

## ISLAM IN THE M



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.

Vocabulary Quiz: 5%

Short Essays: 20%

You will complete two short (three page) essays, each worth 10% of your final grade. I will post prompts for these assignments on the course site one week in advance of the due date. The brevity of these formal essays will require real concision. I expect that they will contain all of the elements of formal writing—such as a clear argument and thesis statement, strong transitions, and clear topic sentences for each body paragraph—and directly engage course materials.

Group Project Portfolios: 35%

Over the course of the semester, you will work as part of a group to foster engagement with course themes outside of class. Your group will be responsible for producing 750-word treatments for each unit that draw on course readings and discussion. Each group member will have to identify one topic from the unit that s/he thinks is especially important. (When possible and appropriate, topics should cut across all readings from a given unit.) As a group, you will select two of these topics—either through a process of elimination or a process of combination—and explain how they relate to one or more of the core questions of the course. Twice during the semester you will collect these treatments into portfolios, at which time you will (as a group) also prepare and explain an assignment prompt that draws together the material from each of the units (500 words). The first portfolio will constitute 15% of your final grade, while the second portfolio will constitute 20% of your final grade. To ensure that your group makes steady progress, you will need to post drafts of your treatments within one week of unit completion. You can do so using your group's discussion board. Simply create a new thread for each unit. Failure to do so will affect your course engagement grade.

The group project provides us with our **third skill-related learning goal**: cultivating the ability to work successfully with a team on a long-term project. Collaborating is hard work, and beyond engaging the content of the course this assignment will put a premium on managing group dynamics and workflow. By the end of the semester, you will have accrued significant experience in a kind of work valued across professional settings.

Presentation: 10%

The group presentations at the end of the semester, along with your final portfolio, will serve as a culminating experience for the course. Your group will craft its own final prompt and the presentation itself will be your response to the question you pose.

## Final Reflection: 10%

Reflecting the larger liberal arts and humanistic settings for the course, this final three-page assignment provides you with an opportunity for more personal reflection about how the course may or may not have affected the way you think about one or more of the core questions of the class.

### Course Policies:

- Email policy part I: I am generally good about returning email in a reasonable amount of time. Please always reach out to your colleagues first with logistical questions about our course; you can do so via the email function on the course site. If no one can figure out the answer, then by all means get in touch. You can always ask in class, too, and you will find that I am quite accessible outside of class. I'd much rather meet you in person—and you can email to set up an appointment! [This policy does not apply to real emergencies.]
- Email policy part II: I encourage you to use email to share interesting news or course-related information you come across. This is actually a great way to help promote a collective learning experience.
- Unless I instruct otherwise, submit all written work to [elfenbei.grinnell@gmail.com](mailto:elfenbei.grinnell@gmail.com). Please be sure to submit all work as pdf. The subject heading of your submission should include "HIS-REL 267" and the name of the assignment.
- Know that I am pre-disposed to saying no to requests for extensions. I provide plenty of notice for each of the assignments—it is your responsibility to plan your time accordingly. That said, please do not be shy about approaching me for an extension if you have extenuating circumstances. It is essential to keep lines of communication open.
- If I suspect that you are using computers in class for anything other than note taking or document viewing, you will lose your computer privileges for the remainder of the semester. (If I suspect that you are texting in class I will ask that you leave your phone with me at the start of each class. Cell phones should be set on silent.)
- If you are involved in an extracurricular activity that will take you away from campus be sure to let me know beforehand. Regardless of the reason (except for dire family emergency, hospitalization), if I do not hear from you *before* you miss class I will assume you are simply skipping class. An after-the-fact note from Health Services will not suffice.
- Breaches of academic integrity will result in an official disciplinary process guided by the Dean's office. Although I will inform you of any action I take, I will not negotiate with you privately about such matters. If you have any questions about what constitutes plagiarism I suggest you consult the Student Handbook immediately.
- It is essential to me that everyone in the class has the same opportunity to thrive. Please let me know of any particular learning needs you have (assuming they are on file with the College) and we will work together to make sure that you get the most out of this learning experience.

COURSE S

## CREATING AND DIFFERENTIATING RELIGION

February 19: Short Essay #1 Due

- Zaman, *The Ulama in Contemporary Islam*, 60-86

February 24

- Talal Asad, *Formations of the Secular*, 205-256 (R)

February 26

- Starrett, *Putting Islam to Work*, 3-19, 23-39, 50-61 (R)
- Archival Materials Relating to Educational Reform (pweb)

## DISCOVERING SOCIETY

March 3

- Tripp, *Islam and the Moral Economy*, 1-45

March 5

- Tripp, *Islam and the Moral Economy*, 46-76

March 10

- Portfolio Meetings

March 12

- Portfolio Meetings

March 13: Portfolios Due by 5 p.m.

## SOURCES OF RE-FORM

March 31

- Hajj, *Reconfiguring Islamic Tradition*, 1-30
- Muhammad ‘Abduh, “The necessity of religious reform” (R)

April 2

- Hajj, *Reconfiguring Islamic Tradition*, 67-108
- Abduh, “Islam and Progress” (pweb)

April 7

- Muhammad Qasim Zaman, “Contestations on the Common Good” (R)

April 9

- Hajj, *Reconfiguring Islamic Traditions*, 109-152

April 14

- Hallaq, *An Introduction to Islamic Law*, 115-139
- Hajj, *Reconfiguring Islamic Tradition*, 153-187
- Archival Materials Relating to Legal Reform Re: Divorce (pweb)

## ISLAMIST VISIONS

April 16

- Charles Tripp, *Islam and the Moral Economy*, 150-201  
Focus your reading on 150-167, skim remainder
- Sayyid Qutb, *Social Justice in Islam* (selections) (pweb)

April 21

- Hallaq, *An Introduction to Islamic Law*, 148-158
- Zaman, *The 'Ulama in Contemporary Islam*, 87-110
- Mawdudi, *Political Theory of Islam* (selections) (pweb)

#### GUIDANCE AND COMMUNITY IN A GLOBAL AGE

April 23: Short Essay #2 Due

- Zaman, *The 'Ulama in Contemporary Islam*, 144-151
- Jakob Skovgaard-Petersen and Bettina Graf, "Introduction," in *Global Mufti: The Phenomenon of Yusuf al-Qaradawi*, 1-16 (pweb)
- Qaradawi, *The Lawful and Prohibited in Islam* (selections) (pweb)

April 28

- Farid Esack, *On Being a Muslim* (selections)

#### COURSE REFLECTIONS

April 30

- Presentations

May 5

- Presentations

May 7

- Wrapping Up

May 13: Final Portfolios and Individual Three-Page Reflections Due by 5 p.m.