I. ASCRC General Education Form (revised 2/8/13)
Use to propose new general education courses (except writing courses), to change or renew existing gen ed courses and to remove designations for existing gen ed courses. Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>II. Mathematics</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Language</td>
<td>VIII: Ethics &amp; Human Values</td>
<td></td>
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<tr>
<td>III Exception: Symbolic Systems *</td>
<td>IX: American &amp; European</td>
<td></td>
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<tr>
<td>IV: Expressive Arts</td>
<td>XI: Indigenous &amp; Global</td>
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<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>w/ lab □ w/out lab □</td>
<td></td>
</tr>
<tr>
<td><strong>VI: Historical &amp; Cultural Studies</strong></td>
<td>Course # 191</td>
<td></td>
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</table>

Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>RELST 191</th>
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Course Title: "RELIGION AND VIOLENCE"

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Nathaniel Lev tow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone/Email</td>
<td>x2845; <a href="mailto:nathaniel.levtow@umontana.edu">nathaniel.levtow@umontana.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Stewart Justman</td>
</tr>
<tr>
<td>Dean</td>
<td>Christopher Comer</td>
</tr>
</tbody>
</table>

Please type / print name | Signature | Date 9/24/13

III. Type of request
New X One-time Only X Renew Change Remove

Reason for Gen Ed inclusion, change or deletion
Description of change

IV. Description and purpose of the general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives; See Preamble:
http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx

This course examines religion, violence and warfare in sacred texts and traditions. It focuses on how warfare and violence are represented in the Bible and its major interpretive traditions: Judaism, Christianity and Islam.

V. Criteria: Briefly explain how this course meets the criteria for the group. See:
http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx
This course introduces students to the critical, comparative, contextual study of religious texts and traditions through different historical periods (prehistory to modernity) and geographic regions (West Asia, North Africa, Europe, America).

VI. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx

The goals of this course are to develop students’ reading, writing, speaking and analytic skills by introducing students to close readings of religious texts in ancient and modern historical, political and literary contexts, and by providing students with opportunities to synthesize this material in oral presentations and written essays.

VII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

The course is lower division (GLI), 3 credits.

VIII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

Course title: “RELIGION AND VIOLENCE”

Course instructor: Nathaniel Levtow, Liberal Studies Program

COURSE DESCRIPTION

Does religion lead to violence and conflict? Or does it lead to reconciliation and peace? Both views are promoted in modern media and popular culture - but rarely in a thoughtful, informed way. This course seeks to answer this question by focusing on the way violence and warfare are depicted in specific religious texts and traditions. We will take a broad, comparative approach but we will focus on the Bible and its major interpretive traditions: Judaism, Christianity and Islam. We will neither promote nor oppose their understandings of religion and violence. We will instead learn how they do so, in order that we may learn to describe and explain the complex relationship between religion, warfare and violence through the ages.

COURSE GOALS

1. To develop students’ analytic skills by:
   a. introducing students to the critical, comparative and contextual study of religious texts and traditions
   b. introducing students to the cross-disciplinary, cross-cultural study of human life and thought through different historical periods and geographic regions.
2. To develop students’ reading, writing and speaking skills by:
   a. introducing students to close readings of challenging texts in historical and literary context.
   b. providing students with opportunities to synthesize course materials in oral presentations and written essays.

**COURSE TEXTBOOKS:**
2. John Renard, ed., *Fighting Words: Religion, Violence, and the Interpretation of Sacred Texts*
3. Mark Juergensmeyer et al., *The Oxford Handbook of Religion and Violence*
4. Jon Levinson, *Inheriting Abraham: The Legacy of the Patriarch in Judaism, Christianity & Islam*
5. Selected ancient and modern readings available in a course packet and on electronic reserve

**COURSE REQUIREMENTS:**
1. Preparation of assigned readings, regular attendance and participation in class discussions
2. Case studies, class presentations: Students will present a series of selected “case studies” to the class
3. Two essays: (3-5 pages each) on specific “case studies” selected by students and presented to the class
4. Midterm Exam
5. Final Exam

**COURSE SCHEDULE:**

**Part I: Introductions: The Study of Religion, Violence and Sacred Texts**

**Weeks 1-2: Reading and Thinking about Religion and Violence**
2. Riches, “The Phenomenon of Violence”
3. Strathern and Stewart, “Religion and Violence from an Anthropological Perspective”
4. Hall, “Religion and Violence from a Sociological Perspective”
5. Renard, “Exegesis and Violence”
Part II: “In The Beginning”: From the Stone Age to the Greeks

Week 3: Violence, Religion and War in Prehistory and Earliest History
1. Guilaine and Zammit, Origins of War: Violence in Prehistory (selections)
2. Walter Burkert, Homo Necans (selections)
3. The Stele of the Vultures
4. Mesopotamian Victory Monuments

Week 4-5: Cosmic Creation and Divine Combat in the Biblical World
1. Enuma Elish: The Babylonian Creation Story
2. The Myths of Baal and Anat
3. The Epic of Gilgamesh: “Invading the Forest of Cedars”
4. Genesis 1-2; Exodus 14-15; Psalms 104, 74, 89; Isaiah 27-29, 40-55; Job 1, 38-42
5. Aslan, “Cosmic War in Religious Traditions”

Week 6: Warfare, Sacrifice and the Gods in Ancient Greece
1. Homer, Odyssey XI.18-50; Iliad (selections)
2. Hesiod, Theogony II, 507-560
3. Thucydides, Peloponnesian War (selections)

Part III: Judaism, Christianity and Islam: Religion, Violence, War and Interpretation

Weeks 7-8: Holy War
1. Deuteronomy 20; 21:10-14; 23:9-14; 24:5; Joshua 1-12; 1 Samuel 15
2. The Mesha Inscription
4. Firestone, “A Brief History of War in the Hebrew Bible and the Jewish Interpretive Tradition”
5. Asen, “Annihilate Amalek: Christian Perspectives on 1 Samuel 15”
6. “Qur’an” and “Jihad” in Bowering et. al., Princeton Encyclopedia of Islamic Political Thought

Weeks 9-10: Sacrifice
3. Quran 22:28,30,34-37; Hadith on sacrifice
5. Levinson, *Inheriting Abraham: The Legacy of the Patriarch in Judaism, Christianity & Islam*

**Weeks 11-12: Apocalypse**
1. Daniel 2, 7-12; The Dead Sea Scrolls: *The War Scroll*
3. Qu’ran 70:10–14; 80:34–37; 81; 82; 99; apocalyptic Hadith
6. Cook, “‘Hadith,’ Authority and the End of the World: Traditions in Modern Muslim Apocalyptic Literature”

**Weeks 13-14: Martyrdom**
1. 1-2 *Maccabees*; Letters from the Bar Kochba Cave
2. *Letter of Ignatius to the Romans*
3. *Martyrdom of Polycarp; Martyrdom of Perpetua & Felicita*
4. Qu’ran 3: 169–70; Hadith on martyrdom
5. Boyarin, *Dying for God: Martyrdom and the Making of Christianity and Judaism* (selections)
6. Cook, “Martyrdom in Islam”

**Please note:** Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.