

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

ISLAMIC MOVEMENTS AND MODERNITIES

• RELI 250 •

Peter Gottschalk

Office hours:

1.30-2.30 Tuesday in *Usdan*

10.30-11.30 in *Religion office*

& by appointment

spring 2017

Department of Religion 103 (default)
& Fisk 117 (only if specifically indicated)

pgottschalk@wesleyan.edu

tel. ext. 2293

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 26 We begin...

Individuals make movements: Malcolm from Nation of Islam to Muslim Mosque, Inc. – US

Jan 31 Malcolm X, chs. 10-12 – initiation

Feb 2 Malcolm X, chs. 13-14 – propagation

Feb 7 Reader: Stuart Hall, "The Question of Cultural Identity"
Map quiz

Feb 9 Malcolm X, chs. 15-16 – contrast with civil rights movement

Feb 14 Malcolm X, chs. 17-19 – ritual

Theorizing modernity: imperialism, capitalism, hegemony – Terra

Feb 16 Reader: Marshall Hodgson, "The Impact of the Great Western Transformation"

Feb 21 Reader: Marshall Hodgson, "European World Hegemony"
Reader: Ifthikar Malik, "Islam, Muslim Nationalism & Nation-Building in Pakistan"

Feb 23 Reader: Dale Eickelman, "Islam and the Languages of Modernity"
Reader: Talal Asad, "Secularism, Nation-State, Religion"

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

Feb 28 Abbas, Introduction, chs. 1-2
Analysis paper #1 due

Mar 2 Abbas, chs. 3-4

Mar 7 Abbas, chs. 6-7
Basic literacy quiz

Mar 9 Abbas, chs. 8-9

SPRING BREAK – Yeeeeeeee-haaaaaaaaa!

Mar 28 Prepping for the RAW paper: Reference librarian, Kendall Hobbes

The Salafi movement & a dissatisfied Wahhabi: Osama bin Laden & al Qaeda – transnational

Mar 30 Class cancelled due to conference
Reader: Osama bin Laden selections

Apr 4 Reader: Roel Meijer, "Introduction"
Reader: Bernard Haykel, "On the Nature of Salafist Thought and Action": pp 51-57 only (rest optional)

Apr 6 Reader: Charles Kurzman, "Bin Laden and Other Thoroughly Modern Muslims"
Reader: Sadek Hamid, "The Attraction of 'Authentic' Islam"

Challenging norms of freedom: The Women's Mosque Movement – Egypt

Apr 11 Mahmood, ch. 1

Apr 13 Mahmood, ch. 2
RAW paper thesis, outline, & bibliography due

Apr 18 Pay those taxes, Americans!
Mahmood, ch. 3

Apr 20 Mahmood, ch. 4 + pp. 153-161
Analysis paper #2 due

Secular and pious Muslims: women's movements – France

Apr 25 Reader: Mayanthi Fernando, "Reconfiguring Freedom"
Reader: Mayanthi Fernando, "Exceptional Citizens"

Resurrecting the caliphate: the so-called Islamic State – Syria & Iraq

Apr 27 Atwan, chs. 1-2

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| May 2 | Atwan, chs. 3-4 |
| May 4 | Atwan, chs. 5-7 |
| May 9 | Atwan, chs. 8-11 |

May 17, Wednesday, 9-noon – Research presentations
(Research paper due by 11.59 p.m.)

Books to be Purchased:

Abdel Bari Atwan, *Islamic State: The Digital Caliphate* (0520289285)

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 for order at Wesleyan print shop through your portfolio)

All of these texts (except the Reader) are also on reserve in the library.

Class participation

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 and your insightful, critical engagement with them and 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.

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.

Reflective journal

Each student once a week will submit **by 7 am the day of class** three sentences regarding that day's reading **that references specific parts of the reading (include page numbers)**. The first two sentences will offer a **critical observation about the reading**. The third will be a **critical question regarding the reading**. These will be submitted on Moodle and assessed according to the seriousness and intention given to them. Grading is based on (1) the understanding of the reading and (2) the effort and sophistication of critical thinking: 0 • 1 (v-) • 2 (v) • 3 (v+)

In-Class Presentation

Each student will help begin conversation on a reading of hir choice with one prepared, **5-minute presentation** that offers **critical** insights into the reading. Not a boring summary of what we've all read, this uses our previous readings and discussion as well as your own insights to say something about the reading that it doesn't explicitly say itself. It then ends with an **engaging question about the reading** that will stimulate scintillating conversation.

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 to **TurnItIn.com** (accessed through your portfolio)
- include **no more than one quote** of full sentence length (quoting words or phrases is fine within reason).

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

1. Analysis papers

The two analysis papers allow students the opportunity to apply theoretical tools from the seminar to our readings while refining the ability to write succinctly. Class readings must be cited. These 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 using class materials, and (c) the quality of the writing.

2. RAW Paper

One research, analysis, and writing (RAW) paper (8-10 pages) on any appropriate topic that examines Islamic movements **in a specific culture** with reference to the idea or dynamics of modernity or modernities. Papers allow you an opportunity to explore personal interests and develop writing skills. These papers must be entirely original with sources fully cited and include a bibliography. A hardcopy of the **outline, thesis statement, and annotated bibliography** of the paper are due by 5 p.m on Tuesday, April 13. Completed papers are due by 11.59 p.m. on Wednesday, May 17. **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, which include submitting a copy to Turnitin.com.

Research presentations

Each student will provide an **eight-minute presentation** to the seminar regarding the most intriguing dimension of their RAW paper project. This will occur on the day for which the seminar is scheduled to have its final exam: **Wednesday, May 17, 9 a.m. to noon.**

Map quiz

A map quiz will be given on February 7 in order to prompt you to have an understanding of the geography involved in our work.

Basic literacy quiz

A quiz will be given on March 7 to ensure that students have mastered basic terminology pertinent to our studies. Students are *strongly* encouraged to keep a running vocabulary list of Islamic terms and terms associated with modernity that we repeatedly encounter in our readings.

Basis of grade

The following elements comprise each student's grade: attendance, participation, & journal – 20%; the map quiz – 10%; literacy quiz – 10%; each analysis paper – 10%; and the RAW paper (including final presentation) – 40%.

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

Disability 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 documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and provide documentation of the disability. Since accommodations may require early planning and generally are not provided retroactively, please contact Disability Resources as soon as possible.

If you believe that you need accommodations for a disability, please contact Dean Patey in Disability Resources, located in North College, Room 021, or call 860-685-5581 for an appointment to discuss your needs and the process for requesting accommodations.

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

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, except for those with demonstrated need. 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 *Battlestar Galactica*, *Her*, 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.

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. Do not use contractions ("I've," "it's," "they're").

Introduce your essay with a **single paragraph** within which you succinctly describe your thesis in a single sentence.

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 that your eye will not.