

## Religion and Cults in America:

### Religious Extremism and the Search for Meaning

#### Theo 133-01 DRAFT SYLLABUS

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Office Hours: By appointment

Summer, 2019

Mon-Fri 10:45-12:45

Room:

This course will **only** examine cults in America. Religious extremism is a reaction to the perceived chaos and loneliness of modern life, and understanding why people join and how people leave is crucial. This course will take a socio-psychological approach to understanding how cults in America originate, who is attracted to joining, and the legal issues cults generate.

#### **We will explore such issues as:**

-Are cults Constitutionally protected under 'religious liberty' laws? -Who gets to say what a 'cult' is? -Why are some cults prone to violence? -Is 'brainwashing' real?

#### **Goals of course:**

1. To develop the human value of 'reflection' on difficult phenomena and discern how people search for meaning.
2. To develop understanding of the guru-disciple relationship in both healthy and toxic dimensions.
3. To develop discernment on what constitutes, for oneself, radical personal responsibility for one's choices in the pursuit of one's goals—not blaming the outcome on others.

#### **Required Texts:**

The Church of Scientology: A History of a New Religion, Hugh B. Urban, \$12.99

#### **Online: Excerpts from**

Prophetic Charisma: The Psychology of Revolutionary Religious Personalities, Len Oakes  
Armageddon in Waco: Critical Perspectives on the Branch Davidian Conflict, ed. Stuart A. Wright  
Releasing the Bonds, and Combatting Cult Mind Control, Steve Hassan and the ethics of deprogramming

#### **Course Assignments:**

1. 1 5-page paper: "Is Scientology a 'cult'?"
2. 1 3-page paper: "3-Ways the Branch Davidian crisis could have been handled differently"
3. 1 'graded discussion'
4. 1 5-page final paper applying cult characteristics to an everyday group

**These tasks will count toward the final grade in these percentages:**

Scientology paper.....	20%
Branch Davidian paper.....	20%
Graded Discussion “Does brainwashing exist?”.....	20%
Final paper.....	20%
Course Discussions/Participation.....	20%
Course Grade Weight Total.....	100%

**Course Management Policies:**

1. In accordance with Georgetown’s Academic Regulations, students are expected to attend all classes, turn in all assignments by assigned due dates, and actively participate in class discussions.
2. Arrive awake, with two thoughts to contribute to class that day
3. Grades will be reduced for late assignments, tardiness, missing more than 3 classes, and/or lack of class participation. Students risk failure of the course if they have more than three unexcused absences.
4. **There will be no computers or phones used in the classroom.** All electronic devices must be turned off when class begins. If someone must take notes on the computer for medical reasons, please let the instructor know and accommodations will be made.

**Grading Policy:**

An “A” grade means “truly exceptional work which exceeds the expectations of the task and peer submissions”

A “B” grade means “very good quality work, above peer submissions”

A “C” grade means “average work, equal to the average of peers”

A “D” grade means “below expectations, needs significant improvement”

An “F” grade means “submission failed to meet all expectations and did not fulfill the requirements”

**Participation grade:** Class attendance and active participation are required. Participation grades will reflect your ability to come to class having read and reflected on the material. To assess the participation grade, the professor will analyze the student’s ability to make intelligent contributions which raise the intellectual level of classroom discussion. Roster sign-in sheets will be distributed at each class session.

**Honor Code:** All research must be thoroughly cited and attributed to avoid the charge of plagiarism. The Georgetown University Honor Code requires all professors to present suspect work immediately to the Honor Board.

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**Schedule of Classes**

Mon. 5/20: Introduction to cult issues and controversies.

What constitutes a religion? What is a ‘cult’?

-Definitions

-U.S. Constitutional protections for free exercise of marginal groups

-U.S. v. Ballard decision: Supreme Court’s refusal to define “religion”

-Cult definitions and characteristics

**Task: None.**

### Tues.5/21: Why People Join and How Cults Recruit

Today we will examine what people are looking for when they seek spiritually. We will discuss the story of a former Georgetown student from Northern Virginia and how she got caught up in a cult group on our campus. The BIMP Model will be presented, and we’ll discuss what it takes to commit passionately to a vision and a dream. We will also examine cult dynamics of recruitment and retention.

**Task: Read “Georgetown Student Cult Story”; and Prophetic Charisma, Chap. 7- “Followers and Their Quest” on Canvas. And: 1. “How Cults Recruit and Indoctrinate Members” and 2. “BITE Model” by Steve Hassan on Canvas.**

Wed. 5/22: “Prophetic charisma“, What is ‘charisma’?- And narcissism, grandiosity, manipulativenness—in Len Oakes crucial study of prophetic leaders.

**Task: Read 1. “Intro”, 2. Chap. 2 ”Charisma”, and Chap. 9 “The Soul of the Prophet”, in Prophetic Charisma, Oakes on Canvas.**

### Thurs. 5/23: “Kumare” video

During this class we will view a video about a guru-in-the-making. Take notes on the people involved, and present your insights into guru-disciple dynamics next class. There are Kumare video discussion questions in your syllabus packet.

**Task: Watch *Kumare* video in class, take notes, think about issues, present insights into guru-disciple dynamics and the role of the guru in spiritual growth for next class.**

### Friday, 5/24: Kumare Video Discussion: Your insights

**Task: Bring insights into *Kumare* video to share in class today using the discussion questions sheet attached to this syllabus packet.**

Monday, 5/27: The Church of Scientology—Hugh Urban

This class will explore the origins of the Scientology faith as presented in the Urban book.

**Task: Bring in ideas from the Urban book.**

Tues. 5/28: The Church of Scientology

This class will explore dimensions of the Scientology faith.

**Task: Bring in ideas from the Urban book.**

Wed. 5/29: “Going Clear” Video Viewing

**Task: Take notes on video in order to contribute to video discussion next class.**

Thurs. 5/30: “Going Clear” Video Discussion

**Task: Contribute to discussion.**

Fri. 5/31: Scientology paper delivery and Discussion.

Is Scientology a ‘cult’ will be explored in a 5-page paper due this class.

**Task: Submit 5-page paper answering the question: “Is Scientology a ‘cult’?” as per guidelines in your syllabus packet.**

Mon. 6/3: Waco: “Rules of Engagement”

This class we will watch a video on the Branch Davidian group in Waco, Texas and the U.S. government siege and take-down of their compound in which 84 people died.

**Task: None**

Tues. 6/4: “Rules of Engagement”

We will discuss the ROE video.

**Task: For Friday's paper submission, read 'Waco: Timeline', and Armageddon in Waco chapters by Stuart Wright. The paper must be based on the Timeline and the Chapters.**

Wed. 6/5: No Class Be writing Waco Paper

Thurs. 6/6: No Class Be writing Waco Paper

Fri. 6/7: Submit 3-page paper: "3-Ways the Branch Davidian Crisis Could Have Been Handled Better" based on readings on Canvas.

Mon, 6/10: Brainwashing: Does it exist?

This class will explore "coercive environments" and how they work. We will view a video on the controversial Milgram experiment, and try to determine if 'brainwashing' exists.

**Task: Today is a 'graded discussion' day: Your contributions to class will be graded for intellectual content, so come to class with your opinions based on today's readings: 'yes' brainwashing exists, 'no' it doesn't and be able to explain your opinion. Read on Canvas: 1. "How Brainwashing Works" Singer; 2. "Brainwashing Doesn't Exist", Haag; 3. "Fights Over Brainwashing Theory", Allen.**

Tues. 6/11: Video Viewing: "Holy Hell: Buddhafield"

**Task: None.**

Wed. 6/12: Video Discussion: "Holy Hell: Buddhafield"

Today we discuss the group's charismatic leader, followers, and dynamics. What is the attraction? Why would people join? Do they acquire BIMP?

**Task: None.**

Thurs.6/13: Last Day of Class and Marianna Caplan Day

This class will discuss the self-responsibility and moral maturity necessary to leave cults. Marianna Caplan, a former cult group member herself, set out to become a psychotherapist after realizing she herself put herself into vulnerable positions and no one was to blame but herself. Using compassion, sharp self-insight, and moral maturity, Caplan is able to offer us a way forward in understanding disciples' roles in creating bad cult groups.

**Task: Read “Eyes Wide Open” by Caplan on Canvas. Due 6/21: Choose an organization or group, and apply our ‘cult characteristics’ to this group, arguing why it is a ‘cult’. 5 page paper demonstrating your mastery of course concepts and cult dynamics. Your argumentation will be graded.**

Fri. 6/14: No Class.

### Course Schedule

| Week | Monday                                                   | Tuesday                                 | Wednesday                                  | Thursday                                       | Friday                                                                                           | Tasks                                       |
|------|----------------------------------------------------------|-----------------------------------------|--------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------|
| 1    | 5/20: Definitions of ‘cult’; religious freedom; scenario | 5/21: Why People Join/How cults recruit | 5/22: Prophetic Charisma Graded Discussion | 5/23: Kumare Video                             | 5/24: Kumare video discussion                                                                    | Read: 1: Prophetic Charisma                 |
| 2    | 5/27: Scientology, Hugh Urban book                       | 5/28: Scientology and Reality           | 5/29: “Going Clear” video                  | 5/30: Video discussion                         | 6/1: Paper Due: “Is Scientology a Cult?”                                                         | Read: Hugh Urban’s Scientology book         |
| 3    | 6/3: Waco: timeline and issues                           | 6/4: Watch: “Rules of Engagement”       | 6/5: No Class                              | 6/6: No Class                                  | 6/7: Discuss the ‘Rules of Engagement’ video and present “3-Ways” papers                         | Read: Armageddon in Waco chapters on Canvas |
| 4    | 6/10: Graded Discussion: Brainwashing: Does it Exist?    | 6/11: Holy Hell:Buddhafield             | 6/12: Video discussion: Holy Hell          | 6/13: Mariana Caplan Day and Last Day of Class | 6/14: No Class                                                                                   |                                             |
|      |                                                          |                                         |                                            |                                                | 6/21: Email final paper “This Group is A Cult” to Prof. Steenhuisen by NOON today, No Extensions |                                             |

### “Kumare” Video Discussion Questions

**Quotes for Discussion:**

1-“Faith begins as an experiment and ends as an experience.” William Inge

2-“It is an illusion that we are separate from God.”

3-“I’ve been looking for someone to help me look inside myself.” Kimberly

4-“You don’t need a guru, everything is inside yourself already.” Kumare

**Questions:**

1-What do they hunger for in their lives?

2-What are the students attracted to in him?—what are the qualities he channels to them?

3-Did Vikram have good intentions?—Does that make a difference?

4-Why did Kumare have difficulty ‘unveiling’?

**Guideline Sheet for “Is Scientology a Cult?” Paper**

**Purpose of paper:**

~To develop strong, sharp argumentation for your determination of whether the new religious movement of The Church of Scientology is a “cult”.

~To demonstrate mastery of Hugh Urban’s The Church of Scientology book, although other resources, including the *Going Clear* video and course handouts may be used, the strength of Urban usage will be graded.

### **Structure of paper:**

~1: Assert your thesis

~2: Defend your thesis through structured argumentation: E.g. “Point 1”, “Evidence for this thesis”

~3: Close the paper with a recapitulation of your thesis and how you have proven it

-Tips: Write with authority. Keep ‘evidence’ short and crisp, assume the reader knows your evidence’s ‘content’ and just use it in the service of your argumentation.

### **Format:**

~Length: 5 pages, double-spaced, paginated

~Well cited, parenthetical citations and Works Cited page

## **Guideline Sheet for “3 Ways Branch Davidian” Paper**

### **Goal of paper:**

~ For the student to display mastery of the content of the “Armageddon in Waco” reading

~To assume an argument posture by authoritative assertion of ways of improvement for future such crises

-by referring to how the event was handled in detail and

-asserting alternative detailed options.

**Format:**

~Length: 3-Page maximum, double-spaced, well-cited parentheticals, Works Cited

**Guideline Sheet for Final Cults Course Paper**

**Purpose of paper:**

~1. To examine a modern-day group/movement/political-economic system (c. 1.5-2pp.)

~2. To apply cult definitions-characteristics to this phenomenon (c. 2pp)

~3. To argue that it is, thus, a 'cult'. (c. 1pp.)

~4. Answer the question: Despite your argument, does it provide BIMP?

**Format of paper:**

~Length: 5 pages, double-spaced, well-cited parentheticals, paginated, Works Cited page

--2 Outside sources required

**Graded on:**

-Strength of argumentation

-Accuracy of application of cult characteristics

**Tips:**

--Humor is allowed.

--Experience is allowed as a source (to document experience, provide notation "Observed during administrative position 2012-14" everywhere you use experience to evidence your argument).

--Does the group provide: Belonging, Identity, Meaning, Purpose?