

ISLAM AND GENDER
HIS-REL 268-01 (SPRING 2015)

In the House of the Law

These texts form the backbone of our course, but throughout the semester we will also be working with articles or excerpts from books. Some of these readings are accessible via “Library Resources” on our Blackboard course site, in which case they will have an “R” next to them on the syllabus, or on the course site itself, in which case they will have “pweb” next to them.

You can read scholarly sources with a few questions in mind:

As you read the primary documents with which we will work, please keep the following questions in mind:

From a skill-building perspective, then, **two important learning goals** of this course are (1) reading scholarly sources for argument and presenting that argument and exemplary evidence in succinct terms and (2) cultivating the ability to develop contextually sensitive understandings of primary source documents.

Engagement: 20%

As the weighty percentage indicates, I consider your participation in this course to be an essential component of its success. Participation includes regular attendance. In this vein, anything beyond two unexcused absences will result in a reduction of your participation grade. (I realize that things come up—the key to managing your various responsibilities is open communication.) Chronic tardiness will not help your cause, either. However,

participation includes much more than attendance. Your participation grade is a reflection of your *engagement* with the course. I understand that not everyone chooses to speak in each class. There are lots of other ways to show engagement: Make eye contact during lecture; when I request that you post to the course site, do so thoughtfully and punctually; come by office hours now and then—even if you don't have a particular agenda; be sure you proof-read and edit *all* your written work carefully—the quality of your efforts in this regard plays a role in your participation grade, too. At the same time, nothing illustrates engagement like a willingness to be a vocal participant in our course. In the end, your (individual and collective) engagement with the course will be a significant determinant of what kind of experience we have together.

Short Essay: 15%

Toward the end of the semester, you will identify two articles from reputable news sources about marriage, family, or sexuality in Muslim communities and/or Islamic devotional traditions and in three double-spaced pages explain how these stories relate to our course. How do the materials we have read help you understand these particular stories? What kinds of questions can you ask of the stories based on the work we have

before

Women and Gender in Islam

Women and Gender in Islam

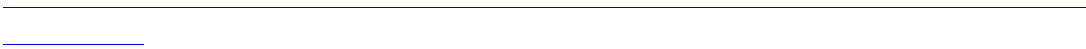
The Blackwell Companion to the Qur'an

Feminist Edges of the Qur'an

Feminist Edges of the Qur'an

Feminist Edges of the Qur'an

The Blackwell Companion to the Qur'an



In the House of the Law

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Divorce Iranian Style

Women and Gender in Islam

Women and Gender in Islam

The Liberation of Women

Women and Gender in Islam

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Women and Gender in Islam

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A Quiet Revolution

CASE STUDIES IN CONTEMPORARY COMMUNITIES

Engaged Surrender

Engaged Surrender

Engaged Surrender

Engaged Surrender

Engaged Surrender

Politics of Piety

Politics of Piety

Politics of Piety

MAY 4:

Saba Mahmood, Politics of Piety 118-152

MAY 6:

Saba Mahmood, Politics of Piety 153-188

MAY 8: DISCUSSION WRAP-UP

MAY 10: WORK DAY

MAY 14: FINAL PORTFOLIOS AND FINAL REFLECTIONS DUE