

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School New College of Interdisciplinary Arts and Sciences Department/School

School of Humanities, Arts & Cultural Studies

Prefix: **REL** Number: **413** Title: **Sacred Crimes: Religion and Violence**

Units:

3

Course description: Religion is capable of doing great good in the lives of humans, leading them to personal betterment and positive social contributions. Yet, throughout human history religion has also led some individuals to engage in acts of violence and other dangerous behaviors. This course explores the history of several religious traditions and texts and their complicated connections to violence and criminality.

Is this a cross-listed course?

Yes

If yes, please identify course(s):

CRJ 423, FOR 413

Watts College of Public Service & Community Solutions, School of Criminology & Criminal Justice; School of Mathematical & Natural Sciences (New College)

Is this a shared course?

Yes

If so, list all academic units offering this course:

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics?

No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

_____ (Required)

Requested designation: Historical Awareness-H

Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses \(L\)](#)

[Mathematics core courses \(MA\)](#)

[Computer/statistics/quantitative applications core courses \(CS\)](#)

[Humanities, Arts and Design core courses \(HU\)](#)

[Social-Behavioral Sciences core courses \(SB\)](#)

[Natural Sciences core courses \(SQ/SG\)](#)

[Cultural Diversity in the United States courses \(C\)](#)

[Global Awareness courses \(G\)](#)

[Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

**Contact information:**

Name Anders Lundin E-mail aelundin@asu.edu Phone 602-543-4444

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis G. Mendoza

Date: 3/5/19

Chair/Director (Signature): Louis G. Mendoza

Arizona State University Criteria Checklist for
HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
X		1. History is a major focus of the course.	Syllabus, table of contents
X		2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus, table of contents
X		3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus, table of contents
X		4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus, table of contents
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none">• Courses that are merely organized chronologically.	
		<ul style="list-style-type: none">• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		<ul style="list-style-type: none">• Courses whose subject areas merely occurred in the past.	

Historical Awareness [H]

Page 3

Course Prefix	Number	Title	General Studies Designation
REL/FOR 413, CRJ 423		Sacred Crimes: Religion and Violence	Historical Awareness (H)

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is a major focus of the course.	This course examines religious practice and its relationship to violence and criminality in various historical contexts.	The majority of the course addresses global history directly, providing histories of violence and criminality within multiple religious traditions, (See syllabus Weeks 2-10). Historical perspective will also be the motivating lens for those sections of the course dedicated to examining broader, global trends (Weeks 1, 11-12).
2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	The course will, in part, explore how certain communities and their interpretations of religious texts have shifted and changed according to regional circumstances. The sequence of these developments and their relationship to other religious communities will be of ongoing interest.	The syllabus and course is divided into historical overviews of various global/regional religious communities and their relationships to one another. For example see syllabus: Judaism (Week 4), Christianity (Week 5), Islam (Week 6), Hinduism/Sikhism (Week 7), Buddhism and Aum Shinrikyo (Week 8), Pacific Island, Chinese, and African religious tradition (Week 9), syncretic religions in the Caribbean (Week 9). Readings and class discussions will focus on these communities as they develop historically in response to various determining factors.
3. There is a disciplined systematic examination of human institutions as they change over time.	The course will examine the development religious institutions and systems of belief across wide period of time.	Each module of the course will be focused on understanding the development of violent and criminal action and analysis of sacred texts will play an important role (see syllabus Weeks 2-10). Each week's focus will be dedicated to the historical trajectory of these developments and the final weeks (11-13) will focus on their cumulative implications.

Historical Awareness [H]**Page 4**

4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	The course will examine the relationships between religious practices in religious communities around the globe.	Throughout the course various religious communities will be compared and contrasted such as the Pacific Islands, China, Africa, and the Caribbean (see syllabus Weeks 9-10), Europe and North America (Week 5), and the Middle East and Europe (Week 6). These analyses will include exploring syncretic religions in the Caribbean (Week 10) and their connection to wider religious trends, as well as the Aum Shinrikyo cult in Japan and their connection to various religious communities (Week 8). An ongoing focus of the course will be looking at specific iterations of these religious practices and their relationship to local instances of violence and criminal activity. In weeks 11-13 this concern will focus on the contemporary societal implications of these histories of violence; including terrorism, theft, domestic violence, and murder. In discussing these relationships, both social and economic factors will be of huge importance.
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New Course Request

REL 413/FOR 413/CRJ 423 Sacred Crimes: Religion and Violence

Instructor: Anders E. Lundin

Telephone: (602)543-4444

Email: aelundin@asu.edu

Office: FABN257

Office Hours: Tu/Th, 12:00pm-2:00pm and by appointment

Course Description

Religion is capable of doing great good in the lives of humans, leading them to personal betterment and positive social contributions. Yet, throughout human history religion has also led some individuals to engage in acts of violence and other dangerous behaviors. This course explores the history of several religious traditions and texts and their complicated connections to violence and criminality.

Prerequisites: *ENG 102, 105, or 108 with C or better*

Course Objectives

This course is designed to:

1. Instruct students concerning the cross-cultural relationships between world religions and acts of violence and criminality;
2. Introduce students to various religious traditions of violence, along with their histories;
3. Introduce students to the process of analyzing religious texts;
4. Introduce students to methods for observing religious markers in a crime scene;
5. Introduce students to methods for academic research and critical inquiry in the fields of religious studies and crime scene investigation;
6. Introduce students to the skills associated with serious academic study for success in college;
7. Develop student skills in information literacy: the ability to locate, evaluate, and use information in a variety of forms using appropriate methods of documentation.

Learning Outcomes

By the end of this course, students will be able to:

1. Identify major concepts within the study of religion, violence and criminality, and apply those concepts to a criminal investigation;
2. Explain how various global religious traditions have engaged in violence and criminal behavior;
3. Explain the history of religious violence in various global contexts;
4. Research themes of violence and criminality within religious traditions and produce well-written essays about those themes;
5. Identify important global historical events related to religious-inspired violence and criminality;
6. Present informed arguments regarding course topics.

Required Texts**

- Dawn Perlmutter, *Investigating Religious Terrorism and Ritualistic Crimes*, First Edition, CRC Press 2003
- Michael Jerryson, Mark Juergensmeyer and Margo Kitts, *The Oxford Hand-book of Religion and Violence*, Oxford University Press 2016

**Additional readings will be provided on Canvas.

Assignments

Students will be evaluated on the basis of performance in the following:

1. Weekly discussion board: This weekly assignment is 2 parts. Offer comments or questions about a section of the week's readings, and post them to Canvas. This entry should be 200-300 words and should include at least 3 specific (cited) references to the readings. It will be due by 11:59pm every Monday before class. You will also need to leave a substantive (3-4 sentence) response to 2 of your classmates' postings; this second part of the assignment will be due by 11:59pm every Wednesday before class.
2. One sacred writings commentary: For this review, choose one section from a religious text and review it through a "hermeneutic of violence" lens. Cite specific passages from the sacred text. Ask the instructor if you have questions regarding citation format. Keep in mind, that this text will need to relate to your final paper, unless you get special permission from your instructor to change religions. This assignment should be 12 pt font, 3-4 pages, double-space.
3. One "sacred crime" introduction: For this introduction, find a crime or act of violence (either contemporary or historic) from some location outside the United States where a "hermeneutic of violence" might have been involved (if possible, this should be related to your commentary assignment). In 2 pages, double-space, analyze the religious components of the crime. This paragraph should also include a working thesis for a possible final paper. Next, provide a detailed outline for the remainder of a hypothetical research paper (1-2 pages). Finally, provide a brief, 1-page bibliography of possible sources for a paper.
4. Class presentation: A presentation of your final paper topic. This assignment, in part, is an opportunity to receive feedback from the class prior to final submission. The presentation must be 8-10 minutes in length and will require students to field questions afterward. (Also, be prepared to offer comments on classmate's projects as part of your participation grade for the day).
5. Class participation: this will be weighed according to participation during in-class discussion and written activities, but it will also factor in your attendance (see the attendance section of this syllabus for more details).
6. One final research paper: Find an example of criminal activity or act of violence in a country or region of the globe (outside of the U.S.) in which religion played a key role. This event can be either contemporary or historic. In your paper you will: explain the con-text of the crime or violent act, explain the historic trends pointing to its religious sup- port, analyze the religious texts and evidences that support your purposed "religious connection," then provide final investigative assessment of the case itself (12-15 pages, double-spaced).

For the written component, your evaluation will be based on:

1. The effectiveness and insightfulness of each writing assignment;
2. The level of organization and development of your paper;
3. The use of clearly appropriate examples to support your ideas;
4. The use of language usage that is clear and concise;
5. The level of variety in sentence structure and the range of pertinent vocabulary.

Grades

Your final grade will be comprised of the grades received for each of the assessment components including overall class participation (i.e. engagement in discussions, in-class writings) as follows:

Assignment	Points Possible
Class presentation	100
Commentary	200
Crime introduction	100
Class participation	150
Final essay	300
<u>Weekly discussion board</u>	<u>150 (10 points each)</u>
Total	1000

Grade Scale

100% - 99% = A+
93% - 98% = A
90% - 92% = A-
88% - 89% = B+
83% - 87% = B
80% - 82% = B-
78% - 79% = C+
70% - 77% = C
60% - 69% = D
59% & below= E

Weekly Course Schedule

Date	Topic	Assignments Due
Week 1	<p><u>Many voices: Thick religion, thin religion... traditions of peace, traditions of violence</u></p> <p>Listen to Prof. Miroslav Volf interview: https://onbeing.org/search/?s=Miroslav%20Volf%20</p> <p>Then, read: <i>The Oxford Handbook of Religion and Violence</i> (Oxford) pp. 260-266; 620-641 & <i>Investigating Religious Terrorism and Ritualistic Crimes</i> (Perlmuter) pp. 1-17</p>	Journal due Wed by 11:59pm. For this week, just respond to the discussion prompt.
Week 2	<p><u>Hermeneutic of violence: methods for interpreting violence in the sacred text.</u></p> <p>Watch the first 10 minutes and 32 seconds of this lecture of hermeneutics: http://oyc.yale.edu/english/engl-300/lecture-3. Readings: Oxford: pp. 410-420, Perlmuter: pp. 369-374, Genesis 22: https://www.biblegateway.com/passage/?search=Genesis+22&version=NRSV</p>	Journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm (for details see assignment section in syllabus)

Week 3	<p><u>Religion and Sacrifice around the world; from Abrahamic to Mesoamerican traditions</u></p> <p>Readings: Oxford: pp. 209-224; 437-451, Re-read Genesis 22</p> <p>Genesis 22:2 commentaries: http://biblehub.com/genesis/22-2.htm</p> <p>In class: Interpreting Aztec images as text</p>	<p>Journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm (for details see assignment section in syllabus)</p>
Week 4	<p><u>A history of violence: Judaism in the Middle East</u></p> <p>Readings:</p> <p>Oxford: pp. 78-98; 521-530; 100-124</p> <p>Perlmutter: pp. 68-76, Judges 11-12: www.biblegateway.com/passage/?search=Judges+11-12&version=NRSV</p>	<p>Journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm (for details see assignment section in syllabus)</p>
Week 5	<p><u>A history of violence: Christianity and Satanism in Europe and North America</u></p> <p>Readings:</p> <p>Oxford: pp. 293-303; 424-434; 467-490</p> <p>Perlmutter: pp. 109-142, Luke 22; Revelation 12:7-12; Revelation 19: https://www.biblegateway.com/passage/?search=Luke+22%3B+Revelation+12%3A7-12%3B+Revelation+19&version=NRSV</p>	<p>Journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm (for details see assignment section in syllabus)</p>
Week 6	<p><u>A history of violence: Islamic extremism in the Middle East and Europe</u></p> <p>Readings:</p> <p>Oxford: pp. 126-150; 226-239</p> <p>Perlmutter: pp. 83-108; 382-385</p>	<p>Journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm (for details see assignment section in syllabus)</p>
Week 7	<p><u>A history of violence: Hinduism and Sikhism in Asia</u></p> <p>Readings:</p> <p>Oxford: pp. 15-36; 67-77</p> <p>Bhagavad Gita chapters 1-2: http://www.sacred-texts.com/hin/gita/index.htm</p>	<p>Journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm (for details see assignment section in syllabus)</p> <p>Commentary due</p>

Week 8	<u>A history of violence: Buddhism and Aum Shinrikyo in Japan</u> Readings: Oxford: pp. 41-64; 250-257 Perlmutter pp. 25-42; 381-382 (in-class sacred text reading; interpreting websites as text)	Journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm (for details see assignment section in syllabus)
Spring Break	NO CLASS/NO JOURNAL	
Week 9	<u>Regional examples: Violence in the Pacific Island, Chinese, and African religious tradition</u> Readings: Oxford: pp. 167-195; 153-165; 268-278 (in-class sacred text reading)	Journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm (for details see assignment section in syllabus)
Week 10	<u>"Syncretic" Religions in the Caribbean</u> Readings: Perlmutter: pp. 181-237 (in-class sacred text reading)	Journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm (for details see assignment section in syllabus)
Week 11	<u>Sacred violence in local crime</u> Readings: Oxford: pp. 315-322 Perlmutter: pp. 45-68; 76-80; 385-387	Journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm (for details see assignment section in syllabus) Crime introduction due
Week 12	<u>Theaters of violence and the scene of the sacred crime: seeing the signs</u> Readings: Oxford: 280-292; 345-359 Perlmutter: 235-243; 349-369	Journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm (for details see assignment section in syllabus)
Week 13	<u>Intel/investigation: practical application</u> Readings: Oxford: 385-393 Perlmutter: 307-347; 367-371; 387-392	Journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm (for details see assignment section in syllabus)

Week 14	<u>Class Presentations</u>	Special journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm
Week 15	<u>Class Presentations</u>	Special journal due Monday, by 11:59pm; 2 responses due Wednesday, by 11:59pm
Finals Week	Submit essay on Canvas Sunday, by 11:59pm	Final Essay Due

General Class Policies:

Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor re-serves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your ASU email and the course site Announcements often.

Email Account

Every student in this university has free access to a personal e-mail account. You will need to set up your account as soon as possible since some assignments will be executed via this service. Also, your instructor's e-mail address, provided in the heading of this syllabus, will enable you to convey questions and comments about course material, and to receive responses in a convenient, timely manner not always possible by phone. Your instructor may also decide to communicate with you using Blackboard/Canvas.

Technical Support Contact Information

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

- Phone: 480-965-6500
- Email: helpdesk@asu.edu
- Web: <http://help.asu.edu/>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>.

Withdrawals

The instructor will NOT withdraw students for any reason. Specifically, students should be aware that non-attendance will NOT automatically result in their being dropped from the course. Therefore, if a student does not attend class during the first week or for any extended period of time during the semester, they should not presume that they are no longer registered. It is the student's responsibility to be aware of their registration status. For additional information about ASU's withdrawal policy and the possible consequences of withdrawing from a class, contact the University Registrar or your academic counselor.

Grade of Incomplete

A grade of incomplete will be awarded only in the event that a documented emergency or illness prevents a student who is doing acceptable work from completing a small percentage of the course requirements at the end of the semester. The guidelines in the Student Services Manual will be followed: <https://www.asu.edu/aad/manuals/ssm/ssm203-09.html>.

Attendance Policies

Attendance is important to your progress, so come to class on time and be prepared to discuss the assigned reading material. The attendance policy, is as follows:

You are allowed THREE absences throughout the semester. If you miss more than three class meetings, EVERY EXCESS ABSENCE WILL LOWER YOUR COURSE GRADE BY HALF A LETTER GRADE. If you are ill or a family emergency prevents you from attending a class, notify your instructor and make arrangements to obtain any material or information missed that day.

Excused absences related to religious observances/practices that are in accordance with [ACD 304–04](#), “**Accommodation for Religious Practices**” will be respected. The same is true for excused absences related to university-sanctioned events/activities that are in accord with [ACD 304–02](#), “**Missed Classes Due to University-Sanctioned Activities**.”

Academic Integrity

Plagiarism or presenting the ideas or words of another writer as your own--can happen intentionally or unintentionally. One of the objectives for this course is to learn the appropriate means of documentation. You should know that you must avoid plagiarism—the act of passing off someone else’s work as your own—at any time.

Sometimes plagiarism is simple dishonesty. People who buy, borrow, or steal a paper to turn in as their own work know they are plagiarizing. Those who copy word-for-word—or who change a word here and there while copying—without enclosing the copied passage in quotation marks and identifying the author, should know that they are also plagiarizing. Another innocent way to plagiarize is to allow your fellow students, tutors or friends to give you too much rhetorical help or do too much editing and proofreading of your work. The penalties for academic dishonesty are severe, including failure of the class and possible expulsion from the University. Thus, if you put into your own words the information and ideas of another, you must acknowledge the source with: a footnote, a notation in parentheses in the text, quotation marks, or some other device. If you have doubts about the way you are using sources, talk to your instructor as soon as you can.

Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct:

http://www.abor.asu.edu/1_the_regs/policymanual/chap5/5Section_C.pdf, ACD 125: Computer, Internet, and Electronic Communications: <http://www.asu.edu/aad/manuals/acd/acd125.html>, ASU Student Academic Integrity Policy:

<http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>

Disruptive Behavior

Disrespectful and disruptive behavior will not be tolerated. Learning occurs in an environment where people can express their ideas freely but in a constructive and non-threatening way. Unacceptable

behavior will be dealt with according to the Student Services Manual, [SSM 104-02](#), "Handling Disruptive, Threatening, or Violent Individuals on Campus" guidelines.

Policy against Threatening Behavior:

In the classroom and out students are required to conduct themselves in a manner that promotes an environment that is safe and conducive to learning and conducting other university-related business. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in Section 104-02 of the Student Services Manual (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>).

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>. As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately."

Class Content

The instructional materials provided in this class are protected and may not be shared, uploaded, sold or distributed.

Students must not upload to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws. Faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://www.asu.edu/aad/manuals/acd/acd125.html#Requirements>

Potentially Offensive Content

The course will be dealing, in part, with topics such as war and nuclear weapons use. As such, there will be times where the students might be asked to read brief accounts of violence. If you find any of the content of his class offensive, please bring your concerns to the instructor immediately.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of

a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

- Downtown Phoenix Campus & ASU Online University Services Building, Ste 160, 602-496-4321 (Voice)
- West Campus, University Center Building (UCB), Ste 130, 602-543-8145 (Voice)
- Tempe Campus, 480-965-1234 (Voice)
- Polytechnic Campus, 480-727-1165

Investigating
**RELIGIOUS
TERRORISM
and
RITUALISTIC
CRIMES**

DAWN PERLMUTTER



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Contents

1 Contemporary Religious Violence

- Defining Religious Terrorism
- Defining Ritualistic Crimes
- Religion
- Religious Concepts
 - Religious Freedom
 - Ritual
 - Sacrifice
- Crimes Typically Associated with Ritual Violence
- Crimes Typically Associated with Religious Terrorism
- Current Trends in Terrorist Weapons
- References

2 Millennial Religions and Terrorism

- Millennial Religious Groups and Law Enforcement
- Consulting Religious Scholars
- A Case Study in Religious Terrorism
 - Aum Shinrikyo Theology
 - The Messiah Shoko Asahara
 - Aum Shinrikyo Religious Rituals
 - Aum Shinrikyo Community
 - Religious Terrorism of Aum Shinrikyo
- References

3 Domestic Terrorist Religions

- Modern Terrorism
- Domestic Terrorism
- Domestic Terrorist Religions
- Christian Identity
- Church of Jesus Christ Christian

World Church of the Creator
Odinism
Lone Wolves and the Phineas Priesthood
Recent Trends in Domestic Terrorist Groups
References

4 International Terrorist Religions

Islamic Beliefs
Significance of Islamic Beliefs to Terrorism
Islamic Religious Sects
Islamic Fundamentalist Sects
 Wahhabism
Islamic Fundamentalist Extremist Groups and Beliefs
 Al-Qaeda
 Hamas/Islamic Jihad
 Hizballah
 Groupe Islamique Arme (GIA)
Acts of Terrorism against America, 1982–2002
Jihad / Holy War
 Istishhad/Martyrdom
References

5 Satanism

Defining Satanism
Categories of Satanism
Religious / Organized Satanists
Traditional / Intergenerational Satanists
Self-Styled Satanists
Youth Subculture Satanists
Anti-Satanism
Modern Religious Satanic Groups
 Ordo Templi Orientis
 Church of Satan
 Temple of Set
Violent Scripture
Vengeance
Satanic Responses to September 11, 2001
Sacrifice (Ritual Homicide)
Satanism on the Internet
Similarities of Terrorists and Satanic Religions
References

6 Vampirism

- Vampire Culture
- Real Vampires
- Vampire Role Players
- The Goth Movement
- Blood Rituals
- Vampire Crimes in History
- The Fetish Scene
- Contemporary Vampire Religions
 - The Sanguinarium
 - The Temple of the Vampire
 - The Vampire Church and Other Vampire Religious Groups
- Vampire Cults
- References

7 Syncretic Religions

- Santeria
- Santeria Religious Beliefs
- Santeria Rituals and Magical Practices
 - Initiation
 - Divination
 - Spirit Possession
 - Sacrifice
- Voodoo
- Brujeria
- Palo Mayombe
- Human Sacrifice
- References

8 Ritualistic Crime Scenes

- Crime Scene Clues
 - Ritualistic Crime Scene Clues in General
 - Ritual Homicide Investigation
 - Clues Unique to Satanism
 - Clues Unique to Santeria and Brujeria
 - Clues Unique to Palo Mayombe
 - Clues Unique to the Goth, Vampire and Fetish Scenes
- Symptoms of Ritualistic and Sexual Abuse
- Symptoms Specific to Ritual or Satanic Abuse

- Symptoms Indicating Abuse Other than Typical Pedophile Experience
- Symbols
 - White Supremacist Symbols: General Racist and Neo-Nazi
 - White Supremacist Symbols: Skinheads
 - White Supremacist Symbols: Racist Extremist Groups
 - White Supremacist Symbols: Prison Tattoos
- Occult Symbols
 - Symbols of Lesser Demons from Ancient Beliefs
 - Voodoo Symbols: Veves
 - Palo Mayombe Symbols
 - Magical Alphabets
 - Sacred Texts
 - Candle Magic
 - Types of Candles
 - Palo Mayombe Candles
 - Ritual Candles
- Calendars
 - Occult Calendar
 - Satanic Calendar
 - Racist Calendar
- Compiling a Search Warrant
 - Search Warrant Items
- Conducting an Occult-Related Investigation
- Planning and Implementing a Strategy for a Ritualistic Child Abuse Investigation with Alleged Occult Links
- Crime Scenes
 - Youth Subculture Satanism
 - Satanism
 - Palo Mayombe
 - Santeria
 - Self-Styled Satanism
 - Traditional Satanism
- References

9 Intelligence Strategies

- Law Enforcement Issues
- Investigating Religious Violence
- Magical Thinking
- Recruitment Techniques
- Indoctrination Techniques

Satanic Ritual Abuse
Negotiations
Prevention
Cult Harms
 Individuals and Families
 Government and Law
 Business
 Education
 Religion
The Commonwealth of Massachusetts
 In the Year Two Thousand and One. An Act Prohibiting
 Certain Ritualistic Acts
References

10 Symbolic Analysis: Ritual Homicide Typology

Criminal Profiling
Washington, D.C. Serial Sniper Case Study
Crime Classification
Victimology
Crime Scene Indicators
 Amount of Crime Scenes
 Environment/Place/Time
 How Many Offenders?
 Organized or Disorganized/Physical Evidence/Weapon
 Body Disposition
 Items Left/Missing
Staging
Forensic Findings
 Cause of Death
 Trauma
 Sexual Assault
Investigative Considerations
Perpetrators Motives and Methods
 Methods of Operation
 Motives
Symbolic Analysis: Ritual Homicide Typology
Sacrifice
Ritual Murder
Millennial Murder
Holy War
Iconoclasm

[VICAP Forms](#)
[Crime Classification Sample Worksheet](#)
[References](#)

Glossary

[Bioterrorism Glossary](#)
[Millennialism and Extremist Glossary](#)
[Islamic Glossary](#)
[Occult and Satanism Glossary](#)
[Vampire Glossary](#)
[Santeria Glossary](#)
[Voodoo Glossary](#)
[References](#)

THE OXFORD HANDBOOK OF

RELIGION AND VIOLENCE

Edited by

MARK JUERGENSMAYER,

MARGO KITTS,

and

MICHAEL JERRYSON

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CONTENTS

List of Contributors

ix

Introduction: The Enduring Relationship of Religion and Violence MARK JUERGENSMEYER, MARGO KITTS, AND MICHAEL JERRYSON

1

PART I OVERVIEW OF RELIGIOUS TRADITIONS

- | | |
|--|-----|
| 1. Violence and Nonviolence at the Heart of Hindu Ethics
VEENA DAS | 15 |
| 2. Buddhist Traditions and Violence
MICHAEL JERRYSON | 41 |
| 3. Sikh Traditions and Violence
CYNTHIA KEPPLEY MAHMOOD | 67 |
| 4. Religion and Violence in the Jewish Traditions
RON E. HASSNER AND GIDEON ARAN | 78 |
| 5. Religion and Violence in Christian Traditions
LLOYD STEFFEN | 100 |
| 6. Muslim Engagement with Injustice and Violence
BRUCE B. LAWRENCE | 126 |
| 7. African Traditional Religion and Violence
NATHALIE WŁODARCZYK | 153 |
| 8. Religion and Violence in Pacific Island Societies
ANDREW STRATHERN AND PAMELA J. STEWART | 167 |
| 9. Violence in Chinese Religious Traditions
MEIR SHAHAR | 183 |

PART II PATTERNS AND THEMES

- | | |
|--|-----|
| 10. The Religious Problem of Evil
JAMES AHO | 199 |
|--|-----|

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CONTENTS

11. Sacrifice/Human Sacrifice in Religious Traditions 209
DAVID CARRASCO
12. Martyrdom in Islam 226
DAVID COOK
13. Starvation and Self-Mutilation in Religious Traditions 242
LIZ WILSON
14. Apocalyptic Religion and Violence 250
JAMEL VELJI
15. Cosmic War in Religious Traditions 260
REZA ASLAN
16. Genocide and the Religious Imaginary in Rwanda 268
CHRISTOPHER C. TAYLOR
17. Religious Terrorism as Performance Violence 280
MARK JUERGENSMAYER
18. Christianity and Torture 293
KAREN L. KING
19. Just War and Legal Restraints 306
JOHN KELSAY
20. Religiously Motivated Violence in the Abortion Debate 315
JULIE INGERSOLL
21. Conflicts over Sacred Ground 324
RON E. HASSNER
22. Religion and Political Violence 332
MONICA DUFFY TOFT
23. Rituals of Death and Remembrance 345
SUSUMU SHIMAZONO AND MARGO KITTS
24. Violent Death in Religious Imagination 351
MARGO KITTS
25. Religion and Violence from a Sociological Perspective 363
JOHN R. HALL
26. Religion and Violence from an Anthropological Perspective 375
PAMELA J. STEWART AND ANDREW STRATHERN
27. Religion and Violence from a Psychological Perspective 385
JAMES W. JONES
28. Religion and Violence from a Political Science Perspective 397
DANIEL PHILPOTT
29. Religion and Violence from Literary Perspectives 410
MARGO KITTS
30. Religion and Violence from Christian Theological Perspectives 424
CHARLES KIMBALL

PART IV NEW DIRECTIONS

31. Sacrificial Violence: A Problem in Ancient Religions 437
WALTER BURKERT
32. Cities as One Site for Religion and Violence 455
SASKIA SASSEN
33. Armageddon in Christian, Sunni and Shia Traditions 467
MICHAEL A. SELLS
34. Phenomenal Violence and the Philosophy of Religion 496
HENK DE VRIES
35. The Construction of Evil and the Violence of Purification 521
DAVID FRANKFURTER
36. Mimetic Theories of Religion and Violence 533
WOLFGANG PALAVER
37. Religion and Scarcity: A New Theory for the Role 554
HECTOR AVALOS
38. Ritual, Religion, and Violence: An Evolutionary Perspective 571
CANDACE S. ALCORTA AND RICHARD SOSIS
39. Divergent Modes of Religiosity and Armed Struggle 597
HARVEY WHITEHOUSE AND BRIAN MCQUINN
40. A Sociotheological Approach to Understanding Religious Violence 620
MARK JUERGENSMAYER AND MONA KANWAL SHEIKH
- Index 645

From: [Stephen Wirkus](#)
To: [Tracy Encizo](#)
Subject: Re: General Studies Proposals
Date: Monday, March 4, 2019 10:49:39 PM

Hi Tracy,

Yes, should we teach any of the courses below, we will teach the course in a manner that meets the criteria for each approved designation.

Stephen

Stephen Wirkus, Ph.D.
Professor, Interim Director
School of Mathematical and Natural Sciences
Arizona State University

From: Tracy Encizo <tracy.encizo@asu.edu>
Sent: Monday, March 4, 2019 2:44 PM
To: Stephen Wirkus
Subject: General Studies Proposals

Dear Dr. Wirkus,

Attached are SHArCS general studies proposals, G and H, for new course *Sacred Crimes: Religion and Violence* (REL/FOR 413, CRJ 423). Because this course is a part of MNS' course catalog, we need your support acknowledging that should anyone in MNS teach it, they will "teach the course in a manner that meets the criteria for each approved designation".

Will you please provide me with a brief statement of support for our proposal?

Thank you,
Tracy

Tracy A. Encizo
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From: [Hank Fradella](#)
To: [Tracy Encizo](#)
Subject: Re: Request for Impact Statement
Date: Monday, March 4, 2019 2:52:52 PM
Attachments: [image001.png](#)

We agree wholeheartedly and support this venture to the fullest.

Hank

Henry F. Fradella, J.D., Ph.D.
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From: Tracy Encizo
Sent: Monday, March 4, 2019 2:44:18 PM
To: Hank Fradella
Subject: RE: Request for Impact Statement

Good afternoon, Hank:

Attached are SHArCS general studies proposals, G and H, for new course *Sacred Crimes: Religion and Violence* (REL/FOR 413, CRJ 423). Because this course is now a part of the School of Criminology and Criminal Justice's course catalog, we need your support acknowledging that should anyone in your unit teach it, they will "teach the course in a manner that meets the criteria for each approved designation".

Will you please provide me with a brief statement of support for our proposal?

Thank you,
Tracy

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