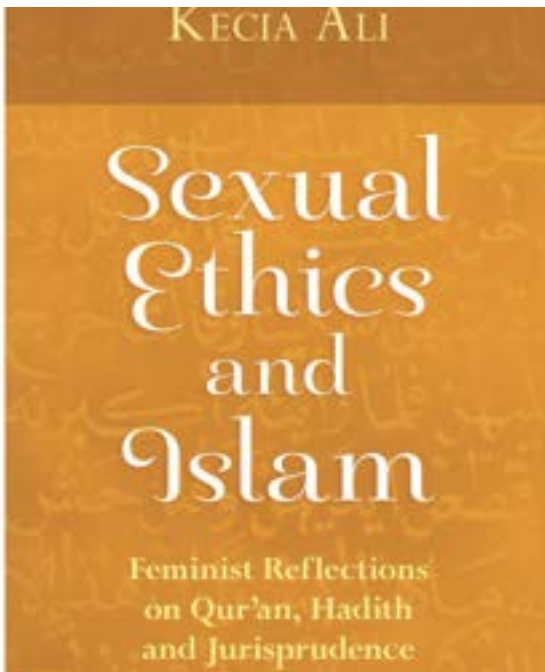


Women, Gender, and Islam - Spring 2023



RELS 3434 / WMST 3318 - MW 9:30-10:45
dr axel oaks takacs

This course examines the concept, role, and status of women in the Islamic traditions and in Muslim societies, both historically and in our contemporary world. Gender and sexual ethics in Islam will be explored from the perspective of the study of religion and in relation to politics and international relations. Muslima theological perspectives will be engaged. It will emphasize the agency of Muslim women in assessing, challenging, changing, and/or preserving their roles in Muslim societies and relate discussions about women and gender issues in Islam to the larger field of women in religion(s), women's studies, and theology.

Course will run as seminar.

When the sincere disciple enters under obedience of the shaykh, keeping his company and learning his manners, a spiritual state flows from within the shaykh to within the disciple, like one lamp lighting another. The speech of the shaykh inspires the interior of the disciple, so that the shaykh's words become the treasury of spiritual states. The state is transferred from the shaykh to the disciple by keeping company and by hearing speech. This only applies to the disciple who restricts himself to the master, who sheds the desire of his soul, and who is annihilated in the shaykh by giving up his own will.

--Abu Hafis al-Suhrawardi (d. 1234)

The intelligence and proficiency required to teach the content of this course would not be possible without my mentors--too many to list.

For this class in particular, we are grateful for the many women, queer, and/or Muslim/a scholars who have made the interdisciplinary field of women, gender, and Islamic studies such a rich, critical, constructive, and liberating space.

I have been shaped by the scholarship of these women in particular.



Leila Ahmed

Victor S. Thomas Research
Professor of Divinity at
Harvard Divinity School

May we honor them in the
classroom as we continue
to learn, grow, and flourish
together in pursuit of truth,
beauty, liberation, and
justice.



Jerusha T. Rhodes

Associate Professor of
Islam & Interreligious
Engagement, Union
Theological Seminary



amina wadud

Professor Emeritus of Islamic
Studies at Virginia
Commonwealth University;
Visiting scholar at Starr King
School for the Ministry

about this land

Seton Hall University is located on Lenapehoking, the ancestral lands of the Lenni Lenape indigenous peoples of Turtle Island (also known as North America).

May we honor them and all native peoples by restoring equitable relationships among all peoples and their sacred land.

about this instructor

axel marc oaks takacs (he/him) is a scholar of classical and post-classical islamic studies and catholic comparative theology.

theo-poetics, imagination, poetry, incarnation, prophetic theology, school of love, mysticism, interreligious studies, racism, capitalism, islamophobia, interreligious co-resistance, revelation, decolonialism, indigenous knowledges



Razaan Killawi
Detroit, MI

*Humanity before
Identity*

Oil and acrylic
paint on canvas
(2020)

[www.americanmuslimfutures.com/
razaan](http://www.americanmuslimfutures.com/razaan)

Where can you find the instructor?

email: takacsax@shu.edu

Office Hours (Fahy 324)

**Mondays and Wednesdays from 12:45-1:45,
Tuesdays, Thursdays, and Fridays by appt.**

THEOLOGY

This class engages theology—Islamic, Muslima, and Comparative (with Christianity)—to make meaning, find value, and discover t/Truth in the experience of Muslim women and queer communities and their relationship to God, self, and others.

GENDER

The discipline of Gender Studies is employed to underscore knowledges often excluded from elite, academic and “malestream” discourses.

RELIGION

This class employs theories and methods from the academic and critical study of religion.

LIBERATION

A praxis of liberation informs this class. Ideas of justice are tested against varying religious and cultural contexts differing from the Western.



Literacy, Intelligence, and Proficiency

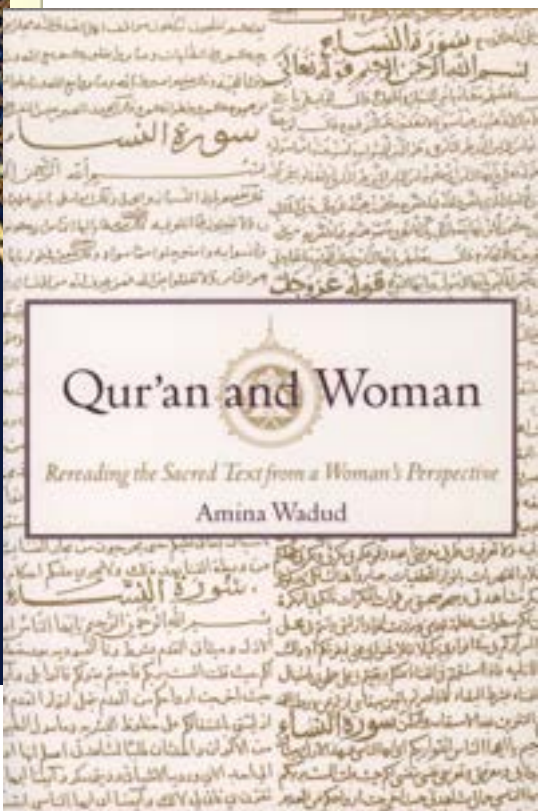
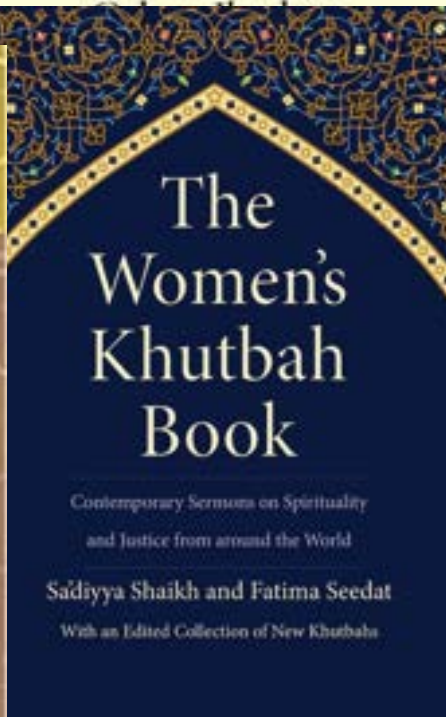
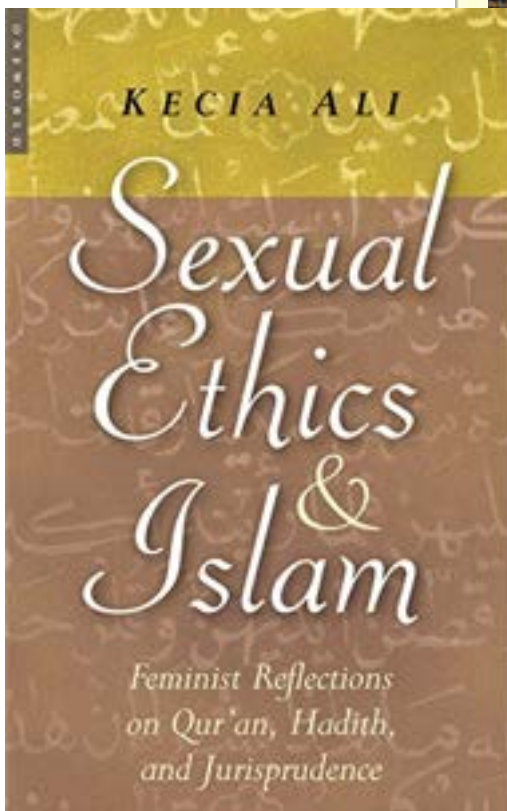
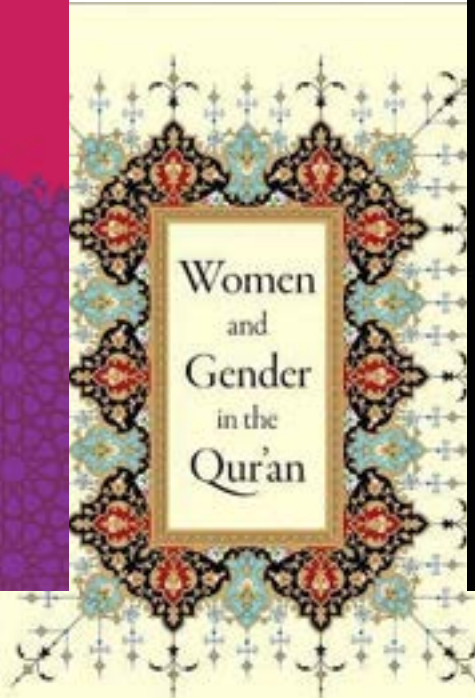
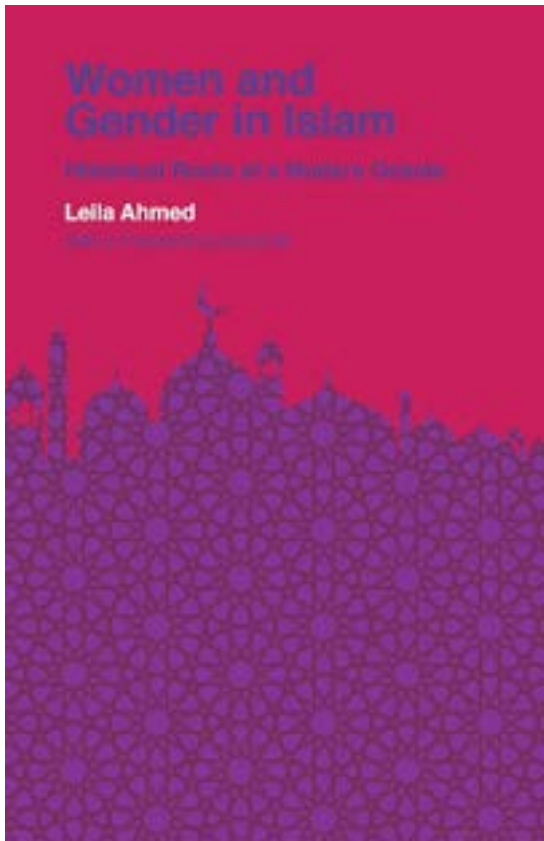
This class cultivates interreligious literacy, intelligence, and proficiency (see Christine Hong, *Decolonial Futures* [2021])

Interreligious Literacy provides students with the basic building blocks for understanding inter- and intra-religious **diversity**. It enables us to identify and explain various religious and interreligious histories, contexts, traditions, theologies, practices, ethics, and values. It **comprehends the present in light of the past**.

Interreligious intelligence is the intellectual, social, and imaginative capacity to apply interreligious literacy to various contexts in one’s future. It enables us to employ interreligious knowledge in making judgments about the best course of action in any given diverse context. It is not neutral but grounded in **justice-oriented critical thinking** that seeks to construct a world in which religious pluralism and diversity is affirmed. It **imagines a future yet unknown**.

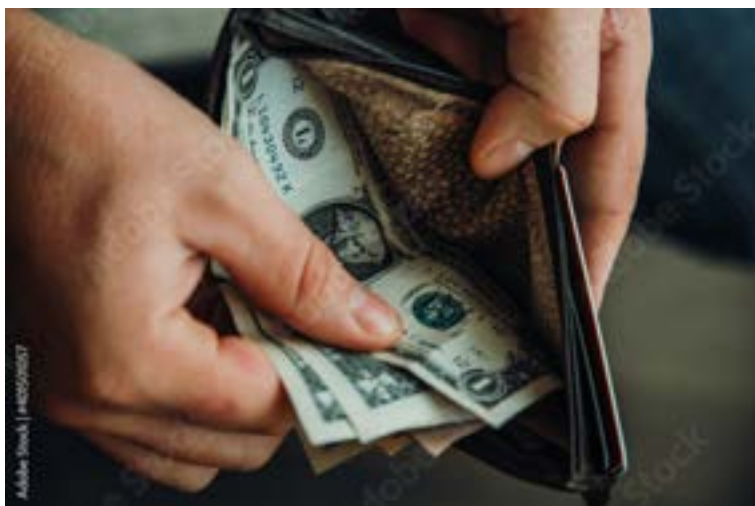
Interreligious proficiency is the practice of executing those judgments in the real world. Students develop **habits of mind, inquiry, and action** that shape how they relate to self and others in the context of a religiously diverse world. It is the **embodied practice** of interreligious intelligence and **constructs a future to be known**.

What are we reading?



How do I buy these books? (Price is Amazon Used-to-New)

- *Women and Gender in the Qur'an*, by Celene Ibrahim (\$25 Amazon)
- *Women and Gender in Islam: Historical Roots of a Modern Debate*, by Leila Ahmed (\$10-14 Amazon)
- *Divine Words, Female Voices: Muslima Explorations in Comparative Feminist Theology*, by Jerusha Tanner Lamptey (\$23-27 Amazon)
- *Sexual Ethics and Islam: Feminist Reflections on Qur'an, Hadith, and Jurisprudence*, by Kecia Ali (\$9-14 Amazon)
- *The Women's Khutbah Book: Contemporary Sermons on Spirituality and Justice from around the World*, ed. by Sa'diyya Shaikh and Fatima Seedat (\$20-34 Amazon)
- *Qur'an and Woman: Rereading the Sacred Text from a Woman's Perspective*, by amina wadud (\$5-12 Amazon)



\$ cash \$ dollar \$ bills

I encourage you to purchase physical copies of these books to facilitate in-class discussion. But, I understand we're all on a budget, and the roughly \$95-130 may be steep.

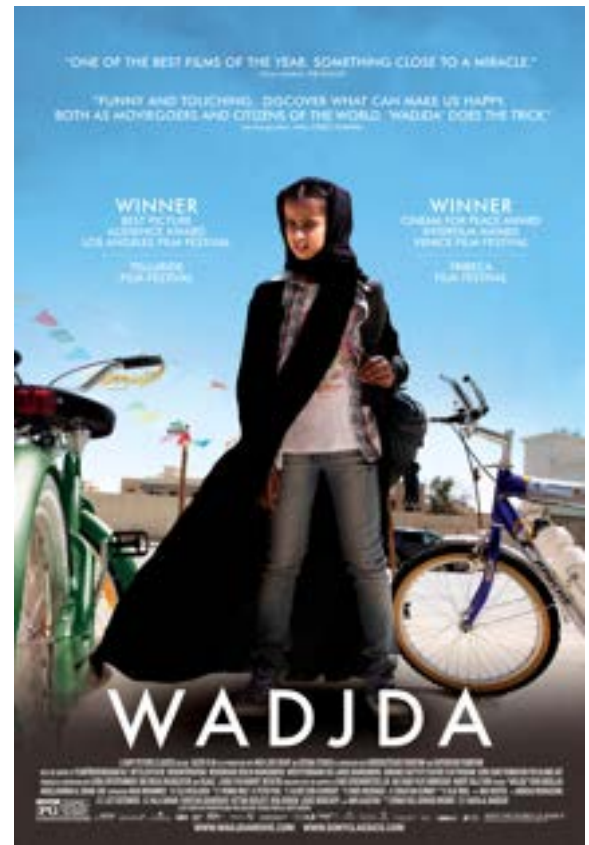
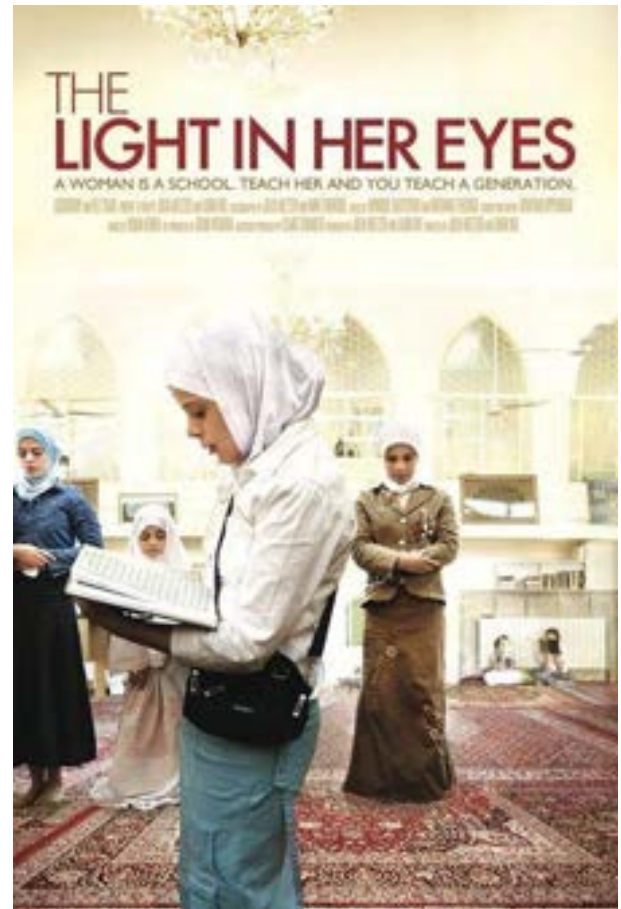
Other options? Reach out to me privately and we can figure something out. Or, access those available electronically — see below (remainder: around \$75)

How do I otherwise access these books? The following are available digitally via SHU Library

- *Women and Gender in Islam*, by Leila Ahmed (<https://setonhall.on.worldcat.org/oclc/1237405306>)
- *Divine Words, Female Voices*, by Jerusha Tanner Lamptey (<https://setonhall.on.worldcat.org/oclc/1031428520>)
- *Qur'an and Woman*, by amina wadud (<https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e000xna&AN=283118&site=eds-live&custid=s8475574>)



What are we watching?



What are we doing?

- Attendance, Class Participation and/or Discussion Posts (25%)
- Class Presentation of Course Material (15%)
- Film Responses (10%)
- Creative Art Assignment (15%)
- Media Analysis OR Contemporary Muslim/a Theological Question (15%)
- Final: Three Options (20%)
 - Group Oral Exam
 - Project: Creative, Practice-Oriented, or Public Scholarship, etc.
 - Integrated Book Response/Analysis



Clip from Gospel No 1, Shireen Alihaji & Brandy

What are the goals?

- Identify and assess the critical projects of feminisms, gender theory, queer theory, and women and gender studies broadly
- Recognize and employ a women and gender studies lens to the study of religion, Islamic traditions, and theology
- Recognize and compare normative understandings of gender and sexuality as conceived in the Islamic traditions of Qur'anic hermeneutics, law, theology, ethics, and mysticism
- Connect classical and post-classical Islamic theology to contemporary issues of women, gender, and Islam
- Apply a women and gender studies lens to contemporary political and sociological topics concerning Islamic traditions and societies of Muslims
- Critically assess Western feminisms in light of non-Western (viz., Islamic) feminisms
- This class will develop
 - foundational skills in critically reading and discussing academic writings;
 - the ability to engage with primary texts in religious studies;
 - forms of written and oral self-expression and reflection on issues of contemporary political and social concern; and
 - a solid foundation for further work in Islamic studies and religious studies through the lens of gender.



Humanities courses are not merely about names, places, and dates, they are about **critical thinking and the conceptualization of ideas**. Most importantly, humanities courses train an individual to **entertain an idea other than one's own**. They exercise the **imagination** in an attempt to enter into the ways in which **various human cultures** from different times and places have understood **what it means to be human**. Additionally, humanities classes explore questions of **power, inequality, inequity, justice, truth, beauty, goodness, and human flourishing**. If you forget a date, place, or name, just ask me, in person or after class, during office hours, or via email.



- What is/are the argument(s) or thesis/es of a given text, and what are the presuppositions of the argument(s) or thesis/es (i.e., the facts, norms, and experiences presumed by the text)?
- What is the presumed knowledge? What background is assumed?
- What is the history of this idea? What is the future of this idea?
- How does this idea shape history, self, community?
- What are the strengths and weaknesses of the argument?
- What is another perspective or alternative?
- What is most/least important to the argument?
- Who produced this knowledge and why may that matter?
- Who benefits from this idea? Who is harmed?
- Who is in authority in this system?
- Who is most directly affected?
- Where will this idea take us?
- Where are there similar concepts, situations, theories, or practices outside the context of the text?
- Why is this relevant to me or others?
- Why and when are people influenced by this?
- Why should people know about this?
- Why has it been this way for so long?
- Why is there a need for this today?
- How does this disrupt things?
- How do we know the truth about this?
- How does this idea lead to justice? Truth? Beauty? Goodness? Human Flourishing?
- How does this idea lead to injustice?

**Education Is Not A Product.
The Students Are Not Customers.
The Professors Are Not Tools.
The University Is Not A Factory.**



late policy

if you want feedback, then assignments need to be submitted w/in 24 hours of due date. after 10 days, highest possible grade is 70%,

be a luddite

cell phones prohibited
laptops prohibited
take notes by hand
hold a physical book

gaze into the eyes of your neighbor
technology will always be with us, let's take a break from it in this classroom (aside from digital images, audio, and so on, of course)

just don't cheat

The Department of Religion considers Academic Integrity of the utmost importance. When we enter higher education, we join a community of scholars held together by a love for knowledge, intellectual engagement, and mutual trust. Cheating of any kind, but plagiarism in particular, destroys trust, betrays disrespect for the processes of learning to which we, as the Department of Religion, are committed, and mocks genuine intellectual engagement. The Department of Religion considers all cheating and plagiarism serious breaches of academic integrity.



How many of you can't even? I am stressed, you are stressed. The world doesn't have to be this way! Think of this classroom as imagining a future free of anxiety while preparing you for the reality that the world remains colonized by a work-work-work mentality.

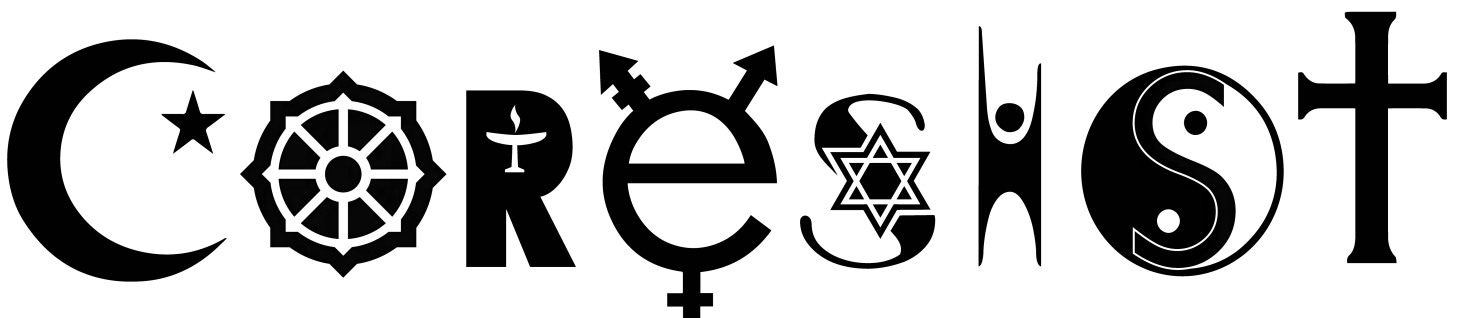


UNDOCUALLY



Whatever your race, (ir)religion, sexual orientation, ethnicity, gender identity or expression, trauma-informed knowledge and experience, neurology, country of origin, native language, immigration status, English-speaking capacities, socioeconomic status, dis/abilities—you, your views, your knowledge, and your experiences are valued and affirmed.

-alternative assignments and assessments are always possible-



Assignment and Assessment Details

Attendance and Class Participation and/or Discussion Posts

Attendance and participation are mandatory. Each class is worth 10 points.

Assessment

- Attendance 8/10
- Participating once 8.5/10
- Participating twice 9/10
- Participating thrice 9.5/10
- Participating four+ 10/10

If you would like to increase your grade for participation, you may continue the discussion on the online discussion forum for each class on Canvas. If you attend but did not participate, you could post on the discussion forum and increase your grade.

If you missed class, posting on the discussion forum earns you at least an 8.5/10.

This is a seminar and so class discussion is a necessary feature of the learning process. You are to come to class having read the material and jotted down a few notes, questions, comments, and so on.

I encourage you to speak from your own experience, life, family, and cultural, religious, and/or spiritual background. Your unique experience will add to the conversation.

Well-structured “thoughts and feelings” are certainly welcome. Grounding them in previous readings is even better.

For each reading, ask these questions: what is the argument? what is the evidence? what are counterpoints? how does this address issues of gender, sexuality, and Islam? Refer to critical thinking skills above and the questions therein.

Presentation of Assigned Reading

Once during the semester, students are required to prepare a **15-minute presentation** of the course readings for the day. The presentation should **summarize** the **background, main argument**, and the **evidence** of the assigned reading. It should end by raising several **critical and constructive questions** about the reading. Throughout the presentation, the student should **point to key passages** of the reading to **elicit discussion**.

This is intended to start the seminar off into further questions and discussion.

You will be assessed based on the **clarity and cogency of your oral presentation and on your competency of the reading(s)**.

Students are encouraged to email me as they prepare their presentation if they have questions. **Refer to the critical thinking questions above!**

Viewing Four Films and Participating in Online Discussion



You are required to watch four films on your own time and participate in an online discussion with your classmates. You should watch the film and submit your first discussion post by the following dates:

F 3/3: *The Light in Her Eyes*

F 3/17: *A Separation*

F 3/31: *In Between*

F 4/28: *Wadjda*

The first post is due on the date above; subsequent posts may be posted whenever.

Assessment: Connect the film's themes, questions, concerns, plot, and characters to topics covered in the course. *Refer to readings* and in-class discussions. This amounts to 10% of your grade.

- Initial Post 8.5/10
- First Response 9/10
- Second Response 9.5/10
- Third Response 10/10



Creative Art Assignment

Students will create an art project that creatively responds to one of the unit themes (except the first one) covered in this class. They will be required to submit the art project and a 300-word-minimum analysis of the artwork explaining how the piece connects, responds, and engages the theme in question. You must cite from three different assigned readings.

Art may be in any media—though an image file will have to be uploaded. Digital art, photography, poetry, DALL-E open ai art, short story, TikTok, drawing, painting, textile arts, comic strip, and so on.

Assessment

- You will be assessed on your 300-word analysis more than your artistic talent. Do you engage the concepts, theories, and questions from the unit? Do you cite three times from three different assigned readings? Is your analysis clear, cogent, and coherent?

Media Analysis OR Contemporary Muslim Theological Question

Both options can be rendered into alternative assignments: oral presentation, video essay, Podcast, and so on

Option One: Media Analysis

Select a recent news story that concerns women and/or gender and/or sexuality vis-à-vis Islamic traditions and/or societies of Muslims. Write a critical analysis of the news story that responds to the following prompts or questions:

- What is the news story about? Briefly summarize.
- Based on readings and discussions from this class, how does the news story succeed in contextualizing the issue? Historical background? Nuanced understanding of women, gender, and Islam?
- Based on readings and discussions from this class, how does it fail in contextualizing the issue? What is missing? What two or three points would you add?
- Does the article exhibit any bias? How so?

Assessment

- 1250 words, Cite from three different assigned readings
- Responds to the above questions—but not necessarily in the order above—in essay format.
- The analytical essay requires an introduction that gives the overall analysis in summary format
- Clear, cogent, and coherent analysis of the news story that employs ideas, concepts, and theories from the class

Option Two: Engage a Contemporary Muslim Theological Question

Select an open question around women, gender, and Islam, such as:

- Prayer spaces in mosques (separate spaces, mixed spaces, side-by-side, front-and-back, etc.)
- Women-led prayers in mosques
- Relationship or sexual abuse
- Dating and Marriage
- Divorce
- Gender norms in various social or cultural contexts
- Muslim female representation in media, film, TV, etc.
- Veiling
- Gender construction and Islamic theology
- Female/Feminine Spirituality/ Mysticism
- Place of woman in Islamic mysticism (Sufism)—in practice and in literature (e.g., love lyrics/poetry)
- Queer Muslim Identity (LGBTQIA+) and Islam
- Something else? Talk to me.



Critically engage the topic by addressing major theological questions at stake in the debate. Briefly outline various positions. Propose your own constructive theological position based on resources from class.

Assessment

- 1200 words minimum
- Essay is clear, cogent, and coherent
- There is an introduction to the theological question, various positions represented.
- Your theological position (thesis, argument) is clearly stated
- You defend your position with two arguments drawing from (at least) three different sources
- You connect your theological position with your own positionality and experience

Option 1: Group Oral Exam and Discussion

In brief, you will be assigned a group of 3 or 4 students and participate in a group oral exam. But, *your* grade is based only on what *you* say.

How to prepare and what will be on it?

During the last 10 minutes of every class, together we will collect the main ideas and themes. We will formulate a question or two that summarizes the readings and discussion that took place. These ideas, themes, and questions will be the basis of your oral exam. **If you do the reading, take notes, and participate in discussion, you will basically be ready for the oral exam.**

The questions will not be fact-based, but critical and constructive.

How will the group oral exam be run?

Each student will be asked one question. Once they respond, others can jump in and respond additionally. You will be graded only on what you say, not on what others say. In other words, you are responsible for your own words.

What is the rubric?

Preparedness 25%

Do you speak in a manner that is literate, intelligent, and proficient with the material? Do you engage the material in a manner that demonstrates you have thought carefully about the question, themes, and ideas?

Clarity 25%

Are you clear and concise? Do you convey in a manner that is coherent and cogent? I may ask to clarify something that you said; this is your opportunity!

Creativity 25%

Do you move beyond a rote repetition of the course material in creative ways? Do you offer something new? Do you creatively bring two or more topics or readings together to create something new in your responses?

References 25%

Do you refer to the course readings, or the authors and their projects we covered in class?



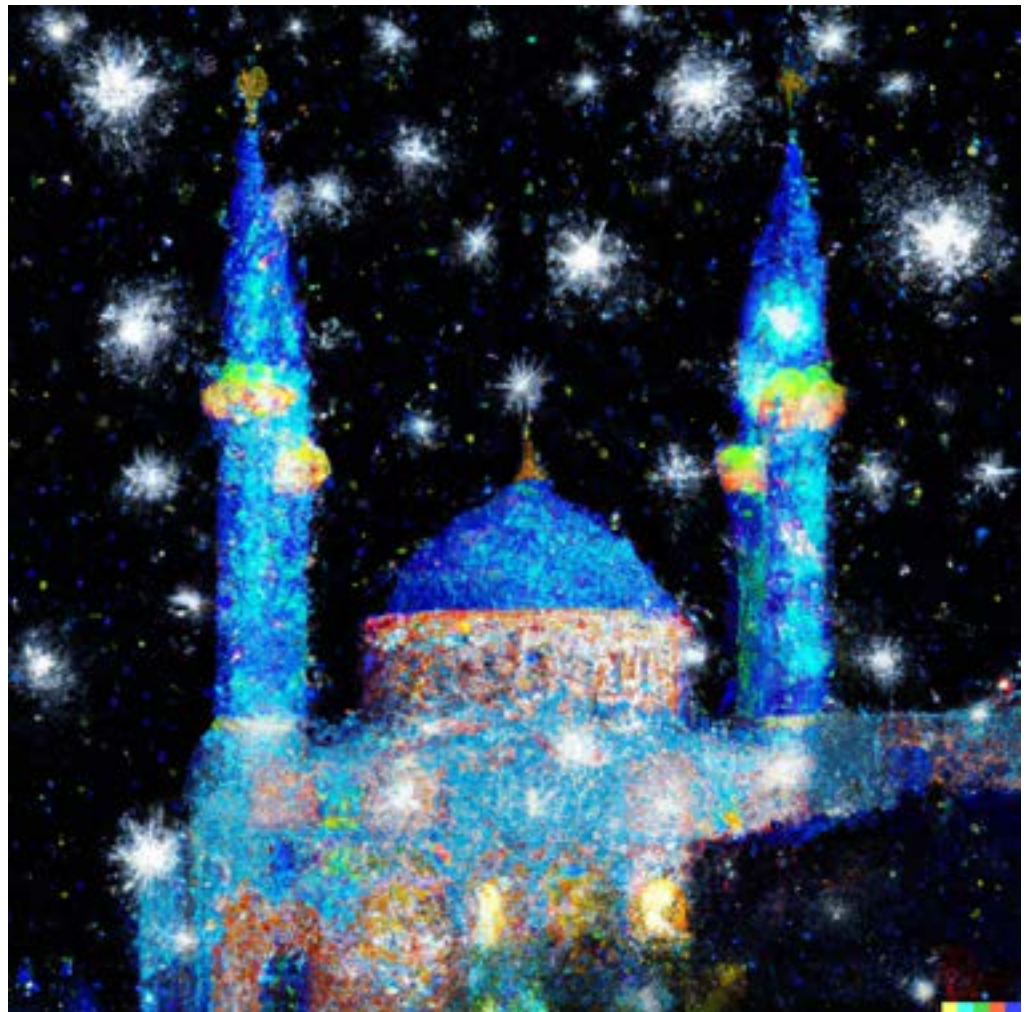
Final: Option 2, Project

Option 2: Project

Students can create/compose an artistic piece, creative expression, or practice-oriented/public-scholarship piece as their final project. Examples:

- a song, a poem, a painting, a music video, an animation video, an arts/crafts structure
- an educational resource for a mosque or other faith community
- A woman-led prayer service or prayer/spiritual circle for Muslim women or for a group of Muslim and Christian women
- A news brief for a politician or journalist around a current event that concerns Muslim women
- an op-ed for a newspaper on a current topic related to women, gender, and Islam
- A khutba based on a Qur'ānic passage or ḥadīth
- An action plan to create a safe, healing, and affirming space for Muslim women at a mosque, or a Queer Muslim Space

The theme and inspiration must be directly related to Women, Gender, and Islam as covered in this course. For the project itself, you will create your expression and you will also compose a 1,000-word Commentary that explains how your project expresses and relates to the contents of the course. Your commentary must contain references to Course Readings/ Lectures by directly quoting or paraphrasing the content with citation and references (five times minimum).



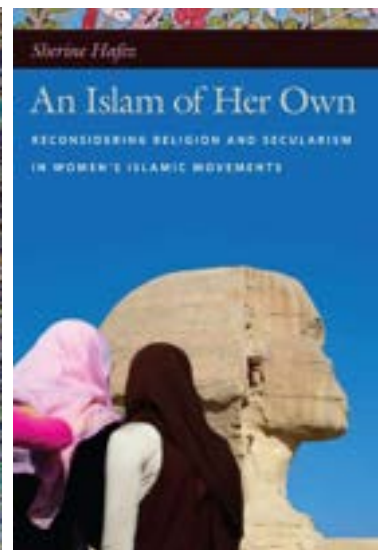
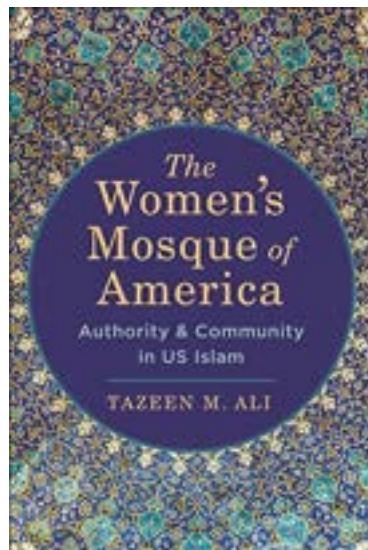
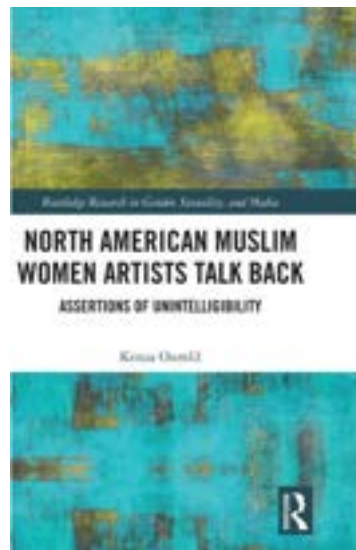
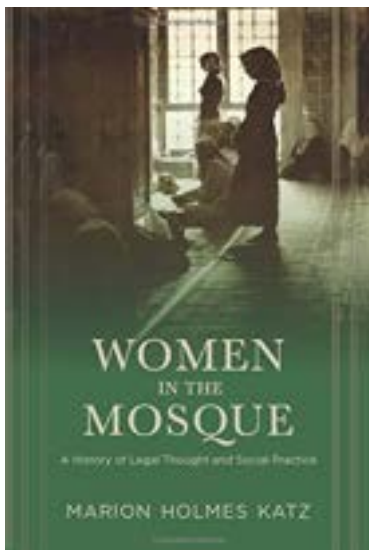
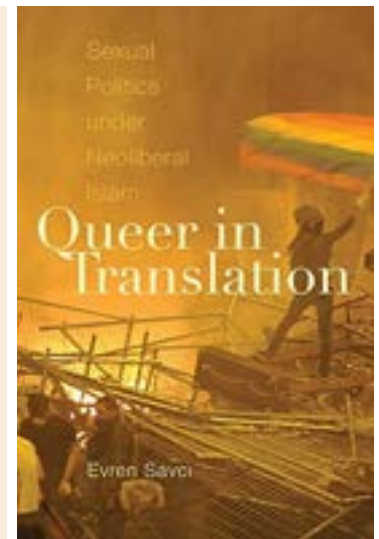
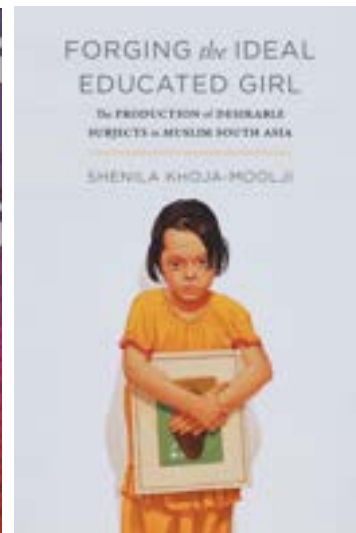
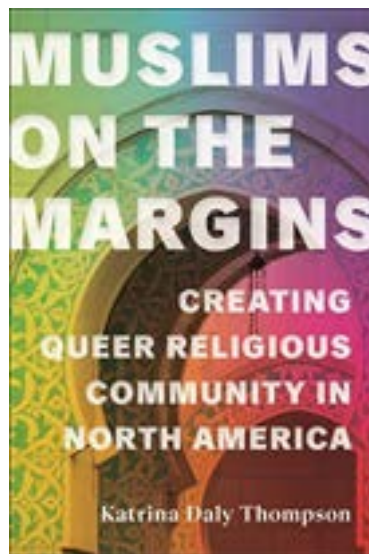
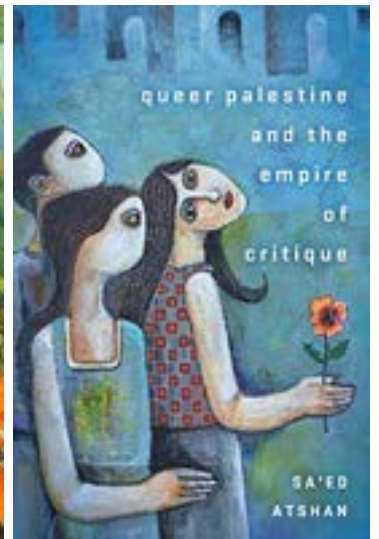
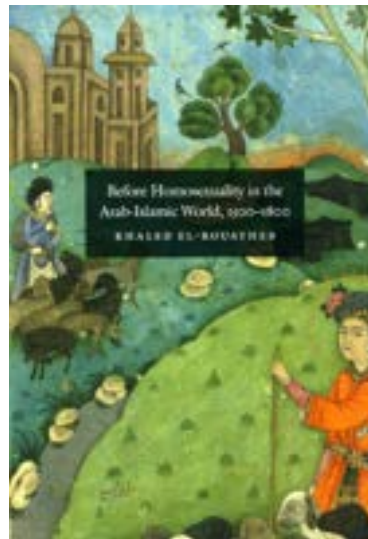
(If anyone really, *really* wants to do a research paper for any reason, please let me know.)

Final: Option 3, Integrated Book Analysis

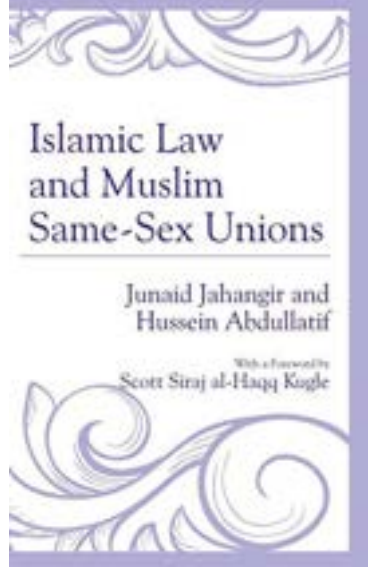
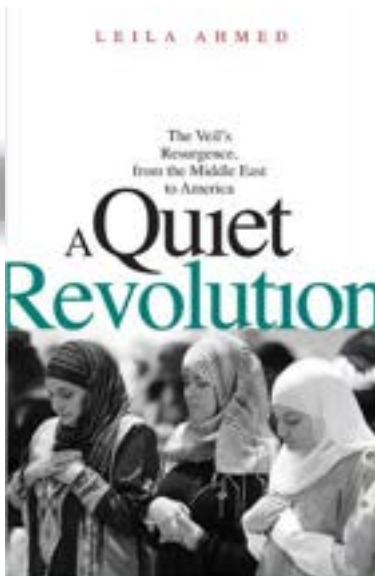
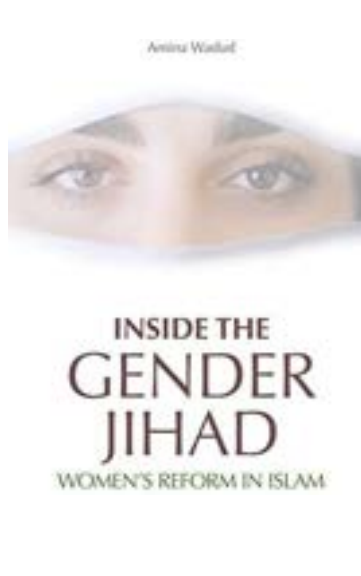
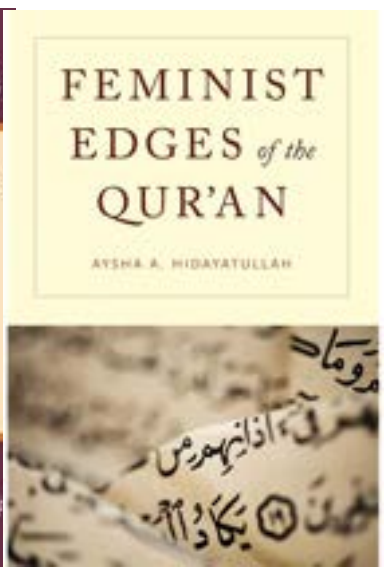
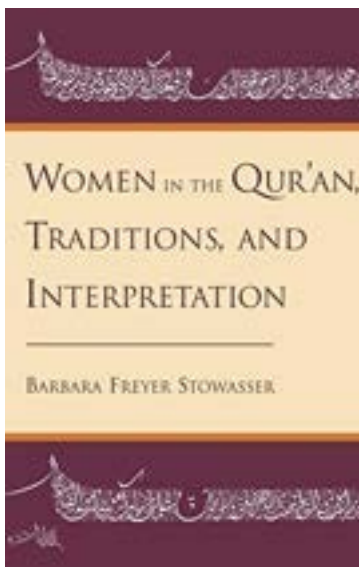
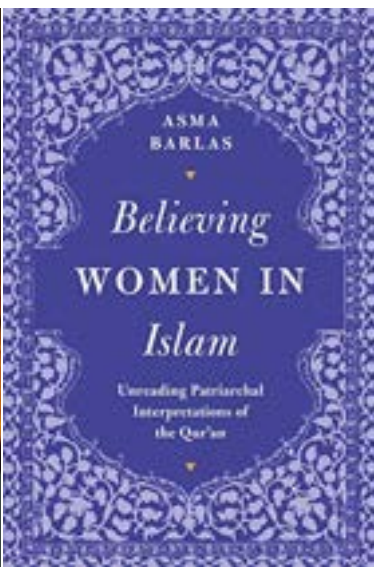
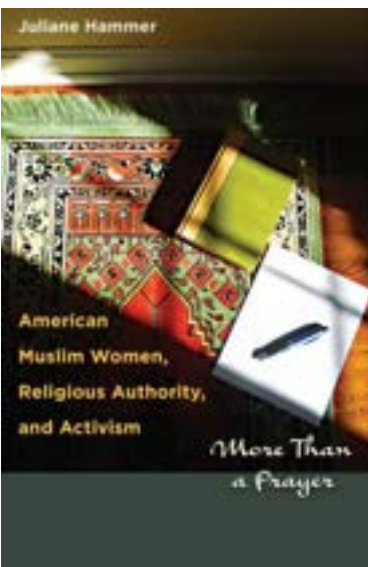
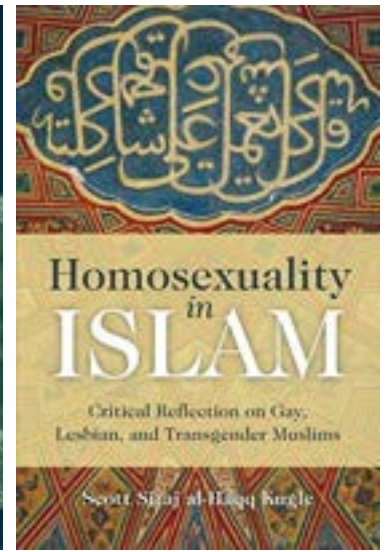
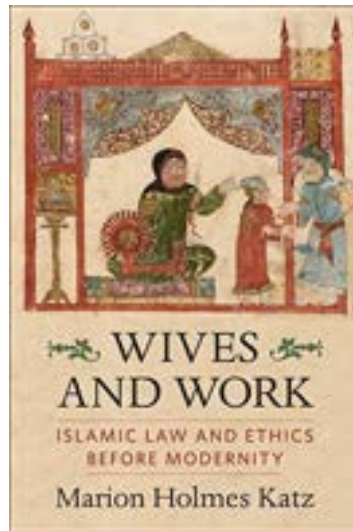
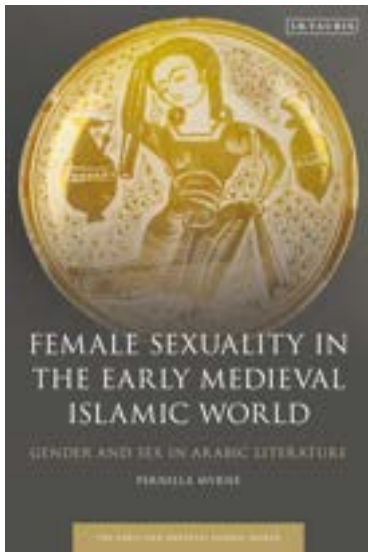
Students are required to read one of these books and offer an integrated book response.

- *Politics of Piety: The Islamic Revival and the Feminist Subject*, by Saba Mahmood
- *Do Muslim Women Need Saving?*, by Lila Abu-Lughod
- *Before Homosexuality in the Arab-Islamic World, 1500-1800*, by Khaled el-Rouayheb
- *Queer Palestine and the Empire of Critique*, by Sa'ed Atshan
- *Muslims on the Margins: Creating Queer Religious Community in North America*, by Katrina Daly Thompson
- *Forging the Ideal Educated Girl: The Production of Desirable Subjects in Muslim South Asia*, by Shenila Khoja-Moolji
- *Sovereign Attachments: Masculinity, Muslimness, and Affective Politics in Pakistan*, by Shenila Khoja-Moolji
- *Queer in Translation: Sexual Politics under Neoliberal Islam*, by Evren Savci
- *Women in the Mosque: A History of Legal Thought and Social Practice*, by Marion Katz
- *North American Muslim Women Artists Talk Back: Assertions of Unintelligibility*, by Kenza Oumlil
- *The Women's Mosque of America: Authority and Community in US Islam*, by Tazeen M. Ali
- *An Islam of Her Own: Reconsidering Religion and Secularism in Women's Islamic Movements*, by Sherine Hafez
- *Female Sexuality in the Early Medieval Islamic World: Gender and Sex in Arabic Literature*, by Pernilla Myrne
- *Wives and Work: Islamic Law and Ethics Before Modernity*, by Marion Holmes Katz
- *Politics, Gender, and the Islamic Past: The Legacy of 'A'isha bint Abi Bakr*, by D.A. Spellberg
- *Homosexuality in Islam: Critical Reflection on Gay, Lesbian, and Transgender Muslims*, by Scott Siraj Al-Haqq Kugle
- *Islamic Law and Muslim Same-Sex Unions*, by Junaid Jahangir & Hussein Abdullatif
- *American Muslim Women, Authority, and Activism: More Than a Prayer*, by Juliane Hammer
- *"Believing Women" in Islam: Unreading Patriarchal Interpretations of the Qur'an*, by Asma Barlas
- *Feminist Edges of the Qur'an*, by Aysha A. Hidayatullah
- *Women in the Qur'an, Traditions, and Interpretation*, by Barbara Stowasser
- *Engaged Surrender: African American Women and Islam*, by Carolyn Rouse
- *Inside The Gender Jihad: Women's Reform in Islam*, by amina wadud
- *A Quiet Revolution: The Veil's Resurgence, from the Middle East to America*, by Leila Ahmed

Final: Option 3, Integrated Book Analysis



Final: Option 3, Integrated Book Analysis



Final: Option 3, Integrated Book Analysis

The book response is a critical analysis of the book that integrates the material from the class—readings and discussions. The analysis is written in the first person, as you are sharing your own *intelligent, proficient, and newly informed* analysis, ideas, reactions, and feelings. The purpose of this assignment is to help you formulate your own thoughts on the book in the context of what you have learned in the class. It is important to make sound arguments, express your ideas clearly, and be critical where appropriate and necessary. Avoid quoting from the text extensively, rather express your thoughts in your own words (though, some quotation with proper reference/citation is necessary and allowed).

The paper should be at least 1300 words.

It is important to read the entire book before you start writing your analysis. **Then, select a particular chapter or passage and analyze it by discussing your thoughts, ideas, and reactions to the selected part in conversation with the rest of the book's arguments and the rest of the class material.**

Please indicate which part you have selected (page number(s)) but do not quote it extensively in your paper. Make sure to reflect on your own subject position vis-à-vis the material and integrate what you have learned in the class from discussion and other required readings.

Assessment

- **The reflection is clearly organized:** (1) you introduce the book and its overall thesis; (2) you refer to the selected passage, summarize it, and explain why you chose to discuss it; (3) you list, briefly, the points you will cover; (4) and then you cover those points, well, point-by-point as you integrate material from the rest of the class for your *intelligent, proficient, and newly informed* analysis, ideas, reactions, and feelings.
- **You integrate five different readings from the class:** In part (4), you cite at least five times from five readings in the class to expand on your analysis—once from five different readings but more are welcome.
- **Overall, you demonstrate a grasp of the book's argument.**

Saniya Ahmed | Chicago, IL | Insaaf Jahaan | Digital illustration (2020)



Schedule of Classes and Assigned Readings

Religious Holy Day

Film Discussion

Assignment Due Date

No Class

Day	Required Readings and Other Information
<p>Day 1: W 1/18 - First Day of Class</p> <p>Reviewing syllabus, assignments, course goals; What do you know about Islam and how do you know it? What do you know about gender studies?</p>	<ul style="list-style-type: none"> • 9 Major Moments for Muslim Women in 2022 <p>In-class</p> <ul style="list-style-type: none"> • “WUDU A Short Film”, https://youtu.be/kDCebx8wuSs
<p>Su 1/22: Chinese New Year (Daoist, Buddhist, Ruist Traditions)</p>	<p>Year of the Rabbit</p>
<p>Day 2: M 1/23 - Introducing Gender Studies in the Study of Religion and Theology I</p> <ul style="list-style-type: none"> • “Practicing Islam in Short Shorts” (https://bit.ly/3k8hkCI) 	<ul style="list-style-type: none"> • Chapter 10 of <i>Understanding Religion</i>, “Gender: Feminism, Sexuality, and Religion” (excluding case studies) • “Sitting in Difference: Queering the Study of Islam,” by Fatima Seedat
<p>Day 3: W 1/25 - Introducing Gender Studies in the Study of Religion and Theology II</p>	<ul style="list-style-type: none"> • Chapter 2: “Muslima Theology as Comparative Feminist Theology,” <i>Divine Words, Female Voices</i>, by JTL • “Introduction: How Perceptions of Women Influence Interpretation of the Qur’an,” <i>Qur’an and Woman</i>, by amina wadud
<p>Day 4: M 1/30 Between Western and Islamic Feminisms I</p> <p>Optional: “‘Embedded Feminism’ and the War on Terror,” by K. Hunt</p>	<ul style="list-style-type: none"> • “Do Muslim Women (Still) Need Saving?,” <i>Do Muslim Women Need Saving?</i>, by Lila Abu-Lughod • “(Muslim) Women’s Bodies, Islamophobia, and American Politics,” by J. Hammer.
<p>Day 5: W 2/1 Between Western and Islamic Feminisms II</p>	<ul style="list-style-type: none"> • “If I could go back in time,” DAM (music video, CW: graphic content), https://youtu.be/UjnFbe7D9pY • “Islamophobia, Feminism and the Politics of Critique,” by Rochelle Terman
<p>M 2/6 NO CLASS</p>	<p>I will be away for a job talk/interview at Boston College — duas, prayers appreciated!</p>

Schedule of Classes and Assigned Readings

Religious Holy Day

Film Discussion

Assignment Due Date

No Class

Day	Required Readings and Other Information
Day 6: W 2/8: Women in Early-to-Medieval Islam I	<ul style="list-style-type: none"> Chapters 1 and 2 <i>Women and Gender in Islam (WGI)</i>, Leila Ahmed
Day 7: M 2/13 - Women in Early-to-Medieval Islam II	<ul style="list-style-type: none"> Chapters 3 and 4, <i>WGI</i>
Day 8: W 2/15 - Women in Early-to-Medieval Islam III	<ul style="list-style-type: none"> Chapters 5 and 6, <i>WGI</i>
Day 9: M 2/20 - Women, Gender, and the Qur'an I	<ul style="list-style-type: none"> Introduction and Chapter 1, <i>Women and Gender in the Qur'an (WGQ)</i>, by Celene Ibrahim Chapter 1, <i>Qur'an and Woman (QW)</i>, by amina wadud
W 2/22: Ash Wednesday (Roman Catholic and some Protestant Christian Traditions)	Lent Begins (2/22 - 4/8)
Day 10: W 2/22 - Women, Gender, and the Qur'an II	<ul style="list-style-type: none"> Chapters 2 and 3, <i>WGQ</i> Chapter 2, <i>QW</i>
M 2/27: Clean Monday (Orthodox Christian Traditions)	Great Lent Begins (2/27 - 4/8)
Day 11: M 2/27 - Women, Gender, and the Qur'an III	<ul style="list-style-type: none"> Chapter 4 and Conclusion, <i>WGQ</i> Chapter 3, <i>QW</i>
Day 12: W 3/1 - Women, Gender, and the Qur'an IV	<ul style="list-style-type: none"> Chapter 4 and Conclusion, <i>QW</i> Two translations of Surah Yusuf "Zulaykha and Yusuf: Whose 'Best Story'", by Merguerian and Najmabadi, in <i>International Journal of Middle East Studies</i> 29 (1997), 485-508.

Schedule of Classes and Assigned Readings

Religious Holy Day

Film Discussion

Assignment Due Date

No Class

Day	Required Readings and Other Information
Th 3/2: 'Alá' (Loftiness) Bahá'í Traditions	19-day fast, sunrise to sunset each day. (3/2 - 3/20)
F 3/3: FILM - <i>The Light in Her Eyes</i>	Initial Post Due
M 3/6 NO CLASS	Spring Break
M 3/6: Purim Jewish Traditions	Sundown-Mon to Sundown-Tues
W 3/8 NO CLASS	Spring Break
W 3/8 Holi - Festival of Colors Hindu Traditions	
Day 13: M 3/13: Women, Marriage, Sexual Ethics, and Islamic Law I	<ul style="list-style-type: none"> • "Classical Muslim Family Law," in <i>Women in Muslim Family Law</i>, by John Esposito (12-46) • "An Introduction to Muslim Women's Rights," by Azizah Y. Al-Hibri, in <i>Windows of Faith</i>, Gisela Web, ed. pp. 51-71. • "Islamic Law Meets Human Rights," by Maria Sharafeldin, in <i>Men In Charge?</i>
Day 14: W 3/15: Women, Marriage, Sexual Ethics, and Islamic Law II	<ul style="list-style-type: none"> • Introduction, Chapters 1, 2, and 4, <i>Sexual Ethics and Islam (SEI)</i>, by Kecia Ali
F 3/17: FILM - <i>A Separation</i>	Initial Post Due
Day 15: M 3/20: Women, Marriage, Sexual Ethics, and Islamic Law III Create an account at https://qist1.com and explore the many resources and sections. Optional: "Sexuality, diversity and ethics in the agenda of progressive Muslims," by Scott Siraj al-Haqq Kugle, in <i>Progressive Muslims</i> , 190-228	<ul style="list-style-type: none"> • Chapters 5 and 7, <i>SEI</i> • Chapter 5, "Woman-Woman Love in Islamic Societies," by Stephen O. Murray, in <i>Islamic Homosexualities</i> • Asifa Siraj (2016) "Alternative realities: queer Muslims and the Qur'an," <i>Theology and Sexuality</i> 22:1-2, 89-101.

Schedule of Classes and Assigned Readings

Religious Holy Day

Film Discussion

Assignment Due Date

No Class

Day	Required Readings and Other Information
M 3/20: Naw-Rúz Baha'i Traditions, Persian Cultures	Persian New Year Sundown-Mon to Sundown-Tues
W 3/22: Ramadan Begins Islamic Traditions	Sundown 3/22 to Sundown 4/21
Day 16: W 3/22: Women, Marriage, Sexual Ethics, and Islamic Law IV	<ul style="list-style-type: none"> • Chapters 8 and 9, <i>SEI</i> • "Fumbling Toward Ecstasy," (by Yousra Y. Fazili), "On The Edge of Belonging (by K. Saed)
Day 17: M 3/27: Muslim Women in the Modern Period I Away at Conference—Discussion Post	<ul style="list-style-type: none"> • Chapters 7, 8, and 9 of <i>WGI</i>
Day 18: W 3/29: Muslim Women in the Modern Period II Away at Conference—Discussion Post	<ul style="list-style-type: none"> • Chapters 10, 11, and Conclusion of <i>WGI</i> • "Activism as Embodied Tafsīr," by J. Hammer, in <i>Women, Leadership, and Mosques</i>.
F 3/31: FILM - <i>In Between</i>	Initial Post Due
Su 4/2: Palm Sunday Christian Traditions	
Day 19: M 4/3 Women in/and Sufism I	<ul style="list-style-type: none"> • Annemarie Schimmel, "Introduction" and "Chapter 2: Women in Sufism" in <i>My Soul is a Woman</i> • Laury Silvers, "Early Pious, Mystic and Sufi Women" in <i>Cambridge Companion to Sufism</i>, 24-52.
W 4/5: Pesach/Passover Begins Jewish Traditions	4/5 - 4/13
Day 20: W 4/5 Women in/and Sufism II	<ul style="list-style-type: none"> • Chapters 4 and 5 of <i>Sufi Narratives of Intimacy</i>, by Sa'diyya Shaikh

Schedule of Classes and Assigned Readings

Religious Holy Day

Film Discussion

Assignment Due Date

No Class

Day	Required Readings and Other Information
Th 4/6 Maundy / Holy Thursday Roman Catholic and Protestant Traditions	
F 4/7 Good Friday Roman Catholic and Protestant Traditions	
Sa 4/8 Holy Saturday Roman Catholic and Protestant Traditions	
Su 4/9 Easter Roman Catholic and Protestant Traditions	
M 4/10 NO CLASS	Easter Monday
Day 21: W 4/12: Women in/and Sufism II	<ul style="list-style-type: none"> • Chapter 6 of <i>Sufi Narratives of Intimacy</i> • "Voicing the Domestic: Senegalese Sufi Women's Musical Practice, Feminine Interior Worlds, and Possibilities for Ethnographic Listening," by Ali Colleen Neff, in <i>Collaborative Anthropologies</i>, vol. 6, 2013, p. 73-102 • "Islamic Law, Sufism, and Gender," by Sa'diyya Shaikh, in <i>Men in Charge?</i>
F 4/14: Creative Art Assignment	Due
F 4/14: Mahavira-Jayanti, Vaisakhi Jain, Sikh, and Hindu Traditions	
F 4/14: Holy Friday Orthodox Christian Traditions	
Su 4/16: Easter/Pascha Orthodox Christian Traditions	
M 4/17: Yom HaSho'ah Jewish Traditions	Holocaust Remembrance Day Sundown-Mon to Sundown-Tues

Schedule of Classes and Assigned Readings

Religious Holy Day

Film Discussion

Assignment Due Date

No Class

Day	Required Readings and Other Information
M 4/17: You need to inform me which final you are doing.	Group Oral Exam, Project, or Integrated Book Analysis
Day 22: M 4/17 Muslima Comparative Theology I	<ul style="list-style-type: none"> Chapter 3: "Words in the World," in <i>Divine Word, Female Voices</i> (DWFV), by J. Tanner Lamptey Chapter 8: "A Critical Reassessment," in <i>Feminist Edges of the Qur'an</i>, by Aysha A. Hidayatullah (146-177)
Day 23: W 4/19 Muslima Comparative Theology II	<ul style="list-style-type: none"> "Signifying Revelation in Islam," by Tazim Kassam, in <i>Theorizing Scripture</i>, ed. V. Wimbush Chapter 4, "Claiming Texts," DWFV
F 4/21: Eid al-Fitr Islamic Traditions	Sundown-Fri to Sundown-Sat
F 4/21: Ridván (1st day) Baha'i Traditions	4/29 and 5/2 likewise commemorated
Day 24: M 4/24 Muslima Comparative Theology III	<ul style="list-style-type: none"> Chapter 5, "Bearers of the Word," DWFV Luke 1:26-56; Hadith of first revelation to Prophet Muhammad (Bukhari, Bk. 1, H 3). "Let It Be: Finding Grace with God through the <i>Gelassenheit</i> of the Annunciation," only pp. 329-330, 335-336, 344-348, in <i>Apophatic Bodies</i>, ed. by C. Boesel and C. Keller
Day 25: W 4/26 Muslima Comparative Theology IV + Women's Khutbah I	<ul style="list-style-type: none"> Chapter 6, "Women in the World," DWFV Selection from <i>The Women's Khutbah</i>
F 4/28: FILM - <i>Wadjda</i>	Initial Post Due

Schedule of Classes and Assigned Readings

Religious Holy Day

Film Discussion

Assignment Due Date

No Class

Day	Required Readings and Other Information
Day 26: M 5/1: Muslima Comparative Theology V + Women's Khutba II	<ul style="list-style-type: none"> Chapter 7, "Enacting Equality," and "Epilogue", DWFV Selection from <i>The Women's Khutbah</i>
Day 27: W 5/3: Women's Khutba Book III	<ul style="list-style-type: none"> Selection from <i>The Women's Khutbah</i>
F 5/5: Media Analysis OR Contemporary Muslim Theological Question	Due
Day 28: M 5/8: Women's Khutba Book IV + Final Reflections on the Class	<ul style="list-style-type: none"> Selection from <i>The Women's Khutbah</i>
5/10 - 5/16 Group Oral Exam Scheduled	Details TBD
M 5/15 Final: Project or Integrated Book Response	Due