

**California State University Fullerton
Comparative Religion Department**

**CPRL 373 Women in Islam
Unit: 3.0**

Term: Fall 2013

Professor: Zakyi Ibrahim

Day and Time: MoWe 2:30- 3:45 pm

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CATALOG DESCRIPTION

This course explores the status and roles of diversity of Muslim women from the perspectives of the basic Islamic texts (The Qur'an and Prophetic Traditions). Specific topics include rights, marriage and divorce, seclusion and dress codes, and religious, economic and socio-political participation.

This course fulfills GE cat. C.3.b. & Z.

ADDITIONAL COURSE INFORMATION

Explications and applications of these themes by Traditional Muslim scholars (exegetes, jurists) over several generations are analyzed. There is also emphasis on perspectives of Muslim Women in the West.

GENERAL EDUCATION LEARNING GOALS

Overall Learning Goals:

1. Cultivate their intellect, imagination, sensibility, and sensitivity through the study of the arts and humanities.
2. Understand and explicate major concepts, themes, and imagery found in the arts and humanities and recognize aesthetic qualities and processes that characterize works of the human intellect and imagination.
3. Understand how significant works in the arts and humanities respond to and address enduring problems of human experience.
4. Appreciate the interdisciplinary nature of the arts and humanities, including disciplines both within and outside the arts and humanities.

The learning goals for subarea C.3.b include the learning goals for area C.2, namely:

1. Cultivate their intellectual reasoning skills, expand their capacity for creative imagination, develop their reasonable moral sensibilities, and increase their capacity for sensitive engagement through studying great works of human imagination and reason (which are to be primarily—although not exclusively—written texts and literature).
2. Understand how the humanities have contributed to the development of culture, including the comparative study of the humanities in diverse cultures.

3. Understand how the humanities have sought to provide answers to complex problems facing humanity, including the relationship of the self to culture and the natural world, the nature of moral and legal obligations, and the meaning and purpose of human existence.

In addition, students taking courses in subarea C.3.b. shall:

Learning Goals for C.3.b Explorations in the Humanities (UPS 411.201):

1. Understand broad, unifying themes from cross-disciplinary perspectives in the humanities.
2. Understand the relevance of the humanities for the thoughtful consideration of complex contemporary problems.
3. Appreciate the complex relationship and interaction between the humanities and other fields of learning, including the natural sciences, social sciences, and arts.

Learning Goals for Z Cultural Diversity (UPS 411.201):

1. Demonstrate understanding that culture is socially constructed and fundamental to social interaction.
2. Demonstrate appreciation of the complex relationships that various factors such as gender, ethnicity, race, sexual orientation, religion, and class bring to a discussion of society and culture.
3. Demonstrate understanding that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
4. Recognize and evaluate how one's cultural history affects one's sense of self and relationship to others.

DEPARTMENT OF COMPARATIVE RELIGION LEARNING GOALS AND OUTCOMES

- Learning Goal: Students possess the ability to perform research and interpret materials related to the study of religion.
 - Outcome 1: Students can analyze written materials related to the study of religion.
 - Outcome 2: Students have acquired information literacy in the study of religion.
- Learning Goal: Students can effectively communicate in written and spoken mediums.
 - Outcome 3: Students are able to write well-organized critical and analytical research papers related to the study of religion.
 - Outcome 4: Students are able to speak clearly and effectively using relevant and adequate supporting evidence. *Not applied to this course.*
- Learning Goal: Students can demonstrate an understanding of the beliefs, rituals, texts, and figures related to a variety of religious traditions.
 - Outcome 5: Students can describe the basic teachings and practices of major religious traditions and can compare and contrast the principal similarities and differences between them.
 - Outcome 6: Students are able to identify the history and development of specific religions and their contemporary relevance.
 - Outcome 7: Students can compare key theories and theorists in the study of religion. *Not applied to this course.*
 - Outcome 8: Students can interpret key thinkers and figures within religious traditions.

SPECIFIC LEARNING GOALS

1. To facilitate an insight into the intricacies of worldviews, practices, and diversity of Islamic perspectives on women.
2. To expose students to the intellectual output emanating from the different readings of the basic sources of Islam.
3. To inculcate in students a sense of appreciation for the intellectual contribution of different Muslims, including women.
4. To prepare students and provide them with more tools for further research about the differences in Muslim women).
5. To familiarize students to some of the modern dilemmas of Muslim women, especially in North America.
6. To make students aware of the existing debates among several groups of Muslims regarding women and the proposed solutions for their problems.

PERSONAL PROMISES (The 7 Ps):

In addition to the GE learning goals and the specific learning objectives, I will aspire to meeting these personal teaching goals and promises, based on which I hope to be evaluated:

- - I will prepare well for every class
- - I will always begin class on time
- - I will organize the class well
- - I will communicate the material clearly
- - I will answer any question effectively
- - I will be helpful to all student
- - I will be the Professor but friendly to all.

IMPORTANT NOTICE:

Although this course is NOT listed as a Hybrid course, up to 20% of classes may be converted to Web-instructions rather than in-class sessions. This is only a contingency measure in case of any flu out-break or I have to attend professional conferences and classes would have to be cancelled. If I determine that it is not appropriate to hold class due to concern over contacting such as “Swine Flu” or for attending a conference, I will convert a few classes to web-instruction by placing class material on TITANium for you to review and report on as instructed.

REQUIRED TEXTS: Books are available at:

- (1) Little Professor Book Center (LPB) (714) 996-3133; address: 725 N. Placentia Avenue;
- (2) Other articles are on TITANium, under “course documents.”

1. Ali, Kacia. *Sexual Ethics and Islam: Feminist Reflections on Qur’an, Hadith, and Jurisprudence*. Oxford: Oneworld Publications, 2006.
2. Roald, Anne Sofie. *Women in Islam: The Western Experience*. London and New York: Routledge, 2002.

RECOMMENDED TEXTS:

1. Badawi, Jamal. *Gender Equity in Islam: Basic Principles*. Plainfield, Indiana: American Trust Publication, 1999.
2. Barazangi, Nimat Hafiz. *Woman's Identity and the Quran: A New Reading*. Gainesville, FL.: University Press of Florida, 2004.
3. Barlas, Asma. "*Believing Women*" in *Islam: Unreading Patriarchal Interpretations of the Qur'an*. Austin: University of Texas Press, 2002.
4. Mernissi, Fatima. *Beyond the Veil: Male-Female Dynamics in Modern Muslim Society*. Bloomington and Indianapolis: Indiana University Press, 1987.

ASSIGNMENTS AND EVALUATION

1. Papers are designed to meet the General Education writing requirement: The substance as well as the manner of organization and expression of the information and ideas will be evaluated. In other words, the content as well as the style and grammar of the paper will be graded. See "Grading Rubrics for Paper" (below).

2. **Minor Book review: Due in class on Sep. 11, 2013** (Book is on TITANium).

In the first two weeks, each student must read the tiny book (Badawi, Jamal. *Gender Equity in Islam: Basic Principles*. Plainfield, Indiana: American Trust Publication, 1999.). In the third week, students are required to provide three (3) pages of report consisting of, at least, two (2) detailed and interesting points that have been learned (refer to their pages). **(Both the text and sample book reviews are put on TITANium under "course documents")**.

3. **Major Book review: Due on Nov. 13, 2012**

Each student must submit a review of a book of their choice to be approved by me. The review must be 5 pages (typed, double spaced text, 1250 words; criticism and observation included: sample review will be provided later in the class). Papers will be evaluated **according to quality of writing, expression and excellent observations.**

4. There will be two exams: **mid-term and final.**

5. There will also be minor assignments (observations from readings; analysis of video materials on specific topics; and quizzes) to go along with class participation.

DUE DATES:

NO extra credit. A total of 200 points will be available for assessment based upon the following:

20 points:	Minor Book Review	(10%)	<u>Sep. 11, 2013</u>
40 points:	Mid-Term Exam	(20%)	<u>Oct. 16, 2013</u>
40 points:	Major Book Review	(20%)	<u>Nov. 13, 2013</u>
20 points:	Class Participation	(10%)	
20 points:	Minor assignments	(10%)	
60 points:	Final Exam	(30%)	<u>Dec. 18, 2013 (2: 30 - 4:20 pm)</u>

GRADING SCALE (using plus-minus +/- style)

A+	97.0-100%	194- 200 points
A	93.0-96.9%	186- 193 points
A-	90.0-92.9%	180- 185 points
B+	87.0-89.9%	174- 179 points
B	83.0-86.9%	166- 173 points
B-	80.0-82.9%	160- 165 points
C+	77.0-79.9%	154- 159 points
C	73.0-76.9%	146- 153 points
C-	70.0-72.9%	140- 145 points
D+	67.0-69.9%	134- 139 points
D	60.0-66.9%	120- 133 points (no D-)
F	0-59.9%	0- 119 points

NOTES:

1. Students are advised to:

- a. be punctual and regular in class attendance;
 - Attendance is part of class participation.
 - Two or more Absences may lower the final grade.

b. avoid being late and leaving early (grades may be affected).

c. avoid any type of disturbance and stop making any form of noise during class (cell phone should be turned off);

d. only use LAPTOPS strictly for taking notes, so there is ABSOLUTELY NO web surfing.

e. submit HARDCOPIES of any assignment to me on time; and upload it to Turnitin on the TITANIUM by 9: 00 pm of the due date. (this is to ensure that your paper is free of plagiarism). Failure to submit papers to "Turnitin" will result in zero (0) marks.

2. It is the student's responsibility to retain a photocopy or computer copy of ALL assignments submitted for grading; in the event of lost or theft, a duplicate copy is required.

3. Students are advised to read the 2013/2014 *Catalog* for the rules and policies regarding **registration, Voluntary Withdrawals, Academic Misconduct including plagiarism, and Appeals**. Make sure you pay special attention to them and understand them well.

4. Please note that registering in this course commits you to the date and time of the course final examination. If you are aware of possible conflicts with that date, please see me immediately during the first week of the course, in case you need to register in another course to accommodate the conflict. For appeals for deferred exams, please see the Calendar.

5. Late assignment and exams penalties: Except with a legitimate excuse, a day late equals a letter grade lower (eg., from A to A-; or from B+ to B). No make-up exam will be given except on 24 hours notice for a legitimate excuse.

6. **SPECIAL NEEDS**: During the first week of classes, inform me of any disabilities or special needs that you have that may require special arrangements. Students with disabilities need to document their disability at the Disabled Support Services office in UH 101.

7. **ACADEMIC DISHONESTY**:

"Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty" (UPS 300.021).

Cheating: "Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor" (UPS 300.021).

Plagiarism: "Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgement of the original author or source must be made through appropriate references and, if directly quoted, quotation marks or indentations must be used" (UPS 300.021).

Penalties: The minimum penalty for cheating on an examination or for plagiarism will be an "F" on the assignment (zero points), without the possibility to re-do the work. In addition, the final course grade will be no higher than a "C" regardless of the final point total. Depending upon the severity of the offense, a final course grade of "F" may be assigned. In all cases the Dean of Students Office, Judicial Affairs will be notified. Plagiarism is a serious issue. It is the student's responsibility to be clear of the meaning of plagiarism. See the "Student Guide to Avoiding Plagiarism at <http://www.fullerton.edu/deanofstudents/judicial/Plagiarism.htm>

Pollak Library policy for online instruction students

<http://www.library.fullerton.edu/content/documents/Guidelines-OnlineInstruction-30Aug12.pdf>

Emergency Procedures:

http://www.fullerton.edu/emergencypreparedness/ep_students.html

COURSE OUTLINE (NB: All topics and videos may not be covered)

Week 1. Aug. 26-28

Introduction,
Reflections on Shari`a, (Roald, pp. 98-117)

Week 2. Sep. 2-4 (Sept. 2: No classes; Labor day)

Perceptions of Women (Roald, pp. 118-144)

Video

Week 3. Sep. 9-11

Gender Relations (Roald, pp. 145- 184)

Discussion

Minor Book Review DUE: Sep. 11, 2013

Week 4. Sep. 16-18

Marriage, Money, and Sex (Ali, pp. 1- 23)
“And according to what they spend from their wealth...”

Sex
Intermarriage;

Polygyny (Roald, pp. 201- 212)

Week 5. Sep. 23-25

Lesser Evils: Divorce in Islamic Ethics (Ali, pp. 24- 38)
Untying the knot
Extreme circumstances
Prospects for reform

Divorce and child custody (Roald, pp. 213- 236)

Week 6. Sept. 30- Oct. 2

“What your right hand possess”: Slave Concubinage in Muslim Texts and Discourses (Ali, pp. 39- 55)

Islam and slavery: overview of sources and history

Women, war captives, and withdrawal

Video & Discussion

Week 7. Oct. 7- 9

Prohibited Acts and Forbidden Partners; Illicit Sex in Islamic Jurisprudence (Ali, pp. 56-74)

Protecting Chastity; the classical texts

Paternity, legal fictions, and non-marital sex in contemporary Muslim thought

Week 8. Oct. 14-16

Video and discussion on preceding topics

Mid-term Exam: October 16, 2013

Week 9. Oct. 21-23

Don't Ask, Don't Tell: Same-Sex Intimacy in Muslim Thought (Ali, pp. 75- 96)

History

Don't ask, don't tell

Same-sex marriage

Week 10. Oct. 28-30

“Reduce but do not destroy”: Female “Circumcision” in Islamic Sources) Ali, pp. 97-111)

Islamic or un-Islamic?

“Reduce but do not destroy”

Female circumcision (Roald, pp. 237- 253)

Video

Week 11. Nov. 4- 6

“If you have touched women”: Female Bodies and Male Agency in the Qur’an
 (Ali, pp. 112- 134)
 To whom am I speaking?
 A difficult verse
 Garments or one another

Week 12. Nov. 11-13 (Nov 11: No classes; Veterans Day)

The Prophet Muhammad, his beloved A’ishah, and Modern Muslim Sensibilities
 (Ali, pp. 135- 150)
 Apologetics and Polemics
 Searching for solace

Major Book Review DUE: November 13, 2013

Week 13. Nov. 18- 20

Islamic Female Dress (Roald, pp. 254- 294)

Video & Discussion

Nov. 25- Dec 1. (Fall Recess: No Classes)

Week 14. Dec. 2- 4

Women’s Political Participation in Islam (Roald, pp. 185- 200)

Leadership of Women in Islam (Ibrahim, on TITANium)

Week 15. Dec. 9-11

Female Role Models in the Qur’an and Islamic History (on TITANium)
 Mary (mother of Jesus)
 Bilqis (Queen of Sheba)
 Rabi`a al-Adawiyya (the mystic)
 Amina Wadud (academic and religious activist)

FINAL EXAMS: Friday Dec. 18, 2013 (2: 30 - 4:20 pm)

GRADING RUBRICS FOR PAPER

Table 5 Grading Rubrics for Paper

Criteria	Excellent A+/A/A-	Good B+/B/B-	Average C+/C/C-	Poor D+/D/D-	Failure F
Content					
The writing contains all necessary information of the topic as related to the assignment.	Information is complete and clearly relates to the assignment.	Information is mostly complete and clearly relates to the assignment.	Information is somewhat complete and mostly relates to the assignment.	Information has little to do with the assignment or consists of some misstatements.	Information does not relate to the assignment and consists of many misstatements.
The writing contains an identifiable, central focus.	Central focus is clear and consistent throughout.	Central focus is apparent.	Focus is somewhat unclear or inconsistent.	The writing wanders in many directions.	No identifiable focus.
Development and Organization					
The writing fully develops each idea in a clear, logical sequence and, when appropriate, offers evidence supporting the thesis or central focus.	There is a logical progression of ideas that is unified and complete. Supporting evidence is presented as needed.	There is a logical progression of ideas that is relatively complete, although a few minor lapses may be present. Supporting evidence is presented.	Many minor lapses in the logical progression of ideas are evident. Limited supporting evidence is presented.	Major lapses in the logical progression of ideas are evident. Limited supporting evidence is presented.	Ideas are presented in a random fashion. No supporting evidence is presented.
The writing effectively uses transitions to connect sentences and paragraphs.	Transitions between sentences and paragraphs are flowing and varied.	Transitions between sentences and paragraphs are varied.	A few transitions between sentences and paragraphs are choppy or disconnected.	Many short, choppy, or disconnected sentences and paragraphs.	No clear use of transitions between sentences and paragraphs.
The writing demonstrates an ability to share ideas or information in the author's own words.	Ideas or information are expressed elegantly in the author's own words.	Ideas or information are expressed clearly in the author's own words.	For the most part, ideas or information are expressed in the author's own words.	Minimal ability to express ideas or information in the author's own words.	No clear ability to express ideas or information in the author's own words.
Format, Style, and Mechanics					
The writing uses credible sources effectively and with proper citations.	Credible sources are properly cited and woven seamlessly into the writing.	Credible sources are properly cited and used in the writing.	Sources are mostly credible and properly cited.	Minimal use of credible sources or proper citations.	Most sources are not credible and/or most sources are not properly cited.
The writing contains few if any errors of spelling, syntax, word usage or punctuation.	No errors in spelling, syntax, word usage or punctuation.	A few minor errors in spelling, syntax, word usage or punctuation.	Many minor errors in spelling, syntax, word usage or punctuation.	Major errors in spelling, syntax, word usage or punctuation.	The number of errors makes the writing almost unreadable.
The writer strives to achieve an original voice where appropriate.	An original writing style that is a joy to read.	An informative and interesting writing style.	A readable presentation.	Writing is tedious to read.	Writing is extremely difficult to comprehend.