, 52.) Quoted sections must be bracketed by quotation marks and cited. Failure to cite sources can result in plagiarism. Carefully citing sources will always improve your essay's evaluation.

**Language:** Your writing should be correctly spelled, grammatical and clear. Weak language includes misspellings, incorrect grammar, and incoherent or unclear sentences.

Your grades will be recorded and calculated on a percentile scale:

	93%+ = A	90%+ = A-
87%+ = B+	83%+ = B	80%+ = B-
77%+ = C+	73%+ = C	70%+ = C-
60%+ = D	below 50% = F	

*Late assignments will be penalized 5% per day.*

I reserve some room for flexibility and discretion in grading. Hard work, overall improvement, and thorough engagement in the course and course material will be considered favorably.

**Calendar:**

Week 1 – Sept 1, 3

Introduction to religion and mass conflict in the 20<sup>th</sup> century

Week 2 – Sept 8, 10

Islamism and the War on Terror, part I

Read Esposito, pp. 1-70.

Week 3 – Sept 15, 17

Islamism and the War on Terror, part II

Read Esposito, pp. 71-160.

**Book Review Due Thursday Sept 17<sup>th</sup> in class**

Week 4 – Sept 22, 24

Ethno-religious conflict in South Asia

Partition of India, part I

Read Butalia, pp 1-171.

Week 5 – Sept 29, Oct 1

Partition of India, part II

Read Butalia, pp. 172-371.

**Book Review Due Thurs, October 1<sup>st</sup> in class**

Week 6 – Oct 6, 8

Communal Conflict in India

Read Ludden, pp. 1-161.

Week 7 – Oct 13, 15

Communal Conflict in India

Read Ludden, pp.162-294.

**Book Review Due Thurs, Oct 15<sup>th</sup> in class**

Week 8 – Oct 20, 22

**Research Paper Proposal Due Monday, Oct 19 via email**

Topic consultations with Instructor

Week 9 – Oct 27, 29

**Research Paper Bibliography Due Monday, Oct 26 via email**

Bibliography consultation with Instructor

Week 10 – Nov 3, 5

Discussion on Topics and Research Process

**Short Paper/ Term Paper Due Thurs, Nov 5<sup>th</sup> in class**

Week 11 – Nov 10, 12

Discuss Historiographic analysis

**Historiographic Essay Due Thurs, Nov 12<sup>th</sup> in class**

Week 12 – Nov 17, 19

Peer Reviews of Historiographic Essays

Week 13 – Nov 24

**Research Paper drafts due Tuesday Nov 24<sup>th</sup> in class**

Week 14 – Dec 1, 3

Peer Reviews of Research Paper Drafts

Research and Revision of Final Papers

Week 15 – Dec 8

Religion of Peace? Religion of Mass Violence?

Discussion: How to respond to religious conflicts and mass violence – Memory, policy, politics and engagement

**Final Revised Research Paper Due Tues Dec 15<sup>th</sup> by 5:00pm in my office**

\*\*\*\*

If you have any problems or complaints associated with the course or the evaluation of your work, please feel free to talk to me. Visit me during office hours, or call or email me, for any assistance I may give you. If you are struggling with any course material, contact me. In particular, if you feel that you have been treated inappropriately, or if you have questions about the content or environment of the course, please come and talk to me. I look forward to working together and getting to know each other.

*Equity, Diversity, Trust and Respect*

In order for our meetings and discussions to be open, thoughtful and interactive, there must be an environment of trust and respect. You do not need to agree with everything other participants say, whether other students or the instructor. But discrimination or harassment against other class members due to race, gender, disability or any other reason is unacceptable. If you feel you have been treated unfairly or improperly in any way during the course, please come and talk to me. I will do everything I can to help rectify the situation.

*Disability Accommodations:*

Reasonable accommodations are available for students with a documented disability. Please provide documentation in support of accommodations you may require within the first three weeks of the term to the instructor.

*Academic Integrity*

Dr. Wendt and Moravian College are intolerant of any form for academic dishonesty. Plagiarism is using the language and/or thoughts of another person and representing them as your own. I expect all of your essays and papers to be your own work. When using language or ideas from a book or other source, you must properly reference that source. (Refer to the St. Martin's Handbook with any questions; or see me.) Feel free to study and discuss together with other members of the class. But your written assignments or exams must be your own work, and must cite all outside sources. The penalty for plagiarism is failing the course. The Student Conduct office will also be notified, and will proceed as appropriate with regard to student status and permanent records.

**History 399: Religious Conflict in Modern Asia and the Middle East**  
**Suggested Reading List**

**Islam: General, Middle East, Africa**

Abou al-Fadl, Khalid. *The Place of Tolerance in Islam*. MA: Beacon Press, 2002.

Abdul al-Rauf, Imam Feisal. *What's Right with Islam*. SF: Harpers, 2006.

Ahmed, Akbar. *Discovering Islam*. NY: Routledge, 1999.

\_\_\_\_\_. *Islam Today*. NY: I.B.Tauris, 1999.

\*Armstrong, Karen. *The Battle for God*. NY: Knopf, 2000.

\_\_\_\_\_. *The Great Transformation*. NY: Knopf, 2006.

\_\_\_\_\_. *Islam*. NY: Random House, 2002.

\_\_\_\_\_. *Muhammad*. SF: Harper Collins, 1992.

Denny, Frederick M. *An Introduction to Islam*. NY: McMillan Press, 1985.

\_\_\_\_\_. *Islam and the Muslim Community*. SF: Harper, 1978.

Eickelmann, Dale F. *Moroccan Islam: Tradition and Society in a Pilgrimage Center*.  
University of Texas Press, 1976.

\*\*Esposito, John L. *Islam: The Straight Path*. 3<sup>rd</sup> Edition. NY: Oxford University Press, 2005.

\_\_\_\_\_. *Unholy War: Terror in the Name of Islam*. NY: Oxford, University Press, 2003.

\*\*Esposito, John, ed. *Political Islam: Revolution, Radicalism, or Reform?* London: Lynne  
Reinner Publishers, 1997.

Farrar, Caesar. *Islam*. NY: Barton's Education Series, 1970.

Gibb, H.A.R. *Mohammedanism*. NY: Oxford University Press, 1962.

Guillaume, Alfred. *Islam*. London: Penguin Press, 1956.

Hodgson, Marshall. *The Venture of Islam: conscience and history in a world civilization, vol 3*.  
Chicago: University of Chicago Press, 1977.

\*\*Lee, Robert D. *Overcoming Tradition and Modernity: The Search for Islamic Authenticity*.  
Boulder: Westview Press, 1997.

\*\*Levitzion, Nehemia, ed. *Conversion to Islam*. New York: Holmes & Meier Publishers, Inc.,



1979.

Lewis, I.M., ed. *Islam in Tropical Africa*. Oxford University Press, 1966.

Nasr, Sayyed Hossein. *The Heart of Islam*. SF: Harpers, 2002.

Robinson, Francis. *Cambridge Illustrated History: Islam*. NY: Cambridge University Press, 1996.

Ruthven, Malise. *Islam in the World*, 2<sup>nd</sup> Edition. NY: Oxford University Press, 2000.

Voll, John O. *Islam: Continuity and Change in the Modern World*. Syracuse, NY: Syracuse University Press, 1994.

## Islam and Hinduism in South Asia

\*\*Asher, Catherine and Cynthia Talbot. *India before Europe*. Cambridge University Press, 2006.

Brittlebank, Kate. *Tipu Sultan's Search for Legitimacy: Islam and Kingship in a Hindu Domain*. Delhi: Oxford University Press, 1997.

Chatterji, Joya. *Bengal Divided*. Cambridge University Press, 1996.

Dale, Stephen. "The Islamic Frontier in Southwest India: The Shahid as a Cultural Ideal among the Mappillas of Malabar," *Modern Asian Studies*, 11, no. 1 (1977): 41-55.

\*\*Eaton, Richard M. *The Rise of Islam and the Bengal Frontier, 1270-1760* Berkeley: University of California Press, 1993.

\*\*\_\_\_\_\_. *Essays on Islam and Indian History*. Oxford University Press, 2000.

\*\*Eaton, Richard M., ed. *India's Islamic Traditions, 711-1750*. Oxford University Press, 2006.

Gilmartin, David. *Empire and Islam, Punjab and the Making of Pakistan*. Berkeley: University of California Press, 1988.

Hansen, Thomas Blom. *The Saffron Wave*. Princeton University Press, 1999.

Hasan, Mushirul, ed. *India's Partition*. Oxford University Press, 1999.

\*\*Ludden, David, ed. *Making India Hindu*, 2<sup>nd</sup> ed. Oxford University Press, 2005.

Martin, R. C., ed. *Approaches to Islam in Religious Studies*. Tucson: 1985.

Pandey, Gyanendra, ed. *Hindus and Others*. Viking, 1993.

Rashid, Ahmed. *Taliban*. Yale University Press, 1999

Richards, J.F. "The Islamic frontier in the east: expansion into South Asia," *South Asia* 4 (Madison: 1993), 91-109.

Roy, Asim. *The Islamic Syncretic Tradition in Bengal*. Princeton: Princeton University Press, 1983.

\*\*Van der Veer, Peter. *Religious Nationalism*. Berkeley: University of California Press, 1994.

Weber, Max. *The Religion of India*. 1958.

## **Buddhism and Islam in Asia (East and Southeast)**

Bechert, Heinz and Richard Gombrich, eds. *The World of Buddhism*. Thames and Hudson, 1998.

\*\*Dobbin, Christine. *Islamic Revivalism in a changing peasant economy*. Jakarta: INIS, 1992.

Geertz, Clifford. *Religion in Java*. London: Collier-MacMillan Ltd., 1960.

\*\*Gombrich, Richard. *Theravada Buddhism*. Routledge, 1988.

Hooker, M.B., ed. *Islam in South-East Asia*. Leiden: Brill, 1983.

Ibrahim, Ahmad, Sharon Siddique, & Yasmin Hussain, eds. *Readings on Islam in Southeast Asia*. Singapore: Institute of Southeast Asian Studies, 1985.

Kitigawa, J.M. *Religion in Japanese History*. Columbia University Press, 1990.

Kitigawa, J.M and M.D. Cummings, eds. *Buddhism and Asian History*. New York: Macmillan, 1989.

\*\*Reid, Anthony, ed. *Southeast Asia in the Early Modern Era: Trade, Power and Belief*. Ithaca: Cornell University Press, 1993.

Reid, Anthony. *Southeast Asia in the Age of Commerce, vol 2*. Yale University Press, 1993.

Senaratne, Jagath P. *Political Violence in Sri Lanka, 1977-1990*. Amsterdam: VU University Press, 1997.