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Diplomacy Syllabi

School of Diplomacy and International  
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Spring 2018

## **Religion, Law and War**

Catherine Tinker PhD

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SETON HALL UNIVERSITY  
SCHOOL OF DIPLOMACY AND INTERNATIONAL RELATIONS  
AND CORE COURSE

**DIPL/CORE 3851 - RELIGION, LAW AND WAR**

THURSDAYS: 11:00 am - 1:15 pm Section AA, Stafford Hall, SH09

THURSDAYS: 5:00 pm – 7:10 pm Section NA, Alfieri Hall, ST122

DR. CATHERINE TINKER, JD, JSD  
McQuaid Hall 101C; [catherine.tinker@shu.edu](mailto:catherine.tinker@shu.edu)

SYLLABUS February 15, 2018 FINAL

This course will examine the relationship of the terms *religion*, *law* and *war* and how political and legal philosophers have understood these terms in different centuries, continents and contexts. As both a CORE course and a DIPLOMACY course, students from different backgrounds will be encouraged to learn from one another and to be aware of their own perspectives as they come to understand others. The development of laws of war and humanitarian law in international armed conflicts, collective responses to state aggression, and individual criminal responsibility for war crimes, crimes against humanity and genocide will be studied and discussed.

The course will encourage students to engage in a process of critical response to and logical, objective analysis of traditional concepts of the laws of war and humanitarian law. By the end of the course, through readings, written assignments, and an in-class simulation of a United Nations negotiation in an actual conflict situation, students will understand how doctrines of law and religion apply to war, violent political events, the international legal system and the quest for peace.

The course will involve an analysis of original documents like the UN Charter, Pope Francis' encyclical *Laudato Si* and the Universal Declaration of Human Rights, certain treaties and international law cases involving war, peace and respect for humanitarian law. In addition, students will read selections from books and articles by scholars, commentators and practitioners of international law related to the topics described in the class schedule below.

OFFICE HOURS: ROOM 101C, McQuaid Hall, Thursdays from 3:00 pm to 4:00 p.m. or by appointment – please confirm by email to [catherine.tinker@shu.edu](mailto:catherine.tinker@shu.edu).

**STUDENT LEARNING OUTCOMES:**

By the end of the semester, students should have acquired knowledge and understanding of the relationships among religion, law and war, and the development of modern international laws of

war and humanitarian law. By exploring the long history and origins of these concepts students should be prepared to analyze the difficulties in addressing and defining war crimes, crimes against humanity, genocide and crimes of aggression, and understand the religious and legal bases for determining collective and individual responses to and responsibility for such acts of war as understood and applied today. Students will examine and expand their own perceptions related to religion, law, and war through assigned and recommended readings and discussions in class and with other students, developing the skills to synthesize information, analyze complex situations and unfamiliar points of view, and share knowledge and feedback.

### **COURSE OBJECTIVES:**

This course will focus on how religious, philosophical and political perspectives in different times and places have developed into current international laws of war and humanitarian law governing international armed conflicts between nation-states. Collective and individual criminal responsibility for war crimes, crimes against humanity, genocide and crimes of aggression will be examined along with the international institutions created over the last century to address such crimes and preserve peace. The applicability of this body of law to non-state actors, including terrorist groups, or to internal conflicts within a sovereign state, will be explored.

The course will focus on three major religious traditions (primarily Judaism, Christianity and Islam) with references to Buddhism and Hinduism, and examine particular historical episodes of religious conflict, notably the early Islamic wars of expansion, the Christian Crusades, and the Protestant Reformation. Case studies of conflicts in the 20<sup>th</sup> and 21<sup>st</sup> centuries based on religion may include the Holocaust; India-Pakistan conflicts since Partition; the Palestine-Israel conflict, and the Rohingya of Myanmar. Exploration of the UN Security Council and unilateral state actions in Iraq in 1990-1991 and 2003 in the light of current threats in the region, and the new challenges posed by cyberwarfare and violence by groups like the Islamic State in Iraq and Syria (ISIS or Daesh) and its affiliates or variants in parts of the world today, will deepen students' understanding of the complexities and challenges faced by modern laws and institutions.

### **COURSE REQUIREMENTS:**

This course will include several requirements, more fully described below:

- (a) Completing assigned readings before class; participating in and leading class discussions, both face to face and in the virtual classroom;
- (b) Contributing your own personal initial statement about the relationship among religion, law and war in the first class, and contributing to a class statement on the last day of class.
- (c) Submitting a written take-home mid-term exam; and
- (d) Participating in an in-class exercise; submitting a 2-page position paper in advance of the in-class exercise; and submitting a 4-6 page analysis after the exercise evaluating the outcome of your role and your experience in class.

Class participation and the personal and group statements together will be worth 20% on a "complete/incomplete" basis to be used in computing your final grade up or down with a benefit for quality of contributions and a subtraction for late submissions; the midterm exam will be worth

40%; and the in-class exercise together with the 2-page position paper and the 4-6 page analysis paper will be worth 40% of the final grade. Failure to complete each assignment on time will be reflected in the grade. **No incompletes will be given except for medical or other serious emergency with notice. There is no make-up for the in-class exercise; all students must participate in order to receive full credit and grade.**

#### **DETAILS OF COURSE REQUIREMENTS:**

- (a) **READINGS AND PARTICIPATION**: Class attendance and participation are a required part of the course, and will be considered in determining your grade. I will expect you to read the assigned readings before class and to be prepared to discuss them in class. I will feel free to call on you to contribute even if you have not raised your hand. You are expected to answer. After the first few classes, I may select several students to lead discussion in each class. Some participation may be assigned through Blackboard "Discussion Groups" instead of in-class discussion on selected dates and topics.
- (b) **PERSONAL AND CLASS STATEMENTS**: You will write an initial statement in class on the first day about your personal view of the relationship among religion, law and war. Throughout the course, you will keep a personal journal of your thoughts on the subject as we progress through the readings.  
**A CLASS STATEMENT** will be drafted, discussed and produced in the last class on May 3<sup>rd</sup> and may be posted on Blackboard as a group outcome document. If you are absent and/or do not contribute to this group process, no credit will be given for that part of the assignment.
- (c) **MIDTERM EXAM**: You will submit a written take-home mid-term exam through Blackboard with Safe Assign as early as possible but no later than March 6<sup>th</sup>. Late papers will receive a lower grade. Any papers submitted after March 13<sup>th</sup> will not be read and will receive a failing grade for this assignment.
- (d) **IN-CLASS EXERCISE**: **Please be prepared to participate in the exercise scheduled for class on April 19<sup>th</sup> and participate in preparations during the previous weeks with your classmates in your roles; please plan your schedule accordingly to be sure to participate on April 19<sup>th</sup>. Make-ups are not feasible for the day of the in-class group exercise. Roles will be assigned in early February, and you should meet in small groups or bilaterally outside of the class hours as you arrange with other students. Your analysis paper is due by April 25th by midnight through Blackboard, with a paper copy brought to class.**

#### **There are 3 elements to this assignment:**

1. **By April 4<sup>th</sup> at midnight through Blackboard** you will submit a two-page individual paper identifying your initial position on the issues from the perspective of your assigned role; this position paper will outline your expected allies and opponents, and your goals for the results of the Security Council meetings on the subjects and steps in the designated resolutions (SC RES 660, 661, 678, 687, and 1441). You are free to propose or consider additional or different resolutions. Please bring a paper copy to class.

2. On the day of the exercise on **April 19<sup>th</sup>** you will participate in the simulated SC meetings (45-60 minutes for RES 660-678; 15 min. on SC RES 687; 15 minutes for SC RES 1441 and 15 minutes for debriefing). This schedule allows time for brief 5-minute caucuses or hallway discussions among states and any other resolutions introduced. You will then have half an hour to discuss the situation in Syria today and whether the Security Council can take action, with a vote on any proposed resolutions introduced by member states of the SC.
3. **Your analysis paper of the exercise is due by April 25<sup>th</sup>** submitted through Blackboard by midnight; also bring a printout of your paper to class on April 26<sup>th</sup> for the professor. You will write a 4-6 page paper expanding your initial two pages about how your strategy and anticipated goals worked out during the preparatory negotiations or the in-class exercise with students in other roles, and who you met with and results. You will include an evaluation of the outcome from the point of view of your role. You will also make any personal comment on the process and experience of the simulation with suggestions for a similar exercise in the future in other classes.

### **REQUIRED READING:**

David Bederman, *International Law Frameworks*, 3<sup>rd</sup> ed. 2010 or 4<sup>th</sup> ed. 2016, New York: Foundation Press, 2010, selected pages assigned.

Jonathan Riley-Smith, *The Crusades, Christianity, and Islam*, New York: Columbia University Press, 2011.

Jessica Stern and J.M. Berger, *ISIS: The State of Terror*, New York: Ecco/Harper Collins, 2015, skim selected pages to be assigned.

*Crossing the Divide: Dialogue Among Civilizations*, South Orange, NJ: SHU, 2001.

Lt. Col. Reeves and David Lai, "A Broad Overview of the Law of Armed Conflict in the Age of Terror," article posted on Blackboard.

Pope Francis, *Laudato Si*, 2015. (encyclical letter)

Recommended:

Oona A. Hathaway and Scott J. Shapiro, *The Internationalists, How a Radical Plan to Outlaw War Remade the World*, Simon and Shuster, 2017; and Philippe Sands, *East West Street, On the Origins of "Genocide" and "Crimes against Humanity,"* Knopf, 2016.

Robert Serry, *The Endless Quest for Israeli-Palestine Peace: A Reflection from No Man's Land*, Switzerland: Palgrave Macmillan Springer, 2017.

Michael Wolzer, *Just and Unjust Wars, a Moral Argument with Illustrations*. Basic Books, 1977; 5th ed. 2015.

## **CLASS SCHEDULE:**

### **JAN. 18<sup>th</sup>: INTRODUCTION TO COURSE: RELIGION AND LAW AND WAR**

The United Nations Charter, Preamble, Articles 1 and 2. Universal Declaration of Human Rights. The Arch of Titus: "from Jerusalem to Rome and Back." The Roman Empire and the Treaty between the Jews and the Romans, 74 CE. Religious law and courts found in many cultures and countries; application of religion-based rules to civil governance. Four thousand years of empire: China; Alexander the Great and the Greeks; the Persian Empire; the Byzantine Empire; Muslim caliphates; the Mughal Empire; the Holy Roman Empire. War in the name of religion and empire. Tolerance, conversion, or punishment of nonbelievers by dominant religious/political powers.

### **JAN. 25<sup>th</sup>: HISTORY OF WAR: THE DARK AGES IN EUROPE AND THE ISLAMIC CRUSADES - RELIGION, CONQUEST, AND CIVILIZATION.**

Read Jonathan Riley-Smith, *The Crusades, Christianity, and Islam*, Chapter 4, "Crusading and Islam," pp. 63-78. Timeline and maps; history and geography to be discussed. Al-Andalus. Student presentations on Islam.

**FEB. 1<sup>st</sup>: class cancelled, professor ill. We will have a class on March 1<sup>st</sup>, shown below. The midterm will be a take-home essay examination posted on Blackboard by Feb. 27<sup>th</sup>, and your papers will be due through Blackboard with SafeAssign by March 6<sup>th</sup> at the latest.**

### **FEB. 8<sup>th</sup>: HISTORY OF WAR: END OF THE DARK AGES AND THE MIDDLE AGES IN EUROPE - CRUSADES AND CHRISTIANITY; PROTESTANT REFORMATION.**

Read Jonathan Riley-Smith, *The Crusades, Christianity, and Islam*, Chapter 1, "Crusades as Christian Holy Wars," pp. 14-27, and Chapter 2, "Crusades as Christian Penitential Wars," pp. 29-44. Student presentations on Christianity. Assignments of roles for in-class exercise April 19.

**FEB. 15<sup>th</sup>: THE LAWS OF WAR.** 17<sup>th</sup> century Europe; Grotius, *On the Law of War and Peace*, 1625. The sovereign state and the significance of the Peace of Westphalia. Just war theory and *jus ad bellum*. Read Jonathan Riley-Smith, pp. 11-14 on just war and skim Ch. 3 on the Crusades and Imperialism, pp. 45-61. **Read** the UN Charter, Preamble, Articles 1 and 2 and Chapter VII on collective security. **Read** article by Lt. Col. Shane Reeves and David Lai, "A Broad Overview of the Law of Armed Conflict in the Age of Terror," available at [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2375935](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2375935).

**HUMANITARIAN LAW** and *jus in bellum*. Response to atrocities in the Crimean War; the founding of the Red Cross and Red Crescent, the Hague Peace Conferences and the Hague Conventions; World War I and the Geneva Conventions; subsequent protocols. Rules for combatants, non-combatants, civilians, and unlawful belligerents.

**FEB. 22<sup>nd</sup>: INDIVIDUAL INTERNATIONAL CRIMINAL RESPONSIBILITY** for war crimes, crimes against humanity, genocide and crimes of aggression. The Nuremberg Trials. Special tribunals (ICTY, Rwanda, Cambodia). The International Criminal Court. Read the Rome Treaty of the ICC, Preamble and Articles 1-10, 14, available at <https://www.icc->

[cpi.int/NR/rdonlyres/EA9AEFF7-5752-4F84-BE94-0A655EB30E16/0/Rome\\_Statute\\_English.pdf](http://cpi.int/NR/rdonlyres/EA9AEFF7-5752-4F84-BE94-0A655EB30E16/0/Rome_Statute_English.pdf). Read the Kellogg-Briand Pact of 1928. Student presentations on Judaism (both sections). Student presentation on intersectionality of human rights and war crimes/crimes against humanity (Section NA).

**MIDTERM EXAMINATION - take home essay examination to be posted on Blackboard on Feb. 27<sup>th</sup>; papers to be submitted through Blackboard SafeAssign by March 6<sup>th</sup> at midnight at the latest.**

**MAR. 1<sup>st</sup>: INTRODUCTION TO INTERNATIONAL LAW SOURCES, ACTORS AND INSTITUTIONS IN CLASS.**

Read Bederman, *International Law Frameworks*, 4<sup>th</sup> ed. pp.3-39, and pp. 45-55. Multilateral and bilateral treaties and customary international law accepted by states based on the consent of nation-states to be bound. Secondary sources of modern international law. States and non-state actors. The relationship of public international law generally to just war doctrine and humanitarian laws of war. **Read** the case of the *Paquete Habana* (U.S. Supreme Court, 1900; link at <https://supreme.justia.com/cases/federal/us/175/677/case.html>).

**MAR. 8<sup>th</sup>: NO CLASS - SPRING BREAK**

**MAR. 15<sup>th</sup>: POSSIBILITIES OF UNDERSTANDING COMMONALITIES AND RESPECTING DIFFERENCES.** Read *Crossing the Divide: Dialogue Among Civilizations* (2001). In class, student-led discussions in small groups; then class discussion with reports from small groups by students on different chapters of the book. Analysis of the message and its relevance today. Student presentations on Buddhism.

**MAR. 22<sup>nd</sup>: DEAN ANDREA BARTOLI, GUEST PROFESSOR.**

**MAR. 29<sup>th</sup>: NO CLASS; HOLY WEEK/EASTER**

**APRIL 4<sup>th</sup>: DUE BY MIDNIGHT: INITIAL POSITION PAPERS BASED ON ASSIGNED ROLES FOR APRIL 19<sup>th</sup> SIMULATION; SUBMIT THROUGH BLACKBOARD.**

**APRIL 5<sup>th</sup>: ADDRESSING ROOT CAUSES OF CONFLICT AND THE ROLE OF RELIGIOUS VALUES AND SPIRITUALITY:** **Read** the Universal Declaration of Human Rights and the two UN covenants (Covenant on Economic, Social and Cultural Rights and Covenant on Civil and Political Rights). **Read** a theology of nature in the encyclical letter by Pope Francis, *Laudato Si, On Care for Our Common Home*, available at [http://w2.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco\\_20150524\\_enciclica-laudato-si\\_en.pdf](http://w2.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si_en.pdf).

Basic human rights and control over/access to scarce natural resources for all. The relationship of these rights to *jus cogens* norms (natural law) and religious teachings.

**APRIL 12<sup>th</sup>: TERRORISM, CYBERWARFARE, AND CIVIL CONFLICT: COLLECTIVE RESPONSES?** ISIS and the Caliphate, Al Qaeda, Boku Haram, and other non-state actors; challenging the traditional laws of war and *jus cogens* principles applicable to nation-states. Do the laws of war and humanitarian law apply to these groups? **Skim** selected pages to be

assigned in Jessica Stern and J.M. Berger, *ISIS: The State of Terror*, Harper Collins, 2015; refer to glossary; skip introduction. Read Bederman, *International Law Frameworks*, pp. 331-338 ("Current Challenges").

**APRIL 19<sup>th</sup>: IN-CLASS EXERCISE** during class period: simulation of meeting of UN Security Council on collective security and use of force in Iraq in 1990 and in 2003; and in Syria in 2016-2017. Discussion/adoption of UN SC RES. 660, 661 and 678 (1990); SC RES. 687 (1991); and UN SC RES. 1441 (2003) by students in assigned roles during the in-class simulation of a Security Council meeting. Discussion of international law and the use of force in Syria, 2015-2018. Procedures to be discussed in advance. See information in Blackboard under "assignments" for more details on the simulation.

**APRIL 25<sup>th</sup>: INDIVIDUAL ANALYSIS PAPERS DUE FROM EACH STUDENT THROUGH BLACKBOARD NO LATER THAN MIDNIGHT, PAPER COPY IN CLASS FOR EACH SECTION.**

**APRIL 26<sup>th</sup>: RELIGIOUS CONFLICTS: THE PARTITION OF INDIA & CREATION OF THE STATE OF PAKISTAN; THE PARTITION OF PALESTINE AND THE CREATION OF THE STATE OF ISRAEL; KOSOVO; THE ROHYNGA.** See recent movie *The Viceroy's House*, if possible. The Ottoman Empire. The British Mandate. Israel and Palestine and the two-state solution, now the one-state solution? Readings from Robert Serry (former UN Special Coordinator for the Middle East Peace Process and the Secretary-General's Personal Representative to the Palestine Liberation Organization and the Palestinian Authority from 2007 to 2015) in *The Endless Quest for Israeli-Palestinian Peace*, 2017, pp. 175-202, on reserve in Walsh Library. Discussion of Eastern Jerusalem, the West Bank and Gaza. Student presentations on Hinduism and Gandhi.

**MAY 1st: Submission through Blackboard "Discussion Group" of ideas for class statement from each student and additional comments by students in response to other posts.**

**MAY 3<sup>rd</sup>: Last class. Disarmament and peaceful change led by religious groups; effect and morality of sanctions and trade embargoes. Ending corruption and civil unrest and the rule of law (SDG 16).** Read the preamble to the UN 2030 Sustainable Development Agenda and the 17 SDGs with the goals and targets, available at <https://sustainabledevelopment.un.org>. See especially SDG 6, access to water and sanitation for all. The relationship of access to natural resources to armed conflict or war. Student discussion leaders for selected topics. Development of a class statement on religion, law and war by the close of class today.

#### **NOTE:**

The reading assignments listed above and this syllabus are subject to modification. You will be notified in advance in class and on Blackboard of any changes. Be sure to check Blackboard for new announcements and assignments before each class, and check your e-mails each week to confirm the assignment and receive any other information before each class.



## GRADING:

1. 40% of the final grade will be based on a take-home midterm exam due on **Tuesday, March 6<sup>th</sup> at the latest**. The exam will cover the material studied by this point in the course in the lectures, readings and class discussions, and will count as 40% of the final grade. There will be two or three essay questions for which a double-spaced, typed, paper with one-inch margins of approximately 6-8 pages total will be submitted through Blackboard with SafeAssign. Please review for spelling, grammar, and complete citations for any sources relied upon using the Chicago Style Manual; direct quotations need to be properly indicated and attributed.
2. 20% of the final grade (on a plus or minus basis which can raise or lower your final grade) will be based on class participation in the discussion of the readings and lectures; student presentations in class on the values and teachings of various religions on war and peace; and the discussion of *Crossing the Divide: Dialogue Among Civilizations*.
3. 40% of the final grade will be based on the in-class exercise, including three elements: the position paper outlining the issues and strategy by assigned role due on **April 4<sup>th</sup>**; the discussion and negotiations before and during the in-class exercise on **April 19<sup>th</sup>**; and the final analysis paper due on **April 25<sup>th</sup>** with your analysis and assessment of the process and results. Details follow here:

A position paper of 2 pages typed, double-spaced, 12-point font, one inch margins, in advance of an in-class exercise based on the assigned roles is due **April 5 by noon by submission through Blackboard**.

The in-class exercise will be **April 19<sup>th</sup>** during regular class time and participation is mandatory; there is no possibility of a “make-up” for the in-class exercise. Anyone absent from class on April 19<sup>th</sup> will not receive full credit for this assignment and the grade will be lowered accordingly.

A final analysis paper of 4 pages typed, double-spaced, 12-point font, one inch margins, after the in-class exercise to be prepared individually is due **April 25<sup>th</sup> by midnight by submission through Blackboard**.

Together both papers and the in-class exercise count for 40% of the final grade. Papers submitted after the deadline will receive a lower grade than they otherwise would have received; papers submitted more than forty-eight hours late will not be read at all and no credit will be given for them.

The SHU grading scale will be used for the final grade, as follows: 93 AND ABOVE = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70 -72 = C-; 67 – 69 = D+; 63 – 66 = D; 60 – 62 = D-; BELOW 60 = F.

## **SETON HALL UNIVERSITY POLICIES:**

### **1. LEARNING GOALS AND STUDENT OUTCOMES:**

In terms of the learning goals and student outcomes the School's Faculty have identified as key for students, students will:

- ❖ Increase their knowledge and understanding of:
  - Key concepts, models, theories, and debates in international relations
  - The institutional backdrop underpinning international politics, including international organizations and international law
  - The normative aspect of international relations as reflected in international law, including human rights and sustainable development
  - The prevailing global issues, such as international conflict, global health, water and sanitation, and environmental challenges;
- ❖ Develop skills to:
  - Collect, sort, and evaluate information
  - Analyze complex situations and synthesize information
  - Integrate different fields of study in analysis of a complex world
  - Communication effectively in oral and written form;
- ❖ Develop a sense of global citizenship and how to employ a global perspective to:
  - Recognize and understand differences among a diversity of cultures and viewpoints
  - Employ a global perspective and self-awareness regarding their own culture and responsibility as world citizens
  - Demonstrate leadership qualities and other essential skills of diplomacy.

### **2. PLAGIARISM AND OTHER SERIOUS ABUSES OF ACADEMIC INTEGRITY:**

**All forms of dishonesty, whether by act or omission, including, but not limited to, cheating, plagiarism, and knowingly furnished false information to the University, are prohibited.** Violation of this policy may result in a failing grade on the assignment in question, a failing grade for the class, or suspension and dismissal from the University. Work submitted in courses must be the product of the efforts of the student presenting the work, and contributions of others to the finished work must be appropriately acknowledged. The presentation of another's work as one's own is a serious violation of the academic process. In a paper, where you quote language word for word, you must place it in quotation marks or in a block quote and give the exact source for each quoted passage. Where you paraphrase something, you must cite the source. Where you refer to or use an author's insight or idea, you must cite the source. **Lifting language from a web site without indication and citation is plagiarism.**

### **3. STUDENTS WITH DISABILITIES:**

Students who have a physical, medical, learning, or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodation. In order to receive such

accommodation, students must identify themselves at the Office of Disability Support Services (DSS), provide appropriate documentation and collaborate with the development of an accommodation plan. The DSS phone number is 973-313-6003. Further information is available at the DSS website at <http://www.shu.edu/offices/disability-support-services/>.

#### **4. Policy on Incompletes:**

**Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.**

**Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats will be posted on the course Blackboard page.**

#### **ADDITIONAL READING - RECOMMENDED SOURCES:**

President Barack Obama’s Nobel Peace Prize speech.

Tanenbaum Center for Interreligious Understanding, *Peacemakers in Action: Profiles of Religion in Conflict Resolution*, Cambridge University Press, 2007, chapter by Dr. David Little, “Religion, Violent Conflict and Peacemaking,” pp. 429-448. (Georgetown Center for Religion, Peace and World Affairs)

Michael Weiss and Hassan Hassan, *ISIS, Inside the Army of Terror*, Regan Arts, 2015.

Jessica Stern, *Terror in the Name of God: Why Religious Militants Kill*, New York: HarperCollins, 2003.

Charlotte Ku and Paul F. Diehl, eds., *International Law: Classic and Contemporary Readings*, 3d ed., Lynne Rienner, Boulder, CO, 2008.

J.I. Coffey and Charles T. Mathewes, eds., *Religion, Law and the Role of Force: A Study of Their Influence on Conflict and on Conflict Resolution*, Ardsley, NY: Transnational Publishers, 2002.

Popovski, Reichber and Turner, *World Religions and Norms of War*, Tokyo: UNU Press, 2009.

Mehran Kamrana, *The Modern Middle East*, Berkeley, CA: University of California Press, 2013.