



Course Syllabus Wycliffe College Toronto School of Theology

Course Identification

Course Number : WYJ2601HF
Course Name: Christianity, Violence, and Genocide in the Modern World
Class Location: Wycliffe College
Class Day & Time: May 29 – June 2

Instructor Information

Instructor: Rebecca Carter-Chand, PhD
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Office Hours: TBA

Course Prerequisites or Requisites

n/a

Course Description

This course explores the complex role of Christianity (and religion more broadly) in cases of genocide and extreme violence in the late-nineteenth and twentieth centuries. Through a series of case studies we will discuss broader themes such as the role of church institutions, religion and war, religious buildings as sites of violence, religious identity and nationalism, spiritual resistance, solidarity and rescue, reconciliation, Christianity's role in coming to terms with past atrocities. Topics may vary but could include: aboriginal peoples in the Americas, Australia, and New Zealand (19th and 20th centuries); the Herero-Nama Genocide in German Southwest Africa (1900s); the Armenian Genocide (1910s); the Holocaust (1940s); Cambodia (1970s); Guatemala (1980s); Rwanda (1990s); and the former Yugoslavia (1990s).

We will study the subject matter with an interdisciplinary approach, primarily using the tools of the historian, but also considering those of theology, psychology, and the sociology of religion. This course deals with some of the most powerful, painful, and controversial aspects of human life. Please be prepared to encounter disturbing and sometimes graphic material in the readings and films. We should probably also all expect to be challenged, surprised, and sometimes distressed by what is said in discussions. In crafting the course, I have tried to be sensitive, respectful, and inclusive without turning away from difficult realities in the past and present. I ask you to do the same in the way you engage the subject matter and one another.

Course Methodology

We will meet for five days of intensive classes. Each class will consist of a short lecture, student presentations, and a group discussion of the assigned readings. To prepare for this intensive format, students are encouraged to do as much reading as possible before the course begins and watch at least one of the suggested films (see bibliography). A critical response assignment is due on the first day of classes. Students will research and write a major essay on a topic of their choice, in consultation with the instructor and with feedback from a classmate. Each student will provide feedback on another student's essay.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
<ul style="list-style-type: none"> • will be able to describe the complexities of Christianity, mass violence, and genocide and the ways in which they are interconnected 	<ul style="list-style-type: none"> • Critical Reflection • Class discussions • Essay 	MTS: 1.4 MDiv: 1.4 MDivP: 1.4
<ul style="list-style-type: none"> • will be able to identify and describe the different approaches to the study of religion and violence and the study of comparative genocide 	<ul style="list-style-type: none"> • Critical Reflection 	MTS: 2.1, 2.3 MDiv: 2.1 MDivP: 2.1
<ul style="list-style-type: none"> • will demonstrate a greater knowledge of specific cases of extreme violence in the modern world 	<ul style="list-style-type: none"> • Class discussions 	MTS: 1.4 MDiv: 1.4 MDivP: 1.4
<ul style="list-style-type: none"> • will be able to articulate how church institutions, clergy, and laity have responded to, participated in, and resisted cases of extreme violence 	<ul style="list-style-type: none"> • Class discussions 	MTS: 1.4 MDiv: 1.4 MDivP: 1.4
<ul style="list-style-type: none"> • will be able to describe how Christianity has made efforts toward reconciliation, forgiveness, memorialization, and education regarding past atrocities 	<ul style="list-style-type: none"> • Class discussions 	MTS: 1.4 MDiv: 1.4 MDivP: 1.4
<ul style="list-style-type: none"> • will have developed their skills in presenting, discussing, and debating among peers 	<ul style="list-style-type: none"> • Class discussions • Presentation 	MTS: 2.1, 2.3 MDiv: 2.1, 2.2 MDivP: 2.1, 2.2
<ul style="list-style-type: none"> • will have developed their skills in researching, writing, and offering peer feedback on other's writing 	<ul style="list-style-type: none"> • Essay • Peer feedback on essay draft 	MTS: 2.1, 2.2, 2.3 MDiv: 2.1, 2.2 MDivP: 2.1, 2.2

Course Resources

Required Course Texts

Bartov, Omer and Phyllis Mack, eds. *In God's Name: Genocide and Religion in the Twentieth Century*. New York: Berghahn Books, 2001.

Garrard-Burnett, Virginia. *Terror in the Land of the Holy Spirit: Guatemala Under General Efraim Rios Montt, 1982-1983*. Oxford: Oxford University Press, 2008.

Jacobs, Steven Leonard, ed. *Confronting Genocide: Judaism, Christianity, and Islam*. Lanham, MD: Lexington Books, 2009.

Course Website(s)

Blackboard <https://weblogin.utoronto.ca/>

Class Schedule

Monday, Day 1, Morning Introduction: The Challenges of Studying Religion and Violence

- Ben Kiernan, "Twentieth-Century Genocides: Underlying Ideological Themes from Armenia to East Timor," in Gellately and Kiernan, 29-52.
- James Waller, "The Nature of Extraordinary Human Evil," in Waller, 9-24.
- Omer Bartov and Phyllis Mack, "Introduction," in Bartov and Mack, 1-19.
- Steven Leonard Jacobs, "Introduction: Genocide in the Name of God: Thoughts on Religion and Genocide," in Jacobs, ix-xvii.

Monday, Day 1, Afternoon Aboriginal Peoples in the Americas, Australia, and New Zealand

- James Waller, "Nits Make Lice," in Waller, 25-31.
- Chris Mato Numpa, "A Sweet-Smelling Sacrifice: Genocide, the Bible, and the Indigenous Peoples of the United States, Selected Examples," in Jacobs, 47-64.
- TBA

Tuesday, Day 2, Morning The Herero-Nama Genocide in Southwest German Africa (1900s)

- Glen Ryland, "Ch. 4, War Narratives: The Rhenish Mission and the Herero German War, 1904-1907," 172-269.
- Jürgen Zimmerer, "The First Genocide of the Twentieth Century: The German War of Destruction in South-West Africa (1904-1908) and the Global History of Genocide," in *Lessons and Legacies VIII: From Generation to Generation*, 34-64.

Tuesday, Day 2, Afternoon The Armenian Genocide (1910s)

- Ronald Grigor Suny, "Ch. 1, Religion, Ethnicity, and Nationalism: Armenians, Turks, and the End of the Ottoman Empire," in Bartov and Mack, 23-61.
- Ana Sarafian, "Ch. 9, The Absorption of Armenian Women and Children into Muslim Households as a Structural Component of the Armenian Genocide," in Bartov and Mack, 209-221.
- Armenian Genocide primary source documents.

Wednesday, Day 3, Morning Nazi Germany (1930s)

- Robert Ericksen and Susannah Heschel, "Introduction," in Ericksen and Heschel, 1-21.
- Doris Bergen, "Catholics, Protestants, and Antisemitism in Nazi Germany." *Central European History* 27, 3 (1995): 329-348.

- Susannah Heschel, “When Jesus was Aryan: The Protestant Church and Antisemitic Propaganda,” in Bartov and Mack, 79-105.

Wednesday, Day 3, Afternoon The Holocaust during WWII (1940s)

- Beth Griech Poelle, “A Pure Conscience if Good Enough: Bishop von Galen and Resistance to Nazism,” in Bartov and Mack, 106-122.
- Bishop von Galen sermon, August 3, 1941, in Noakes and Pridham, 427-432.
- Doris Bergen, “Between God and Hitler: German Military Chaplains and the Crimes of the Third Reich,” in Bartov and Mack, 123-138.
- TBA: re. Le Chambon and Yad Vashem’s Righteous Among the Nations

Thursday, Day 4, Morning Guatemala (1980s)

- Virginia Garrard-Burnett. *Terror in the Land of the Holy Spirit: Guatemala Under General Efraín Ríos Montt, 1982-1983*. Oxford: Oxford University Press, 2008.
- David Patterson, “Getting Rid of the G-d of Abraham: A Prerequisite for Genocide,” in Jacobs, 197-208.

Thursday, Day 4, Afternoon Rwanda (1990s)

- Stephen R. Haynes, “Death Was Everywhere, Even in Front of the Church”: Christian Faith and the Rwandan Genocide,” in Jacobs, 183-196.
- Timothy Longman, “Christian Churches and Genocide in Rwanda,” in Bartov and Mack, 139-160.
- Charles de Lespinay, “The Churches and the Genocide in the East African Great Lakes Region,” in Bartov and Mack, 161-179.
- Jean Hatzfield, excerpts from *Machete Season*.
- Timothy Longman, “Church Politics and the Genocide in Rwanda,” *Journal of Religion in Africa*, 31, 2 (2001): 163-186.

Friday, Day 5, Morning The Former Yugoslavia (1990s)

- Paul Mojzes, “The Genocidal Twentieth Century in the Balkans,” in Jacobs, 151-182.
- Michael Sells, “Kosovo Mythology and the Bosnian Genocide,” in Bartov and Mack, 180-205.
- Convention on the Prevention and Punishment of the Crime of Genocide
- Universal Declaration of Human Rights

Friday, Day 5, Afternoon Reckoning and Reconciliation: Coming to Terms with the Past

- Maud Maudel, “Faith, Religious Practice, and Genocide: Armenians and Jews in France following World War I and II,” in Bartov and Mack, 289-315.
- Matthew Hockenos, *A Church Divided: German Protestants Confront the Nazi Past*, selections.
- Nostra Aetate: Declaration on the Relation of the Church to Non-Christian Religions, 1965.
- “Dabru Emet: A Jewish Statement on Christians and Christianity,” in Braaten and Jenson, 179-196.
- Daniel Heinz, “Painful Remembrance: Adventists and Jews in the Third Reich.” *Shabbat Shalom* (2003): 24-28.
- Timothy Longman and Théoneste Rutagengwa, “Religion, Memory, and Violence in Rwanda,” in Stier and Landres, 132-xxx.

Evaluation

Requirements

Critical Response 20%

Students will write a critical response to four essays on: a) key issues in the study of religion and violence; and b) comparative approaches to studying genocide in the modern world. The response should be 4-5 pages, double-spaced, and include footnotes and a bibliography. Specific questions will be provided.

Participation 20%

It is crucial that students attend all classes and come fully prepared to actively participate in class discussions. Because of the intensive format, students are encouraged to do the assigned reading before the course begins. Students will be expected to share their insights into the texts and pose questions they wish to discuss.

Presentation 10%

Students will take turns opening the class discussions of the case-studies by giving short presentations (10 mins.). Presentations should introduce the readings and pose a few discussion questions. If two students are presenting on the same topic, they should coordinate their remarks.

Essay 40%

Students will write a research essay on an aspect or theme of one of the topics addressed in the course, either having to do with one particular case or a consideration of the theme across two or more cases. Students are invited to wait until all of topics have been addressed in class before deciding on an essay topic. Students must submit an essay proposal three weeks after the course has ended. The proposal will consist of a description of the topic (one page) and a bibliography. The bibliography should include primary sources (materials created during the time period under investigation), secondary sources (scholarly books and articles), and at least one creative work (a work of fiction, a film, a piece of art or art exhibit, a memoir, etc.). The essay should be 10-12 pages (including footnotes but not the bibliography). It is due two months after the course has ended. At that point your polished draft will be sent to another student for peer-review. After the classmate has provided feedback you will have another month to revise and submit the final version.

Peer-review on essay drafts 10%

Each student will be paired with another student in the class and they will provide feedback on each other's polished essay draft. You will read your classmate's essay and fill out a report (template will be provided) consisting of constructive feedback and a short reflection on the essay's findings. Reports will be sent to the instructor and the author of the essay.

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

Bibliography

- Bartov, Omer and Phyllis Mack, eds. *In God's Name: Genocide and Religion in the Twentieth Century*. New York: Berghahn Books, 2001.
- Bergen, Doris L., ed. *The Sword of the Lord: Military Chaplains from the First to the Twenty-First Century*. South Bend: University of Notre Dame Press, 2004.
- Bergen, Doris L. "Catholics, Protestants, and Antisemitism in Nazi Germany." *Central European History* 27, 3 (1995): 329-348.
- Bergen, Doris L. *Twisted Cross: The German Christian Movement in the Third Reich*. Chapel Hill: University of North Carolina, 1996.
- Connelly, John. *From Enemy to Brother: The Revolution in Catholic Teaching on the Jews, 1933-1965*. Cambridge: Harvard University Press, 2012.
- Ericksen, Robert P. and Susannah Heschel, eds. *Betrayal: German Churches and the Holocaust*. Minneapolis: Fortress Press, 1999.
- Garrard-Burnett, Virginia. *Terror in the Land of the Holy Spirit: Guatemala Under General Efraim Rios Montt, 1982-1983*. Oxford: Oxford University Press, 2008.
- Gellately, Robert and Ben Kiernan, eds. *The Specter of Genocide: Mass Murder in Historical Perspective*. Cambridge: Cambridge University Press, 2003.
- Jacobs, Steven Leonard, ed. *Confronting Genocide: Judaism, Christianity, and Islam*. Lanham, MD: Lexington Books, 2009.
- Koehne, Samuel. "The Racial Yardstick: 'Ethnotheism' and Official Nazi Views on Religion." *German Studies Review* 37, 3 (2014): 575-596.
- Lichti, James Irvin. *Houses on the Sand?: Pacifist Denominations in Nazi Germany*. New York: Peter Lang, 2008.
- Longman, Timothy. *Christianity and Genocide in Rwanda*. Cambridge: Cambridge University Press, 2011.
- Moyn, Samuel. *Christian Human Rights*. Philadelphia: University of Pennsylvania, 2015.
- Probst, Christopher. *Demonizing the Jews: Luther and the Protestant Church in Nazi Germany*. Bloomington: Indiana University Press, 2012.

Rittner, Carol and John K. Roth, eds. *Genocide in Rwanda: Complicity of the Churches?* St. Paul: Paragon House, 2004.

Stier, Oren Baruch and J. Shawn Landres, eds. *Religion, Violence, Memory, and Place*. Bloomington: Indiana University Press, 2006.

Waller, James. *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*. 2nd edition. Oxford: Oxford University Press, 2007.

Suggested Films:

The Mission (1986)

Weapons of the Spirit (1989)

Of Gods and Men (2010)

Ida (2013)

Silence (2016)

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