"Knowledge speaks, but wisdom listens." • Jimi Hendrix

ISLAMIC MOVEMENTS AND MODERNITIES

• RELI 250 •

Peter Gottschalk "spring" 2020 Department of Religion 103 pgottschalk@wesleyan.edu <u>Office hours:</u> 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 <i>The Indian Musalmans</i>	
	Reader: Sir Sayyid Ahmed Khan, "Review of Hunter's Indian Musalmans"	

Feb 26Reader: Jalal Al-e Ahmad, from Gharbzadegi [Weststruckness], chs. 1, 9, 10Analysis paper #1 due

Doing it their own way: Islamic nationalism – Pakistan & Afghanistan

- Mar 2 Reader: Sudipta Kaviraj, "Modernity and Politics in India" Reader: Ifthikar Malik, "Islam, Muslim Nationalism & Nation-Building in Pakistan"
- Mar 4 Abbas, Introduction, chs. 1-2 *Literacy quiz #2*

- Mar 23 Abbas, chs. 3-4
- Mar 25 Abbas, chs. 6-7
- Mar 30 Abbas, chs. 8-9

The Salafi movement & a dissatisfied Wahhabi: Osama bin Laden & al Qaeda *and* Abu Bakr al-Baghdadi & the so-called Islamic State – transnational

Apr 1	Reader: Roel Meijer, "Introduction" Reader: Bernard Haykel, "On the Nature of Salafist Thought and Action": pp 51- 57 only (rest optional)
Apr 6	Reader: Nilüfer Göle, Snapshots of Islamic Modernities Reader: Osama bin Laden selections
Apr 8	Reader: Charles Kurzman, "Bin Laden and Other Thoroughly Modern Muslims" Reader: Sadek Hamid, "The Attraction of 'Authentic' Islam"
Apr 13	Reader: Abdel Bari Atwan, <i>Islamic State: The Digital Caliphate</i> , chs. 1, 5, 7 11.55 pm – RAW paper thesis, outline, & bibliography due
Challengin	g norms of freedom: The Women's Mosque Movement – Egypt
Apr 15	Pay those taxes, Americans!

- Mahmood, ch. 1
- Apr 20 Mahmood, ch. 2 Analysis paper #2 due
- Apr 22 Mahmood, ch. 3

Apr 27 Mahmood, ch. 4 + pp. 153-161

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 (B00K1FXOMK)
 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).
- 2. The Oxford Encyclopedia of the Islamic World, John Esposito, ed.
- 3. Lindsay Jones, ed. The Encyclopedia of Religion (online thru library site).
- 4. Index Islamicus (online thru library site).
- 4. Cultural Atlas of Islam. Isma'il and Lois Al-Faruqi.
- 5. Concise Encyclopedia of Islam. Cyril Glasse.

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 <u>once a week</u> will submit **by 9 am the day of class** <u>three to four sentences</u> regarding that day's reading **that references specific parts of the reading (include page numbers)**. The first two sentences will offer an <u>analytic</u> observation about the reading. The third will be a significant question regarding the reading itself <u>or</u> 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, <u>and</u> 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

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.

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.

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. <u>http://www.wesleyan.edu/registrar/academic_regulations/academic_standing.html</u>

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 <u>Accessibility Services</u>, 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. <u>PLEASE! Once you have obtained documentation, don't hesitate to discuss with us your needs</u> 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.