

HRS 146: ISLAM IN AMERICA

In Workflow

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Approval Path

1. Fri, 27 Aug 2021 05:11:41 GMT
Victoria Shinbrot (vica): Approved for HRS Committee Chair
2. Mon, 13 Sep 2021 17:46:14 GMT
Alyson Buckman (abuckman): Rollback to Initiator
3. Thu, 18 Nov 2021 01:31:04 GMT
Joel Dubois (jdubois): Approved for HRS Committee Chair
4. Thu, 18 Nov 2021 01:32:42 GMT
Alyson Buckman (abuckman): Approved for HRS Chair
5. Mon, 06 Dec 2021 20:10:19 GMT
Alyson Buckman (abuckman): Approved for ALS College Committee Chair
6. Wed, 08 Dec 2021 16:47:59 GMT
Robin Fisher (rfisher): Approved for ALS Dean

Date Submitted: Tue, 02 Nov 2021 19:34:17 GMT

Viewing: HRS 146 : Islam in America

Last edit: Tue, 02 Nov 2021 19:34:15 GMT

Changes proposed by: Harvey Stark (217388978)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Islam in America

Class Schedule Title:

Islam in America

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Humanities and Religious Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

HRS - Humanities and Religious Studies

Catalog Number: (course number)

146

Course ID: (For administrative use only.)

202562

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This proposal is intended to add the Area/Graduation Requirement: Humanities (Area C2) & Race & Ethnicity (RE) to HRS 146. As HRS 146 focuses on the ethnic, racial, and gendered diversity of the Muslim community in the United States it is an important addition to the GE area C2 course listings as well as the Race and Ethnicity requirement. Through writing assignments students will learn how to assess primary sources through their secondary source readings. In addition they will come to understand how cultures intermix and hybrid identities form through the experience of immigration, racial prejudice, and political rhetoric. Finally they will assess and analyze the ways that visions of gender influence readings and interpretations of canonical text and tradition.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

An inquiry into the history and development of Islam in United States. Special emphasis will be placed on issues related to race, ethnicity, gender, ritual practice, and the politics of being Muslim in America.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Learning Objectives: Students who successfully complete HRS 146 will be able to:

- Explain the historical development American Islam, identifying major ideas and trends within the American Muslim community.
- Describe the ethnic, racial, and religious diversity of the Muslim American Community.
- Demonstrate familiarity with the importance of context when studying religion.
- Demonstrate ability to distinguish academic study of religion from personal perspectives (e.g. "faith" perspective).
- Demonstrate analytical reading skills, the ability simultaneously to extract and construct meaning when reading diverse texts.
- Demonstrate critical thinking skills, comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- Analyze the importance of gender when conceptualizing American Muslim thought.

Attach a list of the required/recommended course readings and activities:

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Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Students will be assessed based on a midterm and final, which include long and short essay. They will also complete a book review (5-6 pages) on one of the main course texts, assessing whether or not it enhances an understanding for Muslim American diversity. Lastly they will prepare two written primary source analyses.

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals**Undergraduate Learning Goals:**

Competence in the disciplines
 Knowledge of human cultures and the physical and natural world
 Integrative learning
 Personal and social responsibility
 Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities

Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D only)

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

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Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area C2: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

Through a reading of primary and secondary source materials this course surveys the history and thought of American Islam, spanning a period from 1776-present.

Develops an understanding of and appreciation for the diversity of the human community.

The American Islamic community is perhaps the most diverse Muslim community since the development of the nation state, if not in the history of Islam. Starting with week 1 readings students will learn how to contextualize this diversity within the secular and religious traditions, culture and practices in the United States.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

Through close readings of primary and secondary sources students will analyze how these sources relate, and how to utilize this understanding for close analysis and research. They will be challenged to do this through a variety of media, i.e. literature, film, painting, memoir, etc.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

As this course focuses on the ways that Islam is viewed and interpreted in a variety of cultures and traditions, among them American, south Asian, Southeast Asian, and Arab, students will be challenged to sift through this variety of identities and analyze how they have and are participating in the development of American Muslim identities.

Compare and analyze various conceptions of humankind.

Students will engage with the ways that Muslims have envisioned their place in America, the way non-Muslim Americans envision Muslim Americans, and how, where and when these perceptions meet.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

This course will challenge students to change the ways that they envision religion. Challenging normative assumptions about what is and isn't a religion and how that changes based on cultural, political, and legal context.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

Women - The course deeply engages with contemporary feminist exegesis of Islamic sacred text.

Ethnicity - A close look at some of the largest ethnic groups in the American Muslim community, namely African American, Arab and South Asian.

Socio Economic - Students read a US-Western European comparison and the consequence that class has on inclusive citizenship

-Religious affiliation - Much of the study of American Islam is about the meeting of Islamic and Christian world views

-Gays & Lesbians (There is one reading that introduces students to LGBTQ+I interpretations of Islamic Tradition)

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Following is a description of the written assignments (a total of ~2200 words):

1. Primary source directed question (2 x 10%; 20% total): Twice during the semester each student will formulate a question based on primary source readings and write up a 2-page explanation of the question. These questions will be used to lead small group discussions. Full assignment due to me by 7PM the day before the class session, questions to be distributed to group members by 7PM as well.

2. Book Review 20%: This is a 5-6 page review of the Michael Muhammad Knight's book, *The Taqwacores*. Late Reviews: Essays turned in after the deadline will lose 1/3 grade (A to A-; A- to B+; B+ to B, etc.) for each 24-hour period late up until the end of the second day. Papers turned in any time after the end of the second day will lose 1 full letter grade (A to B; A- to B-, etc.)

3. Final and Midterm involve long and short essay writing

Here are the sections of the paper rubric:

- a. Organization
- b. Understanding of author's argument
- b. Coherence of analysis
- c. Comprehensive use of the text
- d. Meets the length requirements in a clear and coherent fashion
- e. approaches the subject matter with objectivity (from multiple view points)
- f. Quality of writing (command of syntax, word choice, etc.)

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

General Education Details - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

As this course is about the Muslim American experience, it examines the ways that Muslims have contributed to American society culturally and religiously. Given the diversity of this community (the three main groups are Black American, South Asian American, and

Arab American) It asks students to examine what identity means in this context and how an understanding of identity can then help us see how those identities interact, influence and contribute to American cultural and political production. The Muslim American experience complicates an understanding of these phenomenon as it joins the issues of religion with those of race and ethnicity.

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

HRS 146 focuses heavily on the ethnic and racial diversity of the Muslim community in the United States. The first half of the class situates Muslim American racial and ethnic diversity beginning with Muslim Slave narratives and moving into the first Black American Muslim religious groups. Introducing students to the intersection of American Islam and issues related to racial identity. The course then moves into the ways that SouthAsian and Arab immigration shifted some of the focus away from the Black Muslim experience and the difficulties connected with creating a "race neutral" American Muslim community. This engagement leads to discussions regarding American conceptions of race and the ways that American Islam has absorbed and pushed against American racial tropes.

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

Studying the Muslim American experience complicates an understanding of identity formation as it joins the issues of religion with those of race and ethnicity. Students discuss the ways that racism has been conflated and compounded by Islamophobia. What it means to be Black and Muslim in America as compared to Arab and Muslim in America and how those identities interact in the American public sphere and the Islamic community. The course materials used show how these phenomenon play out from Muslim American discussions of feminism and intersectionality to connections between Black Islam and Hip Hop.

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

This plays out particularly when materials compare the experience of American Muslims to that of Western European Muslims and the way differences in ethnic diversity and class create unique ethnocultural visions of society.

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

The course's examination of cultural production, i.e. hip hop, graffiti, punk rock, shows how these forms solidify and connect the racial and ethnic communities within the larger Muslim American Community.

Please attach any additional files not requested above:

Form A GE Proposal for HRS 146.docx

Reviewer Comments:

Alyson Buckman (abuckman) (Mon, 13 Sep 2021 17:46:14 GMT): Rollback: Hi Harvey, Please add the CARES statement to your syllabus for the course as per the latest syllabi requirements from the university (see <https://www.csus.edu/umannual/acadaff/aca-170.htm>). Please let me know when you resubmit so I can be aware this is coming through. Thank you!

Key: 2822