

## SEMESTER AT SEA COURSE SYLLABUS

**Voyage: Spring 2014**

**Discipline: Religious Studies**

**RELI 2559: Islam and the World, Schedule B, 13:00 to 14:15**

**Lower Division**

**Faculty Name: James B. Tueller**

### **Pre-requisites:**

**COURSE DESCRIPTION:** In this course, students will learn about the origins, transformations and diffusion of Islam in the world. Since the 7<sup>th</sup> century, the life of Muhammad and the Arab conversions, Islam as a religion, civilization, and culture has existed in a global context. From Morocco to China, Muslims developed sources, ideas and patterns that have influenced their descendants and others. With an in-depth understanding of Islam as a religion, civilization, and political force, class members will connect Muslims of today to their histories and cultures. Students will become familiar with different approaches to the study of Islam, learn about important episodes and changes in Islamic history; improve critical and analytical thinking by reading and discussing a variety of Islamic and Western sources; and analyze patterns of interaction between Islam and the world.

### **COURSE OBJECTIVES:**

Students will increase their knowledge of Islam as a world religion, understanding Muslims a little better in the past and now.

Students will read and discuss the methods of religious studies with Islam as core examples.

Students will write assignments, showing their analysis and experience of Islam in the world.

Students will connect the in-class learning with the experiences of visiting the ports and places we visit while aboard the Semester at Sea MV *Explorer*.

### **REQUIRED TEXTBOOKS:**

*The Quran*, any translation in English will do, the variety will benefit the instruction. Free copies are available for download, see [quran.com](http://quran.com).

AUTHOR: John L. Esposito

TITLE: Islam: The Straight Path

PUBLISHER: Oxford University Press

ISBN #: 978-0195396003

DATE/EDITION: 2010 Fourth Edition

AUTHOR: Naglaa Ghali

TITLE: *Write it in Arabic: A Workbook and Step-by-Step Guide to Writing the Arabic Alphabet.*

PUBLISHER: Fun with Arabic

ISBN #: 978-0973051230

DATE/EDITION: 2009, Second Edition

AUTHOR: Richard W. Bulliet

TITLE: *The Case for Islamo-Christian Civilization*

PUBLISHER: Columbia University Press

ISBN #: 978-0231127974

DATE/EDITION: 2006

## TOPICAL OUTLINE OF COURSE

### **B1- January 13: What is Religious Studies? How will we proceed?**

Encyclopedia Britannica Online “Study of Religion” article

### **B2- January 15: What is Islam? How do Muslims live Islam?**

Esposito “Introduction” and Chapter 6 “Islam and Change”

In-Class Writing Assignment “What do you know about Islam?”

January 17: Hilo

### **B3- January 18: Arabic – The Sacred Language of Islam**

Ghali, *Write It in Arabic*, pages 1-37

### **B4- January 21: Arabic and Global Islam**

Ghali, *Write It in Arabic*, pages 38-70

Introduction to *The Quran*

### **B5- January 23: Islam and the Five Pillars**

Esposito Chapter 1 “Muhammad and the Quran” pages ix-xvi, 1-31

Student Group Presentations on a surah from *The Quran*

### **B6- January 26: Islam and History**

Esposito Chapter 2 “The Muslim Community in History” pages 32-67

### **B7- January 28: Religion and Politics in Islam**

Esposito Chapter 3 “Religious Life” pages 68-114

Notebook prep – Islam in Japan

January 29 - February 3: Yokohama, Transit, Kobe

### **B8- February 5: Interpreting Islam**

Esposito Chapter 4 “Modern Islamic Reform Movements” pages 115-157

Notebook prep – Islam in China

February 6-11: Shanghai, Transit, Hong Kong

**B9- February 13:**

Esposito Chapter 5 “Religion & Politics” pages 158-222  
Notebook prep – Islam in Vietnam

February 14-19: Ho Chi Minh City

**B10- February 21:**

Esposito Chapter 6 “The Struggle for Islam in the 21st Century” pages 223-252  
Notebook prep – Islam in Singapore

February 22-23: Singapore

**B11- February 26:**

45 minute Mid-Term Exam (Religious Studies, Esposito text, Arabic alphabet, some surah)  
Notebook prep – Islam in Myanmar

February 27-March 4: Rangoon

**B12- March 6:**

Religious Studies of Islam: Sacred Space (Students identify the own readings from Library materials: reference sources, book chapters, journal articles. One-page reports about what each student learned from their own research will be due in class.)

Student Presentations on a surah from *The Quran* (there are 114 surah - plural is suwar - in *The Quran*. Student Groups will each choose one of the shorter ones and explain how a Muslim reader draws meaning from the text. The on-board library has books and references sources that will inform the presentations. A one-page outline of the surah and its meanings must be submitted by each group at the end of class.

**B13- March 8:**

Religious Studies of Islam Holy Days (Students identify the readings)  
Notebook prep – Islam in India

March 9-14: Cochin

**B14- March 16:**

Religious Studies of Islam: Gender (Students identify the readings)

Student Presentations on a surah from *The Quran* (there are 114 surah - plural is suwar - in *The Quran*. Student Groups will each choose one of the mid-length ones and explain how a Muslim reader draws meaning from the text. The on-board library has books and references sources that will inform the presentations. A one-page outline of the surah and its meanings must be submitted by each group at the end of class.

**B15- March 19:**

Religious Studies of Islam: Law and Justice (Students identify the readings)  
Notebook prep – Islam in Mauritius

March 21: Port Louis

**B16- March 22:**

Religious Studies of Islam: Art and Beauty (Students identify the readings)

Student Presentations on a surah from *The Quran* (there are 114 surah - plural is suwar - in *The Quran*. Student Groups will each choose one of the longer ones and explain how a Muslim reader draws meaning from the text. The on-board library has books and references sources that will inform the presentations. A one-page outline of the surah and its meanings must be submitted by each group at the end of class.

**B17- March 24:**

Religious Studies of Islam: Conversion (Students identify the readings)

Student Presentations on a surah from *The Quran* – From a surah, students will work together to analyze a hadith, or saying of the Prophet Muhammad, which explains the interpretation of a surah. A one-page outline of the many hadith (plural is ahadith) and their meanings must be submitted by each group at the end of class.

**B18- March 27:**

Religious Studies of Islam: the End Time (Students identify the readings)

Notebook prep – Islam in South Africa

March 28-April 2: Cape Town

**B19- April 4:**

Bulliet Chapter 1 “The Case for Islamo-Christian Civilization” pages vii-viii, 1-45

**B20- April 6:**

Bulliet Chapter 2 “What Went On?” pages 47-93

**B21- April 9:**

Bulliet Chapter 3 “Looking for Love in All the Wrong Places” pages 95-133

Notebook prep – Islam in Ghana

April 10-14: Takoradi transit Tema

**B22- April 16:**

Bulliet Chapter 4 ‘The Edge of the Future’ pages 135-161

In-Class Writing Assignment ‘What Do You Now Know about Islam?’

**B23- April 18:**

Student Presentations on a surah from *The Quran* – From a surah, students will work together to analyze a hadith, or saying of the Prophet Muhammad, which explains the interpretation of a surah. A one-page outline of the many hadith (plural is ahadith) and their meanings must be submitted by each group at the end of class.

**B24- April 21**

Notebook prep – Islam in Morocco

April 23-27: Casablanca

**B25- April 29 A Day Finals (Islam in the World, Surah, topics in the study of Islam, Bulliet text)**

May 2: Arrive in Southampton

**FIELD WORK**

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

***FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)*

Casablanca, Morocco will be our last port of call before finishing the voyage in Southampton, England. Morocco is a predominantly Muslim country, making it a perfect place to culminate our semester-long study of Islam in the World. One of the world’s largest mosques, Hassan II mosque, is an appropriate finishing spot. Non-Muslims may visit, taking a guided tour. The University of Casablanca also has faculty members who I can contact to be expert teachers for the class.

***FIELD ASSIGNMENTS***

Student notebooks/journals – before arriving at each port, class time will include preparation on Islam in that port, city and country. Islam is a world religion and each place we visit will have a Muslim Community. The students will be asked to look for evidence (Mosques, Arabic signs, prayer rugs, dress, etc.) of Muslims in each place and write about the experience. Some places will be harder than others.

In at least one port, the students must buy a typical food from a Muslim vendor and do their best to find out what history and significance the food or meal has for Muslims in that area. After trying the food and describing the experience in their notebooks, they must also write about that food as an entry in their notebooks.

Evaluation of the journal entries will be cumulative as they learn more about Islam and look for its evidence in the port cities. As we travel further west into the Indian Ocean and the Atlantic Ocean we will arrive in areas of greater Muslim density. Students who notice Islamic life in more detail, connecting to their in-class material will do better on their journal assignments.

**METHODS OF EVALUATION / GRADING RUBRIC**

Arabic alphabet and language -	40 points
Port Notebooks/Journals (10 ports) -	100 points
In-Class Group Presentations on Surah from <i>The Quran</i> –	60 points
Religious Studies of Islam (Readings and Discussion) -	100 points
Field Lab (outline summary of material with 2 page conclusion) -	100 points
Mid-Term and Final Exams (50 points each) -	100 points

Total -

500 points

### **RESERVE LIBRARY LIST**

The VIRGO catalog shows that there are ample materials, reference sources and book chapters for many different readings of Islam for the Semester-at-Sea students. When they identify their own reading assignments on the topics of Religious Studies of Islam there looks to be ready material on board the ship.

### **ELECTRONIC COURSE MATERIALS**

I would like to explore ways that students might access the on-line materials for learning about Islam. One of the best website is quran.com. It has all the surahs of the Quran, in Arabic and in English translation with recorded chant for each verse. Wikisource also has many versions of the Quran for free. One of the better ones with Arabic transliteration is the version provided by the Progressive Muslims Organization.

### **ADDITIONAL RESOURCES**

For the “Religious Studies of Islam” readings and class discussions, students will identify readings within the assigned topics. The Library aboard the ship will be sufficient for the course, having reference sources, chapters in books and scholarly articles.

### **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”

Islam: The Straight Path is an Islamic studies book that aims to give an introduction to Islam. The book, authored by John L. Esposito, was first published in 1988 by the Oxford University Press. The book consists of 6 chapters: Muhammad and the Quran: Messenger and Message. The Muslim Community in History. Religious Life: Belief and Practice. Modern Interpretations of Islam. Contemporary Islam: Religion and Politics. Islam and Change: Issues of Authority and Interpretation. Islam: The Straight Path. by John L. Esposito. pages 192-194 New York: Oxford University Press, 1988. page 192. Non-Muslim Minorities. The revivalist mood and orientation of resurgent Islam has also affected the status and rights of non-Muslims. The creation of more Islamically oriented societies, especially the introduction of Islamic laws, has resulted in varying degrees of tension, conflict, violence, and killing in the name of religion. For militant Muslims, Christian minorities are often seen as those who cooperated with colonial powers, benefited from their protection, and were the fruit of Christian missions. The Bahai of Iran and the Ahmadiyya of Pakistan, on the other hand, are regarded as apostates or heretics who rejected and broke away from Islam.