COURSE AND INSTRUCTOR INFORMATION

Course: RS 3340 / CRN 24592: Introduction to Islam
Course Credits: 3.00
Prerequisites: None
Instructor: Dr. Maissa Khatib

General Contact Info: Students can contact me at any time by email through my UTEP email account mkhatib@utep.edu
Office Hours: Online (email or by appointment on SKYPE: maissa. Khatib)
Email Protocol: When e-mailing me please sign your first and last name at the end of each email so that I know who you are. Indicate the class you are enrolled in and your topic or question in the email’s subject line. When emailing a file, label your document with your Last Name, First Name and a few words that summarize the content.

COURSE DESCRIPTION

Islam is a rich and dynamic religious tradition with approximately one billion adherents making it the second largest world religion and the fastest growing religion in America. Yet most Americans have little—or distorted—information about the faith. This course is an introduction to Islam designed for students with a general interest in the Islamic world, in theological and cultural study of Islamic history and religious expression. Topics include the life of Muhammad, teachings of the Qur’an, sectarianism, religious beliefs and practices, religious law, and society and culture, and issues related to Islam in the contemporary world and in America. We will examine the variety of ways in which Muslims and non-Muslims have understood and interpreted Islam, the role of women, Sufi mysticism, Islamic government and movements, and the subject of terrorism. The course should provide students to recognize and understand the essential principles of Islam and its shared common roots with Judaism and Christianity.

REQUIRED TEXTBOOKS


Other reading material will be provided on Blackboard
Paperback copies can be obtained from the UTEP Bookstore, online or at most bookstores.

REQUIRED TECHNOLOGY

This course makes heavy use of technology and multi-media. You will be using the UTEP Blackboard for this online course. All your course documents will be housed on Blackboard

- You can access Blackboard by logging into www.my.utep.edu. Login is email ID. Password is email password. Click on the link to Blackboard. Once on the home page, click on the Blackboard link, then look for our “Introduction to Islam” Class.
- Announcements - Check Blackboard often for class or update announcements.
- If you are not familiar with Blackboard, play around and get to know it; or ask me or classmates question if you get lost.
- The purpose of Blackboard is not only to disseminate information but to create online communities for the classroom.
- Because Blackboard is not a public internet venue, all information and postings are considered private and confidential.

You must have an email tool with file attachment capability. Use your university email account.

Documents you upload to fulfill assignments must be formatted as MS Word documents (.doc or docx), Rich Text Format (RFT), or PDF files. If I cannot open a document, I cannot grade it. (If you do not have Microsoft Office, contact your local University of Texas bookstore.)

Add, in your computer does not already have them, Adobe Acrobat Reader (www.adobe.com), Adobe Flash Player (www.adobe.com), and Apple QuickTime Player (www.apple.com). You can download Adobe products and Quicktime for no charge if you do not currently have them. Be sure you have the latest version of Java (www.java.com) downloaded.


COURSE EXPECTATIONS

What you can expect from me:

- I will be fully engaged with the course subject matter, with each of you, and with the course;
- Contact me by email or on the Discussion Forum with any questions related to the course, and I will respond as soon as I can;
- I will grade assignments in a timely manner and respond timely to questions or issues.
- I will inform the class if there are any changes to the syllabus or course calendar;
- I will remain respectful and open minded to the material and the students.

What I expect from you:
• Be fully engaged with the course subject matter and with peers and instructor;
• Follow the Syllabus and Course Calendar and complete all assignments by the due dates;
• Check school email regularly for course messages and announcements;
• Participate fully in online discussion boards with substantial input and responses;
• Remain respectful and open minded to the material, to me, and to your peers, and follow (n)etiquette guidelines;
• Ask questions or seek clarifications on materials or course subject.

LEARNING OUTCOMES

With full participation, after completing this course, students should be able to:
• Demonstrate basic familiarity with the founders, beliefs, practices, laws, expansion and issues of the Islam.
• Appreciate the rich religious history and heritage of the Faith.
• Analyze the positive and negative contributions of the Islam Faith and leaders to self-identity.
• Evaluate claims of absolute truth and discuss assumptions and perspectives underlying such claims.
• Interact with persons of differing religions and belief systems in a way that is respectful and promotes mutual understanding.

With full participation, after completing this course, students will have improved skills in:
• Reading – Students will become critical and careful readers of complex material and learn to synthesize the material they are reading by responding to it in writing and class discussion.
• Writing – Students will learn to develop and support an argument through their writing and incorporate the arguments and thoughts of others.
• Thinking – Students will be able to critically evaluate texts and videos, the perspectives articulated in them, and the assumptions underlying the arguments being made. Students should become comfortable with respectful differences of opinion and confident in expressing their own points of view.
• Technology – Students will be able to become comfortable with online reading, viewing, application, and research.

ONLINE COURSE FORMAT, PARTICIPATION AND ATTENDANCE

Because this is an online course, attendance is determined by participation online. Each student is expected to be prepared and to be an active and consistent participant throughout the course, including online discussions. “Attendance” in terms of reading all module content and completing module activities by the deadline or sooner is mandatory. This is measured by me when looking at your user data online and by noting the time in which assignments are submitted.

This online course is self-paced, in that you can complete work based on your schedule, but it is also deadline-based so you must complete all assignments in each module by the deadlines specified. Dates are posted in the Course Schedule and on Blackboard. All assignments, except the religious experience, will be done online, including quizzes that you may take and papers that you may submit,
as well as discussion items you may post. The religious experience is considered field learning and is explained further later in this Syllabus.

**CREDIT HOURS**

A typical face-to-face course for three (3) credits generally requires about 48 contact hours over 16 weeks (time in class and/or time engaged with instructor and classmates). This eight-week online course will require the same 48 expected contact hours; thus, you can expect to spend up to six hours weekly in activities involving discussion boards, blogs, group meetings, group presentations, quizzes, etc. As in regular face-to-face courses, preparation, reading, research, papers and other non-contact assignments and study generally requires about nine (9) hours each week, so students can expect to spend up to 18 hours each week or 96 con-contact course hours.

**ONLINE (N)ETIQUETTE**

♦ Because Blackboard is not a public internet venue and is considered private and confidential, all postings, photos and other information posted online are intended only for your classmates and instructor. Do not copy documents, other than your own, and paste them to a publically accessible website, blog or other space unless you ethically obtain the permission of the writer.

♦ Consider the audience. Remember that classmates and the instructor will be reading any postings.

♦ Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

♦ When responding to a someone’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face classroom situation.

♦ Avoid any inappropriate language, all capital letters, or language short cuts. Online entries and emails should be written in Standard English with edited spelling, grammar, and punctuation.

♦ Read everyone’s responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion. Do not copy another classmate’s response on a discussion board.

♦ No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates’ comments carefully and thoughtfully

♦ Post in a timely fashion to receive credit for attendance and for the discussion. Pay close attendance to the posted deadlines.

**TIPS FOR ONLINE COURSE SUCCESS**
Online learning is not a spectator sport. It is every student’s responsibility to participate as fully as they can so that everyone can gain the most from this experience. Here are some simple guidelines to follow to ensure your participation and engagement in the learning process.

1. Keep online messages concise, clear, and in English: keep your postings between 200 to 500 words, and your responses to classmates from about 50 to 150 words;

2. Be respectful of others’ ideas, opinions, values, and beliefs. Disagreeing with someone is fine, but respect their rights to think differently than you do.

3. Avoid posting simple two or three word statements such as “good point” or “I agree.” Explain why you think a classmate has made a strong point and add to the original point.

4. Ask questions: if you don’t know an answer, someone else will. The discussion board is the area for asking questions related to content or any problems related to the class you may be having. Make sure that you have clearly indicated the subject of your message.

5. Reach out to others: offer a fact, article, link, or other item that can assist others in learning more from what you are sharing.

6. Be appropriate. The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior can be subject to disciplinary or blocking action, as well.

7. Be diplomatic: when sending messages on emotionally charged topics, you may want to write the message and then walk away for at least an hour before re-reading the message and sending it. Re-reading these messages can help ensure that they are constructive instead of destructive.

8. Stay focused: stay on topic to increase the efficiency of your learning.

9. Participation in Discussion Forums is absolutely essential to successful completion of this course. Ensure that your postings and messages are substance so that they contribute to the understanding and application of ideas with:

   a. Reflection about meaning: describe thoughtfully what something means or new insights; or raise a question as clarification or further discussion;

   b. Analysis: discusses relevant themes, concepts, main ideas, components, or relationships among ideas. Or, it identifies hidden assumptions or fallacies in reasoning;

   c. Elaboration: builds on ideas of others or ideas found in the readings and videos by adding details, examples, a different viewpoint, or other relevant information.

   d. Application: provides examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice;

   e. Synthesis: integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
COURSE ASSIGNMENTS

1. Reading, Discussions, and Lecture Notes

Read all assigned material for this course. Then, try to answer the following questions, jotting down a few notes to help you decide what you may want to write about in discussion boards:

- What was this reading about?
- What were the author’s main thesis, argument, and/or conclusion?
- What evidence did the author use to explain or support the thesis, argument or conclusion?
- Does this reading support or contradict others that you have read? (be specific)
- What questions or critiques would you raise after reading this?

Discussion 'Food for Thought' questions will be provided for materials delivered in this course. Read them either before or after you complete your readings to give some guidance for your reading and to help you prepare for discussion postings and responses to your peers’ postings.

Discussion is very important to this course, as you interact with your peers and with me. It is important that you both post and respond to posts as required. Posts can generally be expected to be from 200 to 300 words. Responses can be expected to be 75 to 200 words. You will be required to make 8 regular postings and 16 responses to peers’ postings as noted in the Course Calendar.

Lecture notes will also be available to view for each major topic in the course.

2. Written Work

All written work must be posted by the due date using Microsoft Word, one-inch margins, double-spaced, font size 12, properly footnoted and referenced using APA style (where applicable), proofread, and page numbered. Use Times New Roman or Ariel font style. Each response paper should be 2-3 pages long.

a. Response Papers: There are three (3) response papers that must contain about 750 words for assigned readings and materials. These short writing exercises aim to encourage you to think about the readings, videos, visuals, and lecture notes. Responses are not meant to be just a summary of assigned readings and viewings, though you do need to write about what the broad issues, claims and propositions of the author(s) are. Response Papers will be graded on the effort you put in to them, not on whether I agree with your observations. Due dates are cited in the Course Calendar.

Prompts for Response Papers, although these are just Ideas to start you thinking, are listed here. You do not need to respond to each question; select some facet that is of interest to you. Feel free to write anything about the specific subject matter that is relevant to the materials and topic:

Paper #1: Muhammad and the Early Muslim Community. Write about one or more facets in the life of Muhammad. Examples might include, but are not limited to, influences in his early life on his later station and life. Was Muhammad anxious to share his revelations in the beginning? Who were his supporters? Why did Muhammad and His followers relocate from Mecca to Medina and what benefits to them resulted from this move? Why do you think
Muhammad married his first wife and what caused her death? Why did she and not Muhammad, or other close followers, as example, die in this way? Describe Muhammad’s justifications for warlike encounters during the Mecca and Medina periods of Islam? How were women treated prior to the emergence of Islam compared to how they were treated during the time Muhammad lived? Why did Muhammad choose to take multiple wives after the death of his first wife? How do you think Muhammad’s revelations may have changed in the later period of His life? Describe your thoughts about Muhammad’s death and succession.

**Paper #2:** The Qur’an. Write about an aspect of the Qur’an. Examples might include how the Qur’an was revealed and by whom and in what manner. How was the Qur’an shared by Muhammad? How were contents of the revelations ensured and documented for future accuracy since Muhammad could not write? What were some of the major themes of the Qur’an? Explain your thoughts about the interpretation of the Qur’anic revelations over time. Do you think the Qur’an is patriarchal? Why or why not? In what ways? Give specific examples. What did you learn from your readings and the videos that you did not know before? Did anything surprise you? Write about some of the Surahs you studied or researched (different from your postings).

**Paper #3:** Women’s rights and status in the Quran and current Islamic societies. Write about some of the rights women gained through the rise and the early periods of Islam. Examine women’s rights in two Islamic countries. Are their rights implemented? What is the status of Muslim women today? What are the current major problems Muslim women are facing? Why is this happening? What are your thoughts about Muslim women’s present situation? Have been there any movements, such as feminist movements, fighting for Muslim women’s rights? Have they achieved any accomplishments

3. **Quizzes/Exams**

   There will be three quizzes/exams in this class:

   ✔ Pre-Knowledge Check and Post-Knowledge Checks – you will complete the pre-quiz at the beginning of the course and will only be graded on whether you complete the quiz. You will complete the post-quiz at the end of the course and will only be graded on whether you complete the quiz. It is for your reflection and lets you know whether you have learned basic information from the course. It is for your information and reference. If you do not complete the quizzes, you will receive zeros.

   ✔ A Mid-Term exam will be taken at the end of the fifth week. (No test will be taken at the end of the course.)

4. **PowerPoint or Prezi Presentation**

   Students will research further and prepare a PowerPoint or Prezi presentation of substance with narrative, effects, graphics, multi-media, etc., about a topic that we did not discuss in-depth in this course, such as Sha’ria and legal system in Muslim countries, colonialism and globalization effect on Islam, History of Muslim Women Scholars, Islamic Feminist Movement, etc…” The presentation
must include important and significant information about the topic or issue and will be submitted for sharing with classmates.

5. Religious Observation

Students will visit and observe or participate in an activity or educational program at an Islamic Mosque. Following the visit, a significant posting will be made to the Discussion Forum informing classmates about your experience, what you learned, what may have surprised you or interested you, questions that you have, etc.).

GRADING SCALE

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<tr>
<th></th>
<th>Points each</th>
<th>Total Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Discussion Blog Postings</td>
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<tr>
<td>Discussion Peer Responses</td>
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<td>**Total</td>
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Keep copies of all submitted assignments until grades are posted.

Turning in a bad paper for an F OR inadequate assignments are still far better than not turning it in and earning a zero. Examples of paper and discussion grading scales would be:

- "A" paper: well-written and organized, has a substantial and interesting thesis, demonstrates strong argumentation, is well backed by the proper use of evidence, gets facts right, and displays originality of thought and interpretation. An "A" is earned in discussion by demonstrating knowledge of the assigned materials and substantial thought about those materials, and by interacting productively on postings with the thoughts, ideas and questions of one's classmates.

- “B” paper: lacking in one or two of the qualities above: perhaps it is well-written and organized, displays originality of thought, and uses good evidence, but does not have very strong argumentation. A “B” is earned in discussion by demonstrating a good knowledge of the assigned materials, and by interacting productively with the ideas of one's classmates.
• "C" paper: fulfills the assigned task, but may have problems with writing and organization, or may be lacking in evidence. A "C" is earned in discussion by participating productively even while showing that one has not read or viewed assigned materials thoroughly.

• "D" paper: partially fulfills the assigned task, but has substantial problems, such as the lack of a thesis, or poor writing and organization. There may be an opportunity for re-writing the paper that earns a "D", if the paper is submitted prior to the final due date and at my discretion. A "D" is earned in discussion failing to post several required assignments or responding to peer comments.

• "F" paper: does not fulfill the assigned task. There may be an opportunity for re-writing a paper that earns an "F", if the paper is submitted prior to the final due date and at my discretion. Absence from discussion earns a grade of zero. An "F" in discussion is earned in failing to post most assignments timely or not responding to peer comments.

RE-SUBMISSIONS AND LATE WORK

Because of the accelerated pace of this eight-week course, written work cannot be re-submitted. Late work can be submitted, only up to 48 hours after the original deadline, but will incur a 20% penalty reduction in points. This means to earn 80% or better on a late assignment, you will need to get at least 100% of all the points in the assignment. So, plan carefully.

COURSE POLICIES

➢ Academic integrity is mandatory; dishonesty is not tolerated. “The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all the graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards:

http://cetalweb.utep.edu/sun/cetal/events/docs/Academic_Dishonesty.htm.

➢ This course utilizes plagiarism detection software. If you turn in plagiarized work, this will be reported to the Dean of Students; and you will receive an “F” for this course. You may also be subject to other academic penalties including suspension from the university and notation of academic dishonesty on your permanent record. The sites below explain what constitutes academic dishonesty and the university’s policy on plagiarism.

http://www.plagiarism.org/plag_article_what_is_plagiarism.html
http://libraryweb.utep.edu/research/plagiarism.php

➢ Students are subject to all university policies including those in addition to plagiarism, such as cheating and collusion, but not limited to these examples of academic dishonesty. You should be familiar with policies including those found in:

UTEP Handbook of Operating Procedures
Dean of Students Information

➢ Individuals with eligible disabilities have the right to equal access and opportunity pursuant to the American with Disabilities Act (ADA) of 1990 (and later revisions) and
Section 504 of the Vocational Rehabilitation Act of 1973. It is the student’s responsibility to contact me and the University’s Center for Accomodations and Supportive Services at If a student needs an accommodation then the Center for Accommodations and Supportive Services (CASS) at UTEP. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this confidentially with the instructor and/or the director of the CASS. Below is the CASS contact information: CASS
Union Building East Room 106
Phone:(915) 747-5148
cass@utep.edu

DROP POLICY

I do not automatically drop students even after missed major assignments. You must initiate the drop yourself.

Each semester has a drop date beyond which an instructor can no longer drop a student with a “W.” Students who fail to attend or fulfill assignments are the drop date must necessarily receive an “F.” If, however, an event of exceptional circumstances occurs and with the approval of the course instructor and the academic dean, a grade of “W” may be obtained. The student is responsible for supplying written documentation to support the request for a “W.” Acceptable reasons for a “W” include: personal or family medical emergencies, death of family member, military leave, or an exceptional work schedule that prevents completion of the course.

BE MINDFUL OF COURSE DROP DATES!

Be aware, also, of the six-course drop limit. According to the Texas Education Code, “all first-year students enrolled for the first time at any Texas public college or university are limited to six drops during their academic career. This includes student and faculty initiated drops and courses dropped at other Texas public institutions. This policy does not apply to courses dropped prior to census day or to complete withdrawals.” So, keep your college experience on the right track by completing assignments and courses.

COPYRIGHT AND FAIR USE NOTICE

Many materials posted for this course are protected by copyright law. Such materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

The University requires that all members of its community follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.
7-Week Tentative Course Calendar  
January 22-March 9

- Each module is scheduled for about 6 days with a total of 8 modules
- Module postings to discussion boards and responses to classmates’ postings are due by 11:59 pm of each module end date.

**CALENDAR AT A GLANCE…..**

- Calendar is subject to change. Updates will be posted in the announcement section on Blackboard

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<td>Module 2 Jan 28</td>
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<td>Module 5 Feb 19</td>
<td>Module 5 Feb 20 Response Paper 3 Due</td>
<td>Module 6 Feb 21 Mid-term Exam Period</td>
<td>Module 6 Feb 22 Mid-term Exam Period</td>
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<td>Feb 24</td>
<td>Mid-term Exam Period</td>
<td>Module 6 Feb 25</td>
<td>Module 6 Feb 26</td>
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<td>Module 7</td>
<td>March 3</td>
<td>Module 7 March 4</td>
<td>Module 7 March 5 PPT/Prezi Due</td>
<td>Module 8 March 6</td>
<td>Module 8 March 7</td>
<td>Module 8 March 8 Religious Experience</td>
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* Please note that these listed readings might change a little. They will be updated weekly.

<table>
<thead>
<tr>
<th>Topic(s)</th>
<th>Assignments Due by Last Day of Module</th>
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| **Getting Started & Module 1: Jan. 22-27**  
Course Introduction; History Leading to Islam and Western Perspectives  
• Course Welcome  
• Technology Requirements  
• Instructor Contact Guidelines  
• Time Management Online  
• Overview of the Course: Syllabus and Calendar  
• Pre-Knowledge Check  
• Introduction to Islam  
• Early Civilizations and Religions  
• Mesopotamia and Mediterranean Middle East  
• Pre-Islamic Near East  
• Pre-Islamic Arabia: Beliefs, Values, Way of Life  
• Islam in the Eyes of the West  
• Approaching Islam in Religious Terms  
• Stereotypes of Islam  | • View Instructor Welcome  
• Post your Introduction to Discussion Forum 0A  
• Read Syllabus and Course Calendar carefully  
• Read the Technology Check and  
• Install/update additional components needed  
• Review Contacting Instructor and Managing Online Time  
• Review Learning Objectives for Module 1  
• Complete Pre-Course Knowledge Check Quiz  
• View Instructor Lecture Notes  
• Read Ramadan, Introduction & Chapter 1  
• Read Mernissi, pp. 1-24  
• View Islam Community Maps and Islam Chronology  
• View Islam Glossary from Jonathan Berkey  
• View Negative Stereotypes Persist Between West and Muslims  
• View Debunking Misconceptions about Islam  
• Read short article on Stereotypes by Dr. Amir Ali  
• Make a posting to Discussion Forum 1A regarding stereotypes.  
| Complete the Pre-Knowledge Check due by Jan. 27 |
| **Module 2: Jan. 28-Feb. 2**  
The Prophet Muhammad and the Arabian Muslim Community  
• Muhammad: Orphan and Merchant  
• Muhammad: Messenger and Message  
• Muhammad: Statesman  
• The Emergence of Islam  
• Early Muslim Community and History  
• Women and the Rise of Islam  
• A’isha: Wife and Custodian of His Memory  | Review Learning Objectives for Module 2  
• View Instructor Lecture Notes  
• Read Ramadan, pp. Chapters 2 &3  
• Read Mernissi, pp. 25-61  
• View short video on early Islamic community  
• View short slide show on Muhammad’s Life  
• Read about Roles of Muhammad  
• Read about Muhammad’s wife, A’isha’s role, pp.50 -61  
• Read about Muhammad as messenger of God, pp. 52-83  
• Make at least two postings to the Discussion Forum 2B  for at least  
two separate discussion questions & respond to at least one of your peers’ postings  
• Response Paper #1 due Feb. 2 about Muhammad and/or early Muslim community |
<table>
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<th>Module 4: Feb. 10- Feb. 15</th>
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<tr>
<td><strong>The Holy Qur’an</strong></td>
<td><strong>Islamic Dynasties and Growth</strong></td>
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<tr>
<td>- Introduction and History of the Qur’an</td>
<td>- The Four Caliphs</td>
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<tr>
<td>- Mode of revelation</td>
<td>- Arab Conquests</td>
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<td>- Nature and Function of the Qur’an</td>
<td>- Islamic Rule struggle for unified Umma</td>
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<td>- Qur’anic Early Commentaries</td>
<td>- The Transitional Age</td>
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<td>- Qur’anic Later Interpretations</td>
<td>- Elaboration of the Founding Discourses</td>
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<tr>
<td>- Authority and place in Islamic beliefs</td>
<td>- The Consolidation of Islam</td>
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<tr>
<td>- Compilation, Structure and major themes</td>
<td>- Medieval Islam</td>
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<tr>
<td>- Early Commentaries</td>
<td>- Relevance of the Past</td>
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<tr>
<td>- Later Interpretations</td>
<td>- Review Learning Objectives for Module 3</td>
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<tr>
<td>- Study of some Surahs of the Qur’an</td>
<td>- View Instructor Lecture Notes</td>
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<tr>
<td>- Relationship with other sources of knowledge</td>
<td>- Read Ramadan, Ch. Read Mernissi, pp. 161-1</td>
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<td>- View Islamic Caliph History, Maps, and Islamic Time Periods of Imams and Dynasties .. Read Mernissi, pp. 161-179</td>
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<td>- View video depicting Islamic Golden Age</td>
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<td>- Post on Discussion Forum 4A about the first four Caliphs and respond to at least one of your peers’ postings</td>
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<tr>
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<td>- Response Paper # 2 due Feb. 9 about the Qur’an.</td>
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- Review Learning Objectives for Module 3
- View Instructor Lecture Notes
- Read Ramadan, chapter 4
- Read Mernissi, pp. 102-140
- View short slide show on the Qur’an
- View diagrams of Quran by Barlas
- View video Secrets of the Qur’an parts 1 & 2

**Post to Discussion Forum 3A your thoughts and comments about the Secrets of the Qur’an. Respond to a peer’s posting.**

- Read Lawrence pp. *Introduction to Qur’an*, pp. 1-17
- Read Sells, *Approaching the Qur’an*, pp. 1-28
- Read Watt, *History of the Qur’an*, pp. 40-55
- View Surah 12 of the Holy Qur’an
- View other selected Surahs from the Qur’an and read them.
- From one of the Surah selections you studied, make a posting to Discussion Forum 3B; and respond to at least one classmate’s posting.

- Review Learning Objectives for Module 4
- View Instructor Lecture Notes
- Read Ramadan, Ch. Read Mernissi, pp. 161-1
- View Islamic Caliph History, Maps, and Islamic Time Periods of Imams and Dynasties .. Read Mernissi, pp. 161-179
- View video depicting Islamic Golden Age
- Read article on Islam Expansion
- View Islamic Expansion slides
- View video showing difference between Sunni and Shi’a Islam
- Post on Discussion Forum 4A about the first four Caliphs and respond to at least one of your peers’ postings
- Response Paper # 2 due Feb. 9 about the Qur’an.
### Module 5: February 16 – February 20

**Hadith and Sunnah: Basic Beliefs, Practices & Personal and Communal Life**

- The Prophet’s Sunnah
- The Hadith: Its Terminologies, authors and Transmission
- The Five Pillars of Islam
- The Articles of Faith
- Muslim Creeds and Theologies
- Relationship Between Faith and Practice
- Islamic Life Cycle and Family
- Ideals and Realities of Islamic Community Life

- Review Learning Objectives for Module 5
- View Instructor Lecture Notes
- View item on difference between Hadith and Sunnah
- Read Brown, pp. 1-33 on *The Hadith*

**Post to Discussion Forum 4B about Hadith and Sunnah - Respond to at least one of your peers’ posting**

- View *The Five Pillars of Islam* slide show
- Read Smith, *Practices in America*, pp. 1-21
- View *Beliefs and Everyday Lives of Muslims*
- Browse through *The Ajwiba* (Islam Catechism)
- View video *Why do Muslims Kill People for their Beliefs*

**Make a Post to Discussion Forum 5A regarding an aspect of Beliefs and Practices. Respond to at least one peer’s posting**

**Response Paper #3 due Feb. 20** on Women’s rights and status in the Quran and current Islamic societies

### Module 6: Feb. 21 - Feb. 24

**Islamic Law (Shari’a)**

- The Shari’a: Introduction to Islamic Law
- Structure of the Law
- Interplay of Revelation and Reason
- Shari’a and basic human rights concerns
- Law and the State History of Islamic Law & Legal Theories

**Mysticism and the Sufi Way;**

- Islamic Asceticism and Mysticism
- Masters and Disciplines of Exoteric Piety
- Sufi Doctrine and Practice
- Forms and Functions of Sufi, Orders
- Sufi Poetic and Theological Writings

- Review Learning Objectives for Module 6
- View Instructor Lecture Notes
- Read Schacht, *Introduction to Islamic Law*, pp. 1-5
- Read Kamali, *Law and Society*, pp.107-124; 140-153
- Read An-Naim on *Shari’a and Human Rights*, pp. 228-238
- View video about Islamic Shari’a Law
- Read two news articles about Shari’a in America

**Make at least one post to Discussion Forum 5B on Islamic Law -respond to one of your classmates’ postings**

- Browse Cangurel’s collection of Poetry and stories from Sufi and Saint, Rabi’î
- View video on Sufi Islamic Mysticism

**After researching other Islamic mystics or Sufis, write about one that caught your attention on Discussion Forum 6B**

**Respond to at least one peer’s posting**

**Complete Mid-Term Exam between Feb 21– Feb 24**
### Module 7: March 1–March 5
**Colonialism, Immigration, Globalization and Modernity**
- European Colonialism
- Social and Intellectual Change
- Discourse of the Veil
- Emergence of Modern Muslim States
- Muslims, Pluralism, Interfaith Dialogue
- Muslim Communities in America
- European Muslims and Changing Boundaries of Transnational Religious Discourse
- Toward different understanding of *Umma* & Politics in the Contemporary World
- Islam and Modernity

**View Instructor Lecture Notes**
- Read Ramadan, chapter 5
- View European colonialism in Islamic countries
- View website overview of European colonialism
- Review webpage on phases of Islamic immigration
- View video *Islam and Modernity in Egypt: Contention & Resolve*
- Read webpage on Islamic Globalization debate
- Read Leonard on Islamic Community in America
- Read Rippin on modernity, pp. 167-188

*Post on Discussion Forum 7A about an aspect of colonialism, immigration, transnationalism, globalization or modernity, and respond to at least one classmate’s posting*

*Prepare a PowerPoint or Prezi presentation* of substance with narrative, effects, graphics, multi-media, etc. about one of the topics listed in the syllabus. **Presentation is due March 5.**

### Module 8: March 6–March 9
**Movements, War & Peace, and the Future of Islam**
- Divergent Voices
- Movement and Trends in Renewal & Reform
- Principle of Movement in Structure of Islam
- Fundamentalism
- Progressive Muslims
- Women and Feminism
- Extremism, Terrorism and Jihad
- Western and Non-Western Perspectives on
  - Conflict Resolution
  - Peace and War

**Peacemaking: the Prophet’s Practice as Paradigm**
- Islam and the Challenge of Democracy
- Struggle for the Future

**Review Learning Objectives for Module 8**
- View Instructor Lecture Notes
- Read Kurzman on Liberalism, pp. 3-26;
- Read Shehadeh on Fundamentalism, pp. i-12
- Read Rubin and Salem on *Conflict Resolution...*, pp. 3-23;
- Read Mernissi, pp. 62-101;
- View *Use of Jihad* and “Commentary: Terrorism...”
- View Islamic Statements against Terrorism
- View amazing video *ISIS – ‘Islamic’ Extremism?*
- Read Esposito on Islam’s Global Future, pp. 680-690
- Read Smith on Islam’s Future in America, pp. 177-187

*Post to Discussion 7B about a contemporary or future Islamic movement or conflict resolution to war/peace. Respond to a peer’s posting*

Make final posting to Discussion Forum 8B on what you learned about Islamic Faith in this course.

**Complete the Post-Knowledge Check due by March 3**

**Religious Experience Report due March 8**
| Between January 28 – March 8 | Visit, tour and/or attend an educational/religious event at your local mosque or Islamic center, then submit 500-word description and reflection about your experience. Submit report anytime from January 28-March 8. Post to discussion 8A about three main positive things you experienced during the site visit. Respond to a peer's posting. Post to discussion 8B what are the aspects you liked about this course and one thing you like to change. Respond a peer's posting. Alternative assignment available due to disability with prior instructor approval |

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