IDS 2935 Religious Extremism
Quest 1

I. Course Information

Quest 1 Theme: War and Peace
Spring 2021
Meeting Day/Time: Tuesday/Thursday, per. 6; Friday, per. 4,5,6
Location: Tuesday/Thursday: LAR 330; Friday per. 4: MAT 115; Friday per. 5,6: MAT 012
Primary General Education Designation: Humanities
Secondary General Education Designation (if seeking): International (N)
(Note that a minimum grade of 'C' is required for General Education credit)

Instructor
Terje Ostebo – ostebo@ufl.edu
Office location: 107E Anderson Hall
Office hours: TBA (and by appointment)
Phone: (352) 273-2928

Teaching Assistant
Brady McCarty
Office location:
Office hours:

Course Description
Religious extremism, and similar words like radicalism, fanaticism, or fundamentalism, is frequently used in the media and the policy world. These concepts are usually meant to depict violent behavior based on ideological outlooks, wherein exclusivist positions categorize humans as either insiders or as opposite "others". But what is religious extremism? How do we define extremism? Who are the extremists? Is religious extremism meaningful and useful as a concept? And, what should it be understood in relation to its assumed opposite – the moderate. This course digs into these questions and provides students with critical knowledge about what is called extremism within major religious traditions. However, rather than examining extremism according to Islam, Christianity, Judaism, Hinduism, or Buddhism, it investigates it in relation to broader topics such as nationalism, race(ism), and gender and sexuality. Moreover, it explores extremism in relation to processes of radicalization, and to violence/non-violence, and points to efforts made to counter violent forms of extremism. While rooted in the discipline of religious studies and the humanities more broadly, the course is inter-disciplinary in nature, drawing on perspectives from the social science, such as political science, anthropology, and security studies. It focuses mostly on the contemporary period, and analyzes particular representations of extremism in different contexts across the globe.

II. General Education and Quest Objectives & SLO

QUEST 1 DESCRIPTION: Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

QUEST 1 SLOs:
- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

HUMANITIES DESCRIPTION: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

HUMANITIES SLOs:
- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

INTERNATIONAL DESCRIPTION: International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

INTERNATIONAL SLOs

- Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world (Content).
- Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings the students' and others' realities in an increasingly contemporary world (Critical Thinking).

III. Course Objectives & SLO

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking religious extremism students will be able to:

1. Identify, describe, and explain how the resources available in the humanities (and social sciences) can help in understanding religious extremism as a concept (**Content SLOs for Gen Ed Humanities and Q1**).
2. Identify and analyze the relations among different theoretical frameworks in humanistic traditions of thought relevant for understanding religious extremism as a concept and phenomenon (**Critical Thinking SLOs for Gen Ed Humanities and Q1**)
3. Identify and analyze divergent processes of radicalization in different parts of the world (**Content and Critical Thinking SLOs for Q1 and Gen Ed Humanities and International**)
4. Apply relevant theoretical perspectives and analyze how they can be applied with regard to current representations of religious extremism in different parts of the world (**Critical Thinking SLO for Gen Ed Humanities and International**)
5. Critically analyze different aspects of religious extremism, such as nationalism, race, gender, etc. as these appear in different contexts of the world (**Critical Thinking SLO for Q1 and Gen Ed Humanities and International**)
6. Critically evaluate different strategies applied to counter religious extremism in different parts of the world (**Critical Thinking SLO for Q1 and International**)

IV. Coursework

Required & Recommended Course Materials (to purchase/download)

Most of the readings will be available as pdf-files on Canvas, while required readings marked with an '*' should be purchased – but will also be available through Course-reserve (for in-library loans).

- Barlett, J. and Miller, C. "The Edge of Violence: Towards Telling the Difference Between Violent and Non-Violent Radicalization." *Terrorism and Political Violence,* 24,1, 2012, p. 1-21.
- Bedi T. "Feminist Theory and the Right-Wing: Shiv Sena Women Mobilize Mumbai." *Journal of International Women's Studies,* 7,4, 2006, p. 51-68.

- Camus, J. "The European Extreme Right and Religious Extremism." *Central European Studies Review,* 9,4, 2007, p. 263-279
- Cohen, J. "The Next Generation of Government CVE Strategies at Home: Expanding Opportunities for Intervention." *The ANNALS,* 668,1, 2016, p. 118-128.
- FBI. *The Radicalization Process: From Conversion to Jihad.* Unpublished doc.
- Gardell, M. "Crusader Dreams: Oslo 22/7, Islamophobia, and the Quest for a Monocultural Europe." *Terrorism and Political Violence* 26,1, 2014, p. 129-155.
- Gardell, M. "White Racist Religions in the United States: From Christian Identity to Wolf Age Pagans," in *Controversial New Religions,* ed. Lewis, J and Aasgard Petersen, J. Oxford: Oxford University Press, 2005, p 387-458.
- Harding, S. "Fundamentalism: The Problem of the Repugnant Cultural Other." *Social Research,* 58,2, 1999, p. 373-393.
- Hegghammer, T. 2012. The recruiter's dilemma: Signaling and rebel recruitment tactics. Journal of Peace Research 50,1, 2012, p. 3-16.
- Hopkins, N. and Kahani-Hopkins, V. "Reconceptualizing 'Extremism' and 'Moderation': From Categories of Analysis to Categories of Practice in the Construction of Collective Identity." *British Journal of Social Psychology,* 48, 2009, p. 99-113.
- *Jurgensmeyer, J. *Terror in the mind of God: The Global Rise of Religious Violence.* Berkeley: University of California Press, 2000, chapter 1, 7, 8.
- King, M.L Jr. "Letter from the Birmingham Jail". M.L King (ed.), *Why Can't We Wait.* New York: Signet, 2007, p. 64-84.
- Kirby, A. The London Bombers as "Self-Starters": A Case Study in Indigenous Radicalization and the Emergence of Autonomous Cliques". *Studies in Conflict & Terrorism* 30, 2007, p. 415-428.
- Kundnani, A. "Radicalisation: The Journey of a Concept." *Race and Class,* 54,2, 2012, p. 3-25
- *Lawrence, B. *Defenders of God: The Fundamentalist Revolt against the Modern Age.* Durham: University of South Carolina Press, chapters 1-4.
- Liebman, C. "Extremism as a Religious Norm." *Journal for the Scientific Study of Religion,* 22,1, 1983, p. 75-86.
- Loken, M. & Zelenz, A. "Explaining Extremism: Western Women in Daesh." *European Journal of International Security,* 3,1, 2017, p. 45-68.
- Mahmood, S. "Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival." *Cultural Anthropology,* 16,2, 2001, p. 202-236.
- Mandeville, P & Nozell, M. *Engaging Religion and Religious Actors in Countering Violent Extremism.* Washington DC: United States Institute of Peace, p. 1-14.
- Minkenberg, M. "Religion and the Radical Right." in *The Oxford Handbook of the Radical Right,* ed. Jens Rydgren, Oxford: Oxford University Press, p. 366-393
- *Pratt, D. *Religion and Extremism: Rejecting Diversity.* London: Bloomsbury, 2018.
- Oberoi, H. "Mapping Indic Fundamentalisms through Nationalism and Modernity," in *Fundamentalisms Comprehended,* eds. Marty, M. & Appleby, S. Chicago: University of Chicago Press, 1995.
- Ostebo, T. "Islam and State Relations in Ethiopia: From Containment to the Production of a 'Governmental Islam.'" in *Journal of the American Academy of Religion,* 81,4, 2013, p. 1029-1060.

- Schanzer, D., Kurzman, C. and Moosa, E. *Anti-Terror Lessons for Muslim Americans.* Washington, DC: National Institute of Justice, 2010, p. 1-21.
- Schmid, A. *Violent and Non-violent Extremism: Two Sides of the Same Coin?* Hague: ICCT, 2014, p. 1-29.
- Schonthal, Benjamin, "Making the Muslim Other in Myanmar and Sri Lanka," in *Islam and the State in Myanmar: Muslim-Buddhist Relations and the Politics of Belonging*, ed. Crouch, M. Oxford: Oxford University Press, 2016, p. 1-23 (DOI:10.1093/acprof:oso/9780199461202.003.0010).
- Sedwick, M. "The concept of Radicalization as a Source of Confusion." *Terrorism and Political Violence,* 22,4, 2010, p. 479-494.
- Silva, K.T. "Gossip, Rumor, and Propaganda in Anti-Muslim Campaigns of the Bodu Bala Sena." *Buddhist Extremism and Muslim Minorities: Religious Conflict in Contemporary Sri Lanka,* ed. Holt, J.C., Oxford: Oxford University Press, 2016, chapter 5.
- Sjoberg, L & Gentry, C. "It's Complicated: Looking Closely at Women in Violent Extremism." *Georgetown Journal of International Affairs,* 17,2, 2016. p, 23-30
- Taras, R. "Islamophobia never stands still: Race, Religion, and Culture. *Ethnic and Racial Studies,* 36,3, 2013, p. 417-433.

V. Grading and Assignments

Grading Scale
For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	94 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

List of Graded Work and Assignments
Grades for the course will be calculated through evaluation of the following assignments:
1. Attendance and Participation: 10%
2. Quizzes: 10% (2.5% each)
3. Response papers: 20% (5% each)
4. Research Report: 25%
5. Analytical Paper: 35%
   Total: 100%

Attendance and Participation
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
 https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Attendance: will be taken daily and recorded. We will circulate an attendance sheet, which you should sign. Signing for others is considered Academic dishonesty. Absence(s) means that 1 point per absence will be detracted – except unavoidable ones proven with satisfactory explanation/documentation. Make-ups will only be allowed in unavoidable circumstances or for compelling reasons that can be convincingly documented.

Participation: You must come to class on time and prepared. This means keeping current on the reading assignments and being aware of the course schedule and activities, as presented in this syllabus, discussed in class, and announced on the course website. It also means bringing the day's reading to class with you. Consistent high-quality class participation—in large and small groups— is expected. "High-quality" in this case means:
- informed (i.e., shows evidence of having done assigned work),
- thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and
- considerate (e.g., takes the perspectives of others into account).

If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructors as soon as possible to discuss alternative modes of participation.

Quizzes
There will be 4 unannounced quizzes during the semester. These will be short and not difficult, asking you to shortly define and explain core concepts and themes. The quizzes are intended to test whether you have done the readings and prepared for class.
Advances SLO 1-3

Response Notes
Over the course of the semester students will be asked to write six response notes (300 words each), where you will be asked to summarize and critically reflect over the topics covered over the last week(s). The notes must be based on the last week(s) readings and class discussions, and will be due in weeks 3, 4, 5, 7, 11, 13,

All notes must be typed, double-spaced with one-inch margins, 12 pt. Times New Roman. Please also include your name and the date you hand in the assignment. Each note is to be uploaded onto the course's e-learning site in Canvas. You can log in and find the course web page here: elearning.ufl.edu. The notes will be graded electronically, and returned to you electronically. We will consider allowing you to turn in a note late without penalty only if you have a valid and documented reason for doing so. If you turn it in without a valid or documented reason, 1/3 of a letter grade will be deducted for each day it is late (including weekend days!).
Advances SLOs: 1-6

Research Report

The students will be organized in groups of 3, and will visit local religious communities (can also be in other localities, if practical) where you will interview the community's leaders/members. The paper will address: 1) the religious community's understanding and interpretation of religious extremism; 2) the religious community's efforts/strategy in addressing the question of religious extremism within the community. The assignment is for each group to write a 4-page research report with the findings and analyses of the findings – related to course readings. The Research Report will be due in week 12.

Evaluation: One of the most significant concerns with working in a group and receiving team grades is that some of the members of the team may work harder than others or "free-ride" off those in the group willing to put in more effort. Each student will therefore be tasked with evaluating your team member peers during the project: the fieldwork period, research period, and during writing and editing. Each student in the groups will be provided with an evaluation form/rubric, with questions such as: how did your peers perform during the fieldwork; how were their contributions to the researching, writing, and editing the paper; compliance with agreed deadlines, respect for others' ideas and willingness to cooperate, etc.? The course will use software developed by Teammates to conduct these evaluations (https://teammatesv4.appspot.com/web/front/home). These evaluations are completely anonymous and to be submitted to the instructor. The peer evaluation will count for 30 percent of the grade and the instructor's evaluation will count for 70 percent.

All papers must be typed, double-spaced with one-inch margins, 12 pt Times New Roman. Please also include your name, the date you hand in the assignment, and title your essays. Each paper is to be uploaded onto the course's e-learning site in Canvas. You can log in and find the course web page here: elearning.ufl.edu. The papers will be graded electronically, and returned to you electronically. We will consider allowing you to turn in a paper late without penalty only if you have a valid and documented reason for doing so. If you turn in a paper without a valid or documented reason, 1/3 of a letter grade will be deducted for each day it is late (including weekend days!).
Advances SLOs: 4-6

Analytical Paper
Each student is required to write a 5-page end-of-the-term analytical paper. This paper will be based on your response papers, and you are asked to further reflect on selected topics covered during the course. You will discuss the particular topic you choose to focus on with the instructor. The purpose with the analytical paper is to give you the opportunity to – and challenge you – to reflect over the themes raised during the course.

You will submit the topic you want to focus on – which needs to be approved by the instructor. The deadline for this will be in week 13. All papers must be typed, double-spaced with one-inch margins, 12 pt Times New Roman. Please also include your name, the date you hand in the assignment, and title your essays. Each paper is to be uploaded onto the course's e-learning site in Canvas. You can log in and find the course web page here: elearning.ufl.edu. The papers will be graded electronically, and returned to you electronically. The analytical Paper is due in week 15. We will consider allowing you to turn in a paper late without penalty only if you have a valid

and documented reason for doing so. If you turn in a paper without a valid or documented reason, 1/3 of a letter grade will be deducted for each day it is late (including weekend days!).
Advances SLOs: 4-6

Grading
It is not truly possible to separate the quality of ideas from the quality of the language through which they are expressed, but we attempt to do so by using a grading rubric for papers. The attached rubric for the assessment method clearly identifies how to assign point values to each of four levels of achievement (A, B, C, D), according to what level you have reached with respect to the written assignments.

VI. Course Schedule

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 1 Jan 11-15	Topic	Introduction and Course Preview	
	Summary	Introduction of syllabus, instructor, course content, assignments, and grading policy.	
	Readings/Works		
	Assignment		
Week 2 Jan 18-22	Topic	The Concept of religious extremism	
	Summary	Critically analyze the meaning of religious extremism as a concept	
	Readings/Works	For Tuesday: King, M.L Jr. "Letter from the Birmingham Jail". M.L King (ed.), *Why Can't We Wait.* New York: Signet, 2007, p. 64-84. For Thursday: Liebman, C. "Extremism as a Religious Norm." *Journal for the Scientific Study of Religion,* 22,1, 1983, p. 75-86. Pratt, D. *Religion and Extremism: Rejecting Diversity.* London: Bloomsbury, 2018, chapter 1-3. (addresses the International component)	
	Assignment		
Week 3 Jan 25-29	Topic	The Concept of religious extremism (cont.)	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	Critically analyze the meaning of religious extremism as a concept	
	Readings/Works	For Tuesday: Hopkins, N. and Kahani-Hopkins, V. "Reconceptualizing 'Extremism' and 'Moderation': From Categories of Analysis to Categories of Practice in the Construction of Collective Identity." *British Journal of Social Psychology,* 48, 2009, p. 99-113. For Thursday: Harding, S. "Fundamentalism: The Problem of the Repugnant Cultural Other." *Social Research,* 58,2, 1999, p. 373-393.	
	Assignment	Response note (300 word)	Jan 22
Week 4 Feb 1-5	Topic	The origin of religious extremism	
	Summary	Identify and analyze the roots of religious extremism as a concept and a phenomenon in the United States and other parts of the world.	
	Readings/Works	For Tuesday: Lawrence, B. *Defenders of God: The Fundamentalist Revolt against the Modern Age.* Durham: University of South Carolina Press, chapters 1-4. (addresses the International component) For Thursday: Pratt, D. *Religion and Extremism: Rejecting Diversity.* London: Bloomsbury, 2018, chapter 4. (addresses the International component)	
	Assignment	Response note (300 word)	Jan 29
Week 5 Feb 8-12	Topic	Religious extremism and Violence/Non-violence	
	Summary	Critically analyze instances of violent and non-violent religious extremism and evaluate debates about differences between them in the United States and other parts of the world.	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Readings/Works	For Tuesday: Jurgensmeyer, J. *Terror in the mind of God: The Global Rise of Religious Violence.* Berkeley: University of California Press, 2000, chapter 1, 7, 8. (addresses the International component) For Tuesday: Schmid, A. *Violent and Non-violent Extremism: Two Sides of the Same Coin?* Hague: ICCT, 2014, p. 1-29. (addresses the International component)	
	Assignment	Response note (300 word)	Feb 5
Week 6 Feb 15-19	Topic	Radicalization	
	Summary	Identify and critically analyze possible patterns of so-called radicalization in the United States and other parts of the world.	
	Readings/Works	For Tuesday: Sedwick, M. "The concept of Radicalization as a Source of Confusion." *Terrorism and Political Violence,* 22,4, 2010, p. 479-494. (addresses the International component) Kundnani, A. "Radicalisation: The Journey of a Concept." *Race and Class,* 54,2, 2012, p. 3-25 For Thursday: FBI. *The Radicalization Process: From Conversion to Jihad.* Unpublished doc. Barlett, J. and Miller, C. "The Edge of Violence: Towards Telling the Difference Between Violent and Non-Violent Radicalization." *Terrorism and Political Violence,* 24,1, 2012, p. 1-21.	
	Assignment		
Week 7 Feb 22-26	Topic	Radicalization (cont.)	
	Summary	Identify and critically analyze processed of recruitment to religious extremism	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Readings/Works	For Tuesday: Hegghammer, T. 2012. The recruiter's dilemma: Signaling and rebel recruitment tactics. Journal of Peace Research 50,1, 2012, p. 3-16. (addresses the International component) For Thursday: Kirby, A. The London Bombers as "Self-Starters": A Case Study in Indigenous Radicalization and the Emergence of Autonomous Cliques". *Studies in Conflict & Terrorism* 30, 2007, p. 415-428. (addresses the International component)	
	Assignment	Response note (300 word)	Feb 19
Week 8 Mar 1-5	Topic	Religious extremism and Nationalism	
	Summary	Identify and critically analyze intersections between religious extremism and nationalism in in the United States and other parts of the world.	
	Readings/Works	For Tuesday: Minkenberg, M. "Religion and the Radical Right." in *The Oxford Handbook of the Radical Right,* ed. Jens Rydgren, Oxford: Oxford University Press, p. 366-393. (addresses the International component) For Thursday: Jurgensmeyer, J. *Terror in the mind of God: The Global Rise of Religious Violence.* Berkeley: University of California Press, 2000, chapter 3. (addresses the International component) Pratt, D. *Religion and Extremism: Rejecting Diversity.* London: Bloomsbury, 2018, chapter 5. (addresses the International component)	
	Assignment		
Week 9 Mar 8-12	Topic	Religious extremism and Nationalism (cont.)	
	Summary	Identify and critically analyze intersections between religious extremism and nationalism in different contexts	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Readings/Works	For Tuesday: Silva, K.T. "Gossip, Rumor, and Propaganda in Anti-Muslim Campaigns of the Bodu Bala Sena." *Buddhist Extremism and Muslim Minorities: Religious Conflict in Contemporary Sri Lanka,* ed. Holt, J.C., Oxford: Oxford University Press, 2016, chapter 5. (addresses the International component) For Thursday: Schonthal, Benjamin, "Making the Muslim Other in Myanmar and Sri Lanka," in *Islam and the State in Myanmar: Muslim-Buddhist Relations and the Politics of Belonging*, ed. Crouch, M. Oxford: Oxford University Press, 2016, p. 1-23(DOI:10.1093/acprof:oso/9780199461202.003.0010). (addresses the International component) Oberoi, H. "Mapping Indic Fundamentalisms through Nationalism and Modernity," in *Fundamentalisms Comprehended,* eds. Marty, M. & Appleby, S. Chicago: University of Chicago Press, 1995. (addresses the International component)	
	Assignment		Mar 4
Week 10 Mar 15-19	Topic	Religious extremism and Race(ism)	
	Summary	Identify and critically analyze religious extremism as underpinning for different forms of racism in the United States and other parts of the world.	
	Readings/Works	For Tuesday: Camus, J. "The European Extreme Right and Religious Extremism." *Central European Studies Review,* 9,4, 2007, p. 263-279. (addresses the International component) For Thursday: Gardell, M. "White Racist Religions in the United States: From Christian Identity to Wolf Age Pagans," in *Controversial New Religions,* ed. Lewis, J and Aasgard Petersen, J. Oxford: Oxford University Press, 2005, p 387-458.	
	Assignment		
Week 11 Mar 22-26	Topic	Religious extremism and Race(ism) (cont.)	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	Identify and critically analyze religious extremism as underpinning for different forms of racism in the United States and other parts of the world.	
	Readings/Works	For Tuesday: Gardell, M. "Crusader Dreams: Oslo 22/7, Islamophobia, and the Quest for a Monocultural Europe." *Terrorism and Political Violence* 26,1, 2014, p. 129-155. (addresses the International component) For Thursday: Taras, R. "Islamophobia never stands still: Race, Religion, and Culture. *Ethnic and Racial Studies,* 36,3, 2013, p. 417-433. (addresses the International component) Film: White Right: Meeting the Enemy (https://ufl.kanopy.com/video/white-right)	
	Assignment	Response note (300 words)	Mar 26
Week 12 Mar 29-Apr 2	Topic	Religious extremism, Gender, Sexuality	
	Summary	Identify connections between religious extremism and gender/sexuality and critically analyze gendered factors for religious extremism in in the United States and other parts of the world.	
	Readings/Works	For Tuesday: Mahmood, S. "Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival." *Cultural Anthropology,* 16,2, 2001, p. 202-236. For Thursday: Sjoberg, L & Gentry, C. "It's Complicated: Looking Closely at Women in Violent Extremism." *Georgetown Journal of International Affairs,* 17,2, 2016. p, 23-30. (addresses the International component)	
	Assignment	Research Report due	
Week 13 Apr 5-9	Topic	Religious extremism, Gender, Sexuality (cont.)	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	Identify connections between religious extremism and gender/sexuality and critically analyze gendered factors for religious extremism in different contexts	
	Readings/Works	For Tuesday: Loken, M. & Zelenz, A. "Explaining Extremism: Western Women in Daesh." *European Journal of International Security,* 3,1, 2017, p. 45-68. (addresses the International component) For Thursday: Bedi T. "Feminist Theory and the Right-Wing: Shiv Sena Women Mobilize Mumbai." *Journal of International Women's Studies,* 7,4, 2006, p. 51-68.	
	Assignment	Response paper (300 word) + topic for Analytical Paper due	Apr 9
Week 14 Apr 12-16	Topic	Countering religious extremism	
	Summary	Critically evaluate policies/efforts made in countering religious extremism in the United States and other parts of the world.	
	Readings/Works	For Tuesday: Mandeville, P & Nozell, M. *Engaging Religion and Religious Actors in Countering Violent Extremism.* Washington DC: United States Institute of Peace, p. 1-14. (addresses the International component) For Thursday: Cohen, J. "The Next Generation of Government CVE Strategies at Home: Expanding Opportunities for Intervention." *The ANNALS,* 668,1, 2016, p. 118-128. (addresses the International component)	
	Assignment		
Week 15 Apr 19-23	Topic	Countering religious extremism (cont.)	
	Summary	Critically evaluate policies/efforts made in countering religious extremism in the United States and other parts of the world.	
	Readings/Works	For Tuesday: Schanzer, D., Kurzman, C. and Moosa, E. *Anti-Terror Lessons for Muslim Americans.* Washington, DC: National Institute of Justice, 2010, p. 1-21.	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		For Thursday: Ostebo, T. "Islam and State Relations in Ethiopia: From Containment to the Production of a 'Governmental Islam.'" in *Journal of the American Academy of Religion,* 81,4, 2013, p. 1029-1060.	
	Assignment	Analytical Paper due	Apr 26

VII. Quest Learning Experiences

View details about the [Learning Experiences section in the UF Quest Syllabus Builder](#)

Details of Experiential Learning Component
Experiential Learning will be an integrated part of the course, enabling students to apply and reflect on the course topics outside the classroom. The Experiential Learning Component will consist of visits to local religious communities (can also be in other localities, if practical) and interviews with that community's leaders/members. The students will be organized into groups of 3, where they together will visit a selected religious community. Topic for interviews: 1) the religious community's understanding and interpretation of religious extremism; 2) the religious community's efforts/strategy in addressing the question of religious extremism within the community. Output: a 4-page research report with findings and analyses of findings – related to course readings.

Details of Self-Reflection Component
It is important that the students get the opportunity – and are challenged – to reflect over the themes raised during the course. This will of course be something integrated in the course as such; during class discussions, etc. Moreover, reflections will be part of the required response papers students will write. These response papers will in addition be the basis for a 5-page end-of-the-term paper where students are asked to further reflect on selected topics covered during the course. The students will discuss the topic are free to choose which particular topics/themes they want to write on.

VIII. Required Policies

Students Requiring Accommodation
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center
Contact information for the Counseling and Wellness Center: https://counseling.ufl.edu
 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio
The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.

Zoom Policy
Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Thus, students are required to have their cameras on from start to finish during our classes on Zoom. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you are in small groups. Your instructor may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. If you have technical issues, please immediately consult UF IT Help to resolve them and then contact your instructor. Zoom sessions will not be recorded by the instructor and may not be recorded by students. As in all courses, unauthorized recording and unauthorized sharing of recorded material is prohibited.

IX. Appendix

Analytical Paper Rubric
(this grading rubric will be used for all written assignments)

	A: 94-100	B: 84-86	C: 74-76	D: 64-66	E: <60
Ideas (40 pts.)	Excels in responding to the assignment. Demonstrates sophisticated	A solid paper, mostly responding to the assignment. Clear statement of ideas, but may	Paper responds to the assignment but weakly. There is a central idea,	Does not present a clear idea or respond full/appropriately to the assignment.	Does not respond to the assignment.

	thinking. Central ideas are clearly communicated and complexity of ideas are presented. Understands and critically evaluates and cites sources. **(36-40)**	have some minor issues or incomplete discussions. Shows careful reading of sources, but perhaps not as sophisticated of use of sources. **(32-36)**	but it is not sufficiently described and communicated. Often very general thoughts presented. **(28-32)**	Central idea is vague. **(24-28)**	Lacks central idea. **(0-24)**
Organization and Coherence (30pts)	Logically structured paper for its purpose. Paper guides the reader through a progression of ideas. **(27-30)**	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links are absent or faulty. Each paragraph matches the central idea of the paper. **(24-27)**	Lists ideas or includes central ideas, but not in an organized structure. Uses transitions simply and sequentially. On their own, each paragraph responds to the central idea, but it isn't synthetically structure. Some lack of coherence in sentences. **(21-24)**	Random organization with no real structured coherence. Paragraphs lack structure and not all sections relate directly to central idea. **(18-21)**	No organization lacks coherence. **(0- 18)**
Support (10pts)	Uses evidence appropriately and effectively. **(9-10)**	Begins to offer reasons to support paper's key points and often using a variety of evidence/sources. Makes connections between ideas and evidence, but doesn't fully use evidence effectively. **(8-9)**	Uses generalization or opinions to support its points. Uses examples, but they aren't directly connected or relevant. Personal experience and assumptions are common. **(7-8)**	Clichés and overgeneralizations are relied upon with little reference to resources or evidence. Personal narrative dominates informed narrative. **(6-7)**	Uses irrelevant details or lacks supporting evidence. **(0-6)**
Style (10pts)	Chooses words with precision and uses specificity. Sentences are clearly structured and carefully focused, not rambling. **(9-10)**	Uses words accurately and effectively but not necessarily with precision. Sentences are clear, structured, and focused, though some may be awkward or incomplete. **(8-9)**	Uses vague and general words. May use some inappropriate language. Sentences are structured correctly, but perhaps unfocused,	Vague, abstract, and personal in content. Several awkward sentences. Sentence structure is simple and doesn't facilitate understanding. **(6-7)**	Awkward sentences throughout. Misuse of words. Inappropriate language. **(0-6)**

			repetitive or confusing. **(7-8)**		
Mechanics (10pts)	Entirely free of spelling, punctuation, and grammatical errors. **(9-10)**	Contains a small amount of errors that challenge the reader, but don't interfere with understanding. **(8-9)**	Several mechanical errors that interfere with meaning, but don't impede overall understanding. **(7-8)**	Many mechanical errors that challenge meaning. Hard to understand connections. **(6-7)**	Many mechanical errors making it impossible to understand. **(0- 6)**