

# Cover Sheet: Request 11849

REL 4XXX Global Islam

## Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Terje Ostebo ostebo@ufl.edu
Created	9/22/2017 1:52:44 PM
Updated	11/7/2018 9:02:34 AM
Description of request	This requests the establishment of a new undergraduate course called Global Islam - to be taught in the Department of Religion

## Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Religion 011619002	James Mueller		9/22/2017
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	David Pharies	(1) The UCC does not allow joint 2000/5000 courses, only 4000/5000 (see <a href="https://approval.ufl.edu/policies/policies/">https://approval.ufl.edu/policies/policies/</a> ), (2) If you decide to create a 4000-level course, you must provide a separate document outlining the substantial differences in work-load and expectations for the two levels, (3)the course description must be written in catalog language and address course content only, not need (“Examination of the diversity of Muslim cultures/societies ....”), (4) the course is marked for repeat credit – a mistake?, (5) Objectives must be written in the following format: Students who successfully complete this course will be able to....”	11/2/2017
No document changes					
Department	Approved	CLAS - Religion 011619002	Terje Ostebo		10/3/2018
Global Islam Course - addendum.docx					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		10/14/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/14/2018
No document changes					
Statewide Course Numbering System					
No document changes					

Step	Status	Group	User	Comment	Updated
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|New for request 11849

## Info

**Request:** REL 4XXX Global Islam

**Description of request:** This requests the establishment of a new undergraduate course called Global Islam - to be taught in the Department of Religion

**Submitter:** Terje Ostebo ostebo@ufl.edu

**Created:** 11/7/2018 8:59:31 AM

**Form version:** 5

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:  
REL

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:  
4

### Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:  
XXX

### Category of Instruction

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*

Response:  
Joint (Ugrad/Grad)

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

*4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)*

**Lab Code**

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:  
None

**Course Title**

Enter the title of the course as it should appear in the Academic Catalog.

Response:  
Global Islam

**Transcript Title**

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:  
Global Islam

**Degree Type**

Select the type of degree program for which this course is intended.

Response:  
Baccalaureate

**Delivery Method(s)**

Indicate all platforms through which the course is currently planned to be delivered.

Response:  
On-Campus

**Co-Listing**

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:  
Yes

**Co-Listing Explanation**

Please detail how coursework differs for undergraduate, graduate, and/or professional students.

Response:  
The course may be co-listed as a graduate course: RLG 5361 Global Islam.

The graduate students will, similar to the undergraduate students, follow the lectures for the course, do the readings for each lecture, do in-class presentations, and submit the assigned papers.

The graduate students' papers will be evaluated differently, and according to general expectations at a graduate level.

However, in order to get the course registered and approved as a graduate course, there is, however, additional required work:

While the undergraduate students have to submit 3 response papers, the graduate student have to submit 2 additional papers, which are based upon extra readings assigned to them. The graduate students are also required to have extra meetings with the instructor where the additional papers will be discussed.

**Effective Term**

*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:  
Earliest Available

**Effective Year**

*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:  
Earliest Available

**Rotating Topic?**

*Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.*

Response:  
No

**Repeatable Credit?**

*Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.*

Response:  
No

**Amount of Credit**

*Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.*

Response:  
3

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:  
No

**Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:  
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

**Weekly Contact Hours**

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:  
3

**Course Description**

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:  
The course addresses the need for a deeper understanding of the diversity of Muslim cultures/societies in the contemporary global context. The course will have a combined topical and geographical approach, studying Islam as it intersects with broader social, cultural, political and economic dynamics.

**Prerequisites**

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note

that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:  
Sophomore standing

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PPHP should be written as follows:  
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

### Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:  
None

### Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

As one of the world's largest and fastest growing religions, Islam exerts significant global influence in politics, culture, and society. This course addresses the urgent need for a deeper understanding of the diversity of Muslim cultures and societies in the contemporary global context. With a focus on lived Islam in the contemporary world, the course will provide knowledge about the diversity and complexity of Global Islam, and provide a unique opportunity for students to deepen their understanding of the richness of Muslim cultures and societies in the global context. The course will have a combined topical and geographical approach, and study Islam as it intersects with broader social, cultural, political and economic dynamics, and focus on areas such as America, Asia, Africa, Europe, and North-Africa/Middle East. The course will be of an interdisciplinary character, drawing from perspectives from the social sciences and the humanities.

### Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

A student who successfully completes this course will be able to:

- Analyze the current discourses and dynamics in the study of Global Islam
- Identify and analyze both the commonalities and the diversity within Global Islam
- Apply relevant theoretical perspectives and analyze the intersection of Islam with social, political, and cultural issues in different parts of the world
- Critically analyze Islam and trans-nationalism, migration, and global inter-connectivity





Safi, *Progressive Muslims: On Justice, Gender, and Pluralism*. Oxford: Oneworld: 147-162.

Westerlund, D. (2003): "Ahmed Deedat's Theology of Religion: Apologetics through Polemics", in *Journal of Religion in Africa*, 33, 3: 263-278.

Williams, R.H. (2011): "Creating an American Islam: Thoughts on Religion, Identity, and Place", in *Sociology of Religion*, 72,2: 127-153.

### **Weekly Schedule of Topics**

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

Week 1: Introduction and Course Preview

Week 2: Islam – The Main Concepts

Week 3: Islam and the Local

Readings: Manger (1999); Masquelier (2008)

Week 4: Islam and the Global

Readings: Cooke and Lawrence (2005), pp. 1-28; Huntington (1993); Said (2001)

Week 5: Transnationalism, Migration, and Muslim Minorities I

Readings: Grillo (2004); Bowen (2004)

Week 6: Transnationalism, Migration, and Muslim Minorities II

Readings: Salih (2004); Williams (2011)

Week 7: Purity, Piety, and Religious Reform I

Readings: Roel Meijer (2009), chapter 1, Roy (2004), chapter 6

Week 8: Purity, Piety, and Religious Reform II

Readings: Cormack (2013), chapter 1; Roel Meijer (2009), chapter 14, 17

Week 9: Global Islam and the Religious "Other" I

Readings: Cormack (2013), chapter 2; Arshad Islam (2007)

Week 10: Global Islam and the Religious "Other" II

Readings: Ostebo, (2008); Westerlund (2003)

Week 11: Gender and Islamic Feminism

Readings: Mahmood (2001); Cooke and Lawrence (2005), chapter 8; Sa'diyya (2008)

Week 12: Islam, Politics, and the State I

Readings: Mandaville (2007), chapter 3

Week 13: Islam, Politics, and the State II

Reading: Bayat (2013), chapter 1, 3, 12

Week 14: Violence and Global Jihad I

Readings: Deol and Kazmi (2011), Introduction chapter, chapter 2, chapter 9

Week 15: Violence and Global Jihad II

Readings: Deol and Kazmi (2011), chapter 8, chapter 10, chapter 11

Week 16: Conclusions

## Links and Policies

*Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.  
Please see: [syllabus.ufl.edu](http://syllabus.ufl.edu) for more information*

Response:

Information about UF's grading policy:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Make-ups will only be allowed in unavoidable circumstances or for compelling reasons that can be convincingly documented. Similarly, absence(s) means that 1 point per absence will be detracted – except unavoidable ones proven with satisfactory explanation/documentation. This is in consistence with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Student Honor Code:

As a UF student, you have agreed to follow the university's Honor Code, meaning you will not give or receive unauthorized assistance in completing assignments. Violations can result in failing an exam, paper or the course. For more information, see:

<http://www.dso.ufl.edu/studentguide/studentrights.php>.

On all work submitted for credit by University of Florida students, the following pledge is implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Please note that acts of plagiarism include:

- Turning in a paper or assignment that was written by someone else.
- Copying verbatim a sentence or paragraph of text from the work of another author without proper citation and quotation marks.
- Paraphrasing or restating in your own words, text or ideas written by someone else without proper citation.

For more info, see <http://www.registrar.ufl.edu/catalog/policies/students.html>

Disabilities:

"If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact me and the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565."

Contact info for the Counselling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>

Phone: 352-392-1575; and the University Police Department: 352-392-1111 or 911 for emergencies.

[www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu/evals/Default.aspx>.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these evaluations are available at <https://evaluations.ufl.edu/results/>

## Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.*

Response:

### Course Requirements and Grading Criteria

The final grade will be determined by the total scored for:

- Attendance (5 %). We will circulate an attendance sheet, which you should sign. Signing for others is considered Academic dishonesty.
- Participation in classroom discussions (5%)
- In-class presentations (15 %)
- 3 Response papers (25 % each:  $3 \times 25\% = 75\%$ )

Classroom Participation: Students are expected to attend ALL classes and participate actively in class discussions. Active and informed participation demands that students read the material carefully before coming to class. The instructor will seek to engage all students in discussions by asking direct questions to the students, and by for comments to the readings. The instructor will keep a log for each week, noting the degree of engagement and level of insights demonstrated.

In-class presentations: Each student will give an in-class presentations on a topic related to the assigned readings. The presentation will be 10-15minutes, and the student presenting will lead the subsequent classroom discussion. The presentation will be evaluated based on the student's comprehension of the material, degree of independent and critical thinking, and ability to communicate the material clearly.

### 3 Papers:

- 3 Response Papers (5-6 pp): These response papers will address key issues and methodological and theoretical questions raised in the readings, lectures and class discussions. The objective of these papers is to encourage you to read the materials closely and articulate your own informed and analytically nuanced positions. The more you engage the reading, the more likely you will receive a high mark. The format for the papers is double space / font size 12.

### Course Requirements and Grading Criteria – Graduate Section

The graduate students will follow the lectures for the course, do the readings for each lecture, do in-class presentations, and submit the assigned papers. In order to get the course registered as a graduate course, there is, however, some additional work as listed below.

In addition to the 3 response papers and the presentation, you will have 2 assignments which we will decide upon together. The assignment is to write a review of different books. The reviews shall be 7-8 pages (for each book). The format for the papers is 1.5 line space / font size 12. You will also meet with me 2 times (1/2 hour) during the semester to discuss the readings and assignments. These meetings will be during my office hours, and you should email me in advance with your questions and/or the texts which you would like me to comment on.

The final grade will be determined by the total scored for:

- Attendance (5 %). We will circulate an attendance sheet, which you should sign. Signing for others is considered Academic dishonesty.
- Participation in classroom discussions (10%)
- In-class presentations (10 %)
- 5 Response/Review papers (15 % each:  $5 \times 15\% = 75\%$ )

### **Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:

Terje Ostebo

Benjamin Soares

## Global Islam Course – Addendum

I have been asked to justify the change of level – from 2000 to 4000 – outlining the difference in workload and expectations. In the first application to have this course approved, it was by mistake listed at 2000. The original formulations of workload and expectations are for a 4000 level course.

September 12, 2018  
Terje Ostebo

**University of Florida  
Department of Religion**

**Global Islam**

**RLG 5361**

Meeting & Location:

Instructor: Dr. Terje Ostebo  
Office: 107E Anderson Hall  
Phone: 352-273-2928  
e-mail: [ostebo@ufl.edu](mailto:ostebo@ufl.edu)  
Office Hours: Thursday 8:30-10:30

**Course Description:**

As one of the world's largest and fastest growing religions, Islam exerts significant global influence in politics, culture, and society. This course addresses the urgent need for a deeper understanding of the diversity of Muslim cultures and societies in the contemporary global context. With a focus on lived Islam in the contemporary world, the course will provide knowledge about the diversity and complexity of Global Islam, and provide a unique opportunity for students to deepen their understanding of the richness of Muslim cultures and societies in the global context. The course will have a combined topical and geographical approach, and study Islam as it intersects with broader social, cultural, political and economic dynamics, and focus on areas such as America, Asia, Africa, Europe, and North-Africa/Middle East. The course will be of an interdisciplinary character, drawing from perspectives from the social sciences and the humanities.

**Course Objectives**

A student who successfully completes this course will be able to:

- Analyze the current discourses and dynamics in the study of Global Islam
- Identify and analyze both the commonalities and the diversity within Global Islam
- Apply relevant theoretical perspectives and analyze the intersection of Islam with social, political, and cultural issues in different parts of the world
- Critically analyze Islam and trans-nationalism, migration, and global inter-connectivity
- Analyze the various perspectives on gender and feminism found within Global Islam
- Map out and identify the interrelations between Islam and other religions in a global context
- Understand and analyze the main currents with regard to Islam and politics in a global context

**Course Requirements and Grading Criteria**

The final grade will be determined by the total scored for:

- Attendance (5 %). We will circulate an attendance sheet, which you should sign. Signing for others is considered Academic dishonesty.
- Participation in classroom discussions (10%)

- In-class presentations (10 %)
- 5 Response/Review papers (15 % each: 5 x 15% = 75%)

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Tot %	94-100	88-93	82-87	76-81	71-75	66-70	61-65	56-60	51-55	46-50	40-45	<40

Additional information about UF's grading policy can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Classroom Participation:** Students are expected to attend **ALL** classes and participate actively in class discussions. Active and informed participation demands that students **read the material carefully before coming to class**. The instructor will seek to engage all students in discussions by asking direct questions to the students, and by for comments to the readings. The instructor will keep a log for each week, noting the degree of engagement and level of insights demonstrated.

**In-class presentations:** Each student will give an in-class presentations on a topic related to the assigned readings. The presentation will be 10-15minutes, and the student presenting will lead the subsequent classroom discussion. The presentation will be evaluated based on the student's comprehension of the material, degree of independent and critical thinking, and ability to communicate the material clearly.

### 5 Papers:

- **3 Response Papers** (5-6 pp): These response papers will address key issues and methodological and theoretical questions raised in the readings, lectures and class discussions. The objective of these papers is to encourage you to read the materials closely and articulate your own informed and analytically nuanced positions. The more you engage the reading, the more likely you will receive a high mark. The format for the papers is double space / font size 12.

- **2 Review Papers** (7-8 pp): In addition to the 3 response papers and the presentation, you will have 2 assignments which we will decide upon together. The assignment is to write a review<sup>1</sup> of different books. The reviews shall be 7-8 pages (for each book). The format for the papers is double space / font size 12. You will also meet with me 2 times (1/2 hour) during the semester to discuss the readings and assignments. These meetings will be during my office hours, and you should email me in advance with your questions and/or the texts which you would like me to comment on.

### Make-ups and Attendance:

Make-ups will only be allowed in unavoidable circumstances or for compelling reasons that can be convincingly documented. Similarly, absence(s) means that 1 point per absence will be detracted – except unavoidable ones proven with satisfactory explanation/documentation. This is in consistence with university policies that can be found at:

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### Class Demeanor:

Students are allowed to use laptops in class, but only for purposes related to class (i.e. taking notes). The use of cell phones is prohibited during class. Tardiness will not be accepted, and arrival 10 minutes late will count as an absence.

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<sup>1</sup> A review is more than a synopsis; it entails giving your (argued) opinions on the text

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As a UF student, you have agreed to follow the university's Honor Code, meaning you will not give or receive unauthorized assistance in completing assignments. Violations can result in failing an exam, paper or the course. For more information, see:

<http://www.dso.ufl.edu/studentguide/studentrights.php>. On all work submitted for credit by University of Florida students, the following pledge is implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Please note that acts of plagiarism include:

- Turning in a paper or assignment that was written by someone else.
- Copying verbatim a sentence or paragraph of text from the work of another author without proper citation and quotation marks.
- Paraphrasing or restating in your own words, text or ideas written by someone else without proper citation.

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### Disabilities:

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Contact info for the Counselling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>  
Phone: 352-392-1575; and the University Police Department: 352-392-1111 or 911 for emergencies.

### Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu/evals/Default.aspx>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these evaluations are available at <https://evaluations.ufl.edu/results/>

### Required Reading:

#### **Books (for purchase; also on course reserve):**

Bayat, Asef (2013). *Post-Islamism: The Changing Faces of Political Islam*, Oxford: Oxford University Press.

Cooke, Miriam and Bruce Lawrence (2005). *Muslim Networks from Hajj to Hip Hop*, Chapel Hill: The University of North Carolina Press.

Deol, Jevaam and Zaheer Kazmi (eds.) (2011). *Contextualizing Jihadi Thought*, New York: Columbia University Press.

Cormack, Margaret (ed.) (2013). *Muslims and Others in Sacred Space*, Oxford: Oxford University Press.

Mandaville, Peter (2007). *Global Political Islam*, New York: Routledge.

Meijer, Roel (ed) (2009). *Global Salafism: Islam's New Religious Movement*, London: Hurst.

Roy, Oliver (2004). *Globalised Islam: The Search for a New Ummah*, London: Hurst.

#### **Articles/book-chapters (on course reserve):**

Bowen, John R (2004). "Beyond Migration: Islam as a Transnational Public Space", *Journal of Ethnic and Migration Studies*, 30,5: 879-894.

- Grillo, Ralph (2004). "Islam and Transnationalism". *Journal of Ethnic and Migration Studies*, 30,5: 861-878
- Huntington, Samuel (1993). "The Clash of Civilizations?" *Foreign Affairs*, 72,3: 22-49.
- Islam, Arshad (2007). "Babri Mosque: A Historic Bone of Contention." *Muslim World*, 97. 2: 259-286.
- Mahmood, Saba (2001). "Rehearsed Spontaneity and the Conventionality of Ritual: Disciplines of 'Salat'", *American Ethnologist*, 28. 4: 827-853.
- Manger, Leif (1999). "Muslim Diversity: Local Islam in Global Contexts", Leif Manger (ed.). *Muslim diversity: Local Islam in Global contexts*, Richmond: Curzon.
- Masquelier, Adeline (2008) "Witchcraft, Blood-Sucking Spirits, and the Demonization of Islam in Dogondoutchi", *Cahiers d'Études Africaines* 189-190 (pp. 131-160)
- Ostebo, T. (2008) "Christian-Muslim Relations in Ethiopia", in Kubai, A. N. & Tarakegn Adebo (eds.): *Striving in Faith: Christians and Muslims in Africa*, Life & Peace Institute: 71-89.
- Said, Edward (2001). "The Clash of Ignorance", *The Nation*, <http://www.thenation.com/article/clash-ignorance>
- Salih, Ruba (2004). "The Backward and the New: National, Transnational, and Post-National Islam in Europe", *Journal of Ethnic and Migration Studies*, 30,5: 995-1011.
- Shaikh, Sa'diyya (2008). "Transforming Feminisms: Islam, Women, and Gender Justice", in Omid Safi, *Progressive Muslims: On Justice, Gender, and Pluralism*. Oxford: Oneworld: 147-162.
- Westerlund, D. (2003): "Ahmed Deedat's Theology of Religion: Apologetics through Polemics", in *Journal of Religion in Africa*, 33, 3: 263-278
- Williams, R.H. (2011): "Creating an American Islam: Thoughts on Religion, Identity, and Place", in *Sociology of Religion*, 72,2: 127-153.

### Class Calendar and Reading Schedule:

*Note: This document is subject to change, students are responsible for all changes announced in class.*

#### **Week 1: Introduction and Course Preview**

#### **Week 2: Islam – The Main Concepts**

#### **Week 3: Islam and the Local**

Readings: Manger (1999); Masquelier (2008)

#### **Week 4: Islam and the Global**

Readings: Cooke and Lawrence (2005), pp. 1-28; Huntington (1993); Said (2001)

#### **Week 5: Transnationalism, Migration, and Muslim Minorities**

Readings: Grillo (2004); Bowen (2004)

#### **1<sup>st</sup> response paper due: x/xx @ 5pm**

#### **Week 6: Transnationalism, Migration, and Muslim Minorities**

Readings: Salih (2004); Williams (2011)

#### **Week 7: Purity, Piety, and Religious Reform**

Readings: Roel Meijer (2009), chapter 1, Roy (2004), chapter 6



**Week 8: Purity, Piety, and Religious Reform**

Readings: Cormack (2013), chapter 1; Roel Meijer (2009), chapter 14, 17

**1<sup>st</sup> review paper due: x/xx @ 5pm**

**Week 9: Global Islam and the Religious “Other”**

Readings: Cormack (2013), chapter 2; Arshad Islam (2007)

**Week 10: Global Islam and the Religious “Other”**

Readings: Ostebo, (2008); Westerlund (2003)

**2<sup>nd</sup> response paper due: x/xx @ 5pm**

**Week 11: Gender and Islamic Feminism**

Readings: Mahmood (2001); Cooke and Lawrence (2005), chapter 8; Sa’diyya (2008)

**Week 12: Islam, Politics, and the State**

Readings: Mandaville (2007), chapter 3

**Week 13: Islam, Politics, and the State**

Reading: Bayat (2013), chapter 1, 3, 12

**2<sup>nd</sup> review paper due: x/xx @ 5pm**

**Week 14: Violence and Global Jihad**

Readings: Deol and Kazmi (2011), Introduction chapter, chapter 2, chapter 9

**Week 15: Violence and Global Jihad**

Readings: Deol and Kazmi (2011), chapter 8, chapter 10, chapter 11

**3<sup>rd</sup> response paper due: x/xx @ 5pm**

**Week 16: Conclusions**

**University of Florida  
Department of Religion**

**Global Islam**

**RLG 4XXX**

Meeting & Location:

Instructor: Dr. Terje Ostebo  
Office: 107E Anderson Hall  
Phone: 352-273-2928  
e-mail: [ostebo@ufl.edu](mailto:ostebo@ufl.edu)  
Office Hours: Thursday 8:30-10:30

**Course Description:**

As one of the world's largest and fastest growing religions, Islam exerts significant global influence in politics, culture, and society. This course addresses the urgent need for a deeper understanding of the diversity of Muslim cultures and societies in the contemporary global context. With a focus on lived Islam in the contemporary world, the course will provide knowledge about the diversity and complexity of Global Islam, and provide a unique opportunity for students to deepen their understanding of the richness of Muslim cultures and societies in the global context. The course will have a combined topical and geographical approach, and study Islam as it intersects with broader social, cultural, political and economic dynamics, and focus on areas such as America, Asia, Africa, Europe, and North-Africa/Middle East. The course will be of an interdisciplinary character, drawing from perspectives from the social sciences and the humanities.

**Course Objectives**

A student who successfully completes this course will be able to:

- Analyze the current discourses and dynamics in the study of Global Islam
- Identify and analyze both the commonalities and the diversity within Global Islam
- Apply relevant theoretical perspectives and analyze the intersection of Islam with social, political, and cultural issues in different parts of the world
- Critically analyze Islam and trans-nationalism, migration, and global inter-connectivity
- Analyze the various perspectives on gender and feminism found within Global Islam
- Map out and identify the interrelations between Islam and other religions in a global context
- Understand and analyze the main currents with regard to Islam and politics in a global context

**Course Requirements and Grading Criteria**

The final grade will be determined by the total scored for:

- Attendance (5 %). We will circulate an attendance sheet, which you should sign. Signing for others is considered Academic dishonesty.
- Participation in classroom discussions (5%)
- In-class presentations (15 %)

- 3 Response papers (25 % each: 3 x 25% = 75%)

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Tot	94-	88-	82-	76-	71-	66-	61-	56-	51-	46-	40-	<40
%	100	93	87	81	75	70	65	60	55	50	45	

Additional information about UF's grading policy can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Classroom Participation:** Students are expected to attend **ALL** classes and participate actively in class discussions. Active and informed participation demands that students **read the material carefully before coming to class**. The instructor will seek to engage all students in discussions by asking direct questions to the students, and by for comments to the readings. The instructor will keep a log for each week, noting the degree of engagement and level of insights demonstrated.

**In-class presentations:** Each student will give an in-class presentations on a topic related to the assigned readings. The presentation will be 10-15minutes, and the student presenting will lead the subsequent classroom discussion. The presentation will be evaluated based on the student's comprehension of the material, degree of independent and critical thinking, and ability to communicate the material clearly.

### 3 Papers:

- **3 Response Papers** (5-6 pp): These response papers will address key issues and methodological and theoretical questions raised in the readings, lectures and class discussions. The objective of these papers is to encourage you to read the materials closely and articulate your own informed and analytically nuanced positions. The more you engage the reading, the more likely you will receive a high mark. The format for the papers is double space / font size 12.

### Make-ups and Attendance:

Make-ups will only be allowed in unavoidable circumstances or for compelling reasons that can be convincingly documented. Similarly, absence(s) means that 1 point per absence will be detracted – except unavoidable ones proven with satisfactory explanation/documentation. This is in consistence with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Class Demeanor:

Students are allowed to use laptops in class, but only for purposes related to class (i.e. taking notes). The use of cell phones is prohibited during class. Tardiness will not be accepted, and arrival 10 minutes late will count as an absence.

### Student Honor Code:

As a UF student, you have agreed to follow the university's Honor Code, meaning you will not give or receive unauthorized assistance in completing assignments. Violations can result in failing an exam, paper or the course. For more information, see:

<http://www.dso.ufl.edu/studentguide/studentrights.php>. On all work submitted for credit by University of Florida students, the following pledge is implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Please note that acts of plagiarism include:

- Turning in a paper or assignment that was written by someone else.

- Copying verbatim a sentence or paragraph of text from the work of another author without proper citation and quotation marks.
- Paraphrasing or restating in your own words, text or ideas written by someone else without proper citation.

For more info, see <http://www.registrar.ufl.edu/catalog/policies/students.html>

### Disabilities:

“If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact me and the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565.”

Contact info for the Counselling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>  
Phone: 352-392-1575; and the University Police Department: 352-392-1111 or 911 for emergencies.

### Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu/evals/Default.aspx>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these evaluations are available at <https://evaluations.ufl.edu/results/>

### Required Reading:

#### **Books (for purchase; also on course reserve):**

- Bayat, Asef (2013). *Post-Islamism: The Changing Faces of Political Islam*, Oxford: Oxford University Press.
- Cooke, Miriam and Bruce Lawrence (2005). *Muslim Networks from Hajj to Hip Hop*, Chapel Hill: The University of North Carolina Press.
- Deol, Jevaan and Zaheer Kazmi (eds.) (2011). *Contextualizing Jihadi Thought*, New York: Columbia University Press.
- Cormack, Margaret (ed.) (2013). *Muslims and Others in Sacred Space*, Oxford: Oxford University Press.
- Mandaville, Peter (2007). *Global Political Islam*, New York: Routledge.
- Meijer, Roel (ed) (2009). *Global Salafism: Islam's New Religious Movement*, London: Hurst.
- Roy, Oliver (2004). *Globalised Islam: The Search for a New Ummah*, London: Hurst.

#### **Articles/book-chapters (on course reserve):**

- Bowen, John R (2004). “Beyond Migration: Islam as a Transnational Public Space”, *Journal of Ethnic and Migration Studies*, 30,5: 879-894.
- Grillo, Ralph (2004). “Islam and Transnationalism”. *Journal of Ethnic and Migration Studies*, 30,5: 861-878
- Huntington, Samuel (1993). “The Clash of Civilizations?” *Foreign Affairs*, 72,3: 22-49.
- Islam, Arshad (2007). “Babri Mosque: A Historic Bone of Contention.” *Muslim World*, 97. 2: 259-286.
- Mahmood, Saba (2001). “Rehearsed Spontaneity and the Conventionality of Ritual: Disciplines of ‘Salat’”, *American Ethnologist*, 28. 4: 827-853.
- Manger, Leif (1999). “Muslim Diversity: Local Islam in Global Contexts”, Leif Manger (ed.). *Muslim diversity: Local Islam in Global contexts*, Richmond: Curzon.
- Masquelier, Adeline (2008) “Witchcraft, Blood-Sucking Spirits, and the Demonization of Islam in Dogondoutchi”, *Cahiers d'Études Africaines* 189-190 (pp. 131-160)
- Ostebo, T. (2008) “Christian-Muslim Relations in Ethiopia”, in Kubai, A. N. & Tarakegn

- Adebo (eds.): *Striving in Faith: Christians and Muslims in Africa*, Life & Peace Institute: 71-89.
- Said, Edward (2001). "The Clash of Ignorance", *The Nation*, <http://www.thenation.com/article/clash-ignorance>
- Salih, Ruba (2004). "The Backward and the New: National, Transnational, and Post-National Islam in Europe", *Journal of Ethnic and Migration Studies*, 30,5: 995-1011.
- Shaikh, Sa'diyya (2008). "Transforming Feminisms: Islam, Women, and Gender Justice", in Omid Safi, *Progressive Muslims: On Justice, Gender, and Pluralism*. Oxford: Oneworld: 147-162.
- Westerlund, D. (2003): "Ahmed Deedat's Theology of Religion: Apologetics through Polemics", in *Journal of Religion in Africa*, 33, 3: 263-278
- Williams, R.H. (2011): "Creating an American Islam: Thoughts on Religion, Identity, and Place", in *Sociology of Religion*, 72,2: 127-153.

### Class Calendar and Reading Schedule:

*Note: This document is subject to change, students are responsible for all changes announced in class.*

#### **Week 1: Introduction and Course Preview**

#### **Week 2: Islam – The Main Concepts**

#### **Week 3: Islam and the Local**

Readings: Manger (1999); Masquelier (2008)

#### **Week 4: Islam and the Global**

Readings: Cooke and Lawrence (2005), pp. 1-28; Huntington (1993); Said (2001)

#### **Week 5: Transnationalism, Migration, and Muslim Minorities**

Readings: Grillo (2004); Bowen (2004)

#### **1<sup>st</sup> response paper due: x/xx @ 5pm**

#### **Week 6: Transnationalism, Migration, and Muslim Minorities**

Readings: Salih (2004); Williams (2011)

#### **Week 7: Purity, Piety, and Religious Reform**

Readings: Roel Meijer (2009), chapter 1, Roy (2004), chapter 6

#### **Week 8: Purity, Piety, and Religious Reform**

Readings: Cormack (2013), chapter 1; Roel Meijer (2009), chapter 14, 17

#### **Week 9: Global Islam and the Religious "Other"**

Readings: Cormack (2013), chapter 2; Arshad Islam (2007)

#### **Week 10: Global Islam and the Religious "Other"**

Readings: Ostebo, (2008); Westerlund (2003)

#### **2<sup>nd</sup> response paper due: x/xx @ 5pm**

#### **Week 11: Gender and Islamic Feminism**

Readings: Mahmood (2001); Cooke and Lawrence (2005), chapter 8; Sa'diyya (2008)

**Week 12: Islam, Politics, and the State**

Readings: Mandaville (2007), chapter 3

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**3<sup>rd</sup> response paper due: x/xx @ 5pm**

**Week 16: Conclusions**