

Attention!

This is a representative syllabus. The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

Islam in the US (NELC 3201)

During the American Revolution, so many American ships called at the port of Tangiers that the Continental Congress sought recognition from the “Emperor” of Morocco to establish good relations between the two countries. This recognition was granted December 20, 1777, making Morocco the first country to recognize the United States of America. (Embassy of the Kingdom of Morocco, Washington D.C. Accessed on line 1/9/2017)

On December 20, 1777, the Kingdom of Morocco became the first country in the world to recognize United States independence, only a year and a half after the U.S. Declaration of Independence was issued. The War of Independence was still in progress, and the result was still



far from certain. ...Under Sultan Mohammed III, Morocco became at once the first Arab state, the first African state, and the first Muslim state to sign a treaty with the United States. Congress ratified the Treaty of Peace and Friendship between the two nations in 1787. Renegotiated in 1836, the treaty is still in force, constituting the longest unbroken treaty relationship in U.S. history. (*People's World* Quote accessed on line 1/9/2017)

Course Overview

In examining the multiple racial, cultural, and national groups that make up the most diverse religious group in America, we will question what it means to be Muslim in America--focusing on Islam as an American religious phenomenon broadly defined to include secular Muslims.

We will look at the transatlantic slave trade and the European colonial presence as contexts in which Islam was first introduced to America.

We will look at the history of early (mostly African and Arab) Muslims and at the Nation of Islam along with study of the immigrant experience of Muslims in the last two centuries of the Common Era.

When we discuss the 20th century and the present reality of American Muslims today, we will focus on Muslim contributions to America and American culture – especially poetry, politics, sports, pop culture, films, and music.

The course likewise seeks to include fieldtrips to local mosques and Muslim guest speakers.

Finally, no course on Islam in America would be complete without a critical examination of the impacts of 9/11 on Muslims, the erosion of civil rights, and the on-going “war on terrorism.”

Assignments: (Subject to Revision)

Autobiography of Malcom X

All American Yemeni Girls (Excerpts)

Persons of Interest (film)

Being Osama (film)

Grape Leaves: A Century of Arab-American Poetry (Orfalea and Elmusa, eds.) (Excerpts)

Dinarzad's Children: An Anthology of Contemporary Arab American Fiction (Kaldas and Mattawa eds.) (Excerpts)

In my Own Skin OR Benaat Chicago (films)

The Headscarf Controversy: Secularism and Freedom of Religion by Hilal Elver 2012 Oxford U. Press. (Excerpts)

Servants of Allah: African Muslims Enslaved in the Americas by Sylvian A Diouf 1998 New York University Press (Excerpts)

A History of Islam in America: From the New World to the New World Order by Kambiz GhaneaBassiri 2010 Cambridge University Press

Grades: Point System based on 2000 points

Class Participation: 25 points per class session

This grade is based on participation in each class ranging from 0 points (not being in class) to 25 points for excellent class participation in a particular seminar. (Evidence of careful reading and thinking about an assigned text or film, courtesy and careful listening to comments from classmates and instructor, ability to reference previous readings as the class progresses AND evidence of progress in all these areas.

Reading Responses: Possible 25-50 points

Response, with notes, to outside lectures related to our class (two required) 100 points each.

Paper: Draft: 150 points Revision: 100 points Presentation to Class

BEGINNINGS: Weeks I-V

WEEK I:

January 10, 2017

INTRODUCTION & OVERVIEW: SOME MUSLIMS—YESTERDAY AND TODAY

RESEARCH for January 12: “first writing since” One or two paragraphs interpretive statement due and discussion.

January 12, 2017

Due: Student Reports and Discussion of “first writing since.” The author, context of the poem, analysis of the poem.

READING & ASSIGNMENTS DUE for January 17: “Afterward—Why Can’t a Muslim Be President?” pp. 270-293 (TOP) and footnotes 368-373. IN 2013 Spellberg, Denise *Thomas Jefferson’s Qur’an: Islam and the Founders*. Knopf.

WEEK II: Foundational attitudes toward religion in general and Islam in particular, legal connections of religion to race and language over the last three centuries, popular sentiments over time.

January 17, 2017

Due: Student Reports and Discussion of Spellberg Assignment.

READING & ASSIGNMENTS DUE for January 19: “Afterward—Why Can’t a Muslim Be President?” pp. 293-302 and footnotes p. 374. IN 2013 Spellberg, Denise *Thomas Jefferson’s Qur’an: Islam and the Founders*. Knopf.

January 19, 2017

Due: Continue Discussion of Spellberg. Final pages and review of entire selection.

WEEK III: Early Islam in the Americas.

January 24, 2017

Due: Ch. 1 “African Muslims, Christian Europeans, and the Atlantic Slave Trade” pp. 4-34 IN *Servants of Allah*

READING & ASSIGNMENTS DUE for January 26: Finish Ch. 1 AND Read Guardian article

January 26, 2017

Due: Finish Ch. 1 AND Read Guardian article

READING & ASSIGNMENTS DUE for January 31: “Introduction: American Islam, Muslim Americans, and the American Experiment.” IN *The Cambridge Companion Hammer and Safi* 14 pages AND “Islam in the New World”pp. 9-30.

WEEK IV:

January 31, 2017

Due: “Introduction: American Islam, Muslim Americans, and the American Experiment.” IN *The Cambridge Companion Hammer and Safi* 14 pages AND “Islam in the New World”pp. 9-30.

READING & ASSIGNMENTS DUE for February 2: Finish “Islam in the New World” and read article on 1942 Japanese Internment and “It’s Fred Korematsu Day.”

February 2, 2017

Due: Finish “Islam in the New World” and read article on 1942 Japanese Internment and “It’s Fred Korematsu Day.”

READING & ASSIGNMENTS DUE for February 7: Ch. 2 “African Muslim Slaves and Islam in Antebellum America” pp. 28-43 by Richard Brent Turner.

WEEK V:

February 7, 2017

Due: Ch. 2 “African Muslim Slaves and Islam in Antebellum America” pp. 28-43 by Richard Brent Turner.

READING & ASSIGNMENTS DUE for February 9: *The Story of Aron and Christianity, Islam and the Negro Race* By Edward Wilmot Blyden Ch. 1 “Mohammedanism and the Negro Race”

<https://archive.org/stream/storyaaronsonam00harrgoog#page/n36/mode/2up>

February 9, 2017

Due: *The Story of Aron* and Blyden Ch. 1 “Mohammedanism and the Negro Race”

READING & ASSIGNMENTS DUE for February 14: *The Story of Aron* and Blyden, Ch. 1 “Mohammedanism and the Negro Race” continued.

Late Nineteenth-Twentieth Centuries: Weeks V-VIII

WEEK VI:

February 14, 2017

Videoconference with AUC regarding “Why Can’t a Muslim Be President?” Be sure to bring your print out of this reading and also your responses to the question about what surprised you.

Due: Also, please hand in your responses to the prompts for: *The Story of Aron* and Blyden, Ch. 1 “Mohammedanism and the Negro Race”

READING & ASSIGNMENTS DUE FOR February 16: “Conflating Race, Religion, and Progress” pp. 113-121 (top-end of quote) IN *A History of Islam in America: From the New World to the New World Order* by Kambiz GhaneaBassiri 2010 Cambridge University Press

February 16, 2017

Due: “Conflating Race, Religion, and Progress” pp. 113-121

READING & ASSIGNMENTS DUE FOR February 21: “Conflating Race, Religion, and Progress” pp. 134-finish

WEEK VII:

“Triumphalism” and the Emergence of Betwixt and Between

February 21, 2017

Due: “Conflating Race, Religion, and Progress” pp. 134-finish

READING & ASSIGNMENTS DUE FOR February 23

“Race, Ethnicity, Religion, and Citizenship: Muslim Immigration at the Turn of the Twentieth Century” pp. 135-143 IN *A History of Islam in America: From the New World to the New World Order* by Kambiz GhaneaBassiri 2010 Cambridge University Press

February 23, 2017

Due: “Race, Ethnicity, Religion, and Citizenship: Muslim Immigration at the Turn of the Twentieth Century” pp. 135-143

READING & ASSIGNMENTS DUE FOR February 28

“Race, Ethnicity, Religion, and Citizenship: Muslim Immigration at the Turn of the Twentieth Century” pp. 143-Finish IN *A History of Islam in America: From the New World to the New World Order* by Kambiz GhaneaBassiri 2010 Cambridge University Press

WEEK VIII:

February 28, 2017: [NO CLASS. Substitute alternative event and begin to think of paper topic]

Due: “Race, Ethnicity, Religion, and Citizenship: Muslim Immigration at the Turn of the Twentieth Century” pp. 143-Finish [Email feedback on this reading to me]

READING & ASSIGNMENTS DUE FOR March 2 “Rooting Islam in America: Community and Institution Building in the Interwar Period” pp. 183 (bottom—“Local Muslim Religious Activity and Institution Building”)-193

March 2, 2017: [NO CLASS. I will be judging the Borens in DC]

Due: “Rooting Islam in America: Community and Institution Building in the Interwar Period” pp. 183 (bottom—“Local Muslim Religious Activity and Institution Building”)-193 [Email feedback on this reading to me]

READING & ASSIGNMENTS DUE FOR March 7: “Rooting Islam in America: Community and Institution Building in the Interwar Period” pp. 203 (bottom) – 227

Current and Emerging Issues

WEEK IX

March 7, 2017 No Class

Due: “Rooting Islam in America: Community and Institution Building in the Interwar Period” pp.203-227[Email feedback on this reading to me]

ASSIGNMENTS DUE FOR March 9: One page reflection on mosque visit

March 8

Noor Mosque

Leave OSU 12:30

Address: 5001 Wilcox Road, Dublin, Ohio, 43016

March 9, 2017 No Class

Due: One page reflection on mosque visit (Saima is exempt since she organized the trip) [Email feedback on this reading to me]

WEEK X:

March 14 and 16, 2017

[SPRING BREAK]

READING & ASSIGNMENTS DUE FOR March 21: *Autobiography of Malcom X*
Read the book and write a one page or two page (typed) essay on how Malcom X fits into the various contexts we have covered so far—historical, social, religious, and cultural.

WEEK XI:

March 21, 2017

Due: Malcom X

READING & ASSIGNMENTS DUE FOR March 23: tbd

March 23, 2017

Due: tbd

READING & ASSIGNMENTS DUE FOR March 28: tbd

WEEK XII:

March 28, 2017

AUC Conference?

Due: tbd

READING & ASSIGNMENTS DUE FOR March 30: tbd

March 30, 2017

Due: tbd

READING & ASSIGNMENTS DUE FOR April 4: tbd

WEEK XIII:

April 4, 2017

Due: tbd

READING & ASSIGNMENTS DUE FOR April 6: tbd

April 6, 2017

Due: tbd

READING & ASSIGNMENTS DUE FOR April 11: tbd

WEEK XIV

April 11, 2017

Due: tbd

READING & ASSIGNMENTS DUE FOR April 13: tbd

April 13, 2017

Due: tbd

READING & ASSIGNMENTS DUE FOR April 18: tbd

WEEK XV:

April 18, 2017

Due: tbd

READING & ASSIGNMENTS DUE FOR April 20: tbd

April 20, 2017

Due: tbd

WEEK XVI:

April 25-May 2

FINALS: Revised Paper due April 29

This course serves as GE Arts and Humanities Cultures and Ideas Course. In GEC classes

of this category, students evaluate significant writing and works of art, including oral literature and verbal arts. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes include:

- 1. Students develop abilities to be informed observers or, or active participants in, the visual, spatial, performing, spoken, or literary arts;**
- 2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior; and**
- 3. Students examine and interpret how the human condition and human values are explored through works of art and expressive culture.**

Plagiarism. Plagiarism is the representation of another's works or ideas as one's own: it encompasses both word-for-word copying and unacknowledged paraphrase. In accordance with university rules, all cases of suspected plagiarism will be reported to the Committee on Academic Misconduct. Be careful to credit your sources appropriately, especially when doing research on the Internet

Class Cancellation. In the unlikely event of class cancellation due to emergency, I will contact you via email.

What your grade means. Criteria for individual assignments will be explained with each prompt, but here is the overall takeaway:

- E. You or your assignments failed to materialize at the necessary minimum; work was not done, or not pertinent.**
- D. You've done just enough to slide through: done some reading, turned in all assignments with minimal attention to their requirements, and been present in body and occasionally in mind.**
- C. You've done the reading and turned in all required work on time and in the spirit of the assignment. You've been present in both body and mind as a useful participant in the class. Your course assignments were of limited value, perhaps because of major problems with mechanics, organization, or logic in your writing, or perhaps because you have not thought very deeply about the material.**
- B. You've done everything required for a C, but have responded more fully to the demands of the course, both in class and in your writing. Your written work demonstrates your engagement with both the readings and class discussion. You've made progress in reading challenging material, drawing connections between concepts and examples, and shaping your thinking through writing.**
- A. You've done everything required for a B. In addition, you've read and observed actively, thought creatively, and written with style. I've learned something from you. (It does quite often happen.)**

UNIVERSITY RESOURCES FOR STUDENTS

The OSU Writing Center is available to provide free, professional writing tutoring and

consultation at any stage of the process. Lately they've developed some helpful tools for non-native speakers of English too. You may set up an appointment by visiting <http://cstw.osu.edu/> or by calling 688- 4291.

Resources:

“first writing since”

Poem by suheir hammad, Inderpal Grewal Visiting Professor
Departments of Women's Studies and Ethnic Studies
University of California,
Berkeley, CA 94720

Cambridge Companion to American Islam eds. Juliane Hammer and Omid Safi Cambridge UP
“Introduction: American Islam, Muslim Americans, and the American Experiment” by Hammer and Safi pp.1-13

Ch. 2 “African Muslim Slaves and Islam in Antebellum America” pp. 28-43 by Richard Brent Turner

Ch. 7 “American Muslims and the Media,” by Nabil Echchaibi pp. 119-138

Ch. 8 “Muslims in the American Legal System” by Kathleen M. Moore pp. 139-155

Ch. 15 “Muslim Public Intellectuals and Global Muslim Thought” pp. 267-278 by T. R. Yuskaev

Ch. 16 ““Cultural and Literary Production of Muslim America” pp. 279-311 by Sylvia Chan-Malik

The Guardian Tuesday 8 December 2015 “The Muslims who shaped America—from brain surgeons to rappers: Donald Trump wants Muslims banned from entering the US – but without them the country would be a much poorer place by Stuart Jeffries pp. 1-7

AND, Other current events news related to Muslims in America

Servants of Allah: African Muslims Enslaved in the Americas by Sylvian A. Diouf 1998 NY UP

Ch. 1 “African Muslims, Christian Europeans, and the Atlantic Slave Trade” pp. 4-48

Ch. 3 “The Muslim Community” pp. 71-106

Ch. 4 “Literacy: a distinction and a danger” pp. 107-144

Ch. 6 “The Muslim Legacy” pp. 179-210

A History of Islam in America: From the New World to the New World Order by Kambiz GhaneaBassiri 2010 Cambridge University Press. Selections

The Headscarf Controversy: Secularism and Freedom of Religion by H. Elver 2012 Oxford UP.

Acknowledgements pp. ix-xiii

“Introduction: Point of Departure” pp. 1-11

Ch. 9 “The United States: From Melting Pot to Islamophobia” pp. 153-185

Notes for Ch. 9 pp. 237-247

Islamic Values in the United States by Haddad and Yazbeck

Migration Studies Working Group and Religious Sounds in Central Ohio @ Ohio State