



HIS 308
Introduction to the Islamic World

Prof. Elizabeth Urban
Fall 2016

PROF. URBAN'S INFORMATION

Office: Wayne Hall 429
Office Hours: **Mon** 11:00-1:00, **TuTh** 3:30-5:00
Email (best contact method): eurban@wcupa.edu
Work Phone: 610-436-2541

Course Description:

Islam is the world's second-largest religion, the faith of 1.2 billion adherents across the globe; there are 2.5 million Muslims in America alone. You have probably encountered images of the Islamic world, such as women wrapped in black veils, or bearded ISIS warriors. But what is Islam, exactly? In this course, we will learn what diverse Muslims around the world believe, how they put their faith in action, and the challenges they face in the modern world. We will learn about the two main branches of Islam (Sunnism and Shiism), as well as other religious trends such as mysticism and fundamentalism. We will explore Sharia Law and hear Muslim women's voices. We will examine the relationship between Islam and violence/peace, dictatorship/ democracy, and tolerance/intolerance. By the end of this course, you will have a richer understanding of Islam and its many manifestations in the world.

This is an approved General Education course that meets the Interdisciplinary (I) requirement. We will examine the Islamic world from three different perspectives: history, religious studies, and political thought.

Required Materials:

- Donner, Fred. *Muhammad and the Believers at the Origins of Islam*.
- Hillenbrand, Carole. *Introduction to Islam: Beliefs and Practices in Historical Perspective*.
- Harris, Sam, and Maajid Nawaz. *Islam and the Future of Tolerance: A Dialogue*.
- Other readings will be provided on D2L.

→ STUDENT LEARNING OUTCOMES (SLOs)

Course Learning Outcome Goals:

- 1) Content: learn the basic beliefs, rituals, texts, people, events, and ideologies of the Islamic world. Appreciate both the unifying features and the diversity of Islam.
- 2) Critical thinking: challenge your own assumptions, challenge voices of authority (textbook, professor, and pundits), and challenge logical fallacies. Demand evidence for claims, consider the wider context, and think of alternative interpretations.
- 3) Communication: practice communicating in a variety of formats: debate, discussion, presentation, writing, commentary, and criticism. Hone your ideas and share your well-articulated viewpoints with others.
- 4) Interdisciplinary Skills: demonstrate the ability to think across and about disciplinary boundaries. The course draws on examples from *history, religious studies, and political thought* to help students understand the interconnectivity of ideas.
- 5) Empathy: demonstrate that you can consider any issue from multiple viewpoints, gain new insights on your own position, and enter into fruitful dialogue about your (and other peoples') values.
- 6) Agency/ Active Learning: ask for clarification and feedback, seek out information, learn to make your own expert decisions and assess your own work.

Departmental Learning Outcome Goals:

This upper-level History course is ideally suited to help students demonstrate four learning outcomes essential for the successful student of history:

- 1) Construct generalizations and interpretations that demonstrate a knowledge of historical eras, change over time, and key historical concepts in Islamic history.
- 2) Communicate knowledge of history in reasoned arguments supported by historical evidence and an appreciation of multiple causes, effects, and perspectives, in both oral and written presentations.
- 3) Locate, identify and acknowledge multiple points of view in primary and secondary sources.
- 4) Connect knowledge of multiple historical perspectives to contemporary life in a heterogeneous, global society.

Interdisciplinary (I) Learning Outcome Goals:

This is an approved General Education course that meets the Interdisciplinary (I) requirement. We will examine the Islamic world from three different perspectives: **history, religious studies, and political thought.**

This course achieves the following General Education goals:

- Gen Ed Goal #1: Communicate effectively
- Gen Ed Goal #3: Think critically and analytically
- Gen Ed Goal #4: Demonstrate the ability to think across and about disciplinary boundaries
- Gen Ed Goal #5: Respond thoughtfully to diversity

→ COURSE POLICIES

Late Work:

-I do not accept late work in this class. All reading quizzes must be completed on D2L *before* class time on their assigned day, or they will not be accepted.

Absences:

-I take attendance every day. You get one (1) free absence before your grade begins to suffer. Starting with your second absence, your attendance grade will go down $\frac{1}{3}$ letter grade for each class missed (i.e. from A to A-, from B+ to B, etc.). If you have 12 or more unexcused absences, your *overall course grade* will drop by one full letter grade (see grading policies below). You must contact me *before* class begins to get an excused absence. I cannot count after-the-fact explanations as excused unless you can demonstrate a true emergency had occurred (you were at the hospital, etc.)

-On excused absences for university-sanctioned events, see below.

Tardiness:

-If you are 5 minutes or more late to class, you will receive half credit for attendance that day. If you are 20 minutes or more late to class, I will count you absent that day.

-I take attendance at the beginning of class and will not stop teaching to record latecomers. If you come in late, it is *your* responsibility to see me after class that day to make sure I have noted your presence. If you fail to see me after class and I erroneously mark you as absent that day, your absence stands.

Cell Phones:

-Please don't use your cellphones during class for calls, texting, or the Internet. If you are expecting an important/emergency call, please let me know before class. You may leave your phone out on your desk and exit class to take the call.

-It is distracting for me to stop class to ask you to put away your cell phone. Instead, I will pull you aside after class to point out any problematic phone use. If the problem persists after I have called it to your attention, I will count you *absent* every time I see you excessively using your phone in class.

Office Hours

-During my posted office hours, I pledge to be in my office and available to any students who drop by. You do not need to make an appointment during these hours, though you may send me an email as a courtesy if you wish.

-You can come to office hours for almost any reason: to discuss an assignment, introduce yourself, ask for advice, etc. The one thing office hours are *not* for: making up for missed classes. If you miss a class, please get notes from a classmate and review course materials on D2L. If you still have questions about the material *after* getting a friend's notes, then you may come to office hours to get your questions answered.

-If you cannot come to office hours, send me an email and we can work out a time to meet outside office hours. My goal is to be as available to students as possible.

Green Dot:

-College campuses are notorious hotbeds of power-based violence (sexual assault, stalking, domestic abuse, coercion, bullying). Help create a campus where violence is unacceptable. If you see a potential "red dot" of violence in progress, be an active bystander: do something, say something, tell somebody.

-As a way to decrease the number of people hurt on our campus from sexual violence and domestic violence, WCU has been working since last summer to implement a new program called Green Dot. This campus-wide intervention and prevention strategy includes all members of the community. I encourage you to attend a Green Dot training session this semester!

Safe, Civil Classroom:

-Sometimes we will treat difficult or controversial subjects in class. Our goal is to be able to deeply discuss these issues while still maintaining a civil and respectful atmosphere in class.

-Students are free to express their thoughts about course topics, but other students are free to challenge or question those opinions. Being questioned may make you feel uncomfortable or upset, but it should not make you feel *unsafe*.

-Students should not direct any insulting or offensive comment toward another student. If you disagree with something your classmate has said, explain why and how you disagree with their idea: do *not* respond by personally insulting your classmate.

-If any student feels that the class atmosphere has become offensive and unsafe, please meet with me and we will work together to rectify the issue.

➔ WEST CHESTER UNIVERSITY POLICIES

ACADEMIC & PERSONAL INTEGRITY

It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the *Ram's Eye View*, and the University website at www.wcupa.edu.

STUDENTS WITH DISABILITIES

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. The OSSD hours of Operation are Monday – Friday, 8:30 a.m. – 4:30 p.m. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at www.wcupa.edu/ussss/ossd.

EXCUSED ABSENCES POLICY FOR UNIVERSITY-SANCTIONED EVENTS

Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

REPORTING INCIDENTS OF SEXUAL VIOLENCE

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Ms. Lynn Klingensmith. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the webpage for the Office of Social Equity at http://www.wcupa.edu/_admin/social.equity/.

EMERGENCY PREPAREDNESS

All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

ELECTRONIC MAIL POLICY

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

➔ ASSIGNMENTS AND ASSESSMENT

- Active Attendance: 10%
- Participation: 10%
- Reading Quizzes (on D2L): 15%
- Pillars Presentation: 10%
- Debates: 25%
- Book Club/ Annotations: 15%
- Final Exam (optional): 15%

Holistic rubric:

Letter grades will be given for all assignments. More specific guidelines will be provided for each individual assignment. In general, this is what letter grades mean:
A= truly excellent – demonstrates full mastery of material and skills (critical thinking, analysis, communication).

B = good job – strong effort, good understanding of material and application skills, with some room for improvement (see professor feedback).

C = decent – some effort, some understanding of material and application skills, but significant gaps (see professor feedback, and come to office hours for more guidance.)

D = poor – lacking effort, understanding of material and application of skills. I will provide feedback, but you must take responsibility for yourself. I encourage you to come see me in office hours for guidance and support.

F=incomplete/missing – you failed to complete or turn in the assignment.

Description of Assignments:

1. Active Attendance

Grade Percentage: 10%

Due Date: Continuous throughout semester

SLOs achieved: All – attendance is golden!

- "Active" attendance means: if I notice that you are sleeping, surfing the internet, more than 20 minutes late, or otherwise phoning it in, I will count you as absent that day.

- See chart for grades associated with attendance/absences.

-If you have 12 or more unexcused absences, your *overall course grade* will drop by one full letter grade. Example: if you get an "A" on every other assignment, but you get an "F" for attendance, your final grade would originally be calculated as an A-, but an additional letter-grade penalty would be added so that your actual final would be a B-.

# of absences	attendance grade
0-1	A
2	A-
3	B+
4	B
5	B-
6	C+
7	C
8	C-
9	D+
10	D
11	D-
12+	F* *Plus added final grade penalty

2. Participation

Grade Percentage: 10%

Due Date: Continuous throughout semester – new opportunity each week

SLOs achieved: Content, critical thinking, communication, agency

-A different participation task is available *each week* of the semester. Check the schedule of classes or D2L to see what participation task is available in any given week.

-You get a participation checkmark ✓ for completing these tasks. Your goal is to gain as many participation checkmarks as possible (out of 22). See chart for grades associated with ✓s.

-Most tasks may be repeated for 2 ✓s in a week, but some tasks may only be completed once for 1 ✓. (The schedule of classes below tells you which ones are only good for 1✓.)

-Participation tasks will be graded on *completion and effort*. If you turn in a bare-bones, half-hearted response, you may receive half a ✓ or no ✓ at all, at my discretion.

✓s	participation grade
19-22	A
16-18	A-
13-15	B+
11-12	B
9-10	B-
8	C+
7	C
6	C-
5	D+
4	D
3	D-
0-2	F

3. Reading Quizzes (on D2L)

Grade Percentage: 15%

Due Date: Almost every single class (only exceptions: first and last weeks).

SLOs achieved: Content!

-There are 23 reading quizzes throughout the semester. I will drop *one* lowest quiz grade at the end of the semester (a total of 22 quiz grades will count).

-These are open-ended multiple-choice quizzes (i.e. "check all that apply"). They are not meant to be tricky or, but just to make sure that you are doing your reading!

-These are due *on D2L*. If you do not have easy access to D2L at home or in your dorm, make plans to go to the library.

***They are due *by the beginning of class* on their assigned date. There are no exceptions – be sure to manage your time and plan ahead.

4. Pillars Project

Grade Percentage: 10%

Due Date: Tues Sep 20 or Thurs Sep 22 (depending on your group/pillar).

SLOs achieved: content, communication, interdisciplinary, empathy, agency

-All practicing Muslims are called to observe the "five pillars" of Islam: statement of faith, ritual prayer, almsgiving, fasting Ramadan, and the hajj pilgrimage to Mecca.

-Your job is to *bring these pillars* to life for the rest of the class. Help us approach them from as many angles as possible – through audio-visual materials, physical activities, interviews with Muslim students, stories, etc. Help us understand their historical, religious, and political significance for Muslims.

-You may assign your fellow classmates to complete informal tasks, which I will not grade but will help them achieve the *participation task* for this week: to *talk in class*.

-This is a group-work project. Each group will have 5-6 members. You may work together as closely or loosely as you decide, but your presentation should be practiced and professional. Some in-class time will be devoted to discussing and planning your project with your group, but *you are expected to do the bulk of planning outside of class*. It is your responsibility to work well together and make a collective plan for success!

-The pillars project will be graded according to the following criteria: accurate and complete *content*, preparation and polish of *presentation*, and *creativity* in bringing these pillars to life from multiple angles.

-All members of a group will receive the same grade, *unless* 4 group members independently single out another particular member (not yourself!) as either *amazingly stellar* (+ $\frac{1}{3}$ letter grade) or *disappointingly dismal* (- $\frac{1}{3}$ letter grade). It is each student's individual responsibility to communicate this with me: email me, come to office hours, or see me after class to discuss any group issues (good or bad). If a group singles out a member as *dismal*, I will give that member a chance to defend themselves. If a group informs me that a member did not participate at all, and that member cannot demonstrate otherwise, *that member will receive an F*.

5. Debates

Grade Percentage: 20%

Due Date: Intermittent throughout semester (depending on your group).

SLOs achieved: content, critical thinking, communication, interdisc., empathy, agency

-This is a group-work project. Each group will have 3 members. Your debate group members will stay the same throughout the semester, so get to know each other. You should share each other's contact information and plan to work closely together.

-There will be 10 debates throughout the semester. Each debate will involve *four groups*: three debate groups and a judge group. I will assign *two* of the three debate groups a particular position to argue. The third debate group is tasked to come up with their own original position, arguing for something different than either of the other two groups.

- In class, we will have a point-counterpoint debate between the three sides. **Your job as a debater is to argue as strongly and convincingly as possible for your position, whether or not you actually agree with it.** There are multiple sides to every issue, and you should aim to help us understand this particular side.

-Each debate group will fill out a worksheet (provided by me) to demonstrate their preparation for the debate and their written articulation of their position. **I will only accept one debate worksheet per group**, but you should indicate how each member contributed to it (Sam came up with X argument ; Taylor looked up Y source.)

-Judges should listen carefully and take notes on the strengths and weaknesses of different arguments. After the debate, the judges will exit the class for 5-10 minutes to compare notes, assess the merits of the different positions, and vote on the winner. (The vote need not be unanimous). Judges will fill out a short worksheet (provided by me) explaining their decision. **I will only accept one judging worksheet per group**, but you should indicate how each member participated in the discussion.

-Debate groups will be graded according to the following criteria: strength of *argument*, thoroughness of *preparation*, individual verbal *participation*, judges' *votes*. Judges will be graded according to the following criteria: thorough *assessment* of strengths and weaknesses of different positions, convincing *explanation* of decision.

-All members of a group will receive the same grade, unless 2 group members independently single out the third as either *amazingly stellar* (+ $\frac{1}{3}$ letter grade) or *disappointingly dismal* (- $\frac{1}{3}$ letter grade). (Same rules as Pillars Project).

-Debate topics: 1) Understanding Muhammad; 2) Approaching the Quran; 3) The Succession to Muhammad; 4) The Nature of the Islamic Expansion; 5) Legal Issue (coffee, music/dancing, or stoning); 6) Legacy of the Mongols; 7) Creation of Israel; 8) Desirability of Democracy; 9) Women's Roles; 10) Violence and Terrorism.

6. Book Club Assignment

Grade Percentage: 20% (15% essay, 5% presentation)

Due Date: *Written portion (15%):* Thurs Dec 1

Presentation portion (5%): Dec 1, Dec 6, or Dec 8 (depending on your assigned section of the book).

Goals achieved: content, critical thinking, communication, interdisc., empathy, agency

-This is the major formal written assignment of the semester, and it also has a presentation component.

-We will read a recent, popular, and controversial book called *Islam and the Future of Tolerance*. It's an accessible conversation between two men, but it's not simple – it brings up lots of complicated ideas about the Islamic world and lots of different aspects of Islamic thought, history, and law. To really understand everything it says, it needs to be unpacked. That's your task.

-Each student will be assigned 4-6 pages of this book to focus on. You will identify one or two elements of this section (a person, idea, or event mentioned) to delve into more deeply – you will write a critical essay about this element and also explain it to the class in our "book club." For instance, help us understand who Ayaan Hirsi Ali is and why she is mentioned in this book. Help us understand the U.S. intervention in the Bosnian Genocide, or what Hizb ul-Tahrir is, or what the concept of "abrogation" is, or what the Mu'tazila movement was all about. You get to decide!

-**Essay** length is 5 pages, double-spaced, 12-point font, normal margins. Elements of the essay: **introduction** telling what element(s) you are investigating and why you chose it; **body** outlining the findings of your investigation, based on the reading of high-quality, reliable sources; **conclusion** explaining how your research helped you better assess *Islam and the Future of Tolerance* (for instance, did it sway you toward one man's side, or complicate both men's arguments, or raise more questions for you?)

-Your in-class **presentation** should be short, concise, and clear: you will have *no more than 5 minutes* to explain your topic and articulate its relevance. Do *not* just read your essay out loud to us – that is boring for your audience, and will take too long. Instead, *tell us* about your topic in an engaging, accessible way that opens our eyes to new ideas and makes us care! (We will all have read the entire book, so there is no need to summarize it for us. Just delve right into your topic).

-The book club assignment will be graded according to the following criteria: **Essay** (15% of final grade): good *writing style* and logical *organization*; *quality and accuracy* of information provided; use of *reliable source material*; proper *citation apparatus* (footnotes and works cited page), and strong point of view (particularly in the conclusion).

Presentation (5% of final grade): *concision*, clear *preparation*, *accessible and engaging* delivery of information.

7. Final Exam (optional)***

Grade Percentage: 15%

Due Date: Thursday, December 15, 1:00-3:00 PM (normal classroom)

Goals achieved: content, critical thinking, communication, interdisciplinary

-The final exam is comprehensive – it covers all the information we have learned this semester, including readings, in-class activities, debates, and lectures. It is a combination of multiple-choice, short answer, and longer essay questions.

-The final exam is *optional* – you may take it if you think it will improve your final grade. If you do not take the final exam, your final grade will be based on the calculated average of your other assignments.

*****You lose the right to an optional final if you fail to achieve an average of B or higher on all other assignments. If the average of all your assignments before the exam is B- or lower, you must take the exam.** (This policy is consistent with the WCU university final exam exemption policy).

-You will know by Thursday, December 8 whether or not you have lost your right to an optional final.

➔ COURSE OUTLINE

-The following course outline is preliminary and subject to change. All the most up-to-date information will be on D2L. If there is a discrepancy between the printed course outline and D2L, *please follow D2L*.

#	Date	Topic	Reading due by today's date	Assignment due by today's date	Participation
1	Tues Aug 30	Introduction	n/a	n/a	1. come to <i>office hours</i> , or make an appointment. (Only 1 ✓ available).
2	Thur Sep 1	Boot Camp: Skills for Success	-Hillenbrand, <i>Intro to Islam</i> , Chapter 1 (Introduction)	Mock <u>quiz</u> on D2L: what to expect (not for a grade, but for practice)	1. come to <i>office hours</i> , or make an appointment. (Only 1 ✓ available).
3	Tues Sep 6* *Last day to add-drop	Pre-Islamic Near East	-Donner, <i>Muhammad and the Believers</i> , Ch. 1 (Near East on Eve of Islam)	-Quiz 1: Donner Ch. 1 (on D2L) -Mock <u>debate</u> in class: what to expect	1. come to <i>office hours</i> , or make an appointment. (Only 1 ✓ available).
4	Thur Sep 8	Muhammad	-Hillenbrand, <i>Intro to Islam</i> , Ch. 2 (Muhammad)	-Quiz 2: Hillenbrand Ch. 2 (on D2L)	1. come to <i>office hours</i> , or make an appointment. (Only 1 ✓ available).
5	Tues Sep 13* *Eid al-adha	Muhammad and Quran	-Donner, <i>Believers</i> , Ch. 2 (Muhammad and the Believers' Movement) and Appendix A	-Quiz 3: Donner Ch. 2 (on D2L) -Debate 1: Understanding Muhammad	2. email or in person ask a <i>specific question</i> about pillars assignment due next week. (Only 1 ✓ available).
6	Thur Sep 10	Quran	-Hillenbrand, <i>Intro to Islam</i> , Ch. 3 (Quran)	-Quiz 4: Hillenbrand Ch. 3 (on D2L)	2. email or in person ask a <i>specific question</i> about pillars assignment due next week. (Only 1 ✓ available).

7	Tues Sep 20	5 Pillars	-Hillenbrand, <i>Intro to Islam</i> , Ch. 4 (Faith)	- Quiz 5: Hillenbrand Ch. 4 (on D2L) - Debate 2: Approaching the Quran -Pillars 1-3	3. <i>talk in class</i> (either in small group or whole-class discussion)
8	Thur Sep 22	Succession to Muhammad, "Rightly Guided Caliphs"	-Donner, <i>Believers</i> beginning of Ch. 3, pp. 90-106 (up to "The Character of the Believers' Early Expansion") -Afsaruddin, "Issue of Succession" (on D2L)	- Quiz 6: Donner, first part of Ch. 3 & Afsaruddin article (on D2L) -Pillars 4-5	4. <i>talk in class</i> (either in small group or whole-class discussion)
9	Tues Sep 27	Expansion of the Islamic Polity	Donner, <i>Believers</i> , rest of Ch. 3, pp. 106-144	- Quiz 7: Donner, second part of Ch. 3 (on D2L)	5. complete a <i>reading analysis worksheet</i> I have created for you (on D2L).
10	Thur Sep 29	1st Civil War	Donner, <i>Believers</i> , beginning of Ch. 4, pp. 145-170 (up to "Between Civil Wars")	- Quiz 8: Donner, first part of Ch. 4 (on D2L) - Debate 3: Succession to Muhammad	6. complete a <i>reading analysis worksheet</i> I have created for you (on D2L).
11	Tues Oct 4	Early Islamic Empire and 2nd Civil War	Donner, <i>Believers</i> , rest of Ch. 4, pp. 170-193	- Quiz 9: Donner, second part of Ch. 4 (on D2L)	7. half-and-half <i>reading analysis worksheet</i> : I provide 3 questions, you provide 3, and then complete them all.
12	Thur Oct 6	Elaboration of Islam and Arabic: The Umayyads	Donner, <i>Believers</i> , Ch. 5 and Appendix B	- Quiz 10: Donner, Ch. 5 (on D2L) - Debate 4: Islamic Expansion	8. half-and-half <i>reading analysis worksheet</i> (same rules as above).

-	Tues Oct 11	Fall Break	Fall Break	Fall Break	Fall Break
1 3	Thur Oct 13	Sunnism/ Shiism	Hillenbrand, <i>Intro to Islam</i> , Ch. 6 (Diversity)	-Quiz 11: Hillenbrand, Ch. 6 (on D2L)	9. group trivia game: <i>important Arabic terms</i>
1 4	Tues Oct 18	Islamic Law and Thought	Hillenbrand, <i>Intro to Islam</i> , Ch. 5 (Law) and 7 (Thought)	-Quiz 12: Hillenbrand, Chs. 5 and 7 (on D2L)	10. talk in class by <i>responding</i> to something a fellow student has said
1 5	Thur Oct 20	Sufism	Hillenbrand, <i>Intro to Islam</i> , Ch. 8 (Sufism)	-Quiz 13: Hillenbrand, Ch. 8 (on D2L)	11. talk in class by <i>responding</i> to something a fellow student has said
1 6	Tues Oct 25	Jihad	Hillenbrand, <i>Intro to Islam</i> , Ch. 9 (Jihad)	-Quiz 14: Hillenbrand, Ch. 9 (on D2L) -Debate 5: Legal Debate (you choose from list of topics)	12. come to <i>office hours</i> to discuss your grades and progress so far. (Only 1 ✓ available).
1 7	Thur Oct 27* Tomorrow is last day to W, NG, PF	Medieval history: convivencia, crusades, Mongols	-Ray, "Beyond Tolerance and Intolerance" (D2L) -Chevedden, "The Islamic View and the Christian View of the Crusades" (D2L) -Lewis, "The Mongols, The Turks, and the Muslim Polity" (D2L)	-Quiz 15: medieval history articles (on D2L)	12. come to <i>office hours</i> to discuss your grades and progress so far. (Only 1 ✓ available).
1 8	Tues Nov 1	Modern history: Ottomans, European colonialism, World Wars, Cold war	-Quataert, "Ottoman History Writing and Changing Attitudes toward a Notion of Decline" (D2L) (3 more readings, see next page)	-Quiz 16: modern history articles (on D2L) -Debate 6: Legacy of Mongols	13. create and complete a <i>reading analysis worksheet</i> on your own, for <i>one</i> of the assigned readings.

	Tues Nov 1, con't.		-Macfie, <i>The Eastern Question</i> , excerpts (D2L) -Fromkin, <i>Peace to End all Peace</i> , introduction (D2L) -Hahn, "Securing the Middle East: The Eisenhower Doctrine of 1957" (D2L)		
1 9	Thur Nov 3	Contemporary society: Oil, dictatorship, monarchy, and revolution	-Jones, "America, Oil, and War in the Middle East." (D2L) -Bellin, "Robustness of Authoritarianism in the Middle East" (D2L) -Cook, "The Arab Spring's Aftermath, in 7 minutes" (video on D2L)	-Quiz 17: contemporary society articles (on D2L) -Debate 7: Creation of Israel	14. create and complete a <i>reading analysis worksheet</i> on your own, for <i>one</i> of the assigned readings.
2 0	Tues Nov 8	Contemporary society: Women's Issues	-Hillenbrand, <i>Intro to Islam</i> , Ch. 10 (Women) -Abu-Lughod, "Do Muslim Women Really Need Saving?" (on D2L) -Mikdashi, "How not to study gender in the Middle East." (D2L)	-Quiz 18: Hillenbrand, Ch. 10 and assigned articles (on D2L) -Debate 8: Democracy	15. create one <i>question for today's quiz</i> (at least 24 hours before class time) – if I choose to put it on the quiz, you get a checkmark.
2 1	Thur Nov 10	Begin <i>A Separation</i>	-Jhally, <i>Reel Bad Arabs</i> (link to film on D2L)	-Quiz 19: Reel Bad Arabs (on D2L) -Debate 9: Women's Roles	16. create one <i>question for today's quiz</i> (same rules as above).

2 2	Tues Nov 15	<i>A Separation</i>	-Harris and Nawaz, <i>Islam and Future Tolerance</i> , pp. 1-60	-Quiz 20: Harris & Nawaz (part 1) (on D2L)	17. <i>contribute substantially</i> to class discussion – I will nominate standouts and class will vote on 3 winners.
2 3	Thur Nov 17	<i>A Separation</i>	-Harris and Nawaz, <i>Islam and Future Tolerance</i> , pp. 60-102	-Quiz 21: Harris & Nawaz (part 2) (on D2L)	18. <i>contribute substantially</i> to class discussion (same procedure as above).
2 4	Tues Nov 22	No Class Meeting , but still have reading quiz due on D2L	-Harris and Nawaz, <i>Islam and Future Tolerance</i> , pp. 102-128. -Omeish, "Sam Harris, Maajid Nawaz, and the Illusion of Knowledge" (D2L) -Nawaz, "Don't Call me Porch Monkey" (D2L)	-Quiz 22: Harris & Nawaz (part 3) (on D2L)	19. <i>pop culture</i> : submit to D2L a link to a pop-culture item (song, TV show, etc.) relating to the Islamic world. Explain (2-3 paragraphs, informal journal-style) your thoughts/reactions.
-	Thur Nov 24	Thanksgiving	Thanksgiving	Thanksgiving	Thanksgiving
2 5	Tues Nov 29	Contemporary society: terrorism, violence, war, and aftermath	-Hillenbrand, <i>Intro to Islam</i> , Ch. 11 (Tomorrow) -Haleem, "What is Martyrdom?" (D2L) -Neumayer and Plümper, "International Terrorism and the Clash of Civilizations" (D2L)	-Quiz 23: Hillenbrand, Ch. 11 (on D2L)	20. come to <i>office hours</i> with a rough draft or specific questions about your final book club project. (Only 1 ✓ available).

2 6	Thur Dec 1	Begin Book Club	-n/a, prepare book club presentation or study for final	-Debate 10: Islam and Violence/ Terrorism -Book Club Written Portion (due today, regardless of whether you will present in class today). -Book Club Presentations 1	20. come to <i>office hours</i> with a rough draft or specific questions about your final book club project. (Only 1 ✓ available).
2 7	Tues Dec 6	Book Club	-n/a, prepare book club presentation or study for final	-Book Club Presentations 2	21. <i>current event</i> : choose a recent, relevant news event and explain (2-3 paragraphs, informal journal-style) how taking this class helps you unpack it.
2 8	Thur Dec 8	Finish book club and course recap	-n/a, prepare book club presentation or study for final	-Book Club Presentations 3	22. <i>current event</i> : same as above, but with a different event
F	Thur Dec 15, 1-3 PM	Final (optional)	Final (optional)	-Final (optional)	n/a