

HISTORY 3360

U.S. Religious History: A History of Islam in America

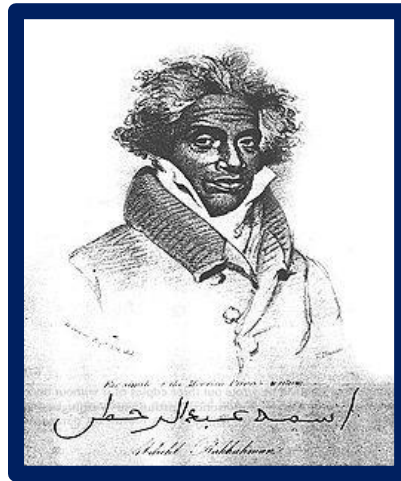
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Online Office Hours: M-F 8 a.m.-4 p.m.

On-Campus Office Hours: T/Th 12:30-2 pm (Office #463, AB-IV) and by appointment



COURSE DESCRIPTION

HIST 3360: A History of Islam in America, is an examination of the historical evolution of Islam from early America to the present. In our current times, though Islam is routinely reviled by some as incompatible with the United States, in this course, students explore the long history of Muslims and American Islam. It includes but is not limited to the study of free settlers in colonial America, the enslaved, peddlers and sailors, the Nation of Islam, white-collar professionals, and American Muslim women and youth. Thematically, students will grapple with questions about the intersection of religion with race, labor, gender, class, and generation. The course ends with an analysis of September 11th and its repercussions on American Muslims and their broader society. Because HIST 3360 is a history course, we will not extensively consider Islamic beliefs and rituals; rather, we will interrogate the historical events, processes, causes, and consequences that have drawn American Muslim experiences into American history. The readings in the course suggest that despite the particularities of Islam, the two—Islam and America—have long been historically enmeshed.

The course utilizes a range of resources including synthesis, memoir, oral history interviews, digital archives, and videos. Student coursework includes directed reading responses, discussion boards, and visual presentation.

READING LIST

- Kambiz GhaneaBassiri, *A History of Islam in America: From the New World to the New World Order* (Cambridge, 2010) Paperback \$30 new/ \$15 used
- Edward E. Curtis IV, *The Columbia Sourcebook of Muslims in the United States* (Columbia, 2007) Paperback \$35 new /\$12 used
- *The Autobiography of Malcolm X: As Told to Alex Haley by Malcolm X* (republished in multiple years; any year is acceptable but more recent is preferred) Paperback \$5.99

GRADE BREAKDOWN

- 5% Introductions Discussion Board
- 60% Reading Responses/Summary (5 x 12 % each)
- 15% Discussion Board (Mod. III or VI)
- 20% Final Project

READINGS AND ASSIGNMENTS

Readings and assignment due dates are subject to modification at the instructor's discretion. Additional short readings may be distributed throughout the semester.

READING AND ASSIGNMENT MODULES	DUE DATE
Introductions Discussion Board (required)	Jan. 19-21
I. AMERICAN SLAVERY AND ISLAM	
A History of Islam: Intro & Ch. 1 (60 pgs.)	
A History of Islam: Ch. 2 (35 pgs.)	
Columbia Source: One/1 (Omar ibn Sayyid)	
Podcast about Abdul Rahman Ibrahima http://docsouth.unc.edu/highlights/ibrahima.html	
#1 Reading Response	Wed. 2/7
II. AMERICAN ISLAM IN THE POSTBELLUM ERA	
A History of Islam: Ch. 3 (40 pgs.)	
Columbia Source: One/2 (Md. Webb)	
Columbia Source: One/3 (Blyden)	
Columbia Source: One/5 (WPA Interviews)	
#2 Reading Response	Wed. 2/21
III. AMERICAN MUSLIMS IN THE LATE 19TH AND EARLY 20TH CENTURIES	
A History of Islam: Ch. 4 (30 pgs.)	
Columbia Source: Two/1 (Pir Inayat)	
Quraishi book review of <i>Bengali Harlem</i>	
Discussion Board (1/2 Class)	2/28 – 3/2
IV. AMERICAN ISLAM IN THE INTERWAR PERIOD	
A History of Islam: Ch. 5 (55 pgs.)	
Columbia Source: Two/2 (Sunrise, etc.)	
Discussion Board (1/2 Class)	3/8 – 3/10

V. MALCOM X	
Autobiography of Malcolm X	Spring Break
#3 Reading Response	Fri 3/30
VI. POST-1965 IMMIGRATION	
A History of Islam: Ch. 7 (45 pgs.)	
Columbia Source: Two/6 (Abdo Elkholy)	
Columbia Source: Two/7 (Piri Thomas)	
UH Oral History: Mazahir Khan (http://digital.lib.uh.edu/collection/houhistory/item/514/show/513)	
#4 Reading Summary	Fri 4/13
VII. ISLAM AND GENDER	
A History of Islam: Ch. 8 (45 pgs.)	
Columbia Source: Three/8 (Damarys Ocana)	
Columbia Source: Four/5 (Azizah al-Hibri)	
Columbia Source: Four/7 (Khaleda Saed)	
Columbia Source: Four/10 (Ingrid Mattson)	
#5 Reading Response	Wed 4/25
VIII. 9/11 AND AMERICAN MUSLIMS	
A History of Islam: Epilogue	
Columbia Source: Five/5 (Omid Safi)	
Columbia Source: Five/3 (US v Earnest James Ujaama)	
Columbia Source: Five/4 (Fiqh Council)	
Columbia Source: Five/1 (CAIR organization)	
FINAL PROJECT: POWER POINT PRESENTATION (with partner)	Sun 5/6
Post 9/11, Race, and American Muslim Youth	

ASSIGNMENT OVERVIEWS

Reading Responses

Length: 550-600 words, not including footnotes.

Reading responses are short essays that respond to a specific prompt about the assigned reading. Each prompt can be found in Blackboard under the corresponding module.

These are formal writing assignments and so, should conform to all Chicago-style writing conventions. As this is a writing-intensive course, pay special attention in your essays to clarity of argument, precision of ideas, and careful revision. Additional writing instructions are provided in BB under "Course Writing Guidelines" in the left menu.

Grading: Grades are based on standards below and on additional writing guidelines provided in Blackboard.

	"A" Essays Meet the Following Standards
Argument	Student clearly communicates the central argument of the essay and follows it throughout the entirety of the essay.
Organization	The essay has a purposeful introduction and conclusion with supporting body paragraphs.
Evidence	Student provides ample, detailed evidence from the reading to back up their argument.
Sources/Citations	Student accurately cites all specific examples from the readings by properly using Chicago-style footnotes.
Clarity/Style/Usage	Student has proofread essay and corrected all spelling and grammar errors. Essay is free from run-ons and sentence fragments.

Reading Summary

Length: 500-550 words, not including footnotes.

This short essay comprehensively summarizes the assigned reading. Summaries should be clearly organized with ample details and page citations.

These are formal writing assignments and so, should conform to all Chicago-style writing conventions. Be sure to carefully revise your essay prior to submission. Additional writing instructions are provided in BB under "Course Writing Guidelines" in the left menu.

Grading: Grades are based on standards below and on additional writing guidelines provided in Blackboard.

	"A" Summaries Meet the Following Standards
Comprehensiveness	Essay demonstrates completion and comprehension of assigned readings.
Organization	Essay has a purposeful introduction and conclusion with supporting body paragraphs. Student introduces the readings by explaining the main theme(s).
Evidence	Student provides ample details from the readings to support general statements.
Sources/Citations	Student accurately cites all specific examples from the readings by properly using Chicago-style footnotes.
Clarity/Style/Usage	Student has proofread essay and corrected all spelling and grammar errors. Essay is free from run-ons and sentence fragments.

Discussion Board

Post 3 short entries of 3-5 sentences each. See BB for detailed guidelines and instructions. See, especially, the "Discussion Board Rules of Engagement" document.

Though there are two discussion boards in total, due to the class size, only half the class will participate in each.

Final Project

Students will partner up with a classmate to prepare a joint Power Point presentation. A sign-up sheet and detailed instructions will be available in Blackboard.

Extra Credit

There are two extra credit opportunities for students. First, if you are not in the half-class group assigned to a discussion board, you may submit a reading summary of the assignment. Assignment value to be determined. Second, when you complete a student evaluation toward the end of the semester, take a screen shot and submit it for extra credit points.

COURSE POLICIES

Assignment Submission Make-up Policy

All assignments should be submitted via Blackboard. Because work is due roughly every two weeks, I strongly encourage you to **turn your work in on time**. Despite such generous due dates, I will accept late work up to 24 hours after the due date for a penalty of -25 points. If you must submit work late, **there is no need to email me** and let me know or get permission. Just go ahead and submit your work.

Communication Policy

The best way to communicate with me is through the **Virtual Office tool in BB** for general, assignment-related questions, or if in private, through email. I will usually respond within 24 hours during the work week but it can sometimes take me two to three days, especially on weekends or if I'm away on research. I'm happy to schedule phone or in-person meetings as needed.

Plagiarism

All work must be your own. While I encourage you to discuss the readings with each other and proof each other's writing, all submitted work must be your OWN words. Students should not copy language from books, articles, Wikipedia, Sparknotes, or *any other* internet source.

Students found guilty of plagiarism will receive an automatic zero on the assignment and depending on the extent of plagiarism, an F for the course. In addition, I will report suspected plagiarism—the unacknowledged

use of someone else's words or ideas, including those found on the internet—to the appropriate university authorities.

UNIVERSITY-WIDE POLICIES

Americans with Disabilities Act (ADA): Please contact me personally if you have a disability and need learning support. I'm happy to accommodate your needs.

See www.shsu.edu/syllabus for information on the university's policies concerning:

Visitors in the Classroom

University Code of Conduct

Absences for Religious Holy Days

OBJECTIVES

Learning Objectives

Explain the links between the spread of empire and capitalism on the one hand, and slavery and labor on the other.

Evaluate the entangled roles of religion, race, and identity in American history.

Analyze the relationship between the politics of citizenship, migration policy, and foreign policy.

Describe the process of identity formation and its contingencies on race, gender, and labor.

Understand the crucial intersections between religion and racial formation in United States.

Explore the concepts of inclusion and exclusion as part of the national project.

Skill Objectives

Critical Thinking: Students will have opportunities to think critically and analytically, and to ask appropriate questions about the different components of American society and religious cultures. They will integrate and synthesize knowledge they gain in the course, forming conclusions, and building an informed world view based on the complex information presented in the course. Through the use of historical materials, students will learn to critically evaluate the time periods in which these material originated.

Communication: Students will develop effective communication strategies through the use of various online platforms in Blackboards, especially discussion boards.

Personal Responsibility: Personal responsibility will be addressed as students strive to fulfill course assignment expectations.

Social Responsibility: The course encourages social responsibility by engaging issues of national identity, social and political belonging, and representation.