

California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Approved: September 10, 2015

Department of Modern Languages, Philosophy & Socio-Cultural Studies

A. Protocol

Course Name: The Culture of Islam

Course Number: ARB 342

Credits: 3

Prerequisites: None

Maximum Class size (face-to-face): 35

Maximum Class size (online): 35

B. Objectives of the Course:

At the completion of the course, students will be able to:

1. Describe the foundations of Islam
2. Critically assess the merits and demerits of the traditional narrative of Islamic origins
3. Discuss the history of Islamic culture and religion
4. Discuss the challenges that are peculiar to contemporary Muslim societies
5. Apply this knowledge to ordinary problems and situations

C. Catalog Description:

This course will engage students in the study of the culture of Islam. There will be an emphasis on identifying preconceived notions relating to Islam. This course will compare and contrast the history, essential tenets, and central practices of Islam to Judaism and Christianity. The context in which Islam began and the role of Muhammad (PBUH) on Islam will also be discussed. The Five Pillars of the Islamic faith and the split in Islam into the two major sects, Sunni and Shi'a, will be explained. Due to the current events in the Middle East and the great number of social media users, this course will help students to understand a culture where secularism, capitalism, and materialism have no value.

D. Outline of the Course may include:

- Week 1 Introduction
Islam: Empire of Faith documentary
- Week 2 Embedded Thoughts about Islam
- Week 3 Basic Beliefs and Practices

- Week 4 Role of Muhammad
- Week 5 Five Pillars of Islam
- Week 6 Women & Islam
- Week 7 The Hadith
- Week 8 Movie & Mid-Term Exam
- Week 9 Religion in Society and Islamic Law
- Week 10 Politics & Expansion of Islam- The Caliphate: Sunni & Shi'a
- Week 11 Islam & the West
- Week 12 The Future for Islam
- Week 13 Islam and Social Media
- Week 14 Your thoughts and Today's Events in the Middle East
- Week 15 Presentations & Final Exam

E. Teaching Methodology:

1) Traditional Classroom Methodology:

Cooperative learning is the major teaching method in this course. The instructor will serve as a facilitator to the learning process in class. We will work together to learn more about the culture of Islam by keeping up with the required readings and doing the required class work. To this end, the instructor will use short lectures, videos, group work papers and presentations, homework, and class discussion. It is expected that all students will take part in these discussions.

2) Online Methodology:

Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric. This class will be offered online. Cooperative learning is the major teaching method in this course. The instructor will serve as a facilitator to the learning process in class. We will work together to learn more about the culture of Islam by keeping up with the required readings and doing the required class work. To this end, the instructor will use short lectures, videos, group work papers and presentations, homework, and class discussion. It is expected that all students will take part in these discussions.

F. Texts (Suggested)

Brown, Daniel W. (2009) New Introduction to Islam. Publisher: Blackwell Publishers. 1405158077; 2nd edition

Esposito, John L. (2002) What Everyone Needs To Know About Islam. Publisher: Oxford University Press, New York.

Additional readings will be available on D2L.

G. Assessment Activities:

1) Traditional Classroom Assessment:	
Quizzes/Exams	30%
Paper(s)	20%
Presentation(s)	20%
Class Discussions/Participation	30%
2) Online Assessment:	
Online Quizzes/Exams	30%
Paper(s)	20%
Online Presentation(s)	20%
Online Discussions/Participation	30%

H. Accommodations for Students with Disabilities:

Accommodations for Students with Disabilities

Students with disabilities:

Students reserve the right to decide when to self-identify and when to request accommodations. Students requesting approval for reasonable accommodations should contact the Office for Students with Disabilities (OSD). Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner. Students will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Contact Information:

- Location: Carter Hall - G-35
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: <http://www.calu.edu/osd>

California University of Pennsylvania

**Reporting Obligations of Faculty Members under Title IX
of the Education Amendments of 1972, 20 U.S.C. §1681, *et seq.***

California University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with the Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Dr. John A. Burnett, Special Assistant to the President for EEO, Office of Social Equity, South Hall 112, Burnett@calu.edu, 724-938-4014. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy.

The University's information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at:

Office of Social Equity, South Hall 112, 724-938-4014

o	Social Equity Home Page	www.calu.edu/SocialEquity
o	Social Equity Policies	www.calu.edu/SEpolicies
o	Social Equity Compliant	www.calu.edu/SEcomplaint

- Counseling Center, Carter Hall G53, 724-938-4056
- End Violence Center, Carter Hall G94, 724-938-5707
- Student Affairs, Natali Student Center 311, 724-938-4439
- Wellness Center, Carter Hall G53, 724-938-4232
- Women's Center, Natali Student Center 117, 724-938-5857
- Threat Response Assessment and Intervention Team (T.R.A.I.T.) & Dept. of Public Safety & University Police, Pollock Maintenance Building, 724-938-4299

EMERGENCY: From any on-campus phone & Dial H-E-L-P or go to any public pay phone & Dial *1. (*Identify the situation as an emergency and an officer will be dispatched immediately.)

- I. Supportive Instructional Materials, e.g. library materials, web sites, etc. Video and audio tapes dealing with Arabic culture will be made available.

Additional Information for Course Proposals

- J. Proposed Instructors:
Qualified Instructor to teach Arabic language and culture.

K. Rationale for the Course:

Even before the 9/11 terrorist attacks on the World Trade Center and the Pentagon, Arab-Americans faced sweeping stereotypes about their culture and religion. From the mid-7th to the early 8th century Islam gradually emerged as a new religion. Shortly afterwards it became a major world civilization whose history has run parallel to, and intertwined with, that of the West. But how did Islam first begin and how were its foundations laid? How has it developed through the ages and what kind of social life, artistic expressions and intellectual traditions are peculiar to it? Is there one Islam or are there several with their own idiosyncrasies? And why is it that in recent years it has become increasingly obvious to non-Muslim Westerners that Islam does matter? Finally, which categories are more suitable for the study of the Islamic phenomenon and its inherent complexity? Should there be a distinction between Islamic culture and religion– and if so, to what precise extent? Are there attitudes susceptible of being described as authentic or inauthentic from an Islamic viewpoint– and if so, on which basis? It is only by answering these questions– which must be carefully reflected upon first– that one may better understand the Muslim world and its present challenges. This course will serve as guide to understand the culture of Islam and bridge the gaps and clear the misconceptions that people have about Muslims.

L. Specialized Equipment or Supplies Needed:

Specialized equipment or supplies are not needed for course instruction.

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
The course does not require additional human resources.
2. Does the course require additional physical resources? (Please explain)
No, additional physical resources are not required.
3. Does the course change the requirements in any particular major?
(Please explain)
No, the course does not change any major requirements.
4. Is the course replacing an existing course? (If so, list the course)
No, the course does not replace an existing course.
5. How often will the course be taught?
The course will be offered once a year.
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)
No, it does not duplicate an existing course in another Department or College.
7. What is the recommended maximum class size for this course?
The recommended maximum class size for this course is 35.

- N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

No, the proposed course does not include substantial material that is traditionally taught in another discipline.

- O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

For now, it will not be proposed for consideration as menu course for General Education in Humanities and Multi-Cultural Awareness.

- P. Provide Approval Form (electronically).