

World Religions

Religion 1010

Monday, Wednesday, Friday 12pm-12:50pm

Prof. Kristian Petersen

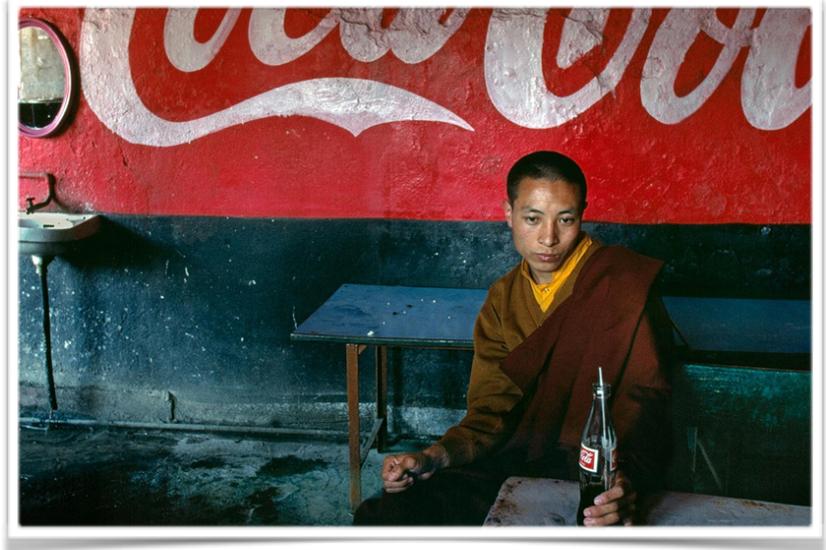
Email: kjpetersen@unomaha.edu

Twitter: @BabaKristian

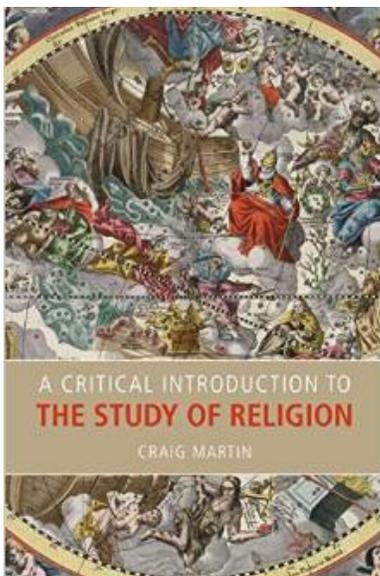
Office: Arts and Sciences Hall 205A

Office Hours: Wednesdays 9am-11am

If these times don't work for you please talk to me about meeting at another time.



Books



Craig Martin, *A Critical Introduction to the Study of Religion*



Stephen Prothero, *God Is Not One: The Eight Rival Religions That Run the World*

Available as [eBook](#)

Description

This course is an introduction to various human beliefs, social practices, and cultures through the lens of the academic study of religion. The course examines several traditions categorized as ‘world religions,’ including their core doctrines, beliefs, practices, and institutions, and cultural expressions. Our goals is to explore various ways of defining religion and various methods of studying religion; develop the ability to think both empathetically and critically about conflicting religious claims; and to gain knowledge of the history and culture of several major religious traditions, including Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, and Islam.

Student Learning Outcomes

In designing this course, I deliberately aim to have students accomplish certain goals rather than mastering a certain body of knowledge. I communicate high expectations, which will challenge students to seek the necessary resources to succeed. In general, students must accept responsibility for their learning progress and be held accountable for their outcomes. Therefore, this course will promote self-reliance and resourcefulness, reciprocity and cooperation among peers, and respect for diverse talents and ways of learning. I encourage you to develop the necessary tools to become a successful learner. Creating effective learning patterns requires commitment and time and temporary struggle is necessary. Remember that you are not alone in the learning process and collaboration will be key as you interact with your classmates and professor.

By the conclusion of this course students will

- 1) Develop the ability to think both empathetically and critically about conflicting religious claims
- 2) Demonstrate that they have gained knowledge of the history and culture of several major religious traditions
- 3) Possess an informed historical perspective on contemporary religious issues and debates
- 4) Improve their communicative skills through class participation and assignments
- 5) Develop the ability to learn independently about new topics and communicate this knowledge to others
- 6) Develop the ability to distinguish between fact and opinion and synthesize and integrate information and ideas
- 7) Develop the ability to work productively with others while maintaining the capacity to think for oneself
- 8) Develop skills including listening, reading, viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully

Grading Scale

98-100 =	A+	74-77 =	C
94-97 =	A	70-73 =	C-
90-93 =	A-	68-69 =	D+
88-89 =	B+	64-67 =	D
84-87 =	B	60-63 =	D-
80-83 =	B-	<60 =	F
78-79 =	C+		

Final Grade is out of 100 points

Assignments and Evaluation

grades will be based on...

Blackboard Selfie:	2%
Critical Participation:	14%
In-Class Assignments:	14%
Media Curatorship:	10%
Critical Commentary:	20%
Online Quizzes (8 in total):	40%



Media Curationship (10%)

Objectives for employing Twitter in the classroom

- Disintegrate the physical borders of classroom learning and exploration
- Continue dialogues and debates outside of the class
- Empower hesitant voices to make their opinions heard
- Connect and continue to get to know each other
- Produce long term collaborative research

Curation, News, and Critical Thinking

For ten (10) weeks between week two until week fourteen you are required to share one (1) news media item related to our class discussions and content per week. More than one tweet per week will not fulfill your weekly obligation (10 overall). Sources should be items a normal reader would easily find (*New York Times*, *BBC*, *Al Jazeera*, *NPR*, *Huffington Post*, *Religion Dispatches*, etc).

Examples

Thick and Thin Tweets

When tweeting for class you need to convey pertinent and useful information or queries in a succinct manner. This can be achieved by writing “thick” tweets. Include your statement or question, link, source, and hashtag. Only thick tweets will count towards your assignments.

General Instructions

- Create a Twitter account and tweet with the class hashtag (#WRNews).
- (NOTE: *If you already use Twitter and tweet often you may want to make an academic account for class use*)
- Start following people you know or like.
- Use Twitter on your computer (Twitter app Mac, Twitterrific, TweetDeck, etc.), portable devices, or connect via Facebook.
- Follow class hashtag on Twitter (#IslamNews).

Self Assessment

Compile your 10 tweets, including any dialogues, conversations, or arguments you participated in using Storify. Watch a video a tutorial here.

In the body of an email – include a self-assessment of your semester long curation and propose a final grade for your Media Curation project from 1 to 10. Email me your final assessment and a link to your Storify narrative. Without a complete assessment you will not get a grade.

Critical Commentary (20%)

Objective

This media analysis of religion encourages us to reflect critically on media coverage of world events and to apply critical thinking to our understanding of religiously related phenomena. The final project is intended to advocate creativity when presenting your research. It is hoped that these skills will prove advantageous in future professional environments and reveal the personal transformative power inherent within individuals for social change and the promotion of shared values in a global environment.

Instructions

Analyze media coverage surrounding a theme, story, or event that has occurred during the semester. You should be examining at least **ten (10)** different media sources on a given subject. Present your own critical analysis of the topic in light of what you have learned in class, referring to specific readings or class discussions. In your analysis students should critique media sources. This is not a research report or history of a given subject. Your goal is assess the reporting on a given narrative, critique the presentation of your chosen theme, and evaluate the possible consequences of the media's presentation of your topic.

The final project is open to your own creative interpretation. Please do not let technology intimidate or limit you in your creativity but please do not bite off more than you can chew. If you are comfortable with your writing and believe that is your best form of communication than please feel free to write a final critical analysis of religion in the media. However, communication is not only done through literary products and other mediums are often more effective in transferring meaning than traditional forms of written communication (e.g. *A picture is worth a thousand words*). I encourage you to employ your own creative strengths if they do not inhibit a timely presentation of your analysis.

You are welcome to produce

a written analysis (roughly 1200-1500 words)

an audio podcast (6-10 minutes)

video presentation (6-10 minutes)

geo-spatial map

annotated infographic

website

digital annotated photo album

or any another approved product

Student Examples

Syrian Civil War (Video New Report)

Malala Yousafzai and Nabila Rehman (Video)

The Hijab in the Media (Video & Essay)

Musharraf's Return to Pakistan (Audio Podcast)

Dalai Lama, Science and Spirituality (Essay & Infographic)

Take Back Yoga (Essay)

These assignments will be published on our *public* class blog for critical engagement and further discussion. Please include all bibliographic sources and dates of publication (ex. author, title of article, New York Times, 6/25/2007). They should be collected at the end of your final blog post.

Detailed instructions are found at worldreligionnews.wordpress.com

Assessment

I want to see you building sound arguments, which are backed up by strong supporting evidence. You will be graded on clarity of ideas and expression, demonstrated engagement with the readings, and sound argumentation. A detailed guide to success can be found on the grading rubric.

A detailed grading rubric for the project is available [here](#).

Analysis

*Possible analytical questions we should consider about **individual articles**:*

- (1) Content: What issues, people or events were covered? Who wrote this article? Which religions were covered? Which religions and issues are left out? What is the argument of the article?
- (2) First Impressions: What impressions do the headline and first paragraph give? How do they define the situation? Are photographs or other illustrations used? Do they give a positive or negative impression of their subject? Why?
- (3) Language: Which words or phrases are used repeatedly or are given emphasis? Are name-calling or stereotypes used? Are broad generalizations used or did the writer qualify his/her observations? What is the general tone of the coverage, especially about religion? Give examples.
- (4) Sources: Is it possible to identify the sources of information used in the coverage? Are these sources reliable? Why? Can you differentiate between facts and opinions in the coverage? Give examples.
- (5) Perspective: What point of view is being promoted? Who are the "good guys" and "bad guys" in the reporting? What emotions does the coverage stir up?
- (6) Influences: What constraints of the news media business (economic, political, etc.) may have influenced the form and/or content of the coverage? How?
- (7) Consequences: What general attitude toward religion does the coverage arouse?
- (8) Coverage: How prominent is the coverage? (For example, does anything make the reporting stand out or easy to find?) Does the coverage attract your attention? How?

*Possible analytical questions we should consider about a **subject**:*

Why might this be an important topic for a media outlet to address?

How do the authors present the history of the issue, if at all?

What does each author emphasize?

Has anything been left out of the discussion? If so, what are the implications?

What patterns do you notice of religion coverage on this theme?

What implications might you predict for public knowledge on the topic? Future reporting on the topic?

What conclusions can you draw about the presentation of this religious theme?

What issues do these stories focus on?

Do you think the authors' analyses are grounded in academic and/or personal knowledge of the topic?

Why or why not?

What are the differences and similarities between your sources on your theme?

What can you add to their understanding of this issue?

What religious issues or situations gain prominence in media (e.g. homepage or front page news)?

Overall, think about how the perspective of the author, publication source, rhetoric, evidence, and argumentation (or lack thereof) shape the presentation. You need not necessarily agree or disagree on all, or for that matter, any points that the source makes, as long as you justify your claims in terms of its success or failure in presenting a given religion.

Critical Participation (14%)

Students are expected to come to class daily, read/viewed the assignments before class, be prepared to discuss or be quizzed on them in class, join in class discussion, and remain engaged during class time. If you fail to do these your grade will suffer. You should not skip or arrive late to class, be texting or surfing the web during class, or disrespect your peers and professor. If you do these your grade will suffer. Your Critical Participation may be assessed through a variety of measures, including attendance sheets, observation, and self-assessment.

Selfie (2%)

For your Blackboard Selfie write your name on a piece of paper in large, clear writing. Underneath your name write a unique and memorable tidbit of information about yourself.

Finally, snap a picture and upload it to our class dropbox folder. [Here](#)

Quizzes (40%)

Quizzes will be on-line, consisting of questions (multiple-choice, true/false), and will be accessed through Blackboard. The questions will test the material presented in class and found in the assignments and readings. All quizzes are cumulative. Although most questions will be from the most current unit, they will also include content from all previous units. The quizzes will be timed and need to be taken in one sitting. It is recommended that you take quizzes on a reliable computer with a single browser window open. No make-ups quizzes will be provided.

Attendance

Attendance is required and makes up part of your 'Critical Participation' grade. Multiple unexcused absences will result in a lower grade. Each unexcused absence after your third (3) missed class will reduce your 'Critical Participation' grade by one (1) point. In the event that you are absent from class (excused or not), it is your responsibility to get notes from another student and check your syllabus for what was covered that day in class. Much of what appears on your quizzes is taken directly from lectures and may not be included in the readings or assignments. Excusable reasons may include illnesses (Doctor's note absolutely mandatory in such cases), family emergencies, UNO sponsored athletic events, and other University sanctioned activities involving student members. All other circumstances will be decided on an individual, case by case determination.

Accommodations

Each student is welcome to speak with the instructor about the course or other things. If you need any special accommodations in the classroom or in testing, please contact the instructor as soon as possible. It is your responsibility to arrange any accommodations prior to when they are needed. For more info please visit the Disability Services Office (<http://www.unomaha.edu/disability/index.php>).

Academic Integrity

All students at the UNO are expected to conduct their academic affairs in an honest and responsible manner. Any student found guilty of dishonesty in academic work shall be subject to disciplinary actions. For detailed explanation of infractions and consequences please see UNO's official page (<http://www.unomaha.edu/aandsaffairs/tabs/student/aiundergrad.php>).

Grade Appeals

Students who wish to appeal a grade which they feel was capriciously or prejudicially given shall first discuss the matter with the instructor within 30 days of the final course grade being posted. If the matter is not resolved, the student must meet with the Religious Studies department Chair, Paul Williams (pwilliams@unomaha.edu), to appeal the grade.

Date	Assignments	Reflections
WEEK 1		
1/11	<u>World Religions & The Study of Religion</u> Introduction: Goals of the Course	What is a Syllabus? Why should I care? What can we expect?
1/13	<u>What is Religion? And the Academic Study of Religion?</u> Martin, <i>Critical Introduction</i> , 1-18 <i>Watch</i> – “ <u>Idol Worship</u> ”	What are the essential features of religion? What is Religious Studies? What is Theology? What is functionalism? What is a ‘hermeneutics of suspicion’?
1/15	<u>What is Religion? And who decides?</u> <i>Watch</i> – <u>Samsara</u>	What is displayed in the film? Is it religion? Is it something else? How is religion depicted? Is this a selective representation?
WEEK 2		
1/18	<i>NO CLASS – Martin Luther King Jr. Holiday</i>	<i>NO CLASS – Martin Luther King Jr. Holiday</i>
1/20	<u>What is a World Religion?</u> Prothero, <i>God is Not One</i> , “ <u>Introduction</u> ” Alex Kuzoian, “ <u>This animated map shows how religion spread across the world</u> ” Steven Ramey, “ <u>The Harm of World Religions</u> ” Russell McCutcheon, “ <u>Drawing Distinctions</u> ” Russell McCutcheon, “ <u>Is Inclusion Possible?</u> ”	What gets to count as world religion? Who decides? How? Why? What assumptions are behind selection? What is Prothero’s goal of the book? His argument?

Date	Assignments	Reflections
1/22	<p><u>Classification</u> Martin, <i>Critical Introduction</i>, 19-37 Watch – “<u>Men, Women and ‘Hijras’: India Recognizes Third Gender</u>” Listen – Radiolab, “<u>Mutant Rights</u>” Watch – George Carlin, “<u>Stuff</u>” (watch to 2:25) Watch – Lupe Fiasco, “<u>Bitch Bad</u>” Watch – Jane Elliott, “<u>Brown Eyes, Blue Eyes</u>”</p>	<p>How does classification work? Do words have inherent meanings? Is classification neutral? What determines the meaning of words? Are there consequences in relation to the way things are classified? DUE – Blackboard Selfie – Submit Here DUE – First Tweet Due</p>
WEEK 3		
1/25	<p><u>Religion in the Media</u> Jolyon Mitchell, “<u>Religion and the News: Stories, Contexts, Journalists and Audiences</u>” Anita Li, “<u>#IfTheyGunnedMeDown Confronts How Minority Deaths Are Portrayed in Media</u>” Hunter Schwarz, “<u>Time Magazine Covers</u>” Watch – Daily Show, “<u>TIME Magazine's U.S. Edition</u>”</p>	<p>How do you consume information/news? How do Americans in general? What is the nature of news medium? How does it work? What is its purpose? What features of news should we investigate or analyze? How does journalistic style or approach shape the representations of religion? How do readers, listeners, viewers respond to news?</p>
1/27	<p><u>How Society Works: Structure</u> Martin, <i>Critical Introduction</i>, 45-69 Watch – “<u>#LikeAGirl</u>”</p>	<p>How do social groups create meaning? How do social expectations get implemented? How do they get expressed? How do social groups maintain boundaries? Why? What happens if individuals do not follow the norms? QUIZ #1</p>
1/29	<p><u>How Society Works: Habitus</u> Martin, <i>Critical Introduction</i>, 71-81 Watch – <i>Jesus Camp</i> COMPLETE – Jesus Camp Worksheet</p>	<p>How are social habits and social class related? Why do your own habits seem natural? How are group habits normalized?</p>
WEEK 4		

Date	Assignments	Reflections
2/1	<u>How Society Works: Social Order</u> Martin, <i>Critical Introduction</i> , 81-91	What is the relationship between one's social position, privilege, and discrimination? How are specific social or political goals shaped by 'religious' teachings? Are these then still 'religious' positions?
2/3	<u>How Religion Works: Legitimation</u> Martin, <i>Critical Introduction</i> , 93-116	How are 'religious' claims justified? Why is this effective? What elements aid in legitimizing a tradition? Do these elements only lead to a single 'religious' position? Can they counter the normative positions?
2/5	<u>How Religion Works: Authority</u> Martin, <i>Critical Introduction</i> , 117-143	Where does authority come from? How does it work? Is authority universal? Why or why not? What happens when authoritative 'things' contradict itself? Can authority be challenged? How? What is the outcome?
WEEK 5		
2/8	<u>How Religion Works: Authenticity</u> Martin, <i>Critical Introduction</i> , 145-163	What makes a tradition <i>True, Real, or Authentic</i> ? How can a social group assert their authenticity? Doe religious traditions have an essence? Who decides? QUIZ #2
2/10	<u>Studying World Religions Today</u> Find a story or event revolving around 'religion' Read TWO different sources about it	Bring <u>TWO</u> media sources about a <u>SINGLE</u> current 'religious' event
2/12	<u>Hinduism: Origins</u> Prothero, <i>God is Not One</i> , 131-43 Russell McCutcheon, " <u>Writing a History of Origins</u> "	Where does the term Hinduism come from? Is there really a thing called Hinduism? What are the Vedas? What does it mean to be a Hindu? Has it always meant the same thing?
WEEK 6		

Date	Assignments	Reflections
2/15	<p><u>Hinduism: Self & Gods</u> Prothero, <i>God is Not One</i>, 144-164 Rega Jha, “Abused Goddesses” Campaign</p>	<p>What is the nature of the human self? How does one understand the self in relation to a greater power? What is the role of Gods? What about the Goddess? How do people interact with Gods? Why do they do this?</p>
2/17	<p><u>Colonialism, Modernity, and Challenges to Hinduism</u> Prothero, <i>God is Not One</i>, 164-168</p>	<p>How did colonialism effect Hinduism? Who is Ram Mohan Roy? Ramakrishna? Swami Vivekananda? What does Hinduism look like today?</p>
2/19	<p><u>Icon of Mystic East Beyond India</u> Jane Iwamura, “Hyperreal Samadhi Maharishi Mahesh Yogi” <i>Explore</i> – <u>The Transcendental Meditation (TM) Program</u></p>	<p>Who is the Oriental Monk? How do we come to know him? What are some examples of the the Oriental Monk you know from popular culture? How can images tell a story? How should we read them? Why does Mahesh Yogi appeal to Westerners? Why does Transcendental Meditation?</p>
WEEK 7		
2/22	<p><u>Modern Hinduisms</u> <i>Explore</i> – <u>Sri Kumaré, Teachings, Workshops</u></p>	<p>Does Kumaré fit the Oriental Monk icon model? How is he represented? What visual markers are employed? What linguistic cues? What does Kumaré have to offer Westerners? What verifies Kumaré’s authority or authenticity?</p>
2/24	<p><u>Hinduism, Media, and the West</u> <i>Explore</i> – <u>Amma.org, Teachings</u> <i>Watch</i> – “<u>Amma on Good Morning America</u>” <i>Watch</i> – “<u>Amma on ABC 20/20</u>” COMPLETE – <u>Amma Worksheet</u></p>	<p>How is Amma’s story framed in these two examples? Are there differences? What does it mean to be a Guru? What are the qualifications? What are the assumptions people have about Eastern spirituality? How does the media shape or reinforce these views? QUIZ #3</p>
2/26	<p><u>The Buddha</u> Prothero, <i>God is Not One</i>, 169-180</p>	<p>Whats the relationship between Hinduism and Buddhism? How did the life of Siddhartha inform the teachings of the Buddha? What is the relationship between his life and the Four Truths?</p>
WEEK 8		

Date	Assignments	Reflections
2/29	<p><u>The Dharma</u> Prothero, <i>God is Not One</i>, 180-186</p>	<p>How can we understand the human self from a Buddhist viewpoint? The Cosmos? What does it mean to have “no-self”? What should we do if there is no self? What is the goal of the teachings?</p>
3/2	<p><u>The Sangha</u> Prothero, <i>God is Not One</i>, 186-198</p>	<p>What characteristics, principles or features were associated with Theravada, Mahayana, and Vajrayana? What is distinctive about Zen Buddhism?</p>
3/4	<p><u>Buddhism in Practice</u> Prothero, <i>God is Not One</i>, 198-201 Buswell and Lopez, “<u>The Biggest Misconception about Buddhism</u>” Buswell and Lopez, “<u>Which Mindfulness?</u>” Watch – <u>Marathon Monks of Mt Hiei</u></p>	<p>Do all Buddhist meditate? Do they do it the same way? Do monks and lay Buddhist practice in the same way? Do they have different goals? What is the relationship between monks and lay Buddhists? How do Buddhist practices differ? What is the relationship between scriptures, rituals, vows, etc.?</p>
WEEK 9		
3/7	<p><u>Prisoners of Shangri-La – Tibet</u> Donald S. Lopez Jr., <i>Prisoners of Shangri-La: Tibetan Buddhism and the West</i>. Donald S. Lopez Jr., “<u>7 Things You Didn't Know about Tibet</u>” Explore – <u>@DalaiLama</u> (Twitter)</p>	<p>In what ways have Tibet and Tibetans been imagined in the Western consciousness? How do these notions effect actual living Tibetans? How does the Dalai Lama (or his publicists) self represent himself? His goals? QUIZ #4</p>
3/9	<p><u>Confucianism</u> Prothero, <i>God is Not One</i>, 101-24</p>	<p>Is Confucianism religious? Why or why not? What are the characteristics of the “Exemplary Person”? How would you describe the relationship between an individual and others? What is the role of propriety and ritual activity? What is the character of Human nature? How should a government act in society? What is the relationship between an individual and the state/kingdom/country?</p>

Date	Assignments	Reflections
3/11	<p><u>Daoism</u> Prothero, <i>God is Not One</i>, 289-315</p>	<p>What are the main messages of the Daodejing? The Zhuangzi? What are the characteristics of the Dao or Way? What does the Dao do? How does it function in the world? What role do dualism and dichotomies? How was Daoism practiced? Is Daoism always the same thing?</p>
WEEK 10		
3/14	<p><u>The Three Teachings Model</u> Stephen Teiser, “<u>Sanjiao: The Three Teachings</u>” Stephen Teiser, “<u>What is Popular Religion?</u>” Ian Johnson, “<u>A Problem of ‘Religion,’ and Polling, in China</u>”</p>	<p>What are the Three Teachings? Does this model help us understand Chinese Religions? Why? Why not? What practices are understood as religious for Chinese people? What types of activities are not? What is popular religion? What does “popular” mean in this phrase? Is ‘religion’ understood in the same way in China as it is in America?</p>
3/16	<p><u>Practicing Religion in China</u> Donald Harper, “<u>Spellbinding</u>” Grace Li, “<u>Hong Kong’s Paper Crafters Work Overtime to Feed Hungry Ghosts</u>”</p>	<p>What kinds of issues or problems happen in the “Spellbinding” world? What are some examples? How do people solve their problems? What are some examples? How do ancient Chinese practices relate to modern practices? QUIZ #5</p>
3/18	<p><u>Studying World Religions Today</u> Complete and Print Final Project WORKSHEET COMPLETE – <u>Project Worksheet</u></p>	<p>Bring Completed Final Project Worksheet to Class <u>(Will be Collected for Grade)</u></p>
WEEK 11		
3/21	NO CLASS – Spring Break	NO CLASS – Spring Break
3/23	NO CLASS – Spring Break	NO CLASS – Spring Break
3/25	NO CLASS – Spring Break	NO CLASS – Spring Break

Date	Assignments	Reflections
WEEK 12		
3/28	<u>Jews, Scripture, and Tradition</u> Prothero, <i>God is Not One</i> , 243-260	Who is Abraham? Who was Moses? What role did they play? How do we know about the early Hebrews? What do we know about them? What is the role of scripture for shaping Jewish identity? How is exile interpreted? Why is it significant?
3/30	<u>Judaism in Practice</u> Prothero, <i>God is Not One</i> , 261-78	In what ways do Jews celebrate their tradition? What role does ritual play? What does it signify? What branches of Judaism exist today? How are they different? Why was law important? Why is the past so important for contemporary Jews?
4/1	<u>Judaism</u> Steven Ramey, “ <u>The Violence of Constructed Identities</u> ” Watch – Drake, “ <u>Bar Mitzvah</u> ” Watch – Drake, “ <u>HYFR</u> ”	How can Judaism be reinterpreted in the modern era? In what ways do people identify as Jewish? For what purposes? How is Jewish identity represented in American culture? How do people navigate multiple identities? Is that possible? DUE – Complete Media Curation (Last Tweet Due) QUIZ #6
WEEK 13		
4/4	<u>Christians and Jesus</u> Prothero, <i>God is Not One</i> , 65-82 Michael Satlow, “ <u>How the Bible Became Holy Storymap</u> ”	Who was Jesus? Did everyone agree about him? What was his message? Was it a Jewish message? How did the Bible develop? How was it received? What makes something Christianity? Where are the boundaries? DUE – Media Curatorship Assessment
4/6	<u>Contemporary Christianities</u> Prothero, <i>God is Not One</i> , 82-99	How was orthodoxy established? What was contested? What are the results of the Protestant Reformation? What other challenges developed for the church? What does global Christianity look like?

Date	Assignments	Reflections
4/8	<p><u>Christian Scripture & Biblical Literalism</u> Emily A. Filler, “<u>Does God Hate Shrimp? When Biblical Citation Goes Awry</u>” Watch – West Wing, “<u>I wanted to ask you a couple of questions</u>”</p>	<p>Does scripture have an inherent meaning? Is there any flexibility in interpretation? Is scriptural interpretation selective? Do commentators make interpretive choices? How would we act if the Bible was interpreted literally? What are the social effects of Biblical interpretation? QUIZ #7</p>
WEEK 14		
4/11	<p><u>Final Project Discussion & Workshop</u> Complete and Print Final Project PROPOSAL COMPLETE – <u>Project Proposal Worksheet</u></p>	<p>Bring Completed Final Project Proposal to Class <u>(Will be Collected for Grade)</u></p>
4/13	<p><u>The Beginning of Islam</u> Prothero, <i>God is Not One</i>, 36-40 Sarah Kendzior, “<u>The Fallacy of the Phrase, 'the Muslim World'</u>” Omid Safi, “<u>Allah = God</u>” Vasudevan Sridharan, “<u>Pakistan bans English translations for sacred Arabic terms</u>” Kate Mayberry, “<u>Catholic Church 'Allah' appeal shot down in Malaysia</u>”</p>	<p>Who is Allah? Does everyone agree? Where is the Muslim World?</p>
4/15	<p><u>The Qur'an</u> Prothero, <i>God is Not One</i>, 40-49 Watch – <i>Islam: Empire of Faith</i> Listen and Read – <i>Qur'an</i>, Chapter 87, Surat al-A'la (The Most High) Watch – International Quran Reading Competition, <u>Samia Khanan</u></p>	<p>How did Muhammad’s historical and geographical context shape his message? What role did Muhammad serve in the revelation of the Qur’an? How do Muslims encounter the Qur’an? Does everyone read it? Do they understand what it is saying? What are some of the themes or topics the Qur’an discusses? What do you make of recitation competitions? How does this reflect religion?</p>
WEEK 15		

Date	Assignments	Reflections
4/18	<p><i>The Vision of Islam: Practice & Faith</i> Prothero, <i>God is Not One</i>, 25-34 William Chittick and Sachiko Murata, <i>Vision of Islam</i>, SECTIONS "The Hadith of Gabriel" and "Religion"</p>	<p>What do Muslims need to do? How do they submit? What do Muslims need to believe in? What should they have faith in? How would you describe <i>ihsan</i>? What does "Religion" mean in the context of the Hadith of Gabriel? How does it relate to other traditions we have discussed?</p>
4/20	<p><i>Shari'ah – Islamic Law?</i> Prothero, <i>God is Not One</i>, 49-63 Watch – Ebrahim Moosa, "<u>The Ethical Message of Islam</u>" (<i>start at 3:30</i>) Watch – Abdullahi An-Na'im, "<u>Faith Complex: Abdullahi Ahmed An-Na'im on Islam and the Secular State</u>" Watch – Ebrahim Moosa, "<u>Does a Lack of Islamic Literacy Fuel Extremism?</u>"</p>	<p>What is Shari'ah? What does the word mean? Does it translate to "Islamic Law"? How does Western law differ from Shari'ah? What is the relationship between coercive law and self-surveillance? How does Shari'ah relate to ethics? What are the requirements to determine Islamic law? Does a verse of the Qur'an equal a legal ruling? What is the relationship between Islam and the secular state?</p>
4/22	<p><i>Jihad – Violence and Terrorism</i> Prothero, <i>God is Not One</i>, 34-6 Watch – John Cleese, "<u>John Cleese vs Extremism</u>" Sohail Hashmi, "<u>Jihad</u>" Listen – "A Look at the History of Suicide Attacks" Watch – "<u>Injustice Cannot Defeat Injustice</u>" Watch – "<u>Osama Bin Laden declares jihad</u>"</p>	<p>What does <i>jihad</i> mean? Does it mean "holy war"? What are the traditional narratives of <i>jihad</i>? How is Islamic fundamentalism similar or different from other extremists? How do Muslims react to religiously inspired violence? What arguments do they use?</p>
WEEK 16		

Date	Assignments	Reflections
4/25	<p><u>Women and Islam</u> <u>Qur'an</u>, 4:34 Ayesha Chaudhry, “<u>The Problems of Conscience and Hermeneutics: A Few Contemporary Approaches</u>” <u>Qur'an</u>, 7:26; 24:31; 33:32-35, 53, 59 Watch – Hebah Ahmed, “<u>Muslim Explains Why She Wears the Veil</u>” Watch – Hebah Ahmed and Mona Elthaway, “<u>Mona Eltahawy on France's banning of face veils</u>”</p>	<p>How do modern Muslims deal with difficult passages in the Qur'an? What methods do they use? What are the different approaches to the Qur'anic verse allowing beating one's wife? What does the Qur'an say about modesty? About veiling? Is it clear? What is the status of the wives of the Prophet? Have Muslim women always worn veils? How have thoughts changed? Should forms of veiling be banned in secular societies? Why or why not? What side of the debates do you fall on? QUIZ #8</p>
4/27	<p><u>Final Project Discussion & Workshop</u></p>	<p>Complete your Critical Commentary project</p>
4/29	<p><u>World Religions & The Study of Religion</u> Reflections on the study of Religion</p>	<p>What is your definition religion? What is your definition of world religions? What are the essential features of religion? What gets to count as religion? What gets to count as world religion? Who decides? How? Final Projects Due</p>