

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 9/24/2014

1b. Department/Division: Modern & Classical Languages

1c. Contact Person

Name: Ihsan Bagby

Email: iabagb2

Phone: 7-9678

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Social Sciences

U.S. Citizenship, Community, Diversity

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: AIS 430

2c. Full Title: Islam in America

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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OCT 8 2014

OFFICE OF THE
SENATE COUNCIL

2j. Course Description for Bulletin: This course is an overview of the Muslim experience in America with special emphasis on the issues facing Muslims as they seek to adjust and find their space in America, especially in the wake of 9/11.

2k. Prerequisites, if any: None

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: No

If No, explain: Every two years

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: It is hoped that students will be interested in this course due to curiosity based on the media or their friends who are Muslim.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|GKZA222|Ghadir K Zannoun|AIS 430 NEW Dept Review|20130714

SIGNATURE|RHANSON|Roxanna D Hanson|AIS 430 NEW College Review|20131204

SIGNATURE|TRACAMP|Tracy A Campbell|AIS 430 UKCEC Expert Review|20140423

SIGNATURE|JMETT2|Joanie Ett-Mims|AIS 430 UKCEC Expert Review|20140501

SIGNATURE|PCOOK2|Patricia G Cook-Craig|AIS 430 UKCEC Expert Review|20140512

SIGNATURE|JMETT2|Joanie Ett-Mims|AIS 430 AIS 430MINOR_TEXT_FOR_TITLEAIS 430MINOR_TEXT_FOR_TITLE&|20140516

SIGNATURE|JMETT2|Joanie Ett-Mims|AIS 430 NEW Undergrad Council Review|20140904

SIGNATURE|ACSI222|Anna C Harmon|AIS 430 NEW Approval Resent to College|20141007

SIGNATURE|JMETT2|Joanie Ett-Mims|AIS 430 NEW Undergrad Council Review|20141008

Courses	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Attachments:

Browse... No file selected.

ID	Attachment
Delete 1824	Intellectual_Inquiry_Social_Science_Form-Islam in
Delete 1825	Diversity-Citizenship_Form.doc
Delete 3751	Syllabus_Islam_in_America.doc

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: ARTS & SCIENCES Submission Date: 9/24/2014
- b. * Department/Division: Modern & Classical Languages
- c.
 - * Contact Person Name: Ihsan Bagby Email: iabagb2 Phone: 7-9678
 - * Responsible Faculty ID (if different from Contact) Email: Phone:
- d. * Requested Effective Date: * Semester following approval OR Specific Term/Year¹
- e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes⁴ No
- b. * Prefix and Number: AIS 430
- c. * Full Title: Islam in America
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain:		
- g. * Identify a grading system:
 - * Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - Graduate School Grade Scale
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes * No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:

This course is an overview of the Muslim experience in America with special emphasis on the issues facing Muslims as they seek to adjust and find their space in America, especially in the wake of 9/11.

k. Prerequisites, if any:

None

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes * No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes * No

If No, explain: Every two years

5. * Are facilities and personnel necessary for the proposed new course available? * Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes * No

b. * Will it be of interest to a significant number of students outside the degree pgm? * Yes No

If YES, explain:

It is hoped that students will be interested in this course due to curiosity based on the media or their friends who are Muslim.

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes * No

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes * No

If YES⁵, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes * No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

**Course Review Form
Inquiry in the Social Sciences**

Reviewer Recommendation

Accept Revisions Needed

Course: AIS 430 Islam in America

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

Week 8 and 9 the class covers the issue of assimilation of the American Muslim community.

Brief Description:

Students will read and discuss the theoretical issue of assimilation and then examine the American Muslim experience in light of these theoretical issues.

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

Ethnographic description in 8th week.

Brief Description:

Students will write a short ethnographic description of a local mosque based on a visit to the local Friday Prayers and interviews with attendees.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

First essay assignment in 6th week.

Brief Description:

Students will compare the experience of the pre-WWII American Muslim community with the post-1967 community, looking at issues of identity, assimilation and Islamic practice.

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

Oral presentations.

Brief Description:

Some of the oral presentations will focus on the studies of Pew and other researchers on the American Muslim community. Students will summarize and analyze the findings of these research papers.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:
Second essay assignment in the 14th week.

Brief Description:
Students will synthesize their readings on assimilation with their own field work to produce an essay on the issue of assimilation and integration in the American Muslim community.

Reviewer's Comments

Reviewing Complete Reviewer

**Course Review Form
U.S. Citizenship/Diversity/Community**

Reviewer Recommendation

Accept Revisions Needed

Course: ais

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

Weeks 2-7 students will explore the historical experience of the American Muslim community, as immigrants and converts. Students will be tested on this material via a quiz and mid-term exam.

Brief description or example:

Students will examine the American Muslim community's experience through the lens of ethnicity, race, language, nationality and religion.

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

In the 4th week and in the 10th week

Brief description or example:

Students will focus on the struggle of the American Muslim community to integrate into American society and the resistance that they have faced.

Readings, lectures, or presentations that encourage students to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

In the 3rd and 6th week

Brief description or example:

Students will examine the historical, societal and cultural environment of the early Muslim community and the post-1967 community, looking at the Americanization paradigm of the early 20th century and the multicultural paradigm after the 1960s.

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/location on syllabus of such evidence:

First essay assignment, week 6.

Brief description or example:

Students will compare the experience of the early American Muslim community with the post-1967 community, exploring issues of identity and assimilation.

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Ethnographic description in 8th week

Brief description or example:

Students will write an ethnographic description of a local mosque based on a visit and interviews. Students will focus on issues of assimilation and integration into mainstream American society.

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Second essay assignment

Brief description or example:

Students will produce an essay exploring the issue of assimilation and integration of the American experience, synthesising their readings and their own ethnographic field work. Student will be required to identify and use scholarly sources for their research.

Reviewer Comments:

DETAILED SCHEDULE

Jan 16	Reading	Introduction to Islam: Basic Beliefs and Practices Blackboard Readings:
Jan 23	Reading	The First Generation: Enslaved African Muslims <i>No class on Jan 21 (Tuesday)</i> <i>History of Islam in America</i> , Introduction, Ch. 1 and 2 Blackboard Readings
Jan 28-30	Reading	The First Generation: Enslaved African Muslims and Early Muslim Immigrants: Race and Identity <i>History of Islam in America</i> , Ch. 3 Blackboard Readings
Feb 4-6	Quiz Reading	Early Muslim Immigrants: Race and Identity Feb 4 (Tuesday) <i>History of Islam in America</i> , Ch. 4 Blackboard Readings
Feb 11-13	Reading	Early Muslim Immigrants and African American Converts: Race and Identity <i>History of Islam in America</i> , Ch. 5 Blackboard Readings <i>Islam in America</i> , Ch. 4, pp.76-89 <i>In a New Land</i> by Foner, Ch. 1-3
Feb 18-20	Reading	Post-War Immigration: Assimilation and Isolation <i>History of Islam in America</i> , Ch. 6 Blackboard Readings
Feb 25-27	Quiz Reading	African American Converts and the New Immigrants: Revolution and Institution Building Feb 25 (Tuesday) <i>History of Islam in America</i> , Ch. 7 Blackboard Readings
March 4-6	Essay due Reading	American Muslim Community 1980-2001 March 4 (Tuesday) <i>History of Islam in America</i> , Ch. 8 Blackboard Readings
March 11-13	Mid-Term Reading	Issues of Assimilation and Practice of Islam March 11 <i>Islam in America</i> , Ch. 6 Blackboard Readings
March 18-20		Spring Break

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

3. Tentative Second Essay Assignment. 5-7 pages. Title: "Assimilation and Integration in the Post-9/11 American Muslim Community." Based on your field work in observing the local American Muslim mosque and your interviews, I want you to discuss the issues of assimilation in the American Muslim community and the issue of integration, including the question of acceptance in the American mainstream. The goal is for you to synthesis your knowledge of assimilation acquired in class and other readings with your original research. You must use at least three scholarly sources, other than the required readings. Essays are to be submitted on the due date as a hard copy.
4. Ethnographic Description. Each student will attend a local mosque to observe a Friday Prayer and conduct some interviews with attendees. Based on this visit you will write a three page description.

Mid-Term Grades

All students will receive a mid-term grade. However, mid-term grades will not include the 10% for oral presentations and of course the final exam. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Make-Up Work

With an excused absence any graded work can be made up. Students have one week following an excused absence to contact the instructor and to make up any missed graded work.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

SYLLABUS
ISLAM IN AMERICA (AIS 430)

Instructor: Dr. Ihsan Bagby

Office: Patterson, Rm. 1075 Contact Info: 257-9638 (office) iabagb2@uky.edu

Office Hours: Tuesday and Thursday 1:00-3:30 pm.

Course Description:

This course is an overview of the Muslim experience in America with special emphasis on the issues facing Muslims as they seek to adjust and find their space in America, especially in the wake of 9/11. Main topics and their related issues include: the immigrant Muslim experience and the issues of assimilation and what it means to be American; Islam in the African American experience and the issues of why people convert to Islam; Muslim family and women and the issue of adjustment of traditional Islam to Western society; terrorism, discrimination, and Islamophobia.

Student Learning Outcomes:

After completing this course, a student should be able to

- explain the immigrant and conversion experience of the American Muslim community;
- compare the American Muslim experience with other immigrant and ethnic groups;
- grasp the theoretical background and the concrete example of assimilation and integration in the American Muslim community;
- conduct an ethnographic study of an American Muslim community including an interview with at least one member of the community

Required Texts:

A History of Islam in America. Kambiz GhaneaBassiri. New York: Cambridge University Press, 2010.

Course Requirements and Grading

- 5% Attendance (half a percentage point per absence will be lost after 3 unexcused absences)
- 5% Oral presentations (each student will give at least one oral presentation)
- 40% Two short essays of 5-7 pages. Details of the assignment will be given separately.
- 10% Ethnographic description of local mosque based on visit and interviews
- 20% Quizzes (multi-choice questions and short essay questions)
- 20% Mid-Term Exam (multi-choice questions and short essay questions). Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar.

Grading Scale

A 90-100% B 80-89% C 70-79% D 60-69% E 0-59%

Assignments:

1. Oral Presentations. Each student will make an approximate 10 minute oral presentation in class. Assignments for oral presentations will be given out at least one week before the presentation.
2. Tentative First Essay Assignment. 5-7 pages. Title: "A Comparison of Muslim Identity in the Early Muslim Immigrants and Post-1967 Immigrants." Your essay should describe the two waves of Muslim immigration in the decades at the beginning of the 20th century and after 1967, and the Muslim communities that they produced; and you should compare their various manifestations of Muslim identity, ethnic identity and American identity. Essays are to be submitted on the due date as a hard copy.