Sociology of Religion:

Islam and the Modern World

This course is designed to explore the role of religion in modern societies. We will examine religion as an important social institution and also as a cultural system. We will study canonical and contemporary theories of religion (Marx, Durkheim, Weber, Dewey, and Geertz). The focus of the course, however, will be Islam. We will look at the cultural context and historical construction of Islam, as well as the different social contexts within which Islam has evolved. We will examine the relationship between Islam and modernity, including secular ideologies, gender politics, and modern democracy. We will pay particular attention to the role that Islam plays in the everyday life of those who practice it, who are affected by it, or who struggle with it as their tradition. Our goal is to study Islam not as a fixed object or authentic tradition but as a social and cultural phenomenon subject to change, contestation, and critique. Texts may include Karen Armstrong, *Islam: A Short History*; Fatima Mernissi, *Islam and Democracy*; Leila Ahmed, *A Boarder Passage: From Cairo to America*; Elizabeth Fernea, and *In Search of Islamic Feminism*.

Important Notes:

Learning is a collaborative experience. It is therefore, essential that students attend class, come prepared, and participate in class discussions. Students with absences or habitual lateness will have their grades lowered, even though they may have completed their required assignments.

Please do not hesitate to drop by my office should you have problems with the course, or just want to talk. Students who may need special consideration because of any sort of disability should make an appointment to see me in private. You should be advised that late papers would be substantially penalized and no incomplete grades will be allowed (except in rare and unexpected situations).
Plagiarism Policy:

As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating. Please consult the Gallatin Bulletin or Gallatin website [www.gallatin.nyu.edu/academics/policies/policy/integrity.html] for a full description of the academic integrity policy.

Required Readings:
The following books are available at NYU book store; all other readings are posted on the Blackboard.

3. Leila Ahmed, A Boarder Passage: From Cairo to America.
5. Elizabeth Warnock Fernea, In Search of Islamic Feminism.

Class Discussion Leaders:

Starting on September 20, two students, as a team, will choose to participate in preparing for and leading the discussion of readings for that particular class. The team will work with the instructor to develop a critical, analytical summary of the readings to be sent by email to the class by noon of day before class. This critical summary will lay out key terms, concepts, and arguments within the texts. The team will also develop a set of discussion questions or a participatory activity for class. Class discussions should focus on a close reading of the text/s, critically analyzing theoretical contributions and may then apply concepts and theories to addressing related issues/problems (it is helpful to choose passages from the readings to consider in order to focus class discussion).

Course Requirements:
Students are evaluated and graded based on the following assignments:

1. Class attendance and active participation in class discussions. Each student is required to write one page review of the reading materials for each class. You should have the written notes with you in the class so that you can participate in the class discussion based on your prepared text.

2. Class Discussion Leaders. Each student is required, as a team with another fellow student, to lead the discussion of readings for that one class
3. **Book Reviews**: you are required to write 3 short book reviews (you can choose 3 from 5 books), reflecting on class readings.

4. **Term Paper**: based on materials we cover in class. The topic can be a text, a theorist, or a subject relevant to the main theme of the course (10 pages).

5. **Class Presentation**: based on your term paper.

**Grading Criteria:**

1. Quality of Class Discussions (15%).
2. Leading Class Discussion (10%).
3. Short Essays (30%, each review 10%).
4. Oral Presentation (10%)
5. Term Paper (35%) 

**Guidelines for book reviews:**

You are required to write 3 short (3-5 page) reviews. You are expected to turn in carefully and critically written book reviews. It is not necessary to follow a “formal” style in writing these short reviews with footnotes and bibliography. However, you should give references to the books you review and the paper should be typed (double-spaced). The arguments should be concise, specific, thoughtful and free of grammatical or spelling errors.

Please note that you have freedom to structure the reviews however you wish. I am only offering the following guidelines as a possible way of structuring the reviews:

a. **Introductory paragraph.** Outline the main argument (or thesis) of the reading. You can explain one or more of the following questions:
   - What is the main argument of this book?
   - What is the book trying to explain or critique?
   - What ideas or questions seem new and original in this reading?

b. **The main body.** You should describe and analyze (2-3 pages) the most important arguments, themes, and ideas encountered in the text. It is very helpful to think of question such as:
   1) What are the 3 or 4 essential concept, insights, and issues in the reading and how are they connected? Here you should discuss only the most important ideas and avoid listing too many of them.
   2) How are some of these ideas articulated theoretically?
   3) How does the book relate to other texts or theorists encountered in the course?

c. **Last section (half a page or so).** Write your assessment of the book’s strengths and weaknesses:
   - What core theoretical insights emerge in this particular reading?
   - How important is this book? Be sure to clearly explain your reasoning.
This is certainly not the only way to structure your reviews, and you can be creative and craft your paper as you please.

**Guidelines for Research Paper:**
You are required to write a research paper (10-12 pages) analyzing a particular topic of interest. You have wide latitude in selecting the themes/topic of your paper. However, your paper should demonstrate a critical analysis of theoretical texts or of research informed by readings and discussions from this class. You should not simply write a summary of what other theorists have said. The paper should demonstrate your ability to critically reflect on readings, while framing debates and advancing arguments with analytical rigor and insight. It is expected that all papers make use of at least some of the readings for this course. Students will be asked to write a one page abstract describing their planned paper by March 19. I will review your abstract and suggest changes in discussion with you. If you are uncertain about your topic, feel free to talk to me before you write your paper abstract.

Please note that you have freedom to structure your term papers as you wish. However, you may find the following guidelines helpful in thinking about writing your research paper:

a. **Introduction** (1-2 pages). Introduce your main theoretical argument and briefly situate your topic in the overarching theme of the class (predicament of modernity). You need to clearly explain what the purpose of your paper is and what your central argument/thesis is. In reading the first two paragraphs of your paper, I should clearly know what the goals and purpose of the paper are. I would also suggest a “map” paragraph at the end of the introduction that tells me where we will be going in the paper. (For example, “I first explain….then argue….by presenting evidence about three themes….”).

b. **Body** (6-8 pages). Here you develop your argument by providing theoretical analysis and empirical information in support of your main argument. Try to be as specific as possible and avoid making general statements or broad arguments. Please develop your argument by clearly presenting the evidence you have gathered in support of it. After you write this section, read it and see if you have a coherent argument or an analytical narrative. It is critical that the main body of the paper is closely integrated.

c. **Conclusion** (1-2 pages): By this point, your argument and all of your evidence should be clearly presented. Briefly summarize your argument here and think about what the broader implications of your argument might be. If your findings raise questions about other topics covered in this class, please make those connections briefly here. If you have concluded, after writing this paper, that you want to know more about your topic, explain what the next steps might be.

**Course Outline**

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<th>September 6</th>
<th>Introductions and Orientation</th>
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<tr>
<td>September 8</td>
<td>Richard Bulliet, <em>On Mosque and Cartoons.</em></td>
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<td>September 13</td>
<td>Clifford Geertz: “Religion as a Cultural System.”</td>
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<td><strong>Theoretical Approaches to Religion:</strong></td>
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<td>September 22</td>
<td>Karl Marx, Contribution to the Critique of Hegel’s Philosophy of Right,” p. 41-58.</td>
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<td>September 27</td>
<td>Karl Marx, German Ideology,” p. 72-80</td>
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<td>October 11</td>
<td>No Class.</td>
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<td><strong>Islam in Historical and Social Contexts:</strong></td>
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<td>October 18</td>
<td>Karen Armstrong, Islam: A Short History, p.3-37.</td>
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<td>Book review due (John Dewey).</td>
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<td>October 25</td>
<td>Karen Armstrong, Islam: a Short History, p.81-111</td>
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<td>October 27</td>
<td>Karen Armstrong, Islam: A Short History, p.115-138...</td>
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<td>November 3</td>
<td>Fatima Mernissi, Islam and Democracy, p, 13-82</td>
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<td>Book review due (Karen Armstrong).</td>
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**Muslim Women’ Lives Stories**

**November 15**  Elizabeth Fernea,  
*In Search of Islamic Feminism*, p. 62-143 (Morocco).

**Book review due (Fatima Mernissi).**

November 17  Elizabeth Warnock Fernea  
*In Search of Islamic Feminism*, p. 144-199 (Kuwait)

November 22  Elizabeth Warnock Fernea  
*In Search of Islamic Feminism*, 200-239 (Turkey).

November 24  No class, Thanksgiving

November 29  Elizabeth Warnock Fernea  
*In Search of Islamic Feminism*, p. 240-288 (Egypt).

December 1  Elizabeth Warnock Fernea  
*In Search of Islamic Feminism*, p


**Book review due (Elizabeth Fernea).**


December 13  Class Presentations

December 15  Class Presentations

Last class:  
**Book review due (Leila Ahmed).**  
**Term paper due**