

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS 106
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE _____
COURSE/PROGRAM TITLE RS 380 ISLAM *
DEPARTMENT PHILOSOPHY AND RELIGIOUS STUDIES
CONTACT PERSON R. THOMAS SCHROEDER

* A revised course description

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
 Course Approval and Liberal Studies Approval
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

S. Montgomery 4-13-89
Department Curriculum Committee

Mark J. Stacy
College Curriculum Committee

C. Plashell
Director of Liberal Studies
(where applicable)

S. Montgomery 4-13-89
Department Chairperson

Mark J. Stacy
College Dean*

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
to LSC _____
to UWUCC _____

Semester/Year to be
implemented FALL 89

Date to be published
in Catalog ASAP

Revised 5/88

[Attach remaining parts of
proposal to this form.]

Tom...

COURSE SYLLABUS

I. CATALOG DESCRIPTION

RS 380 Islam

3 credits

A study of the beliefs, practices and institutions of Islam and the role of these dimensions in developing, maintaining and interacting with cultural phenomena, issues and values in contemporary societies of the Middle East, Africa and Asia.

II. COURSE OBJECTIVES

In completing the course the student will be expected to:

- 1) to be familiar with the broad geographic and cultural diversity of modern Islam.
- 2) to understand the basic beliefs, practices and institutions of Islam
- 3) to appreciate the historical circumstances in which Islam emerged and spread and its perceived relationship to Christianity and Judaism
- 4) to understand the various interpretations of the role of religious law in the Islamic state
- 5) to recognize the major responses of Islam to contemporary cultural challenges.

III. Course Outline

- A. The World of Islam- Geographic and Cultural Diversity (3 lectures)
 1. Islam in the Middle East
 2. Islam in Africa
 3. Islam in Asia
- B. The Unity of Islam - No god but Allah and Muhammad is his Prophet (7 lectures)
 1. Muhammad
 2. The Word of Allah- The Qur'an
 3. Basic Beliefs and Practices
 4. The Community
 5. The Shari'a or Law of the Community
- C. Islam in relation to Christianity and Judaism (1 lecture)
 1. Areas of agreement
 2. Areas of disagreement
- D. The Islamic Conquests (6 lectures)
 1. Islam and the Byzantine Empire
 2. Early Dynasties
 3. Islam Divisions -Shi'a and Sunnis

4. The Spread of Islam through trade and missionaries
- E. The Ottoman Empire and European colonization (2 lectures)
- F. Major Modern Movements and Trends (18 lectures)
 1. The Wahhabis and Islam in Saudi Arabia
 2. Turkey - A Secularized State
 3. Pan Arabism in the Middle East
 4. The Rise of Fundamentalism and the Iranian revolution
 5. India and Muslim Minority Politics
 6. Indonesia: Islam and Cultural Pluralism
 7. Nigeria: Competition of Islam with Christianity
 8. The Black Muslim movement in America
 9. Women and minorities under Islam
- G. Patterns of Islamic Personal and Communal Life (5 lectures)
 1. The Islamic Life Cycle and the Family
 2. Ideals and Realities of Islamic community Life

IV. EVALUATION METHODS

The final will be determined as follows

70% Tests. Three tests consisting of multiple choice, completion, true-false and short essay.

10% Class participation and occasional quizzes. There will be some short unannounced occasional quizzes at the beginning of class. Quizzes and active participation in class in discussions will count for 10% of final grade

20% Essay: A 5- 10 page essay on an assigned topic of some aspect of Islam is required.

VI. REQUIRED TEXTBOOKS

The Koran

F. M. Denny, An Introduction to Islam

J. L. Esposito, Islam In Asia: Religion, Politics and Society

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for these.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? _____

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals: most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	_____	_____ /
2. Literacy—writing, reading, speaking, listening	_____	_____ /
3. Understanding numerical data	_____	_____
4. Historical consciousness	_____ /	_____
5. Scientific inquiry	_____	_____ /
6. Values (ethical mode of thinking or application of ethical perception)	_____ /	_____
7. Aesthetic mode of thinking	_____	_____
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person		
	_____ /	_____
C. Understanding the Physical Nature of Human Beings		
	_____	_____
D. Certain Collateral Skills:		
1. Use of the library	_____	_____ /
2. Use of computing technology	_____	_____

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.
(SEE ATTACHED ANSWERS)

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

Periodic meetings at least once a semester among instructors to discuss individual syllabi in the context of a "generic" syllabus (attached).

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

KCRWD IS REQUIRED TEXT

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills: such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

CHECK LIST -- NON-WESTERN CULTURES

Knowledge Area Criteria which the course must meet:

- ✓ Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- ✓ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- ✓ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- ✓ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- ✓ Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.
- ✓ Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- ✓ Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- ✓ Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- ✓ Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.

(07E)

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

Although a course may deal with a single culture....

... comparative courses addressing relationships among cultures are encouraged.

A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.

A variety of perspectives or methodologies—anthropological, geographical, historical, sociological, and so forth—may be employed, so long as the course emphasizes the cultural phenomena, issues, and values in contemporary society.

Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.

An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.

An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.

Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand, and Australian cultures are encouraged.

EXPLANATIONS FOR LIBERAL STUDIES COURSE APPROVAL

RS 380-ISLAM

PART TWO - LIBERAL STUDIES GOALS

PRIMARY

A4. Although the course will focus on Islam in the modern world a primary goal will be to relate the present to the past historical circumstances in which Islam emerged and spread. The force and power of Islam for its adherents can not be understood apart from its history.

A6. The basic ethical perceptions of Islam found in the Koran will be examined as well as the various practical interpretations institutionalized in the law codes or Shari'a. Many of the modern states of Islam differ radically in their practical adaptations of the traditional Shari'a.

B. Islam is one of the world's largest religions, approaching one billion adherents. Its roots are in the middle eastern Arabic culture but its influence has spread throughout Africa, and in substantial areas in India, China, Russia and in the far east where Indonesia is the largest Islamic country in the world with over 100 million Muslims. The fastest growing religious group in the United States is the black Muslim movement. In the shrinking global village of today I think it is safe to say that a thorough understanding of the religion of Islam is essential to an Educated Person.

SECONDARY

A1. Methods of critical analysis such as literary criticism applied to the Koran, historical criticism investigating the life of Muhammad and the factors involved in the initial spread of Islam, and sociological analysis in examining the modern cultural conflicts in Islam, particularly the problem of secularization, will be used throughout the course.

A2. Literacy will be encouraged by assigned readings, class discussions and assigned paper.

A3. The assigned essay will require research in the library.

PART III - GENERAL CRITERIA FOR LIBERAL STUDIES

A. Instructors teaching this course will review this document and exchange individual syllabi and then will discuss whether they are meeting the specific goals and criteria. Any conflicts will be brought before the department for resolution.

B. In addition to the specific lecture addressing the topic of women and minorities in Islam in the modern world the status of women and minorities in Islam during various historical periods will be discussed in appropriate contexts including comparing the rights of women before and after the emergence of Islam, the questions of Jewish and Christian minorities in the spread of Islam and the adaptations of Islam in different cultural and ethnic contexts.

C. One of the required texts for this course is the Koran.

D. This is not an introductory course to the discipline. In the past the majority of students taking the course have been non-majors. It is designed for a general student audience.

E1. The major ethical issue facing modern Muslims is the question of how to maintain one's religious values in the face of the growing pressure to modernize in an increasingly secular world. This is not a question peculiar to Islam since it confronts many religions in the modern world. Yet the contrast of the past traditions and present secular attractions is often much more immediate and intense in Islamic societies and should help to focus the attention of the students on the ethical choices involved.

E2. The critical approaches described above (A1) will define and analyze problems, frame questions and evaluate available solutions, including faith interpretations, to enable students to become familiar with the implications of various methodologies in interpreting Islam.

E3. Class discussions and essay assignments will be used to encourage the communication and exchange of ideas.

E4. The focus of the course on modern Islam will recognize some of the creative solutions offered in different nations by modern thinkers as well as the strong traditions which resist innovations.

E5. It seems likely that students will continue to encounter Islam in current and future events. Through this course they will be familiar with its traditions, history and contemporary problems which should encourage them to deepen their knowledge.

E6. The major focus of the course is on the questions facing Islam in the modern world.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.