



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

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

Academic Unit School of Social Transformation Department African and African American Studies  
 Subject AFS Number 373 Title Islam and World Affairs Units: 3  
 Is this a cross-listed course? No  
 If yes, please identify course(s) \_\_\_\_\_  
 Is this a shared course? (choose one) If so, list all academic units offering this course \_\_\_\_\_  
 Course description: \_\_\_\_\_

**Requested designation:** Global Awareness-G

Note- a **separate** proposal is required for each designation requested

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
 For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**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. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**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, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

**Contact information:**

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**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Mary Margaret Fonow Date: 11/6/12  
 Chair/Director (Signature): Mary Margaret Fonow

## 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.

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

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		<b>2.</b> The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	FILL IN AT LEAST ONE
<input type="checkbox"/>	<input type="checkbox"/>	<b>b.</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"/>	<b>c.</b> 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.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> 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."	

Course Prefix	Number	Title	Designation
AFS	373	Islam and World Affairs	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 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)
<p><b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p><b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p><b>SAMPLE:</b> 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 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</p>
<p>1: Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>The course examines, by identifying complex trends to construct the roles of Islam as a belief: institutions, leaders, and ordinary believers in the past and in our contemporary world. That includes the study of different developments such as the rise of political Islam (fundamentalis), subsequent changes in the Muslim world and challenges and local and international conflicts.</p>	<p>The course focuses on the emergence of Islam as a world religion and some Muslim responses to world politics, pluralism, violence and globalization. See topic list in syllabus for more examples.</p>
<p>2c: The course is a comparative cultural study in which more than half the material is devoted to non-US areas.</p>	<p>The course shows how Islam developed into a world religion. It shows how the variant Muslim cultures developed and how some of them transformed into violent movements such as local and global jihadist trends.</p>	<p>Course description and list of required readings demonstrate that this course has an international focus; when the US is examined, it is done so in a comparative way. The major text "Political Islam and the New World Disorder" exemplifies this.</p>

## Islam and World Affairs

AFS 373

### Welcome to Islam and World Affairs Class

Start/end dates: January 20, 2009 through May 19, 2009

#### **Words of Welcome**

Welcome to online Islam and World Affairs Class. This is Abdullahi Gallab, your instructor. We're going to have a great time!

#### **Course Description:**

Since 9/11, several serious questions have been raised regarding Islam in the international arena. This course examines by identifying complex trends to construct the roles of Islam as a belief, its institutions, leaders and ordinary believers in contemporary world affairs. That takes us through the study of different developments including the rise of (political Islam) *fundamentalism*, to subsequent changes in the Muslim world, challenges Muslims face and domestic and international conflicts. The course challenges students to reconceptualize and broaden their understanding of the powerful presence of religion in this era of globalization.

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#### **Course Objectives**

- This course is a forum for you as individuals and as a group for:  
Discussing Islam as a major system of belief and the ways it has been affecting Muslims and non-Muslims alike.
- Examining some Muslim responses to world politics, pluralism, violence, and globalization.
- Understanding of theoretical methods and developing your critical approach for examining issues pertaining to Islam and world affairs.
- Researching and analyzing socio-political issues using current social science paradigms and theories.
- To get down to work

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#### **The Online Weekly Schedule**

Online weeks begin on Thursday and end on Wednesday.

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#### **Reading:**

##### **Required Texts:**

(1) *The Islamic Threat: Myth or Reality?* (Third Edition) Author: John Esposito Oxford University Press ISBN: 0195130766 (Required)

(2) *The Challenge of Fundamentalism: Political Islam and the New World Disorder* Updated Edition 2002 California University Press ISBN: 0-520-23690-4 (Required)

(3) Muslim Americans: Middle Class and Mostly Mainstream, PEW research Center.

#### **Course Resource Center:**

##### **Links of Interest:**

\*\*\*Online Quran Recourses: <http://www.ahjur.org/quran/virqur.htm>

\*\*\* <http://www.bbc.co.uk/religion/religions/islam/index.shtml>

B-Writing Center: <http://www.asu.edu/duas/wcenter/>

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### Point Values for Course Assignments

ASSIGNMENTS	Points
Participation - Discussion Board (10 required, 3 pts each)	30
Response papers (6 required, 5 pts each)	30
Exams (4 exams, 10 pts each)	40

### Grading Scale

95+ A  
90-94 A-  
87-89 B+  
84-86 B  
80-83 B-  
77-79 C+  
70-76 C  
60-69 D  
<59 F

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### Participation

Discussion question postings are to take place only in the discussion forums. Please post responses to the threads provided. To respond, highlight the appropriate thread, click '**Reply**', type your response, and send.

### On Discussions and Participation:

Although the primary responsibility for initiating the tone and the style of discussions is mine, I value the most those discussions in which every student is doing most of the talking, interacting with each other as well as with me. Rather than arguing and debating one another, it is more important, I believe, to discuss cooperatively, building on one another's ideas and helping each other even on incomplete thoughts. There will be time for vigorous disagreements to be sure, but I prefer supporting the person who spoke before going on to make one's own point. We all know how good it feels to be understood, or at least acknowledged, and to have our ideas respected.

### Expectations for Discussion Question Responses

Please note that both quantity and quality are important considerations when it comes to participation. A message that says simply, "I agree," for example, would not constitute participation since it does not add anything of substance to the discussion.

In order to earn full participation points, you must add something of substance to the discussion at least four out of seven days per week -- this would consist of new ideas, your perspectives, pointed follow-up questions, or examples. Discussion question responses should be at least 200-300 words. Unlike your formal written assignments, I do not require that your discussion question responses adhere to specific formatting requirements. However, please make sure to proofread carefully. Grammar and spelling errors may impact the grading. I expect your discussion question responses to reflect critical thought. Whenever possible, please try to relate the course content to real-world applications from your work experience. Please use examples all of the time!

*I fully support active participation in past weeks' topics and Discussion Questions, but not at the expense of the current week's topics and Discussion Questions. For instance, on Day 1 of Week 2, you may want to reply to a classmate's weekly summary posting. But please make sure that you also participate in the current week's DQ('s) as well so I do not take away your participation points for the week. If a considerable chunk (instructor's discretion) of your week's participation was conducted in a previous week's DQ's and threads, participation points will be taken away. You'll find it's much easier to keep up with an Online class, if you are logging in and participating daily.*

A quality discussion is best achieved when three conditions are met:

**First:** that we know each other, refer to one another by name and with respect, and feel comfortable together.

**Second:** that the amount of talking that I do is somewhat limited.

**Third:** and most important, that the reading for the day has been carefully read, summarized, and thought about ahead of class.

It is crucial, of course, to attend this virtual class regularly and to participate openly and thoughtfully. For me participation means speaking both when you are certain of your thoughts and when you need to think loud in order to figure out what you think about the issue. Quality participation also means active listening to others, careful reading, echoing what you hear them say or write, and building on or disagreeing with the ideas of others.

I encourage every one of you to take the risks and speak out, for we need everyone's idea and perspectives to fully understand these texts and issues. Among other things, this virtual class is an opportunity to work on your discussion skills.

### **Exams:**

There are four exams. Each exam covers specific course material. The Exam is 20 multiple choice questions. Exams are designed to be taken at one sitting. This means that exams are to be taken and submitted when you sign on. The expectation is for the exam and all assignments to be submitted using the submit button at the bottom of the assessment. So, please do not send assignments as email or through the Drop Box.

After you complete the exam, you will see your results. Your score will automatically be recorded in the gradebook. To see your scores, use the "Check My Scores" link. This link is located on the left under Course Links and also on the "Assignments & Grading" page.

### **On Reading Well:**

Fundamental to the process of reading and discussing well is the active interaction with the text. Effective reading is not just going quickly through a text, but rather is a process of questioning it actively, looking for key issues, themes, events, characters, forms and images. Underlining and even writing marginal comments in a text highlights these key points and makes them accessible during writing summaries, class discussion, and in reviewing for exams and final papers. Summarizing a chapter or a part of a text while still fresh in the mind, serves not only to aid the memory but also to make sure you understand what you have read.

It is a good idea to formulate your own questions about a reading, to write them down, to consider points of connection with other readings and with your own experience and to note those passages which spoke to course themes and/or had a strong impact on you, emotionally as well as intellectually.

When we come to class having not only read but thought about the text in that manner, with underlining, summarizing and marginal comments that reflect our thinking and feeling as we read, we are well-prepared to discuss thoughtfully, listening well to the observations and ideas of others and trying out our own developing thoughts.

Focused, even personalized, underlining of texts prepares us in particular for discussions that begin with, but not limited to, such questions:

- 1-What are the major points or themes that the author is trying to make in this text?
- 2-What did you particularly like or dislike about the text?
- 3-What quotations seemed particularly important to you? and why?

4-What is this reading say about what is going on our world today, or in my own life?

5-etc.

### **Response Paper Assignment**

Response papers should reflect the student's own critical approach of each specific assignment. Each student should produce and write down a minimum of single spaced one page that addresses the depth and breadth of each part of the reading. Responses should reflect the student's understanding of the reading and express his/her judgment of the issue(s) at hand.

#### **Structure of the Response Paper:**

##### *1. Introduction*

Identifies major theme(s) of the reading assignment and your intellectual reaction to them.

##### *2. Body*

The body of your paper systematically addresses your areas of agreement and disagreement with the author(s), giving reasons, facts, and examples. Be specific and detailed. The evidence should be support your major theme. Always cite the page, the author if needed, when you are using specific ideas or quotes.

*Note that your personal beliefs or views, if they are to be considered valid, must be supported by facts and logic.*

##### *3. Conclusion*

Summarizes your reaction and sets out your ideas about the significance of the reading and its implications.

#### **Late Assignments:**

Late assignments will have one points deducted for each day it is late. Assignments more than one week late will not be accepted.

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#### **Academic Integrity**

Members of this class are expected to submit their own written work. Plagiarism is defined as taking writings or ideas from someone else and passing them off as your own writings or ideas. A student who commits an act of cheating or plagiarism will receive a grade of zero for the course. Cheating and plagiarism include, but are not limited to:

Presenting without formal acknowledgment (i.e., bibliographic citations) the ideas of others, wherever encountered: printed material, electronic media, public lecture, private correspondence or conversation. Presenting the words of others, whether in direct quotations or paraphrase, without crediting the source and indicating where the other's words begin or end. Submitting as one's own work material prepared by another. This includes submitting work from other's files; purchasing, borrowing, or downloading papers or other information; or employing a ghost writer, paid or unpaid. \*Copying another's work, in part or in whole or allowing one's own work to be so used. Submitting the same paper for more than one course without the express knowledge and consent of both instructors. Inventing bibliographic citations or other research documentation. \*Using notes or other material in a test without the instructor's knowledge and consent. Accepting credit for participation in a group project without making a demonstrable, substantive contribution.

Representing oneself as another student or allowing oneself to be so represented.

Please refer to <http://provost.asu.edu/academicintegrity> for more information about student responsibilities.

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.



**Establishing Eligibility for Disability Accommodations:** 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. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

## Course Outline and Assignments

### Week 1 - January 20

Introduction: What is Islam?

<http://www.bbc.co.uk/religion/religions/islam/index.shtm>

The Prophet Muhammed Cartoon Controversy -

[http://ksgaccman.harvard.edu/iop/events\\_forum\\_video.asp?ID=2961](http://ksgaccman.harvard.edu/iop/events_forum_video.asp?ID=2961)

### Week 2 – January 27

topics to be determined

#### ASSIGNMENTS:

Discussion Question

### Week 3 - February 3

Reading: The Islamic Threat; Introduction and Chapter 1

PowerPoint Slides: Key Concepts in Review

#### ASSIGNMENTS:

Reading Response

### Week 4 - February 10

Reading: Islamic Threat: Chapter 2

PowerPoint Slides: Key Concepts in Review

#### ASSIGNMENTS:

Discussion Question

### Week 5 – February 17

Reading: Islamic Threat: Chapter 3

PowerPoint Slides: Key Concepts in Review

#### ASSIGNMENT:

Reading Response

Exam 1 - 10 Points

### Week 6 – February 24

Reading: Islamic Threat: Chapter 4

PowerPoint Slides: Key Concepts in Review

#### ASSIGNMENTS:

Discussion Question

### Week 7 - March 3

Reading: Islamic Threat: Chapter 5

PowerPoint Slides: Key Concepts in Review

#### ASSIGNMENTS:

Discussion Question

Reading Response

### Week 8 – March 10

Topic to be determined

Exam 2 – 10 points

**Week 9 - March 17**

Reading: Islamic Threat: Chapter 6

PowerPoint Slides: Key Concepts in Review

An Interview with John Esposito: <http://www.youtube.com/watch?v=1j33J7G8CXs>

**ASSIGNMENTS:**

Discussion Question

**Week 10 - March 24**

Reading: The Challenge of Fundamentalism Chapter 1 & 2

PowerPoint Slides: Key Concepts in Review

**ASSIGNMENTS:**

Discussion Question

Reading Response

**Week 11 - March 31**

Reading: The Challenge of Fundamentalism Chapter 4

PowerPoint Slides: Key Concepts in Review

**ASSIGNMENTS:**

Discussion Question

**Week 12 - April 7**

Reading: The Challenge of Fundamentalism Chapter 4

PowerPoint Slides: Key Concepts in Review

Exam 3 - 10 Points

**Week 13 - April 14**

Reading: The Challenge of Fundamentalism Chapter 7 & 8

PowerPoint Slides: Key Concepts in Review

**ASSIGNMENTS:**

Discussion Question

**Week 14 - April 21**

Reading: The Challenge of Fundamentalism Chapter 7 & 8

PowerPoint Slides: Key Concepts in Review

**ASSIGNMENTS:**

Discussion Question

Reading Response

**Week 15 - April 28**

Reading: The Challenge of Fundamentalism Chapter 9

PowerPoint Slides: Key Concepts in Review

**ASSIGNMENTS:**

Discussion Question

**Week 16- May 5**

Reading: The Challenge of Fundamentalism Chapter 10

PowerPoint Slides: Key Concepts in Review

**ASSIGNMENT:**

Reading Response

Exam 4 - 10 Points