

## Course Outline

### 1–3. Course code, English title and Chinese title

**Course Code:** RELS5331

**Title in English:** Special Topics in Religious Studies I - Religious Fundamentalism in Asian Societies

**Title in Chinese:** 宗教研究專題(一): 亞洲社會中的宗教原教旨主義

### 4. Course description

**Course Description:** This course aims to introduce the historical and ideological perspectives to understand the phenomenon of fundamentalist movements. Fundamentalism is often associated with religious extremism and religious fanatics. A broader context of national and international politics must be considered to understand its widespread influence. This course will help students understand the complexity of politics and Asian societies and the role religion plays in them.

### 5. Learning outcomes

**Learning outcomes:**

- 1) Understanding of the problems of cultural, religious and political conflicts in the contemporary world;
- 2) Understanding of the issues of pluralism and the need for cultural diversity;
- 3) Critical Assessment of global and local dynamics in the phenomenon of religious and ethnic violence;
- 4) Cultivation of cultural sensitivity in the face of growing religious extremism and cultural exclusivity in society.

### 6. Course syllabus

Topic	Contents/ fundamental concepts
1. Introduction: Understanding Fundamentalism	Key concepts
2. Questioning Modernity	Historical context for the rise of fundamentalism
3. The Christian Right and the American Right	The worldwide staging of fundamentalism
4. Clash of Civilizations: American Protestantism vs Islamic Culture	911 and the American War on Terrorism
5. Conflicts in the Middle East	Contemporary breeding ground for religious extremism
6. The Iranian Revolution	Islamic revivalist movement
7. The War on Terrorism	The return of a dividing world
8. Religious Fundamentalism in Asia	The contexts and cases in South Asia
9. Buddhist Fundamentalism	The cases of Sri Lanka and Burma
10. Fundamentalism and Ethnic Conflicts in SEA	The case of Indonesia
11. The Campaign for Family and Sexual Morality	Examining the profamily movement in Hong Kong and Taiwan
12. The Question of Identity in the Postmodern World	Recap, reflection, and conclusion

## 7. Course components (Teaching modes and Learning activities)

<b>Teaching Modes: On-site face-to-face (100%)</b>	
<b>Learning Activities</b>	<b>Contact hours</b>
<i>Lectures and Interactive tutorial</i>	39 (no hybrid)

## 8. Assessment type, percentage and rubrics

Assessment type	Percentage
Class participation	10
Tutorials	20
Mid-term Exercise: comparison of news reports in America and the Middle East	30
Term paper: analysis of a related phenomenon	40

Assessment rubrics
Excellent/poor understanding of the key concepts
Excellent/poor background research and understanding
Excellent/poor organization of materials involved
Excellent/poor analysis of the multiple perspectives involved
Excellent/poor grasp of the issues involved

## 9. Required and recommended readings

### Required readings:

Peter Herriot, "Fundamental is Global," in *Religious Fundamentalism: Global, Local and Personal* (London: Routledge 2009), 9-28.

David Zeiden, "Historical Background to Protestant Christian and Islamic Fundamentalisms," in *The Resurgence of Religion: A Comparative Study of Selected Themes in Christian and Islamic Fundamentalist Discourses* (Leiden: Koninklijke Brill, 2003), 23-60.

Samuel P. Huntington, "The Clash of Civilizations? 1993 From Foreign Affairs," and Gearoid O. Tuathail, "Samuel Huntington and the 'Civilizing' of Global Space: 1996 from Critical Geopolitics," in *The Geopolitics Reader*, ed. Gearóid Ó Tuathail, Simon Dalby and Paul Routledge (New York: Routledge, 1998), 159-178.

Mir Zohair Husain, "The Politics of Islam in Pakistan," in *Religious Fundamentalism in Developing Countries*, ed. Santosh C. Saha and Thomas K. Carr (Westport, CT: Greenwood, 2001), 9-48.

Gananath Obeyesekere, "Buddhism, Nationhood, and Cultural Identity: A Question of Fundamentals," in *Fundamentalisms Comprehended*, 231-256.

Graeme Stuart Lang and Vivienne Wee, "Fundamentalist Ideology, Institutions, and the State: A Formal Analysis," in *Religious Fundamentalism in the Contemporary World*, 47-70.

### Recommended readings:

Steve Bruce, *Fundamentalism: Key Concepts* (2<sup>nd</sup> Ed.; Cambridge: Polity Press, 2008).

Peter Herriot, *Religious Fundamentalism: Global, Local, and Personal* (London: Routledge 2009).

金宜久主編：《当代宗教與極端主義》（北京：中國社會科學出版社，2008）。

## 10. Feedback for evaluation

### Feedback for evaluation:

Online class survey after the second class, focus-group meetings between 5<sup>th</sup> to 8<sup>th</sup> classes, and email exchanges throughout the course

## 11. Course schedule

Class	Date	Topic	Requirements
1	7 Jan 2025	Introduction: Understanding Fundamentalism—Key Concepts	Required and recommended readings will be assigned for each class
2	14 Jan 2025	Questioning Modernity: The Origin of Fundamentalism	
3	21 Jan 2025	The Christian Right and the American Right	
4	4 Feb 2025	Clash of Civilizations?—American Protestantism vs Islamic Culture, 9/11 and the American War on Terrorism	
5	11 Feb 2025	The Middle East Question—The Palestinian Question	Watch before class: DVD— <i>The Road to 9/11</i> [HV 6432.7 R63 2006]
6	18 Feb 2025	The Iranian Revolution and Its Aftermath: The Axis of Anti-Americanism	DVD— <i>Ayatollah Khomeini: Holy Terror</i> [DS318.84 K48 A93 2006]
7	25 Feb 2025	Iraqi, Afghanistan, and the War on Terror	DVD— <i>Breaking the Silence: Truth and Lies in the War on Terror</i> [HV6432.B74 2004]
8	4 Mar 2025	Mid-term Exercise	Compare and analyze news on the Middle East on Al Jazeera and CNN/BBC
9	11 Mar 2025	Religious Fundamentalisms in Asia: Modernization, Westernization, or Imperialism? —The Case of South Asia	
10	18 Mar 2025	Buddhist Fundamentalisms—The Cases of Sri Lanka and Burma	
11	25 Mar 2025	Fundamentalism and Ethnic Conflicts in Southeast Asia—The Case of Indonesia	
12	1 Apr 2025	A Fundamentalist Movement in Hong Kong?—The Protestant Campaign for Family and Sexual Morality	A student seminar/ debate
13	8 Apr 2025	Conclusion: The Question of Identity in the Postmodern World	

## 12. Contact details for teacher

<b>Professor/Lecturer/Instructor:</b>	
Name:	WONG Wai Ching Angela
Office Location:	Department office
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Email:	waiching@cuhk.edu.hk
Teaching Venue:	HYS_G04
Website:	
Other information:	

## 13. Academic honesty and plagiarism

### Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed **declaration** that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

#### **14. Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment**

##### **Use of generative AI tools**

Approach 3 - Use of AI tools is allowed with explicit acknowledgement and proper citation