“Knowledge speaks, but wisdom listens.” • Jimi Hendrix

Islamic Movements and Modernities

• RELI 250 •

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“spring” 2020
Department of Religion 103
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Office hours:
Monday 11 am - noon in Religion office
Thursday 5 - 6 pm in Usdan commons
& by appointment

This course endeavors:

(1) To understand the dynamics of specific Islamic movements;
(2) To appreciate the diversity among Muslims and their socio-political contexts; and
(3) To critically explore and question the meaning of “modernity”
and consider the possibility of multiple modernities.

Please read each day’s material in the order indicated, prepare a response to the focus question, and (once a week) provide a journal entry

A beginning
Jan 27 We begin...

Individuals make movements: Malcolm from Nation of Islam to Muslim Mosque, Inc. – US
Jan 29 Malcolm X, chs. 10-12
Powerpoint: A Sketchy Outline of Islamic Traditions • NOTE: Learn red terms

Feb 3 Malcolm X, chs. 13-14
Literacy quiz #1

Feb 5 Reader: Stuart Hall, “The Question of Cultural Identity”

Feb 10 Malcolm X, chs. 15-16
Map quiz

Feb 12 Malcolm X, chs. 17-19

Theorizing modernity: imperialism, capitalism, hegemony – Terra
Feb 17 Reader: Björn Wittrock, “Modernity: One, None, or Many? European Origins and Modernity as a Global Condition”
Reader: Dale Eickelman, “Islam and the Languages of Modernity”

Feb 19 Reader: Talal Asad, “Introduction: Thinking about Secularism”

Feb 24 Reader: William Wilson Hunter, from The Indian Musalmans
Reader: Sir Sayyid Ahmed Khan, “Review of Hunter's Indian Musalmans”
### Islamic Movements and Modernities

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reader(s)</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Feb 26</td>
<td>Analysis paper #1 due</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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<td>Mar 2</td>
<td>Doing it their own way: Islamic nationalism – Pakistan &amp; Afghanistan</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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<td>Mar 4</td>
<td>Abbas, Introduction, chs. 1-2</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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<td>Mar 23</td>
<td>Abbas, chs. 3-4</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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<td>Mar 25</td>
<td>Abbas, chs. 6-7</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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<td>Mar 30</td>
<td>Abbas, chs. 8-9</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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<td>Mar 23</td>
<td>The Salafi movement &amp; a dissatisfied Wahhabi: Osama bin Laden &amp; al Qaeda and Abu Bakr al-Baghdadi &amp; the so-called Islamic State – transnational</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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<td>Apr 1</td>
<td>Reader: Roel Meijer, “Introduction”</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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<td>Apr 6</td>
<td>Reader: Nilüfer Göle, Snapshots of Islamic Modernities</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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<td>Apr 8</td>
<td>Reader: Charles Kurzman, “Bin Laden and Other Thoroughly Modern Muslims”</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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<td>Apr 13</td>
<td>Reader: Abdel Bari Atwan, <em>Islamic State: The Digital Caliphate</em>, chs. 1, 5, 7</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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<td>Apr 15</td>
<td>Challenging norms of freedom: The Women’s Mosque Movement – Egypt</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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<td>Apr 20</td>
<td>Mahmood, ch. 2</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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<td>Apr 22</td>
<td>Mahmood, ch. 3</td>
<td><a href="#">Weststruckness</a>, chs. 1, 9, 10</td>
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Secular and pious Muslims: “immigrants” and women’s movements – France

Apr 29 Reader: Stanley J. Tambiah, Transnational Movements, Diaspora, and Multiple Modernities
Reader: Mayanthi Fernando, “Reconfiguring Freedom”

May 4 Reader: Mayanthi Fernando, “Exceptional Citizens”
In class: Majorité Opprimée (Oppressed Majority) by Eleonore Pourriat

May 6 Final learning opportunity game

Tuesday, May 12 Research paper due by 11.55 p.m.

To be purchased or found at the Olin reserved reading desk on two-hour reserve:
Hassan Abbas, The Taliban Revival: Violence and Extremism on the Pakistan-Afghanistan Frontier
Saba Mahmood, Politics of Piety (0691086958)
Malcolm X, An Autobiography (0345350685)
Reader available at Cardinal Print and Copy (order through WesPortal)

Helpful reference sources
1. Lindsay Jones, ed. The Encyclopedia of Religion (online thru library site).
3. Lindsay Jones, ed. The Encyclopedia of Religion (online thru library site).
4. Index Islamicus (online thru library site).

Our learning community
We endeavor to create a learning community in which you discuss the issues that are of concern to you and hear those of others, even as we all share our questions. Class attendance is mandatory and students are expected to be punctual and participate in discussions. In addition, each student will participate in one small group discussion with the professor. Students who plan to miss class due to a religious holiday must notify the professor two weeks in advance.

Your participation grade relies heavily on your familiarity with the readings & your insightful, critical engagement with them & the other content shared in the seminar.

Classroom etiquette
Our time together is an opportunity to forge an environment and community of learning. The more focused and respectful we are of that time and place, the more intense our experience and the greater the possibilities for discovery. To that end, please observe the following courtesies during class:
• Disagree with your classmates and professor, but do not disrespect any of them.
• Have no communication with anyone outside of class during class.
• Go to the bathroom before class: folks coming and going disrupt others.
• If you’re loquacious, be mindful of allowing others the chance to speak; if you’re the strong silent type, rise to the occasion of helping carry the conversation.

Critical journal

Each student once a week will submit by 9 am the day of class three to four sentences regarding that day’s reading that references specific parts of the reading (include page numbers). The first two sentences will offer an analytic observation about the reading. The third will be a significant question regarding the reading itself or what the reading describes. These will be submitted on Moodle and assessed according to the seriousness and intention given to them.

Grades are as follows: 0 – not completed; 1- insufficient effort or unclear meaning; 2- sufficient; 3 – demonstrative of refined critical and/or integrative thinking.

Note: Critical analysis is not just the act of criticizing (although it can lead to this). Rather, it is the methodical application of theoretical tools in order to see more in a text than the text explicitly states.

All written work must:

• be double-spaced and printed in 12-point font
• have the page numbers noted for all references to class readings
• be submitted in either PDF or Word format
• be submitted to TurnItIn.com (accessed through your portfolio)
• not feature your name anywhere on the paper or in the document’s name at all. Please just list your student number at the top of the first page.
• include no more than one quote of full sentence length per page (quoting words or short phrases is fine).

Analytic paper assignments

The two analytic paper assignments allow students the opportunity to fuse their class study with analysis of various sources while refining the ability to write succinctly. Students choose from a selection of topics for each paper. Each paper must be only three pages long.

Your grade will be determined by (a) the applicability of the sources to the question, (b) the analysis of the sources through (c) the successful application of the class readings and lectures, and (d) the writing quality.

RAW Paper

One entirely original research, analysis, and writing (RAW) paper (9-10 pages, not including bibliography or footnotes) on any appropriate topic examines Islamic movements in a specific culture with reference to the idea or dynamics of modernity or modernities as discussed in class. Papers must focus on Muslims, not on the attitudes of non-Muslims toward them,
although this might be considered. Papers allow you an opportunity to explore personal interests and develop writing skills. These papers must be entirely original with ALL borrowed material cited and a bibliography included. The outline, thesis statement, and annotated bibliography of the paper are due by 11:55 p.m. on Wednesday, April 13. Completed papers are due by 11:55 pm on Tuesday, May 12. BE SURE THAT YOU UNDERSTAND THE RULES of PLAGIARISM EXPLAINED BELOW. PLAGIARISM CAN RESULT IN AN IMMEDIATE FAILING GRADE. Please observe all guidelines provided on the handout.

Your grade will be determined by (a) the depth of the research, (b) the range of your resources, (c) the sharpness of the analysis, (d) the successful application of analytic skills and concepts developed in the seminar, and (e) the quality of the writing.

Note: Our Research Librarian is Kendall Hobbs. He’s an incredible resource to help you research papers. Contact him at x3962 or khobbs@wesleyan.edu

Quizzes • • • • • • • • • • • • • • • • • •
A map quiz will be given on February 10 in order to prompt you to have an understanding of the geography involved in our work.
An initial literacy quiz will be given on February 3 and a final literacy quiz will be given on March 4 to encourage you to develop a command of key Islamic terms and concepts.

Final learning opportunity • • • • • • • • • • • • • • •
The final learning opportunity will involve a game in which students will be assigned roles through which they can demonstrate their understanding of the various perspectives that we have investigated over the semester.

Grades are as follows: 0 – no participation; 1 – insufficient effort or unclear understanding; 2 – sufficient effort and understanding; 3 – demonstrative of integrative thinking and/or broad command of the course material and themes.

Basis of grade • • • • • • • • • • • • • • • • • • • • •
The following elements comprise each student’s grade: attendance, participation, journal, & final learning opportunity – 20%; the map quiz – 10%; each literacy quiz – 10%; each analytic paper assignment – 10%; and the RAW paper – 30%.

Overall, grading follows Wesleyan’s stated rubric:
A, excellent; B, good; C, fair; D, passing but unsatisfactory; E, failure; and F, bad failure.
http://www.wesleyan.edu/registrar/academic_regulations/academic_standing.html

Honor System • • • • • • • • • • • • • • • • • • Students are expected to abide by the Honor System in regard to all work and participation in this class. For details, see pages 4-7 of http://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.pdf

Curmudgeonly notice • • • • • • • • • • • • • • The use of computers, tablets, and cell phones is not allowed in the class. While I appreciate that some students may find it easier to type than write, the unfortunately inevitable web surfing, Facebooking, and texting by a few students distracts the rest, and the prof. Plus, if you have seen Westworld, Battlestar Galactica, Ex Machina, or any number of Star Trek episodes, I think you'll agree with me that we don't want to bring computers into our classrooms and make them any smarter than they already are. Students with a documented need are exempt from this anti-modern diktat.

Accessibility resources • • • • • • • • • • • • • • Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in, and benefit from, its programs and services. To receive accommodations, a student must have a disability as defined by the ADA. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible.

If you believe that you need accommodations for a disability, please contact Accessibility Services, located in North College, rooms 021/022, or call 860-685-5581 to arrange an appointment to discuss your needs and the process for requesting accommodations.

PLEASE! Once you have obtained documentation, don't hesitate to discuss with us your needs for accommodation.

Small writing mistakes that make a BIG difference The key to successful writing is SIMPLICITY and DIVERSITY. Clearly express yourself in ways that makes reading enjoyable.

Before you write anything, you should know who your audience is and what style best suits their expectations. Unless instructed otherwise, you should assume that university papers need to be formal. Avoid a conversational style.

Avoid passive and ‘-ing’ verbs. Active verbs give power to a sentence.
• e.g., Babe was acting like a dog ➔ Babe acted like a dog.

Avoid ‘to be’ verbs in favor of active verbs which express more.
• e.g., She is courageous ➔ She works courageously.

Spellcheck is not enough. You must proofread your work and can best accomplish this by reading aloud to yourself. Your ear often picks up mistakes your eye will not.