

UNIVERSITY OF FLORIDA  
Departments of Religion and Women's Studies  
**WOMEN AND ISLAM**

**Religion 4361/01B7 /Women Studies 4930/1F51**  
**African American Studies 3930/028F**

**Undergraduate Syllabus**

**Spring 2019**

Monday – 10<sup>th</sup> -11<sup>th</sup> Periods – AND 13 (5:10 PM – 7:05PM)

Wednesdays 10<sup>th</sup> Periods – AND 13 (5:10-6:00PM)

Instructor: Gwendolyn Zoharah Simmons, Ph.D.  
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And by appointment

**Course Description & Objectives:**

In this course we will address the difficult, controversial and highly provocative topic “*Women And Islam.*” Most non-Muslims credit Islam as being the root cause of the oppression of women in the Muslim world. But in reality women’s status in the Islamic world is not simply because of Islam. A growing number of Muslim women scholars and activists have begun to challenge the notion that Islam is synonymous with the oppression of women. I count myself amongst this group. These women, many of whom like me consider ourselves feminists, are questioning the male and often misogynist interpretations of the sacred texts of Islam. We are focusing a womanist or a feminist lens on Islam's canon and are deriving different interpretations from those that have prevailed for centuries, just as Jewish and Christian feminists have done. This course on “Women and Islam” will cast a feminist insider perspective on the volatile subject of “Women and Islam”.

**COURSE GOALS:**

- Learn the history of early Islam and the role of women in the early development of this religious tradition.
- Learn about the evolving role of women in Islam and how male interpretations of Islam’s holiest texts have shaped this evolution.
- Study what the Qur’an actually says about women versus the interpretations which have played a profound role on Muslim women’s lives.
- Study the role of the Hadith and Shari’ah Law on Muslim women’s lives.
- Understand the complex power relationships that shape Muslim women’s identity.

- Learn about Progressive Muslim women's efforts to change the status of women in this tradition.
- Critically reflect upon and possibly challenge the viewpoints of scholars we are studying
- Develop the students own perspective on the role of women, past, present and future in the Muslim world.

## **COURSE REQUIREMENTS**

### **Attendance and Participation:**

We will attempt to cover a large amount of material during the term; therefore your participation and attendance in class are very important. You are permitted 3 unexcused absences without penalty. However, unexcused absences without a valid reason after the first three will impact negatively upon your grade. Each class missed is extremely important. For each unexcused absence after the first two, you will lose grade points as follows:

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4<sup>th</sup> unexcused absence turns an A into an A-  
 5<sup>th</sup> unexcused absence turns an A- into a B+  
 6<sup>th</sup> unexcused absence turns a B+ into a B-  
 7<sup>th</sup> unexcused absence turns a B- into a C+  
 8<sup>th</sup> unexcused absence turns a C+ into a C-  
 9<sup>th</sup> unexcused absence turns a C- into a D+  
 10<sup>th</sup> unexcused absence turns a D+ in to a D-

Excused absences include the following: an illness verified with a note from the UF infirmary or your doctor or dentist on their letterhead saying that you were ill during the day (s) you missed. Also a death in the family documented by an official notice of the death and your relationship to the deceased qualifies as an excused absence. If you are on a UF sports team, ROTC, in the band, glee club, choir, orchestra, etc., and you need to miss class because of an engagement, I need documentation on the official letterhead of the organization stating that you will be away on University business on a day that this class meets. I will appreciate your letting me know in advance of such trips or engagements. If you are a graduating senior and have scheduled job, intern interviews or the like, these also qualify as excused absences. Please let me know in advance that you will be away for this purpose. Please do not miss class unnecessarily. After all you are paying to go to college. Also, if you are a Bright Futures scholar, you know that you must pay for all dropped classes. Things have changed and it is important for you to be responsible in your class attendance. .

### **Undergraduate Assignments:**

**Requirements:** This is a reading and writing intensive Course. The goal is for each student to achieve and maintain a fluency in their writing and to learn to use writing as a tool to facilitate and enhance their learning.

1. Reading the assignments and **listing (typed) two important points (or questions) that you have from each of the assigned chapters from each of the books that we are reading for that day is required.** These points or questions are to be typed and will be collected at the end of class. You will share them orally in class as they will serve as the basis for our discussion of the assigned readings. Your prepared two questions or points per assigned chapter in our readings will account for **15%** of your grade for the term. I will ask students to share their two key points or questions from each class randomly.
2. Each student will write **Four Critical Reflection Papers** (five pages minimum) to be written during the term on four of the assigned readings of your choice. These papers will be graded and returned to you with my comments and suggestions for improvement. If needed, you will be able to rewrite these papers without penalty. Additionally, each student will facilitate the class discussion of one class period in which they have written a Critical Reflection (CR) Paper. On that day, you will write your CR Paper (to turn in to me) and prepare a hand-out or Power Point for the class in which you outline the readings or prepared synopses of each of the assigned readings (this means each chapter of each book assigned for that day's class.) The cumulative grade for your four Reaction Papers plus your class facilitation of one class with hand-out will account for **35%** of your grade for the term.
3. **One Book Review** of an outside book to be read during the term, and reported on to the class with a two page synopsis of the book to be distributed to the class or a Power Point when you make your oral report on the book to the class. You will need to submit the book title for my review for my approval. You will most likely want to select books related to your Research Project described below. The written Book Review, plus your oral report with handout will account for **15%** of your grade. All books should be related to our class topic - *Women and Islam* and I advise that it be related to your Research Paper topic.
4. **Final Research Paper** (ten page minimum) related to the topic of *Women and Islam*. You should begin thinking about a topic early in the semester as you will give me your working research topic with a brief description of the research you plan to do during the 4<sup>th</sup> week of the class or earlier if you like. When writing your Research Paper, you are to use **three sources** in addition to any of the books, magazine or journal articles that we will read in class. This is to be a formal research paper with **footnotes**, a bibliography, and standard academic paper margins. Guidelines for writing Research Papers will be posted on the class Canvas site and sent to you for our class list. The Final Research Paper will count for **25%** of your grade for the term.
5. Attendance to a Juma' Prayer service during the term or to an Islamic event on campus or elsewhere is required. Attendance at such an event will count for **10%** of your grade for the term.

**In Summary: Grades will be based on the following:**

- **Class participation** which includes you having two key points or questions from each of the assigned readings for each class (which are to be typed and will be collected at the end of each class as well as shared orally with the class- **15%**
- **Four Reaction Papers** to be written over the term, plus one class facilitation with hand – out on the day you facilitate the class - **35%**
- **Book Review** of one outside reading (I advise you to select a book related to your Research Paper as it can be one of the three outside readings), plus oral report on the book with brief handout – **15%**
- **Final Research Paper** - **25%**
- **Attendance at a Juma’** or other Islamic service or event – **10%**

**Note:** While your weekly listing of the two key points (or questions) from each chapter of each book assigned for a particular class will be collected; they are to be thought about, typed neatly so that I can read them and you can share them in class easily. Hastily scribbled notes on bits of paper are unacceptable. Your Reaction Papers are to be typed, double-spaced with regular fonts (10-12 pt.) and 1” margins all around. The guidelines for your Book Reviews, Reaction Papers and Research Papers will be posted on the Course Canvas site and sent to you via our e-mail list for this class. The book reports are to be 5-7 pages typed, double-spaced with 10-12 pt. fonts and regular 1” academic margins all around.

**Required Course Material**

For undergraduate students in the class:

Leila Ahmed, *Women and Gender in Islam: Historical Roots of a Modern Debate*, Yale UP, 1992, ISBN: 0-300-05583-8. (required)

Kecia Ali, *Sexual Ethics & Islam: Feminist Reflections on Qur’an, Hadith & Jurisprudence*, 2<sup>nd</sup> edition, One World Publications, 2016, ISBN: 978-1-78074381-3. (required)

Margot Badran, *Feminism in Islam: Secular and Religious Convergences*, One World Publications, 2009, ISBN: 978-1-85168-556-1. (required)

Leila Ahmed, *A Quiet Revolution: The Veil’s Resurgence from the Middle East to America*, Yale UP, 2011, ISBN: 978-0-300-18143-2. (required)

Ziba Mir-Hosseini, Mulki Al-Sharmani, eds., *Men In Charge? Rethinking Authority in Muslim Legal Tradition*, One World Publications, 2015, ISBN: 9781780747163. (required) This book must be ordered on-line. It is not in the book store.

There will be additional articles sent via e-mail and posted on our Canvas site.

### **My view of the classroom experience; your role and mine:**

I see the optimal learning environment as one in which the students and the teacher are actively engaged in the learning and teaching process. The class belongs to everyone in it and everyone has the responsibility to make the class interesting and inviting. “I will not be feeding you facts that you will then regurgitate.”<sup>1</sup> Each of you is expected to contribute to the class experience by having thoroughly read the assigned materials, written out and be prepared to share at least three major things from each chapter of the books assigned for that day’s readings. Each of you will share your three major findings aloud in class. These key points from each of you will serve as the basis for our discussion for each class. I will serve as a facilitator for our discussions initially during the term but will expect each member of the class to facilitate at least one of our discussions during the term. The facilitator will begin the class with their comments on all of the readings, (accompanied by a hand-out with an outline or synopsis of each of the readings) call upon the students to share their key issues, which they have written out for the week’s readings and to moderate the classroom discussion.

### **Classroom Environment:**

We will be discussing sensitive, controversial and sometimes volatile issues in this class, including; Islam and women, feminist critiques of the Qur’an, Hadith, Shari’ah (Islamic law) sexism in Islam, etc. It is likely that our class will be religiously diverse including students from all of the major religions. Some of the things that we read might be disturbing or unsettling. Therefore we must all agree that “everyone has the right to their own opinion and the right to a classroom free from hostility, ridicule, or embarrassment”<sup>2</sup> Every student is expected to be mature, to act responsibly and understand that we are engaged in the Academic Study of Religion, in which all issues are open for critique and discussion. No relevant topics are off limits. No one is expected to agree with me or with any of the readings or video documentaries that we will read and watch this term. Your grade will not be based on your agreement with me or the authors of the readings. Everyone is encouraged/urged to state his or her opinions without fear of reprisal. The only requirement is that your views be based upon reading the materials and rational thought.

### **Ethical Conduct:**

The university and I expect the highest degree of ethical conduct and comportment in this class. Getting caught cheating will lead to failure in this class as well as university disciplinary action. Examples of cheating include: plagiarizing a written assignment, copying from another student’s work or letting someone copy from yours, cheating on exams, etc.

**Please Note:** I will set up a list serve for the class by which I will communicate on a regular basis. I will send notices about up-coming events that might be of interest, also articles from the

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<sup>1</sup> Sara Crawley, Syllabus for “Interdisciplinary Perspectives of Women”, Summer A 2000, p 2.

<sup>2</sup> Crawley, 2.

web of interest, etc. I invite members of the class to send me articles and information, which I will forward to the rest of the class.

I look forward to an intellectually stimulating and exciting semester. Welcome Aboard!

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