

**RELIGION AND COMMUNICATION IN THE MIDDLE EAST**  
**COMM 450**  
**Communication Studies; Kansas State University**  
**Spring XXXX**

---

Instructor: **Soumia Bardhan**, Ph.D., Assistant Professor of Communication Studies

*I want to be able to engage in the grand calling of a Socratic teacher, which is not to persuade and convince students, but to unsettle and unnerve and maybe even unhouse a few students, so that they experience that **wonderful vertigo and dizziness** in recognizing at least for a moment that **their world view rests on pudding**, but then see that they have something to fall back on. It's the shaping and forming of critical sensibility. That, for me, is what the high calling of pedagogy really is ~ Cornel West*

**Course Description and Learning Outcomes**

This course focuses on the relational/co-constitutive dynamics between religion, culture, and communication and how that shapes the world in which people live; how the legacy of political religious conflict, in conjunction with international culture wars, instigate socio-cultural conflict and change; and how an in-depth study of the dynamics of religion, culture, and communication can improve intergroup/intercultural/international relations or even negotiation/conflict resolution processes, each in the context of the Middle East.

Students will develop capacity to critically analyze the socio-cultural and political implication of religious ideology (radical and moderate), ways in which these ideologies are performed and communicated, and their (students') agency/ability to contribute to intercultural/international understanding, conflict resolution, civic engagement, and/or social justice efforts. In addition, upon completion, students should be prepared to not only identify and critique the communicative dynamics of Islamic/Middle Eastern socio-cultural and political dimensions, but also recognize commonalities and differences between their (students') and non-Western societies' worldviews, cultures, and communicative dynamics.

**Additional Learning Outcomes**

1. Understand the role of religion in cultural/intercultural communication in everyday interactions.
2. Understand the dynamics of power with respect to religion, culture, and communication.
3. Appreciate religion as deeply cultural, and how religion and culture constitute and are constituted by communication.
4. Consider the moral and ethical implications of communication practices in the context of religion and culture.
5. Understand the relationships between the personal, social, political, and cultural voices/experiences in the context of religion, culture, and communication.
6. Understand and respect a diversity of perspectives and lived experiences in the context of religion, culture, and communication.
7. Critically analyze and apply concepts of religion, culture, and communication to actual case studies.

**Texts and Materials:**

Readings/videos will be furnished in class or made available via CANVAS. (A tentative list of readings is included at the end of the syllabus)

**Important Websites/Journals**

Religious Communication Association: <http://www.americanrhetoric.com/rca>

Journal of Communication and Religion: <http://www.americanrhetoric.com/rca/rcajournals.html>

The Journal of Religion: <https://www.journals.uchicago.edu/journals/jr/about>

Religion: <https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=rrel20>

Dictionary Plus Religion (Oxford University Press):

<http://www.oxfordreference.com/abstract/10.1093/acref/9780191823527.001.0001/acref-9780191823527>

**Course Guidelines and Activities**

Course policies are set so the rules are clear and fair to everyone.

**Attendance and Participation**

Class attendance is important for the benefit of students. Accordingly, students are expected to attend every class for which they are scheduled and should be held responsible for all work covered in the courses taken. This policy is particularly important in COMM 450. Students enrolled in this course learn through several modes: assigned readings, lecture/discussion, individual performances, and observation/discussion of others students' performances. Therefore, **attendance for all class sessions is expected.**

A student who misses a single class session will miss valuable information from the professor and other students. Commitment to this class in the form of attendance allows you to benefit from the topics that are explored, as well as the activities and discussions that take place. It is required that each student show up for each class on time and remain until the end of our class. **A regular attendance record will be kept by calling the class roll.**

I understand emergencies happen, so you will be allowed **two absences** throughout the semester. Please use them wisely. **Two tardy (after xxxx) attendances will result in an absence.** Beyond the TWO absences, you will receive a grade deduction of one-third of a letter grade from your final grade. Remember to take holidays, special events, and sick days into account when planning your schedule.

Exceptions may be made for university-sanctioned excused absences. Failure to provide appropriate documentation for a university-sanctioned absence may result in a failing grade for the scheduled class participation, exam, presentation, or activity of the day. Please be sure to notify me prior to taking part in a university-sanctioned activity.

**Note: If absent, it is your responsibility to seek out a classmate for their notes and stay updated with other class-related information/announcements/submissions.**

## Major Assignments/Course Requirements

(Further details and grading rubric will be shared in class and/or posted on CANVAS as necessary)

### Written-work Guidelines

**All non-oral assignments submitted in class may be Microsoft Word files, typed, double-spaced, using 12-point font and 1-inch margins. You must include a cover page. All written assignments (until otherwise instructed) must follow APA sixth edition (or any other citation and format style consistently).** APA- American Psychological Association's Style site - <http://www.apastyle.org>

Papers should look clean and neat. PLEASE DO NOT TYPE OVER TYPOGRAPHICAL ERRORS, CROSS OUT ERRORS, OR WRITE IN CORRECTIONS. Use correct grammar, punctuation, and spelling. Regularly consult a dictionary for spelling and use a spell checker. Always proofread your papers. *Wikipedia* is not considered a reliable source; therefore, you must not use it as an academic source. Sources of information must be properly referenced. Writing without citations are assumed to be yours – if it is not, you have committed plagiarism.

### Assignment 1: “What does religion mean to me?”- Paper and Brief Presentation - (100 points)

A **2- to 3- page paper** where you explore the questions/issues:

- What does religion mean to you?
- How do you define religion?
- What are some of your core beliefs about religion? What are some religious values you hold/or not?
- Where did they come from? If you do not hold any religious values, can you analyze why not?
- In which contexts is your religious identity more important than others? We all have multiple identities that may not be connected in all situations.
- How do your religious values (or not) play out in interactions? Here is where thinking of a conflict or a realization of difference can help.
- How does your working definition of religion influence your identity and your interaction with others?

You may interview your parent(s), friends, and/or relatives. You DO NOT need to cite published sources for this paper. I only require you thoughtfully, seriously, and carefully explore and reflect on these issues. You may want to organize your paper around two or three salient ideas.

Using your paper as a guideline, present your ideas about/experience of religion to the class. You have only **5 minutes** for this presentation, **so just focus on 2 or 3 aspects**.

### Assignment 2: 2 Activities - (2X100= 200 points)

- 1) Religions in the Middle East Fair
- 2) Interbelief Dialogue- Middle East Conflict and Intercultural Communication

To be discussed further in class.

### Assignment 3: Interview Paper- (200 points)

Based on your understanding of religion and religious differences in the context of culture, communication, and the Middle East discussed in class, interview someone who has religious values different from you and identifies as a Middle Easterner. The **interview should be at least 30-minute long**. Take notes or tape-record the interview with permission so that you can refer to it as you write the paper.

Your paper should be **3-5 pages** in length and must answer/discuss the following:

- Describe your interviewee. Who is she/he? How do you know him/her?
- Describe what you have found about his/her religion in terms of communication, especially the aspects that are different from yours.
- Describe your interviewee's successful, as well as, difficult experiences in terms of communication in/with a different religious culture/religious viewpoint.
- Describe what you learned from the interviewee's experience in terms of religion, culture, and communication.
- Describe what issues of power, privilege, and/or politics you identified through this interview.

### Assignment 4: Final Paper and Presentation- (200 points)

This assignment requires that you watch one movie (any genre, from documentary to drama) that addresses issues pertaining to religion, culture, and communication in the Middle East/pertaining to Middle Eastern cultures/communities, and prepare a **6-8-page critical analysis** of the movie. You may review a movie of your choice. The objective of the movie analysis is for you to apply your understanding of religion, culture, and communication to interactions reflected in the movie and the implications of these insights to international communication vis-à-vis the Middle East. As you watch the film, you should be reflecting on the ideas covered in class.

The movie review requires more than summaries of stories. Your focus should be to make an argument (or arguments) about some aspect(s) of the movie as they relate to religion, culture, and communication in the context of the Middle East/Middle Eastern cultures/communities – in other words, apply the terms/concepts discussed in class and our readings (please note: a minimum of 10-15 terms/concepts is required).

Be sure to include only brief descriptions of examples from the movie to support your thesis and arguments (in other words, you might want to focus on an analysis rather than a mere description of the movie's storyline). In addition to providing some critical, thoughtful insights, your review should also be well organized and clearly written. Your review paper will be graded on how clearly you present and develop your thesis and how fully you demonstrate your arguments and ideas. In addition, your work will be graded on the quality of your writing, including organization, grammar, syntax, style and spelling.

Your final presentations will not be graded, but non-participation will lead to deduction of points from the final paper. Prepare a **5-minute summary of your analysis**.

### Assignment 5: Mid-term and Final Exams- (2x100= 200 points)

These will be based on readings, class lectures and discussions, and videos discussed in class. More information will be provided in class. Format: Multiple choice and essays.

### Assignment 6: Class Participation- (100 points)

Each student is expected to complete assigned readings/watch videos before coming to class and will be evaluated on how well they understood or object to (i.e. discuss) those readings. This effort will be recognized (i.e. graded) as class participation. **EVERY WEEK EACH STUDENT MUST MAKE 2 CONTRIBUTIONS TO CLASS DISCUSSIONS IN THE FORM OF CRITICAL COMMENTS, THOUGHT/DISCUSSION-PROVOKING QUESTIONS, AND/OR RESPONSES - FAILURE TO DO THIS WILL RESULT IN POINT DEDUCTION.**

Active engagement involves carefully reading assigned material prior to each class and considering the discussion questions in advance so that you participate fully in all class conversations. You will be asked to offer your opinions on ideas and reasoned arguments in support of a variety of positions – be prepared for your opinions to be challenged. You do not need to be an expert on the content, but do need to fully engage with the content, ask thoughtful questions, seek clarification, and share your interpretations during class.

I believe that verbal participation is not the only mode of participation. Hence, although I encourage this mode, I will include/encourage other strategies for student participation.

### **Grading**

The grading in this course is based on a 1,000-point system. This means that you should be able to calculate your grade at any point in the course. Additionally, I will make every effort to update your grades on CANVAS.

The quality of your work in this class is very important. You **earn grades in this class.**

### **Grading Guidelines**

**A: Excellent.** Student demonstrates a clear grasp of the course material, exercises critical thinking, incorporates major and minor concepts, proposes original arguments, offers strong evidence to support arguments, and presents ideas in an organized manner. Assignment contains minimal-to-no grammatical/spelling errors and is within the page length guidelines.

**B: Very good.** Student demonstrates a grasp of the course material, exercises some critical thinking, incorporates major and some minor concepts, proposes original arguments, offers some evidence to support arguments, and presents ideas in an organized manner. Assignment contains a few grammatical/spelling errors and is within the page length guidelines.

**C: Fair.** Student demonstrates some grasp of the course material, exercises minimal-to-no critical thinking, incorporates few major and no minor concepts, proposes no original arguments, offers minimal-to-no evidence to support arguments (if any), and presents ideas in a disorganized manner. Assignment contains several grammatical/spelling errors and is shorter than the page length guidelines.

**D: Poor.** Student fails to demonstrate a grasp of the course material, exercises no critical thinking, incorporates no major or minor concepts, proposes no original arguments, offers no evidentiary support, and presents ideas in a disorganized and/or incoherent manner. Assignment contains glaring grammatical/spelling errors and is shorter than the page length guidelines.

### **Grading (%)**

90-100: **A**  
 80-89.9: **B**  
 70-79.9: **C**  
 60-69.9: **D**  
 0-59.9: **E**

### Grade Disputes (24/7 rule)

Should you earn a grade that makes you unhappy or confused, I ask you take 24 hours after I return the assignment to think about the grade and determine if you believe it was fair. If you believe so, but have questions regarding how you might improve, please contact me to strategize for improvement on the next assignment.

After 24 hours, if you believe the grade is unfair, please visit me during scheduled hours or set up a meeting to discuss your concerns about the grade. When disputing a grade in this course I ask that you come prepared with a specific proposal regarding the grade you believe to be appropriate based on what was turned in. Your proposal should be typed and include a compelling argument outlining the reasons why you believe the grade change is appropriate. Additionally, **all grade disputes must be handled within seven days after the initial assignment is returned.**

### Late Assignments

All assignments are to be turned in at the beginning of class the day they are due, typed, stapled, with page numbers, and spell-checked (please note: **points will be deducted for each typo and grammatical mistake**). **Late written work will be accepted only upon prior approval\*; if accepted, the student will be penalized at the rate of 10% of the grade per day after the missed deadline.** Late work for which no such arrangements have been made will not be accepted. **You may not send in your assignment via email unless you have prior permission to do so.**

Presentations (and discussion leadership) are to be given on the days to which they have been assigned. If the student does not, and if she/he has not made prior arrangements to switch presentation days or groups with another person (I only need to be notified the day of the presentation if a switch can be successfully arranged), **the student will receive 0 points for the assignment.**

With respect to electronic assignments, it is your responsibility to complete them significantly ahead of time such that you can deal with any technical issues. **Technical problems will NOT count as an acceptable excuse for late assignments.**

\*I do not give deadline extensions unless:

1. You have a medical emergency and provide appropriate documentation (i.e. a doctor's note). I may ask you to contact the Dean of Students office, and after they have verified your emergency have them contact me.
2. There is a death or medical emergency in your family. You must contact the Dean of Students Office for help and have them contact me.

3. You have a religious conflict. You must inform me by January 31 whether you will need a religious accommodation at some point in time in the course.

Exceptions may be made for university-sanctioned excused absences. Failure to provide appropriate documentation for a university-sanctioned absence may result in a failing grade for the scheduled assignment. Please be sure to notify me prior to taking part in a K-State-sanctioned activity.

### **Feedback**

If you would like feedback on your assignments ahead of time, please stop in during scheduled hours (or set up a meeting). I will gladly provide feedback as you prepare. **I will not provide feedback if drafts are emailed to me.** Also, I encourage your feedback on the course as it progresses. If you wait until the last day, there is very little I can do to accommodate suggestions.

### **General Courtesy**

In order to achieve an environment in which all students feel free and comfortable to engage in classroom activities and express themselves, there are certain guidelines that must be followed. Late arrivals and early departures are not acceptable, as they are highly disruptive to everyone. I fully encourage your active participation and sharing of experiences, knowledge, ideas, and questions. Please be prepared and ready to participate in class activities and discussions. **Also, please turn off any distracting electronic devices before entering the classroom, such as cell phones. Text messaging and talking on the phone is, of course, considered rude. Devices can be used only if an activity requires you to.**

Statement Defining Expectations for Classroom Conduct: All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

### **Language**

Our class shall maintain professional language use; sexism, ageism, racism, disrespect toward religion or any other affiliation will not be tolerated. It is important that we all work together so our class becomes a comfortable place for everyone.

### **Academic Integrity**

Any of the following may be considered plagiarism, whether or not one intends to cheat (please note: this list is not comprehensive):

- Buying a speech from an Internet source or an individual.
- Borrowing another person's work and passing it off as your own.
- Using another person's work without her/his knowledge or permission.
- Cutting and pasting directly from one or two sources to create an entire speech.
- Using another person's words or ideas without giving appropriate credit to the original author or source.

- Changing only a few words from an original source and not indicating the direct use of the person's words or ideas.
- Using the same sentence structure as the original text.
- Not indicating the source of charts, tables, or other visual aids.
- Using your own work another class and passing that work off as an original assignment for COMM 450. Some instructors may allow you to modify a research paper from another class to present in their classes, but ONLY with prior permission. Please be sure to check with me before attempting to use work from another class for submission in COMM 450.

Plagiarism and other forms of cheating will be dealt with swiftly and severely.

Statement Regarding Academic Honesty: Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system website can be reached via the following URL: [www.k-state.edu/honor](http://www.k-state.edu/honor). A component vital to the Honor System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

### **Accommodations for a Disability**

Students with disabilities who need classroom accommodations, access to technology or information about emergency building/campus evacuation processes should contact me and/or the access services office. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in on-campus/online courses through the Manhattan or Olathe campus, contact [accesscenter@k-state.edu](mailto:accesscenter@k-state.edu), 785-532-6441; for Salina campus, contact [acac@k-state.edu](mailto:acac@k-state.edu), 785-826-2649. Assistance may include administration of course exams with extended time and/or distraction reduced environment or providing alternate format of text materials.

### **Statement for Copyright Notification**

Copyright 2016 Intercultural Communication: This syllabus and all lectures. During this course, students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without my express written permission.

Week 1**Course Introduction and Orientation**

Introduction to Assignment 1

Week 2**Foundations of Religion, Culture, and Communication: Karl Marx, Max Weber, Emile Durkheim, George Simmel, Clifford Geertz**

There is not one accepted definition for any of these three terms, and research suggests that the connections among these concepts are complex. This week we will attempt to synthesize the various approaches to these three terms and integrate them. We will review various philosophical and paradigmatic debates.

Discussion of Assignment 1/Order of presentation schedule

Discussion of Assignment 3

Week 3**Presentations: “What does religion mean to me?”**

Paper (to be submitted the day you present)

Week 4**Religious and Ethnic/Cultural/Communicative Diversity of the Middle East**

We examine the geographical expanse of the region termed *the Middle East*, and review the origin and diverse connotations associated with the term. Among the key issues we analyze are the development of Islam, its rapid growth and clash with Christianity, the Sunni and Shia split, Arab relations with ethnic and religious minorities and the case of Turkey that is both Middle Eastern and European. We also discuss the role of imperialism and colonialism in shaping and creating what we today know as *the Middle East*.

Discussion of Assignment 2

Week 5**History, Power, Politics, and Religion of the Middle East**

We discuss how history, power, and politics affect the religious, cultural, and communicative dynamics of a community/nation. Specifically, we examine the rise and fall of the Ottoman Empire, the emergence of modern Turkey and the subsequent European colonization of Arab peoples and the development of anti-colonial movements in the Middle East. We conclude by examining the struggle for national independence in the Middle East and North Africa.

Probable guest speaker

Week 6**The Issue of Identity and Religion: The Palestinian-Israeli Conflict as Case Study**

We view the dynamics of identity and religion through the historical, religious, and political origins of the Palestinian-Israeli Conflict and how this conflict has shaped the identity of Arabs and Israelis. Among the issues to be explored are the development of the Zionist movement, the impact of the Holocaust on Israel's formation and the Jewish states conflict with the Palestinians and surrounding Arab states.

Course evaluation/review 1

Week 7**Language (verbal and non-verbal), Symbols, Labels and Religion: The Case of Islamism, Fundamentalism, and Jihadism**

We focus on issues of language, symbols, labels, stereotypes as they relate to culture, communication, and religion, and affect international relations/intercultural communication. We do that through a review of the emergence of the Islamist movement, its conflict with Pan-Arabists, and the creation of radical jihadist ideology and terror networks. Among the case studies examined will be the Muslim Brotherhood, the Algerian civil war of the 1990's, Al Qaeda, and IS.

Activity 1: Religion Fair

Review for Midterm Exam

Week 8

Midterm Exam

**Language (verbal and non-verbal), Symbols, Labels and Religion: The Case of Islamism, Fundamentalism, and Jihadism**

Continuation from Week 7.

Week 9**The Issue of Gender and Religion**

We examine the dynamics of gender and religion in the Middle East. Specifically, we discuss three critical questions from diverse cultural perspectives: Is religion the sacred justification of oppressive patriarchal societies? Does religion provide a possibility for independent action, an arena for autonomous female (and male) activities? Does religion hinder gender egalitarian practices?

Discussion of Assignment 4

Probable guest speaker

WEEK 10: SPRING BREAKWeek 11

### **Media, Popular Culture, and Religion: The Case of the Iranian Revolution**

Through the lens of media and popular culture, we examine the portrayals of the Iranian Revolution of 1979 and the development of the Iranian Islamic state. Among the issues analyzed will be the Shah's Rule, the White Revolution 1953-1979, Shia Radicalism and the Iranian Revolution, the domestic and foreign policies of Iran's Islamic Revolutionary state, and the effect of media portrayals to international relations/intercultural communication.

Interbelief Dialogue- Theory and Skill Introduction and Training

Assignment 3 due: Interview Paper

#### Week 12

### **Conflict, Politics, and Religion: The Case of the Gulf Wars**

We evaluate the dynamics of politics and religion and how these might contribute to global conflict. We do this by examining the strategic importance of the Persian Gulf that has been a center of U.S. foreign policy since the Second World War. We focus on the Saudi-U.S. relations, the rise of OPEC, the emergence of Baathist rule in Iraq, Persian Gulf wars, and the prospects for a stable Democratic Iraq and the Middle East.

Probable guest speaker

#### Week 13

### **Middle-East Democracy or A Terrifying Future: The Turkish Model, the Arab Spring, and IS**

We discuss the democratic development of the Turkish state and the emergence and aftermath of the Arab Spring Movement. We will also discuss the rise and apparent fall of IS in the region. Finally, using the lens of culture, communication, and religion, we discuss the prospects for peace in the region.

Interbelief Dialogue- Skill Training

Course evaluation/review 2

#### Week 14

### **Striving for Engaged and Effective Communication in the Context of Religious Differences**

Students facilitate and participate in Interbelief Dialogue sessions. The goal is to not only learn and apply the skills of dialoguing and deliberating difficult conversations, but also reflect on these questions/issues:

1. How might we talk about religion/belief/faith across difference (that is, communication and interaction between people with different religions/beliefs/faiths)?
2. What may be some of the challenges of communicating about religion/belief/faith across difference?
3. What are some of the ways to overcome these communicative challenges?
4. What might we gain from talking about religion/belief/faith across difference?

Activity 2: Interbelief Dialogue Sessions

#### Week 15

Final Paper Presentations

Review for Final Exam and Activity 2 Reflection Papers due

Week 16

Final Papers due

Course Evaluation/Final reflections, exchanges

FINAL EXAM IS SCHEDULED FOR FINALS WEEK. DATE TBA.

**NOTE: Changes to the syllabus will be announced in class and on CANVAS.**

**List of Readings**

**Books (Select chapters to be posted on CANVAS)**

- Chatterjee, Margaret *Inter-religious Communication*
- Gopin, Mark *Holy War, Holy Peace*
- Kinzer, Sephen *Crescent and the Star; Turkey Between Two Worlds*
- Lee, Robert D. *Religion and Politics in the Middle East: Identity, Ideology, Institutions, and Attitudes*
- Lewis, Bernard *Faith and Power: Religion and Politics in the Middle East*
- Martin, Judith, & Nakayama, Tom *Intercultural Communication in Contexts*
- Menocal, Maria Rosa *Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain*
- Nasr, Vali *The Shia Revival: How Conflicts within Islam will Shape the Future*
- Pace, Enzo *Religion as Communication: God's Talk*
- Pollack, Kenneth A *Path Out of the Dessert: Grand Strategy for America in the Middle East*
- Scharer, Matthias, & Hilberath, Bernd J. *The Practice of Communicative Theology*
- Scott, Michael *Religious Language*
- Sharkey, Heather J. *A History of Muslims, Christians, and Jews in the Middle East*
- *The Oxford Handbook of the Abrahamic Religions*

**Select Articles (Several pieces to be included from the journals listed on page 2 of the syllabus as well)**

- Basora, Adrian A. *Do the post Communist transitions offer lessons for the Arab World?*
- Britannica Online Encyclopedia *Religious Symbolism and Iconography*
- Croucher, Stephen, M., Zeng, Cheng, Rahmani, Diyako, & Sommier, Mélodine *Religion, Culture, and Communication*
- Encyclopedia of Religion *Politics and Religion*
- Grimes, Ronald, L., Husken, Ute, Simon, Udo, & Venbrux, Eric *Ritual, Media, and Conflict*
- Keaten, James, A, & Soukup, Charles *Dialogue and Religious Otherness: Toward a Model of Pluralistic Interfaith Dialogue*

- Lindenstrauss, Gallia & Guzanski, Yoel *Middle East Monitor: Rise and (Future Fall) of the Turkish-Iranian Axis*.
- Mayer, Wendy *Religious Conflict: Definitions, Problems and Theoretical Approaches*
- Oppong, Steward Harrison *Religion and Identity*
- Religion and Conflict Case Study Series *Lebanon: The Persistence of Sectarian Conflict*, Berkley Center for Religion, Peace, and World Affairs