Request Form for General Education Certification:
Humanities Requirement: (Except FYSM, please include a syllabus)

Faculty Member(s): Ghazi M. Abuhakema
Course Number: ARST 273
Course Name: The Role of the Qur’an and its Place in Contemporary Islam
Department of faculty member(s): International and Intercultural Studies/Asian Studies

Course Description:

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:
   1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

   In this course, ARST 273, The Role of the Qur’a and its Place in Contemporary Islam, students are introduced to some of the key ideas and themes of the Quran and its role as the ultimate source of authority for Muslims. The course also examines current, and, in some cases, controversial, issues, and explores how particular Qur’anic passages have been cited and interpreted with respect to these.

   2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

   Students write analysis papers and/or answer essay questions on exams in which they analyze how ideas are represented, interpreted, or valued in excerpts from the Holy Qur’an or its classical and contemporary interpretive works.

   3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

   Students in this course examine primary source materials relevant to this course, mainly Qur’anic text and Hadith (prophet’s sayings) and interpretive literature of the Qur’an.
4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

*Students analyze the primary course materials in bi-weekly reaction papers and one 8-10 page final paper.*

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

**Outcome 1:** Students analyze how ideas are represented, interpreted or valued in various expressions of human culture. *(List Outcome 1 on Syllabus)*

**Evidence:** Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

**Standard** At least 80% of students score 3 or 4 on rubric.

**Rubric for SLO 1**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
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</table>
**Outcome 2**: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence**: Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong>: identify and/ or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/ description is insufficient, ambiguous, lacks detail</td>
<td>Identification/ description is accurate, adequately detailed despite omissions</td>
<td>Identification/ description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td><strong>Context</strong>: situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td><strong>Interpretation</strong>:</td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student's insight takes into account the complexities of the primary source.</td>
</tr>
</tbody>
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**Standard**: 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**
Signature Assignment: Analysis of Primary Source (This assignment will assess Outcome I and II):

Read the following two texts and then discuss them addressing the following:

- Situate the two texts in their historical contexts,
- Explain the perspectives of the speaker in the two texts, and the rationale behind them,
- What ideas are represented, interpreted, or valued in this text/
- Explain how these promoted or demote the position of the women in Islam in light of the class discussion,
- How are the perspectives discussed compare to your own culture (where you were born and raised)?

“When news is brought to one of them, of (the birth of) a female (child), his face darkens, and he is filled with inward grief! with shame does he hide himself from his people, because of the bad news he has had! Shall he retain it on (sufferance and) contempt, or bury it in the dust? Ah! what an evil (choice) they decide on?” (16:57-58)

“O ye who believe! Ye are forbidden to inherit women against their will. Nor should ye treat them with harshness, that ye may Take away part of the dower ye have given them,-except where they have been guilty of open lewdness; on the contrary live with them on a footing of kindness and equity. If ye take a dislike to them it may be that ye dislike a thing, and Allah brings about through it a great deal of good.” (4:19)
College of Charleston
School of Languages, Cultures and World Affairs

ARST 273: The Role of the Quran and its Place in Contemporary Islam

Course Syllabus

Instructor: Ghazi M. Abuhakema
Time:
Location:
Office:
Phone: 3-3988
Email: abuhakemag@cofc.edu

Course Description:

In this course, ARST 273, The Role of the Qur’a and its Place in Contemporary Islam, students are introduced to some of the key ideas and themes of the Quran and its role as the ultimate source of authority for Muslims. The course also examines current, and, in some cases, controversial, issues, and explores how particular Qur’anic passages have been cited and interpreted with respect to these issues.

Humanities Outcomes

Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed on term paper.

Course Goals

Upon the completion of this course, students are expected to

• have learned about the two main sources of authority in Islam: the Quran and Hadith;
• have studied texts from both sources on relevant topics such as the women Jihad;
• Have become familiar with the history of compiling and dissemination of the Quran and Hadith;
• Have learned about some aspect of the prophet Mohammad’s life;
• Have learned how these two main sources play a significant role on Muslims as individuals and communities;

Grading:
I. Attendance and participation (20%): Students are required to attend class regularly. Unexcused absences are not permitted. Excused absence for legitimate reasons must be accompanied by a written proof such as a doctor’s note or court letter. If possible, students should give instructor a prior notice of their intended absence.

As classes are long, participation is key to make them enjoyable and relieve students from boredom. Students are encouraged to discuss, talk in small groups and express their own views on the assigned material and the class discussion. The teacher will make sure that lecturing is minimal.

II. Quizzes (20%): These will be pop up quizzes and not advertized. The goal is encourage students to read and prepare for the next class. In all, there will be four quizzes and no make ups will be allowed.

III. Reaction Papers (15%): two 3-4 page-reaction papers are required. These are reflections in nature. The papers should show that students have read the assigned articles, thought about them and personally reacted to the content of such reads.

IV. Oral presentation (15%): Each student is to take on a particular article, read and present it in class. He/she will also answer any question (to the best of their knowledge) on the article. The presentation will last between 10-20 minutes.

V. Final paper (30%): papers are due on the scheduled final examination day. Papers will not be less than 10-page long. Students discuss the topic they will research with instructor before hand.

Other Class Policies

- The use of electronics (unless for class purposes such as taking notes on a laptop) is prohibited;
- Eating can only happen during breaks;
- Drinking water or soft drinks is permitted;
- Side talking is highly undesirable;
- Follow guidelines for writing your papers;

College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.
Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

**How to Do Well in Class?**

In order to learn from and enjoy the class, you should:

- make sure that you read assigned articles before coming to class;
- reflect on those articles and try to make sense of them;
- always ask yourself: what new things did I learn from this? How does that affect the way I think?
- participate actively in class discussions;
- be initiative in asking questions and making comments;
- be respectful to what others (instructor and classmates) say. You may agree or disagree, but you should always be respectful;

**Course Schedule**

May 12, 2009

May 13, 2009

- Al-Zuhri, Naskh al-Quran in

Transmission and Dissemination (from palm leaves to the Internet pp 145 in the Quran)

May 14, 2009

Tafsir in


- Mystical and Philosophical Quranic Exegesis in


Interpretation and Intellectual Traditions in


May 15, 2009

- The Quran and Other Religions in


- Interpreting the Bible through the Quran pp 249 in


First Reaction Paper is Due

May 18, 2009

- The Function of Asbab al-nuzul pp 259 in the Quran and its interpretive tradition


- Variants of the text of the Quran and their significance 43-113


- Al-Zuhri, Naskh al-Quran and the problem of Early Tafsir Texts.

May 19, 2009

- Women’s readings of

- Feminism’s Islam in

- Islam and the Status of Women in

May 20, 2009

- Violence and Terrorism

- Political Interpretation of the Quran in

May 21, 2009

- Duties and Prohibitions in
  (VIII)

May 22, 2009

- The Islamic Life Cycle and the Family in

- The Quran and Modernity in
Second Reaction paper is Due
May 25, 2009

• Muhammad in

• Muhammad and Modernity in

May 26, 2009

• The Prophet’s Sunna as Preserved in the Hadith in

• The Celebration of the Prophet’s birthday in

• The Prophet’s Night Journey and Ascension in

May 27, 2009

• Custom’s and Culture in

• Society, Politics and Economy

Final paper is due
References


Hawting, G. R. the Idea of Idolatry and the Emergence of Islam


