

Fundamentalisms
University of North Carolina at Pembroke
Spring 2016

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Course Description and Goals:

Over the past two decades, there has been a substantial growth in the strength of religious radical movements sometimes known as “fundamentalist,” and which seek to manifest their religious faith in the political arena. This process is often characterized as a counter reaction to broader processes of modernization and globalization.

The course will examine these phenomena in comparative perspective in Judaism, Christianity and Islam. We will focus on the religious players in the Middle East conflict. Special attention will be given to the place of Jerusalem as a focal centre for religious extremist activity.

The following books are required for class:

Gabriel A. Almond, R. Scott Appleby & Emanuel Sivan, *Strong Religion - The Rise of Fundamentalism around the World* (Chicago: The University of Chicago Press, 2003).

Khaled Hosseini, *The Kite Runner*

A list of articles posted on blackboard.

Course Requirements:

1. Class attendance and participation (12%): Class attendance is very important. You need to come and to be prepared to participate in discussions. You should have read the assigned materials prior to class meeting on the relevant topic. Therefore, unexcused absences (and chronic inattentive and disrespectful behavior – text messaging in class,

sleeping, doing other work during class, etc.) will result in a reduction of your participation grade. Excessive or persistent problems will result in a zero for class participation and may result in additional grade reductions. 3 absences are allowed without excuse. Any further than that will reduce your final grade.

2. First paper (22%): Research assignment done individually. The subject of the paper is open. Papers expected 5-7 pages length, and you have to quote at least 4 academic sources. **Paper is due on February 16.** In order to prevent plagiarism, all papers must be submitted via Safe Assign and a hard copy. In addition, every paper has to be reviewed by the University Writing Center. I will accept papers only with a slip from the Writing Center.

3. In class presentation (22%): Each student will have to present his/her first research paper in class.

4. Second Paper (22%) – Book review. Question will be handed by the professor. Papers expected 5-7 pages length. Paper is due **April 4**

5. Take home final exam (22%): The final paper will be a take home exam done individually. It will have to be submitted at the time and date established by the Registrar for final exam. Papers expected up to 10-12 pages length. **May 3 at 10:00am**

Important dates to remember:

- 1. Library visit – Jan 14**
- 2. First paper due – Feb 16**
- 3. Paper's presentation – assigned by professor.**
- 4. Second paper due – April 4**
- 5. Final paper due – May 3 10:00.**

The subjects of the course and reading materials. All listed articles are available on blackboard:

Week 1-3: Defining Fundamentalism

At the first weeks of the course we will study religious radicalism as a general phenomenon, using comparative analytical tools.

Readings:

Gabriel A. Almond, R. Scott Appleby & Emanuel Sivan, *Strong Religions - The Rise of Fundamentalism around the World* (Chicago: The University of Chicago Press, 2003).

Week 1: Dealing with terminology:

Mark Juergensmeyer, "Why Religious Nationalists are not Fundamentalists", *Religion*, 23, 1, 1993, 85-92.

Karen Armstrong, *The Battle for God*, (New York: Alfred A. Knopf, c2000), introduction.

Strong Religion, introduction.

The Fundamentalist enclave:

Strong Religion, 23-89.

Week 2: *Strong Religion*, 90-191.

Week 3: *Strong Religion*, 191-243.

Test cases - Judaism

Week 4: The Haredim (Ultra Orthodoxy)

- Samuel Heilman and Menachem Freidman, "Religious Fundamentalism and Religious Jews: The Case of the Haredim" in: *Fundamentalism Observed*, edited by Martin E. Marty and Scott Appleby (The University of Chicago Press, 1991) 197-264.
- Motti Inbari, "Neturei Karta's Modesty Campaigns," *Israel Studies* 17, 1/

Week 5: The Chabad Movement

- Menachem Freidman, "Habad as Messianic Fundamentalism: From Local Particularism to Universal Jewish Mission," *Accounting for Fundamentalisms*, 328-360.
- Aviezer Ravitzky, *Messianism, Zionism, and Jewish Religious Radicalism* (The University of Chicago Press, 1996), 181-206.
- <http://www.chabad.info/php/videonewp.php?lang=he&vid=37>

Week 6: The Gush Emunim Movement

- Gideon Aran, "A Mystic - Messianic Interpretation of Modern Israeli History: the Six Day War as a Key Event in the Development of the Original Religious Culture of Gush Emunim," *Studies in Contemporary Jewry* 4 (1988) 263 - 275.
- Eliezer Don Yehiya, "The Book and the Sword: The Nationalist Yeshivot and Political Radicalism in Israel," *Accounting for Fundamentalisms*, edited by Martin E. Marty and Scott Appleby (The University of Chicago Press, 1994) 264-302.
- Zevi Yehuda Kook, *Torat Eretz Yisrael* (Jerusalem, 1991) 97-274.

Test cases – Islam

Week 7: The Society of Muslim Brothers

- Laurence Davidson, *Islamic Fundamentalism* (Greenwood press, 1998) 19-30.

- Immanuel Sivan, *Radical Islam: Medieval Theology and Modern Politics* (Yale University Press, 1985), 83-129.
- Syed Qutb, *Milestone*, pp. 1-16, 55-58, 74-78.

Week 8: The Hamas Movement

- Ziad Abu Amr, "Shaykh Ahmad Yasin and the Origins of Hamas," in: *Spokesmen for the Despised*, edited by Scott Appleby (The University of Chicago Press, 1997), 225-256.
- The Hamas Covenant.
- http://switch5.castup.net/frames/20041020_MemriTV_Popup/video_480x360.asp?ai=214&ar=1463wmv&ak=null

Week 9: The Iranian revolution and the Hezbollah

- Laurence Davidson, *Islamic Fundamentalism*, 31-48.
- Daniel Brumberg, "Khomeini's Legacy," *Spokesmen for the Despised*, 16-82.

Week 10: Al Qa'ida

- David Cook, *Understanding Jihad* (Berkeley: University California Press, 2005) 128-162, 173-181.

We will watch in class clips from Arab TV in support and opposition to Al Qa'ida

Test Case – American Christian Fundamentalism

Week 11: The origin of the Fundamentalist Movement and its development at the US

- Robert Wuthnow and Matthew Lawson, "Sources of Christian Fundamentalism in the United States," *Accounting for Fundamentalisms*, 18-56.
- Karen Armstrong, *The Battle for God*, (New York: Alfred A. Knopf, c2000), 135-146; 167-182; 214-218; 354-364; 309-316.

Week 12: Christian Zionism

- Yaakov Ariel, *On Behalf of Israel – American Fundamentalist Attitudes toward Jews, Judaism, and Zionism 1865-1945*, (New York: Carlson Publishing Inc, 1991) 1-25.
- Hal Lindsey, *The Late Great Planet Earth*, 32-47.

Week 13: Test Case - The Temple Mount in Jerusalem

- Yaakov Ariel, "A Christian Fundamentalist Vision of the Middle East", *Spokesmen for the Despised*, 363-397. see also: "To the Temple Mount" in: http://www.realnews247.com/open_the_gates.htm
- Motti Inbari, "The Oslo Accords and the Temple Mount: A Case Study - The Movement for the Establishment of the Temple", *Hebrew Union College Annual* 74 (2003), pp 279-323.

Course/Classroom Policies:

1. Academic Integrity: The university honor code will be strictly applied; there will be absolutely no tolerance of cheating on exams. A single incident may result in failure for the entire course and a record made to your file at the University.

ADAAA Statement

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

The University Writing Center staff works one-to-one with UNCP students at any stage in the writing process, from brainstorming topics to drafting, revising, editing, and formatting. UNCP students from any course or department are welcome to use the Center. Tutors work with students on all types of writing assignments, including application essays and personal statements. The University Writing Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students should visit <http://www.uncp.edu/writing/>

Religious Holiday Policy Statement

Students are allowed two excused absences each semester from class or other scheduled academic activity to observe a religious holy day of their faith. Students must submit written notification of the absences to their instructors within two weeks of the beginning of the semester. Students should not be penalized for these absences, and shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

If students post anything that other students can see like in discussion boards, their material will not be posted elsewhere by the professor and their material will not be saved past the semester.

2. Attendance and Classroom discussion: Please feel free to discuss openly, seriously and passionately; I will not, however, tolerate disruptive or insulting remarks, gender or racial slurs, or other forms of bullying, verbal intimidation or hate speech. Students who become disruptive (according to my assessment) will be dismissed from class. Persistent

or problematic disruptions will require a private conference with me and will likely result in a lower grade.

Persistent or problematic disruptions will require the 3 steps method: first time will result just a warning; second time – deduction of 15% of final grade; third time - failure for the entire course and a record made to your file at the University.

3. Academic Services: 1) Any student with a documented learning disability needing academic adjustments should speak directly with Disabilities Support Services and the instructor as early as possible in the semester (preferably within the first week). Please contact Mary Helen Walker, DF Lowry Building, (910)521-6695. 2) The University Writing Center is available for assistance with any writing assignments, Dial Building–Room 131, (910)521-6168.

4. Cell Phones, etc.: Cell phones and pagers must be turned off or turned to silent ring. I pods, cell phones and PDA's must be turned off and stored in your baggage during exams and quizzes. Do not send or read text messages in class.

5. Please make every effort to be on time to class (and do not leave early without prior notice). Occasionally, anyone may have an emergency or other situation that requires early departure or a late arrival. However, please be discrete and respectful and cause the minimum disruption possible. Do not enter the room and take a seat in a distracting way. Persistent problems may result in a lowered grade.

6. Unless there is a documented, severe medical (or other) emergency, exams and assignment due dates may be rescheduled only if prior, written notice is given at least 72 hours prior to the scheduled exam or date. I reserve the right to refuse "make up" dates for exams. The final may not be rescheduled unless there is a conflict with another, scheduled exam.

7. If you miss class for any reason, you are responsible for any missed work. I will not repeat lectures nor summarize content for you (please check with a classmate). While calls or notice regarding your absence is a courtesy that I do appreciate, do not call or email me to request that I catch you up on what you may have missed; do not anticipate, either, that I will respond to these calls or notices.

8. All written work should exhibit good, college-level English and should advance a clear and cogent thesis. Excessive mistakes, poor writing, or an unclear thesis and argument may lower your grade (or, at minimum, make your ideas unclear). You are encouraged to take advantage of the university Writing Center or to see me (out of class) if there are particular questions or problems.

9. I will comply with the University status regarding closure for inclement weather. If the University is open, class will be held; if it is closed, class is canceled. Notice of any (very unlikely) deviations will be sent via email to your UNCP account. I realize many of

you may be driving a significant distance to get to campus or may live in rural areas where roads are not well maintained in weather emergencies. Use your best judgment when deciding on attendance. A brief voice or email message letting me know of your decision is welcome and appropriate.

10. I will make serious efforts to respond to questions or other concerns sent to me via email or voice mail. Be aware, however, I will only address these during normal business hours of operation; messages left on weekends or in the evenings will be read and addressed (in order of arrival) as soon as I can on my next scheduled day to be on campus.

11. You are always invited to stop by during my office hours for informal conversation or if you have *any* questions or concerns regarding your evaluation or course content. Disrespectful, inappropriate or overly casual (grossly unprofessional) email or voice mails will be ignored. For privacy issues (that are for your protection) I will not respond to, return, or acknowledge phone calls regarding course matters made on your behalf by spouses, parents, clergy or health professionals unless I have your prior, written consent.

12. This syllabus is not a contract. It is subject to change due to student interest, inclement weather, or a variety of other reasons. In a semester course it is impossible to include everything important and interesting about Religion. If there is something you want to learn more about, ask, and we will see what we can do.

Fundamentalism

The Kite Runner – Book review

Please submit the book review by April 2.

Please describe the Islamic society as portrayed in the novel. You can address issues like the Islamic family, gender roles, Shiite-Sunni relations, the Islamic nature of Kabul before and after the revolution, and the regime of the Taliban.

The paper has to be 5-7 pages long.

Ideas for research papers:

1. Religion and violence in Islam: write a paper on ideology or biography of central figures— Sheich Yassin, Osama Bin Laden, Said Qutb.
2. The justification of violence - martyr operations/ holy war in Judaism, Christianity and Islam
3. Religion and gender: modesty campaigns in Islam and Judaism. The social use of veils, Burkes and so. Men and Woman's cloths.
4. The fundamentalist family – gender and social roles. A good topic can be the Haredi family.
5. Religion and ethnic conflicts – the role of religion in the Arab-Israeli conflict. The Gush Emunim movement, its attitude toward the Land of Israel. The Hamas movement, the Islamic Jihad.
6. American topics: The debate over literalism; Evolution and public sphere; State and religion in America; the limits of free speech; Human rights and home land security issues.
7. Specific case studies: Muslim Brothers, Chabad's messianism, The New Christian Right.
8. The role of Islamic movements in the Arab Spring.
9. Mormonism and fundamentalism. Polygamy and the Mormons.
10. Native Americans and radical religion.
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