



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department Arabic Studies, SILC
Prefix ARB Number 341 Title Qu'ran Text and Women Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (Required)

Course description: Addresses Muslim women scholars' argument that it is not the religion but the patriarchal interpretation of the Quran that have kept Muslim women oppressed.

Requested designation: Global Awareness-G Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Dr. Souad T. Ali E-mail souad.ali@asu.edu Phone 480.965.4586

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dr. Nina Berman Date: 7-22-2016

Chair/Director (Signature): [Handwritten Signature]

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

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Course Prefix	Number	Title	Designation
ARB	341	Qu'ran Text and Women	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1	Contributes to an understanding of contemporary Islamic world, Muslim experience and related gender issues (with a focus on women and equality)	<p>From Course Description: This course highlights this conflict through arguments made by Muslim and other scholars who emphasize that, the Qur'an gives both men and women equal rights but has been largely misinterpreted by male interpreters throughout history... What does the Qur'an specifically say about women? Why has personal status law been the most resistant to reform in Muslim societies? What are the root causes of this conflict between what the Qur'an states and the reality of Muslim women in society? This course examines all these issues including the question: why has the authority to interpret 'religious' texts been exclusive to male religious elites? The course will also highlight Muslim women scholars' argument that nothing will change in the condition of Muslim women, and Muslim society in general, "unless women are recognized as having the same authority to interpret the Qur'an and to discover within its revelations an inherent affirmation of gender equality." The course will also discuss challenges facing such claims reflected in the reality of Muslim women's conditions in some Muslim societies.</p> <p>Learning Outcomes Upon successful completion of the course students will have demonstrable knowledge of the Arabic Literature of the Qur'an and scholarly studies on women in Islam and will be able to synthesize literary and cultural concepts to apply them to research in literature, culture, history or religion. Students will further have the educational tools to deconstruct misconceptions about women in Islam.</p>

		<p>Required Reading</p> <ul style="list-style-type: none"> • Wadud, Amina. <i>Qur'an and Woman: Re-Reading the Sacred Text from a Woman's Perspective</i>. Oxford University Press, 1999. • Barazangi, Nimat Hafez. <i>Woman's Identity and the Quran: A New Reading</i>. University Press of Florida, 2004. • Barlas, Asma. <i>Believing Women in Islam: Un-Reading Patriarchal Interpretations of the Qur'an</i>. University of Texas Press, 2002. • Ali, Syed Mohammed. <i>The Position of Women in Islam: A Progressive View</i>. New York: SUNY, 2004. • The Quran (you don't need to buy the Book since you can access chapters relevant to our discussions through Yusuf Ali's translation of the Quran online at): http://mcleanministries.com/YusufAli/html/5010/index.toc.html • Course reader: articles by Riffat Hassan <p>Assignment overview: frequent discussion board posts, book review, mid-term exam, research paper</p> <p>For more details, see: Syllabus Course Description, Learning Outcome, Readings, Weekly Schedule</p>
2acd	<p>This course is an in-depth study of the global Muslim diaspora's culture-specific elements, experiences, and contributions as they relate to the Qu'ran and gender experiences, with a focus on women and equalities/inequalities impacting women around the world.</p>	<p>See section one above.</p>

School of International Letters and Cultures
ARB 341 Qur'an Text and Women
Undergraduate Online Course Syllabus – Fall 2017

WELCOME TO ARABIC 341: WISHING YOU A WONDERFUL SEMESTER

Professor: Dr. Souad T. Ali
Office: LL 414B, Tempe Campus
Office Hours: T/Th 1 – 2 PM or by appointment
Email: souad.ali@asu.edu
Phone: 480-965-4586

Course Description

Many Muslim thinkers have long argued that it is not the religion but patriarchal interpretation and implementation of the Quran that have kept women oppressed in Muslim societies. Despite much Qur'anic evidence about the significant place of women, gender reform in Muslim society has been obstinately resisted. This course highlights this conflict through arguments made by Muslim and other scholars who emphasize that, the Qur'an gives both men and women equal rights but has been largely misinterpreted by male interpreters throughout history. As Nimat Barazangi (2004) stated: from a Qur'anic perspective, "a woman is a primary principle in the human pair of male and female," as is also evident in the Qur'anic story of Creation. What does the Qur'an specifically say about women? Why has personal status law been the most resistant to reform in Muslim societies? What are the root causes of this conflict between what the Qur'an states and the reality of Muslim women in society? This course examines all these issues including the question: why has the authority to interpret 'religious' texts been exclusive to male religious elites? The course will also highlight Muslim women scholars' argument that nothing will change in the condition of Muslim women, and Muslim society in general, "unless women are recognized as having the same authority to interpret the Qur'an and to discover within its revelations an inherent affirmation of gender equality." The course will also discuss challenges facing such claims reflected in the reality of Muslim women's conditions in some Muslim societies.

Learning Outcomes

Upon successful completion of the course students will have demonstrable knowledge of the Arabic Literature of the Qur'an and scholarly studies on women in Islam and will be able to synthesize literary and cultural concepts to apply them to research in literature, culture, history or religion. Students will further have the educational tools to deconstruct misconceptions about women in Islam.

Syllabus Information

As has been the case in academia, the syllabus is regarded as a contract between the student and the professor. It includes the requirements for taking the course and the professor's expectations of your performance and behavior during the course. In return, the professor will honor the specifications of the course as outlined in this syllabus.

Required Reading

- Wadud, Amina. *Qur'an and Woman: Re-Reading the Sacred Text from a Woman's Perspective*. Oxford University Press, 1999.
- Barazangi, Nimat Hafez. *Woman's Identity and the Quran: A New Reading*. University Press of Florida, 2004.
- Barlas, Asma. *Believing Women in Islam: Un-Reading Patriarchal Interpretations of the Qur'an*. University of Texas Press, 2002.
- Ali, Syed Mohammed. *The Position of Women in Islam: A Progressive View*. New York: SUNY, 2004.
- *The Quran* (you don't need to buy the Book since you can access chapters relevant to our discussions through Yusuf Ali's translation of the Quran online at):
<http://mcleanministries.com/YusufAli/html/5010/index.toc.html>
- Course reader: articles by Riffat Hassan will be available late in January for your reference.

Background Reading (Optional)

- Ahmed, Leila. *Women and Gender in Islam: Historical Roots of a Modern Debate*. Yale University Press, 1992.
- Badran, Margot. "Feminism and the Quran," in *The Encyclopedia of the Qur'an*, Vol. 2. ed. Jane Dammen McAuliffe. Leiden, the Netherlands: Koninklijke Brill n.v., 2002.
- Badran, Margot. *Feminism in Islam: Secular and Religious Convergences*. Oxford: Oneworld, 2009.
- Esposito, John and Yvonne Haddad, *Islam, Gender, and Social Change*. New York, Oxford University Press, 1998.
- Stowassar, Barbara. *Women in the Qur'an, Traditions and Interpretation*. Oxford University Press, 1994.
- Mernissi, Fatima. *The Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam*. Addison-Wesley, 1991.

Course Structure

This course is divided into 15 weekly units detailed below. The units will be uploaded weekly on the Weekly Units Section of Blackboard; some assignments will be available in Assignments Sections. Each unit will include the reading and other assignments, exam information, due dates, etc., for a given week. Please follow the syllabus, Blackboard, and email communication carefully.

Course Requirements and Grading System

Grades for each assignment will be posted under the grades section on Blackboard throughout the semester.

Weekly Responses and Participation in Discussion 20%

See the Discussion Board and Responses section below for requirements and further details.

Book Review 20%

See the Blackboard for requirements and further details.

Midterm Exam 20%

See the Blackboard for requirements and further details.

Final Research Paper 40%

The research paper will be on a related course topic, and will be 10 – 15 pages in length. Follow Blackboard for description of all papers.

Grading Scale:

97%-100%	A+	83%-86%	B	60%-69%	D
93%-96%	A	80%-82%	B-	59%-0%	E
90%-92%	A-	75%-79%	C+		
87%-89%	B+	70%-74%	C		

Discussion Board Responses

You are required to read thoroughly; do not just skim over the text. After you carefully read the weekly assigned chapters, watch documentaries, or do any other assigned material for a given week, you are required to respond by posting your weekly comments (300 words approximately—see description below). The professor reads these comments and responds whenever needed; then a highly respectful discussion ensues. Students have ample time to frame their questions and consider the responses. In addition to the most important objective of learning and expanding your knowledge, an online class also offers the pleasure of getting to know and interact with fellow students who share your interest in the subject of the class. Respect is the key word in our Discussion Board and, hence, students must refrain from using disrespectful language as they address others. Rather than arguing or debating, it would be helpful and useful to listen and respect each others' ideas even when you disagree with someone. There will be disagreements no doubt about that, but even this can be quite positive when you deal with it respectfully as you respond to each other. You earn full credit for this assignment by participating regularly (every week). Missing a week or more of participation will certainly hurt your grade as you lose points.

Description of Discussion Board Responses

Based on the above description, you are required to write a short weekly Response of about 300 words approximately on the reading/other material assigned for a given week, and post your response on the Discussion Board section. Your response should reflect your grasp of the reading and your thoughts related to the chapters you have read for that week and/or documentary you have watched, etc. Your response may have a central idea and support for that idea through providing short quotes from the readings (including page numbers) or references to other materials assigned. You should not summarize the text; instead you should explain what new ideas or feelings you experienced from reading a text or watching a documentary. All responses are due by **Tuesday** to allow for a meaningful discussion throughout the week.

Other Class Requirements

- **Readings and Participation:** Do all assigned readings ahead and be prepared to discuss them on the weekly Discussion Board.
- **Attendance and Expected Class Behavior:** As this is an Internet course, you will be in "attendance" (good standing) as long as you actively participate in all assignments. Please do all your assignments by their due dates and you will enjoy the class and earn your grades.

Participation Policy

Students are responsible for coordinating with the professor at least one week in advance of a class or assignment due date in the case of accommodations needed for university-sanctioned religious practices or activities. Please refer to the following ASU policies: [ACD 304-04](#) "Accommodations for Religious Practices." and [ACD 304-02](#) "Missed Classes Due to University-Sanctioned Activities."

Technology Use Policy

It is the students' responsibility to have appropriate computing/technology resources to complete assignments as necessary and to avoid any delays or problems with completing assignments, fulfilling course objectives and requirements, and communicating. Students should review all course information and familiarize themselves with Blackboard. Students should also plan accordingly to assure no delays in submitting assignments on time. Students are expected to use appropriate internet etiquette on all correspondence and submissions.

Academic Honesty Policy

In Accordance with the College of Liberal Arts and Sciences and Arizona State University Policy, Academic Honesty is the standard of the course. Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Against Threatening Behavior Policy

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Accommodations for Students with Disabilities

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systematic, learning, and psychiatric disabilities. Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Please notify your Professor at the **beginning** of the semester to discuss any such accommodations for this class in coordination with the ASU DRC coordinator.

Weekly Schedule

Based on the development of class, this schedule may slightly change and it will be your responsibility to monitor class closely to know what changes have been made.

Week 1 - Introduction

- Introduce yourself to class on the online Discussion Board.
- Watch the background Documentary: Islam: An Empire of Faith
<http://www.youtube.com/watch?v=CzpbmRMSZnc&feature=Playlist&p=7F6F5604506762D1&playnext=1&index=2>
- Watch the PBS short documents posted on Discussion Board
- Complete responses and discussion on Discussion Board

Week 2

- Reading Assignment: Amina Wadud – Part I – *Quran and Woman: Re-Reading the Sacred Text from a Woman's Perspective*
 - "Introduction: How Perceptions of Woman Influence Interpretation of the Quran."
 - Chapter 1, "In the Beginning Man and Woman were Equal: Human Creation in the Quran."
 - Chapter 2, "The Quranic View of Woman in This World."
- View PowerPoint Lecture on Wadud
- Complete responses and discussion on Discussion Board

Week 3

- Reading Assignment: Amina Wadud – Part II
 - Chapter 3 "The Equity of Recompense: the Hereafter in the Quran."
 - Chapter 4 "Rights and Roles of Women: Some Controversies."
 - Conclusion
- Reading Assignment: Relevant Parts of Chapter 58 in the Quran: "She Who Pleads" (*al-Mujādilah*).
- Complete responses and discussion on Discussion Board

Week 4

- Reading Assignment: Nimat Barazangi – Part I – *Woman's Identity and the Quran: A New Reading*
 - Chapter 1, "Pedagogical Reading of the Quran."
 - Chapter 2, "The Religio-Moral-Rational Characteristics of the Quran and the Story of Creation."
 - Chapter 3, "Autonomous Morality and the Principle of Modesty."
- View PowerPoint Lecture on Barazangi
- Complete responses and discussion on Discussion Board

Week 5

- Reading Assignment: Nimat Barazangi – Part II
 - Chapter 4, "Gender Equality and Equilibrium."
 - Chapter 5, "Self-Identity and Self-Learning: A Shift in Curriculum Development."
 - Conclusion, "Where Do We Go from Here?"
- Reading Assignment: relevant parts from the Qur'an TBA
- Complete responses and discussion on Discussion Board

Week 6 - Comparing Wadud and Barazangi

- Having studied Amina Wadud and Nimat Barazangi for the past two weeks, your response for this week should be on comparing their arguments highlighting similarities and/or differences in their approaches.
- Complete responses and discussion on Discussion Board

Week 7

- Reading Assignment relevant parts from the Qur'an including:
 - Chapter 4 on women (An-Nisā)
 - Relevant parts of Chapter 65 on divorce
 - Verses from Chapter 24: Al-Nūr (The Light) on the hijāb/veil.Available at: <http://mcleanministries.com/YusufAli/html/5010/index.toc.html>
- Complete responses and discussion on Discussion Board
- Complete midterm exam (multiple choice)

Week 8

- Watch the "Women of Islam" interview with Dr. Ingrid Mattson: Professor of Islamic Studies and Christian/Muslim Relations, Hartford Seminary
 - Faculty profile: <http://www.hartsem.edu/FACULTY/mattson.htm>
 - 1 of 4: <http://www.youtube.com/watch?v=dCwFFepY4Xc&feature=related>
 - 2 of 4: <http://www.youtube.com/watch?v=5LpMjGZvrgQ&feature=related>
 - 3 of 4: <http://www.youtube.com/watch?v=VPOcxBOYLBE&NR=1>
 - 4 of 4: <http://www.youtube.com/watch?v=x8YBQXdKxTs&feature=related>
- Watch video (if available from ASU Libraries): Interview with Harvard Professor Dr. Leila Ahmed (Harvard Divinity School and Women's Studies) on Women in Islam (optional this week but required for week 12)
- Complete responses and discussion on Discussion Board

Week 9

- Reading Assignment: Asma Barlas – Part I: *"Believing Women in Islam: Un-Reading Patriarchal Interpretations of the Quran"*
 - Chapter 1, "The Quran and Muslim Women: Reading Patriarchy, Reading Liberation."
 - Chapter 2, "Texts and Textualities: the Quran, Tafsir, and Hadith."
 - Chapter 3, "Intertextualities, Extratextual Contexts: the Sunnah, Shari'ah and the State."
- View the PowerPoint Lecture on Barlas
- Complete responses and discussion on Discussion Board

Week 10

- Reading Assignments: Asma Barlas - Part II
 - Chapter 4, "the Patriarchal Imaginary of Father/s: Divine Ontology and the Prophet."
 - Chapter 5, "The Quran, Sex/Gender, and Sexuality: Sameness, Difference, Equality."
 - Chapter 6, "Family and Marriage: Retrieving the Quran's Egalitarianism."
 - Chapter 7, "Postscript."
- Complete responses and discussion on Discussion Board

Week 11

- Reading Assignment: Riffat Hassan's articles from the Course Reader
- View the PowerPoint Lecture on Riffat Hassan
- Watch in ASU Hayden Library:

- DVD: Interview with Riffat Hassan (Bill Moyers)
- Video (if available): Interview with Harvard Professor Dr. Leila Ahmed (Harvard Divinity School and Women's Studies) on Women in Islam
- Complete responses and discussion on Discussion Board
- **Submit book review**

Spring Break: No class: Have a nice Spring Break.

Week 12

- Reading Assignment: relevant readings from the Qur'an (TBA)
- Reading Assignment: Articles TBA
- View the PowerPoint Lecture -- The Veil Revisited: The Politics of the Veil--Conservative versus Liberal Views
- Complete responses and discussion on Discussion Board

Week 13

- Reading Assignment: Syed Mohammed Ali – Part I – Mohammed Ali's, *The Position of Women in Islam: A Progressive View*; Introduction and Chapters 1 – 6, "Role of Quran and Hadith in Islamic Law;" "Reward and Punishment of the Sexes;" "Origin of Men and Women According to the Quran;" "Assessment of Some Alleged Sayings of the Prophet Muhammad (pbuh);" "Rules of Marriage in Islamic Law."
- View PowerPoint Lecture on S. M. Ali
- Complete responses and discussion on Discussion Board

Week 14

- Reading Assignment: Syed Mohammed Ali – Part II – Chapters 7 – 12, Islamic Laws on: Position of Husband and Wife; Marriage Dissolution; Custody of Children; Financial and Economic Provisions for Women; Women as Witnesses; Women in Politics.
- Reading Assignment: relevant parts from the Qur'an
- Complete responses and discussion on Discussion Board

Week 15

- Course Review
- Class Get Together TBA
- **Submit final research paper**

Important Notice

Based on the development of class, this schedule may slightly change and it will be your responsibility to monitor class closely to know what changes have been made.

Holidays and breaks (no classes on the following holidays and breaks):

- Labor Day: September 4th
- Fall Break: October 7-10
- Veterans Day: November 10
- Thanksgiving: November 23-24

Wishing you an informative and wonderful semester; it's a pleasure to have you on board for this online journey on Qur'an Text and Women.

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- Barazangi, Nimat Hafez. *Woman's Identity and the Quran: A New Reading*. University Press of Florida, 2004.

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- Barlas, Asma. *Believing Women in Islam: Un-Reading Patriarchal Interpretations of the Qur'an*. University of Texas Press, 2002.

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- Ali, Syed Mohammed. *The Position of Women in Islam: A Progressive View*. New York: SUNY, 2004.

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ARB 341 - Quran Text and Women

Course description: Addresses Muslim women scholars' argument that it is not the religion but the patriarchal interpretation of the Quran that have kept Muslim women oppressed.

Enrollment requirements: None

Offered by: College of Liberal Arts and Sciences

Class Details

Fees: \$30 course fee

iCourse fee: \$50

Books: [View books for this class](#)

Additional Class Details

Units: 3

Repeatable for credit: No

General Studies: No

Component: Lecture

Session: Session C

Dates: 1/11/2016 - 4/29/2016

Last day to enroll: January 17, 2016

Drop deadline: January 17, 2016

Course withdrawal deadline: April 03, 2016

Instruction Mode: Internet

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