



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: Historical Awareness-H 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 (SQ/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: 7-27-2016

Chair/Director (Signature): [Handwritten Signature]

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
ARB	341	Qu'ran Text and Women	Historical (H)

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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	<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. As the topic is directly related to Islam, historical understanding are integral to every part of this course.</p>	<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. 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

		<p>Islam: A Progressive View. New York: SUNY, 2004.</p> <ul style="list-style-type: none"> • 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>
2	Students examine society before the revelation of the Qu'ran, the period of revelation, the development of Hadith, and significant historical milestones to understand and evaluate current day situations relating to women in Islam.	See section one above.
3	Students evaluate the changes in various related institutions as they impact the above stated moments in history and the current diaspora and global community.	See section one above.
4	In addition, the course examines the development of the influence of globalization and women's rights movements, as well as the spread of Islam, and how they have changed over time and impact current day challenges, as well as influence new models.	See section one above.

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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Author's note

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3. Origin of Men and Women According to the Quran
4. Assessment of Some Alleged Sayings of the Prophet Muhammad (pbuh)
5. Rules of Marriage in Islamic Law
6. The Position of Husband and Wife in Islamic Law
7. Rules of Dissolution of Marriage in Islamic Law
8. Rights of Custody and Access to Children in Islamic Law
9. Financial and Economic Provisions for Women in Islamic Law
10. Rules Regarding Women as Witnesses in Islamic Law
11. Rules Regarding the Seclusion of Women (Purdah)
12. Women in Politics and as the Head of a State

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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

Reserved Seat Information

Seats in this class have been reserved for students in the specified programs, majors or groups listed below. Reserved seats are subject to change without notice.

Reserved Groups	Reserved Available Seats	Students Enrolled	Total Seats Reserved	Reserved Until
On-campus students	0	22	20	n/a
Non Reserved Available Seats: 0				

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