Moberly Area Community College
Common Syllabus

PHI157 War, Peace, and Religion

**Current Term**

**Instructor:**

**Office numbers:**

**Office hours:**

**Contact information:**

**Classroom number:**

**Class days and time:**

**Catalog Description:** PHI157 *War, Peace, and Religion (3-0-3)*
This course examines the religious philosophies of Judaism, Christianity, Islam, Hinduism, and Buddhism concerning the issues of war and peace, including the concepts of just war theory and pacifism. (FA)

**Prerequisite/Co-requisite:** None

**Text(s):**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Edition</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
</thead>
</table>

**Other Required Materials:** Materials to complete required assignments.

**Purpose of Course:** This course will introduce students to the major views of several world religions concerning the issues of war and peace. The positions of many major representatives of each religion will be examined. The student will be asked to develop and analyze their own answers to the major philosophical questions of the meaning and value of war and peace.

**Course objectives:** Upon successful completion of this course students will be able to:

- Demonstrate basic knowledge of the major issues and answers concerning religious justification of violence in war;
- Demonstrate basic college level skills in critical reading and thinking;
• Demonstrate basic college level skills in written and oral communication; identify and communicate their personal answers concerning the great questions of war, peace, and religion.

Course content:
1. Catholic Natural Law Theory
2. Realism
3. Eastern Views
4. Jewish Views
5. Christian Views
6. Islamic Views
7. Feminist Views
8. Contemporary Issues
9. Comparative Overview

Assessment of Student Learning:
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>40%</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>500</td>
</tr>
</tbody>
</table>

A=450-500  B=400-449  C=350-399  D=300-349  F= Below 300

Exams will consist of objective and essay questions. The Final will be cumulative, closed-book, with no aids. Participation will be based on quantity and quality of in-class participation. Attendance and instances of incisive questioning, demonstration of critical thinking, supportive participation in Socratic Dialogue, sharing of personal views and life stories, and class preparedness will be noted as excellent, very good, or poor in the instructor’s grade sheets.

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignment(s)/Project(s):
Meeting of Minds Research Paper - The student will complete the following tasks by the assigned due dates:
Due date

1. Pick a research subject.
2. Submit twenty (20) research notecards with biographical, worldview, and significance information.
3. Submit a ten (10) page research paper using MLA as your documentation style. (All papers will be checked for possible plagiarism.)

The research paper should focus on answering the following questions from the research personality’s point of view: does my religion support or not support the use of violence in war and why; what is peace; what is the way to peace?

Meeting of Minds Presentation – The student will present in character their research personality in a dialogue with other students as their characters, the instructor, and any invited guests. Portrayals will be graded on the student’s ability to demonstrate knowledge of the research subject, ability to communicate your subject’s ideas, and the student’s ability to interact in a supportive dialogue.

Schedule of student assignments/activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to connect course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking**: Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Valuing**: Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

**College / Instructor Policies:**

**Academic Dishonesty**: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy**: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.
Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

<table>
<thead>
<tr>
<th>Term Length</th>
<th>Drop Calculations</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-week:</td>
<td>Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
</tr>
<tr>
<td>8-week:</td>
<td>Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
</tr>
<tr>
<td>4-week:</td>
<td>Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
</tr>
<tr>
<td>Intersession:</td>
<td>Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.</td>
</tr>
</tbody>
</table>

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

Definition of Course Attendance

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
</tr>
</tbody>
</table>
| Hybrid Course  | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  • Completion of quizzes or exams during class meetings and online  
  • Submission of assignments during class meetings and online  
  • Participation in discussions during class meetings and online |
Online Course

Active participation in an online course includes the following:

• Completion of quizzes or exams
• Submission of assignments
• Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (Policy Handbook, I.090 & M.095)

Tardiness: One-half attendance mark for fifteen minutes late.

Make-up and late work: Make-up work is possible for extreme life situations. Physician’s Excuses will be required for make-up exams.

Extra-credit work: None

Student Email: MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement: Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or Cheryl.Lybarger@macc.edu.