Fordham University  
Summer Session III (online) May 28th-August 6th 2019  
MEST 3620
Islam in America  
Instructor: Professor Kathryn Kueny  
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**fulfills EP3 and Pluralism core requirements**

**Course Description:** This course examines the history of Islam and the experience of Muslims in America from the time of the slave trade to the present day. Through a close analysis of both primary and secondary materials, students will explore and engage the rich diversity of US Muslim communities and their multi-faceted contributions to the global umma and the formation of an “American Islam.” Attention will be given to the impact of 9/11, the “war on terror,” and the threat of a “Muslim ban” on the representations, challenges, and experiences of Muslims in America. Students will undertake a variety of oral and written assignments to 1) learn something about what Islam has contributed to the making of America; 2) develop an appreciation of the historical, cultural, and theological complexity and diversity of Islam in America; 3) advance a critical and informed perspective on current events; 4) cultivate the intellectual and rhetorical tools necessary to work against prejudice and intolerance.

**Course Objectives:** By the end of the course, you should be able to:

- Explain the formation of Muslim histories, experiences and identities in the American context through engagement with course readings, lectures, and films;
- Articulate a critical and informed perspective through speaking and writing exercises on pertinent issues, current events, as well as the media’s presentation of Islam;
- Participate in the creation and shaping of a positive, constructive, and educated discourse about minority religious groups/communities in America;
- Identify representations of Islam and Muslims in American culture, and to describe how those representations were formed, are framed, and why.

**Overview of Course Assignments:**

1. **Writing Exercises (30%)**: The three types of writing exercises will consist of:
   a. 2x5-page papers on assigned topics. Drafts of the papers will be uploaded onto a shared Google drive to receive written critique from a peer partner. Students will revise and resubmit the papers for final grade. (2 x 5%=10%).
      1) Draft for Paper 1 DUE on or before June 14th by 3pm.
      2) FINAL PAPER 1 DUE on or before June 21st by 3pm.
      3) Draft for Paper 2 DUE on or before June 28th by 3pm.
      4) FINAL PAPER 2 DUE on or before July 5th by 3pm.
   b. 1x8-page research paper. A final research paper will be submitted at the end of the semester in lieu of the final exam. (15%) The topic is open; you must explore some facet of Islam in America. Due: August 6th by 3pm.
   c. A topic-analysis for the final paper (5%). To facilitate the writing of the paper, The topic analysis requires students to 1) describe the topic; 2) provide a working thesis; 3) list and summarize the sources they will likely use in an annotated bibliography; and 4) provide a rough outline of the paper. **What is an annotated bibliography? An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. It also demonstrates to the instructor that you have done some serious research on your chosen topic. The annotated bibliography must include at least 5 sources from books and/or scholarly**
articles. No more than TWO non-academic, non-MSM (main stream media) websites may be included in this initial annotated bibliography. Students will upload the topic analysis for written peer critique and feedback from the instructor. These will be uploaded onto a shared Google Drive. **Due: July 12th by 3pm.**

2. **Quizzes (10%)**: There will be 10 quizzes, **due at the end of each week**. Each quiz is worth 1%.

3. **Participation (30%).**
   a. Completion of the 3 peer-reviews (15%).
      1. Peer review 1 is due: Wednesday, June 19th by 3pm.
      2. Peer review 2 is due: Friday, June 28th by 3pm.
      3. Peer review 3 (informal) is due: July 26th by 3pm.
   b. Completion/Quality of Discussion Board Posts (15%), due at the end of every week.

4. **Speaking Requirements (30%).**
   a. Video/speaking critique of one current news item, posted for peers. 5 minutes in length. (5%) **Due: On or before May 31st.**
   b. Video/speaking critique of one of the listed class films (see below) posted for peers. 5 minutes in length. (5%) **Due: On or before July 5th.**
   c. Video/speaking “tour” (informal) of a mosque or other Islamic site, ritual, museum display or artifact, performance, halal cart or restaurant, etc., or an interview with Muslim practitioner/s about a particular issue on Islam in America, posted for peers. 10 minutes in length. (10%). **Due: July 12th.**
   d. Video/oral presentation (formal) of research project. 10 minutes in length. (10%)

**ATTENTION: ALL ASSIGNMENTS ARE DUE BY THE END OF THE WEEK FOR WHICH THEY ARE ASSIGNED. Please note: you are free to work ahead and turn assignments in earlier than when they are due. However, late assignments will not be accepted.**

**Schedule of Topics, Assignments, and Due Dates**

**Week One: Introduction to Islam**
*May 28th – May 31st.*
*M May 27th is Memorial Day, No Class.*

**Objectives:** Students will be able to identify the major beliefs and practices of Islam; students will become familiar with the Qur’an and the other major sources of the Islamic tradition; Students will become acquainted with some of the most important events to shape Islamic history; Students will learn something about the prophet Muhammad in history and piety

**Assignments**
Readings:
“An Introduction to Islam,” by Susan Douglass; “How to Read the Qur’an,” by Ingrid Mattson; “The Historical Context,” by Fred Donner (all three on Blackboard), Qur’an: Read Sūra 1 in translation, and Click on Sūra 1 (play at least 3 recitations for Sūrat al-fātiḥa); Click on the following and skim the link: Qur’anic Calligraphy; Watch the short video link: Calligraphy; Read the following link: Islamic Calligraphy Controversy

Lectures:
Lecture: A brief Introduction to Islam (approximately 10 minutes)
Lecture: Islamic Beliefs: (approximately 30 minutes)
Lecture: Islamic Practices: (approximately 30 minutes)
Watch the three links that relate to “practices”: Call to Prayer, Ramadan Fast Salat

Speaking Activity:
Locate one current news item/article/story that deals with some aspect of Islam, and provide a video/oral summary of the material and an analysis of how Islam/Muslims are described and characterized. Post on Blackboard for peers to view.

Writing Activity:
Compose a short paragraph that describes your audio, visual, and aural experience with the Qur’an to post on Blackboard. Address the following question in a paragraph: what does this experience tell you about the ways in which Muslims appropriate the Qur’an?

Discussion Questions:
1. How do Muslims interact with the Qur’an?
2. Who was the prophet Muhammad and how do Muslims venerate him?
3. What are the major beliefs and practices and Islam?
4. Why do you think Americans know so little about Islam?
5. Why are many Americans fearful of Islam?
Use the “Islamic Calligraphy Controversy” to address these last two questions in two short paragraphs, and post your reflections on Blackboard.

Take the week one Quiz.

ALL WEEK ONE ASSIGNMENTS DUE: MAY 31st BY 3PM.

Week Two: The Atlantic Slave Trade & African Muslim Slaves in America
June 3rd - June 7th
Objectives: Students will be able to demonstrate how Islam has been a part of the American identity prior to America’s becoming a nation, and become familiar with key Muslim figures. Students will use this information to refute the idea that Islam is a “foreign” religion that has come to American shores only recently.

Assignments:

Watch: Muslim Roots US Blues (weblink); Muslims Got the Blues (you tube video); The Atlantic Slave Trade in Two Minutes

Lectures:
Lecture: “Islam in West Africa” (15 minutes)
Lecture: “Atlantic Slave Trade” (15 minutes)
Lecture: “Umar ibn Said, Job ben Solomon, Abdul Rahman Ibrahim, Yaro Muhammad” (15 minutes)
Lecture: “The Religious Experiences of African Muslims Enslaved in America” (15 minutes)

Discussion Questions:
1. Why do you think most history books in US schools do not include information about the religious lives of Africans enslaved in America?
2. Why did many of those enslaved resist conversion to Christianity?
3. How did Christian theologies a) justify the conversion of African slaves to Christianity and b) rationalize slavery?
4. How did many of these slaves use their Muslim beliefs and practices to resist conversion and slavery, and, at times, work to secure their liberation?
5. Are you able to recognize rural Mississippi blues as one of the “most enduring and recognizable contributions of West African Muslims to American culture?” Why or why not?
Write down your reflections on 2 of the 5 discussion questions and post on Blackboard.

Writing Assignment:
Reflect on what surprised you the most in your encounters with figures like Job Ben Solomon, Umar ibn Said, or Yaro Muhammad in a short paragraph. Post your comments on Blackboard.

Take the week two Quiz.

ALL WEEK TWO ASSIGNMENTS ARE DUE BY JUNE 7th BY 3PM

Week Three: Islam in Colonial America
June 10th – June 14th

Overview: Students will become familiar with Thomas Jefferson and his knowledge of Islam. Students will be able to articulate what the “founding fathers” knew about Islam, through their own readings, engagement with global crises, and contact with foreign diplomats.

Assignments:
Readings:
“How Thomas Jefferson read the Qur’an,” by Kevin J. Hayes, in Early American Literature 39:2 (2004): 247-261 (Blackboard); “Could a Muslim Be President? An Eighteenth Century
Constitutional Debate,” by Denise Spellberg (Blackboard); Rashida Tlaib sworn in with personal Qur’an

Activities:
(On-line debate on Blackboard): Read the following links: Breitbart Fake News Jefferson Iftar (weblink); Obama’s comments on Jefferson Iftar (weblink); WaPo Trump Ends White House Iftar Tradition (weblink); What do you make of the different interpretations of the “White House iftar”? Is one of them “right”? Why or why not? Post your comments on Blackboard, and offer at least one response to another’s opinion.

Listen:
Denise Spellberg on Thomas Jefferson’s Qur’an

Lectures:
Lecture: Thomas Jefferson’s Qur’an (approximately 20 minutes)
Lecture: Could a Muslim be President? (approximately 20 minutes)
Lecture: The art of the college essay. (approximately 30 minutes)

Discussion Questions:
Do you think Thomas Jefferson ever imagined a Muslim would become President of the United States? Why or why not? Post your reflections on Blackboard in a short paragraph.

Writing Assignment:
First 5-page paper DRAFT due on the following topic: Read the speeches:

Then, in a 5-page paper, address the following: How do Kennedy, Romney, and Obama define American religious and political values? What do these values reveal to us about professed American religious tolerance? Do you think this tolerance extends to Islam?

Take the week three Quiz.

ALL WEEK THREE ASSIGNMENTS ARE DUE JUNE 14th BY 3PM.

Week Four: Islam and Post-reconstruction America: Moorish Science Temple, Nation of Islam, African American Sunni Islam
June 17th – June 21st (Happy Summer Solstice!)

Objectives: Students will discover how Islam persisted and flourished in post-reconstruction America primarily within African American communities.
 Movements such as the Moorish Science Temple, and the Nation of Islam will be examined. This unit will also explore recent developments of African American Islam in the 20th and 21st centuries. Students will be able to address the question of what it means to be American through the lens of African American Muslims.

**Assignments:**

**Readings:**

**View:**
Imam of Harlem: Islam in America, Malcolm X Biography
The Noble Struggle of Amina Wadud

**Lectures:**
Lecture: Noble Drew Ali (15 minutes)
Lecture: Nation of Islam lecture:
“Fard Muhammad” (10 minutes)
“Elijah Muhammad” (10 minutes)
“Malcolm X” (15 minutes)
“Beliefs and Practices of the Nation of Islam” (10 minutes)
Lecture: “Wallace Deen Muhammad and African American Sunni Islam” (15 minutes)
Lecture: “African American Sunni Muslim women” (10 minutes)

**Activities:**
Peer review of first paper drafts due WEDNESDAY June 19th. Students will use the peer-review template to review one of their colleagues’ papers. Peer review template will be given to colleague to help structure the final rewrite.

**Discussion Questions:**
1. Why do you think that the NOI (and other black nationalist and black power movements) adopted a politics of racial separatism and black nationalism, in contrast to the civil rights paradigm of seeking integration and equal rights for all?
2. Were the NOI and other black nationalist groups genuinely “religious” movements?
3. What do you make of the tensions between the imperatives of black particularism and Islamic universalism, as articulated by Malcolm X?
   Choose one of the three questions to deliberate in a short paragraph, and post on Blackboard.

**Writing Assignments:**
First 5-page rewrite due.

**Take the week four Quiz.**

ALL WEEK FOUR ASSIGNMENTS ARE DUE JUNE 21ST BY 3PM. Note: The Peer Review is due Wednesday, June 19th to facilitate writing of final papers.

**Week Five: Immigrants and conversions**
June 24th – June 28th
Objectives: Students will be able to explain some of the ways in which notions of identity have been enmeshed with the idea of citizenship, and with US immigration laws.

Assignments:

Readings:

Lectures:
Lecture: “Overview of US immigration/citizenship requirements” (30 minutes)
Lecture: “Jim Crow laws and Muslim identities” (20 mintues)
Lecture: “Defining Whiteness” (20 minutes)
Lecture: “The art of Writing a College Essay” (20 minutes)

Discussion Questions:
Among the major challenges of engaging with the subject of immigrant Muslims is that of defining the category of “immigrant Muslim.”
1. How should one distinguish between a “native” and an “immigrant” American Muslim?
2. At what point, do you think, does an immigrant become a native?
3. Why do you think there was so much resistance in the late 19th, early 20th centuries to defining Muslims from Syria as “white”?
4. What do these debates tell us about race and racial identity in America?

Choose two of the four questions to reflect upon in a short paragraph, to be posted on Blackboard

Writing Assignments:
**Second 5-page paper Draft Due** Read “There Goes the Neighborhood: Mosques in American Suburbs,” by Kathleen Moore (Blackboard). Then, read some case studies of mosque controversies in New Jersey: [WW Mosque Hearing Packs Town Hall](weblink, article starts on p. 16); [WW Mosque Approved](weblink); [Denied Mosque in Bayonne NJ](weblink); [Tom's River NJ Mosque](weblink, also peruse some of the readers' comments); [Bridgewater Mosque Proposal](weblink); [Bridgewater Hindu Temple Controversy](weblink); [Bridgewater Mosque Controversy](weblink); [MegaChurch Controversy](weblink) Address the following question: Do you believe the resistance to mosque construction was due to bias or prejudice on the part of non-Muslim “neighbors”? Why or why not? Outside materials may be utilized for this exercise.

Peer review of second paper drafts due. Students will use the peer-review template to review one of their colleagues' papers. Peer review template will be given to colleague to help structure the final rewrite.

Take the [week five Quiz](#)

***ALL WEEK FIVE ASSIGNMENTS ARE DUE JUNE 28th BY 3PM.***

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**Week Six: Arab, South Asian, White, Latinx Muslims**


*July 1st – 5th*

*Happy 4th of July! No Class.*

**Objectives:** Students will be able to explain the ways in which Muslims in American society constitute a heterogeneous population, and to articulate some of the varieties of Muslim experiences in American society.

**Assignments:**

**Readings:**

- With Sheikh Hamza Yusuf (weblink)
- Where Islam Meets America (weblink)
- White Muslim Privilege (weblink)
- Muslim Americans are United by Trump but divided by Race (weblink)
- “Latino/a Muslims” (Blackboard)
- Why So Many Latinos are Becoming Muslim (weblink)
- At the Nation's Only Latino Mosque (weblink)
- Why Latinos are Converting to Islam Latino Muslims Learn about Their Rights (weblink)
- Muslim & Latino (podcast, listen to the entire show)
- Anti-Muslim Hate Crimes Rock South Asian Communities (weblink)
- American Muslims Have a Race Problem (weblink)
- Spiritual Vagabonds (weblink)
- Fearmongering about Muslims at the Border

**View and Activity:**

- “Mosque in Morgantown” (Kanopy film/streaming video)
- “New Muslim Cool” (Kanopy film/streaming video)
- “Jihad in Hollywood” (Kanopy film/streaming video)
- “Voices of Muslim Women from the US South (Kanopy film/streaming video)
- “Fordson: Faith, Fasting, Football”

Choose one of the films listed to view, and record yourself giving a 5-minute description and critique of that film. Talk about the strengths and weaknesses of the film in terms of its ability to convey its particular message (which you must present). Make sure to include what the film contributes to our understanding of American Muslims as a heterogeneous population, and what it tells us in terms of the difficulties and challenges immigrant Muslim experience in the US. Post for peer-viewing. Post on Blackboard.

**Lectures:**

- Lecture: “What makes for a good talk?” (15 minutes)
- Lecture: “Latin American Muslims” (10 minutes)
- Lecture: “White Muslims” (10 minutes)
- Lecture: “South Asian Muslims” (10 minutes)
- Lecture: “Arab Muslims” (10 minutes)
- Lecture: “Sunni/Shi’ite American identities” (10 minutes)
- Lecture: “The Phenomenon of Conversion” (10 minutes)
- Lecture: “Tensions among American Muslim Communities” (10 minutes)

**Discussion Questions:**

1. What do American Muslims share in common with one another?
2. What divides them? What challenges in particular do Muslim converts face?
3. What are some points of tension between African American Muslims, and immigrant Muslim populations?

One discussion question should be entertained in a short paragraph, to be posted on Blackboard.
Writing Assignments:
Second 5-page paper due no later than July 5th.

Take the week six Quiz.

ALL WEEK SIX ASSIGNMENTS ARE DUE JULY 5TH BY 3PM.

Week Seven: Challenges to American Muslim Life: Imams and the Mosque; Daily Life
July 8th – July 12th

Objectives: Students will be demonstrate knowledge of how American mosques are structured, organized, and governed; they will be able to define some of the major challenges faced by Muslims in the US, and to consider some working solutions to those challenges.

Assignments
Readings: Sunnis and Shi‘ites Praying Side by Side (weblink); A Muslim Leader in Brooklyn (weblink); Tending to Muslim Hearts (weblink); A Cleric’s Journey to a Suburban Frontier (weblink); American Imams Apologize After Jihadi Rhetoric (weblink); California Imam apologizes (weblink); Prayer (weblink); Are Employees Required to Provide Prayer Breaks to Muslim Employees (weblink); Students Struggle to Stick to halal diet (weblink); Ramadan Challenges to Incarcerated Muslims; Former Employee Sues Disney (weblink)

View:
“An American Mosque” (Kanopy/streaming video)

Lecture:
Lecture: “The American Mosque” (30 minutes)
Lecture: “The American Imam” (30 minutes)
Lecture: “The Daily Challenges of Being a Muslim in America” (30 minutes)

Discussion Questions:
1. What issues/challenges do American Imams face on a daily basis?
2. How do mosques serve their constituents?
3. How do mosques have to be the face of Islam to non-Muslim America?
4. Do you think public or private institutions (e.g., schools, the DMV, factories, offices) should be more accommodating to people’s religious beliefs and practices?
5. Under what circumstances might certain rituals or practices place undue burdens on a given institution?

Choose two of the five short discussion questions and reflect on them in a short paragraph, to be posted on Blackboard.

Quiz:
Take the week Seven Quiz.
Prepare:
Prepare for Video/speaking “tour” (informal) of a mosque or other Islamic site, ritual, museum display or artifact, performance, halal cart or restaurant, etc., or an interview with Muslim practitioner/s about a particular issue on Islam in America, posted for peers (10 minutes in length). You may wish to contact the institution to see if you can schedule an interview. Topics/locations must be turned in for instructor’s approval.

ALL WEEK SEVEN ASSIGNMENTS ARE DUE JULY 12TH BY 3PM.

Week Eight: Challenges to American Muslim Life: College Life July 15th – July 19th

Objectives: Students will be able to define some of the major challenges faced by Muslim college students in the US, and to consider some working solutions to those challenges.

Assignments
Readings:
Blackboard: “I Didn’t Want to Have That Outcast Belief about Alcohol”: Muslim Women Encounter Drinking Cultures on Campus” by Shabana Mir; “You Can’t Really Look Normal and Dress Modestly”: Muslim Women and Their Clothes on Campus,” by Shabana Mir. “LGBT Muslims” (Blackboard); The Lives of LGBTQ Somali-Americans (weblink); The Complicated Pain of America’s Queer Muslims (weblink); Bill Maher Blames Islam for the Orlando Shooting (weblink); Bill Maher on Orlando Shooting (weblink); Muslim Prayer Space Columbia; Muslim Prayer Space U of Iowa; Muslim Prayer Space Fordham

Lectures:
Lecture: “Muslim Students and US Colleges and Universities” (15 minutes)
Lecture: “Queer Muslims and their Challenges” (10 minutes)
Lecture: “Prayer Space Controversies” (20 minutes)
Lecture: “The Research Paper” (20 minutes)

Activity:
Find out what prayer spaces are available at a local school, hospital, airport, or other public work space or environment. Would this be a place Muslims would be comfortable to pray in? Why or why not? Post your site and observations on these questions on Blackboard.

Discussion Questions:
1. What are the specific issues Muslim students face on college campuses and universities?
2. Do you think Muslim students should have their own place to pray at a) a public university; b) a private university; c) a Catholic Jesuit University? Why or why not?
Answer these two questions in one or two paragraphs, to be posted on Blackboard.

Writing Assignment:
A topic-analysis for the final paper. To facilitate the writing of the paper, The topic analysis requires students to 1) describe the topic; 2) provide a working thesis; 3) list and summarize the sources they will likely use in an annotated bibliography; and 4) provide a rough outline of the paper. **What is an annotated bibliography? An annotated bibliography is a list of citations to
books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. It also demonstrates to the instructor that you have done some serious research on your chosen topic. The annotated bibliography must include at least 10 sources from books and/or scholarly articles. No more than TWO websites may be included in this initial annotated bibliography. Students will upload the topic analysis for informal peer critique and formal feedback from the instructor.

Quiz:
Take the Week Eight Quiz.

ALL WEEK EIGHT ASSIGNMENTS ARE DUE JULY 12TH BY 3PM.

Week Nine: Islamophobia, Conflict, and Terror
July 22nd – July 26th

Objectives: Students will be able to define Islamophobia and identify instances of Islamophobia, and talk about its relation to other types of racist discourse; Students will be able to talk about terror performed in the name of Islam, but also terror that is produced when hate is waged against Islam.

Assignments

Readings:
Trump Travel Ban Time Line (weblink); Summary of Trump Travel Ban (weblink)
South Asians Ten Years after 9/11: Good Muslim Bad Muslim; “The Story of Islamophobia,” by Junaid Rana; Summary of US Patriot Act; Being Muslim Post 9/11; 9/11 The Day of the Attacks; Flirting with ISIS; The Tsarnaev Brothers' Motivation; Death Qualified

View:
Watch: “The Man Behind the Mosque” (Kanopy/Streaming Video)
Watch: “National Insecurities: Muslims in the US” (Kanopy/Streaming Video)
Watch: “Reel Bad Arabs” (Kanopy/Streaming Video)

Listen:
My Brother was Killed by Islamophobia (TEDx)

Lecture
Lecture: “9/11 and its Aftermath” (20 minutes)
Lecture: “US Patriot Act” (20 minutes)
Lecture: “Islamophobia” (20 minutes)
Lecture: “Muslim Travel Ban” (20 minutes)
Lecture: “Public Speaking” (15 minutes)

Discussion Questions:
1. Can we talk about the actions of Dzhokhar and Tamarlan Tsarnaev (Boston marathon bombings) without somehow blaming Islam? If so, how so?
2. Is reference to "radical Islamic terrorism" enough to explain the motivations of Tamerlan Tsarnaev, Sayfullo Saipov (Hudson River Bike Path murderer, 2017), and Sayed Farook and his wife, Tashfeen Malik (San Bernardino killers, 2015)? Why or why not?
3. Do you believe the Patriot Act, Trump’s Travel Ban, as well as a “wall” on the southern US border, would have helped kept these individuals out of this country? Why or why not?

Reflect on 2 of the 3 questions in 2-3 paragraphs, and post your short reflections on Blackboard.

Writing Assignments:
Work on final papers, incorporating peer and professor comments from the topic analysis into the project.

Quiz:
Take the week nine Quiz

ALL WEEK NINE ASSIGNMENTS ARE DUE JULY 26th BY 3PM.

Week Ten: Looking to the Future
July 29th- August 2nd

Objectives: Students will be able to question and challenge 21st century paradigms of Muslim-Americans as "other" through examinations of Muslim understandings of what it means to be American. Students will be able to imagine and construct new forms of discourse.

Readings:
How America is Shaping Islam; Meet America's First Openly Gay Imam; Interfaith Marriage; Women-led Mosques; American Mosque Designs; American Muslim Politicians; "Muslim Town"; Losing Their Religion; Muslim Fashion at Macy's; Halal and Whole Foods; Georgia's first Muslim Funeral Home Redneck Muslim; Muslim Comedians; "Halal Metropolis"; Muslim Comics

Lectures:
Lecture: “What is Unique about American Mosque Architecture?” (30 minutes)
Lecture: “Shifts in American Muslim Daily Life” (20 minutes)
Lecture: “Evolving American Muslim Identities” (20 minutes)
Lecture: “Evolving American Muslim Beliefs and Practices” (20 minutes)
Lecture: “Fruitarian Exchanges between Muslims and non-Muslims” (30 minutes)

Discussion Questions:
1. Visit your nearest Mosque, or peruse your nearest Mosque’s webpage. What types of outreach programs do you see on the program; list of events? Are there ecumenical activities, or activities that serve to educate a non-Muslim public?
2. Explore the nearest Church, or peruse the nearest Church’s webpage. Do you see similar outreach activities at local churches? Why or why not?

Discuss your findings in a few short paragraphs to post on Blackboard.

Writing Assignments:
Write a short paragraph that describes a community program you could organize that would bring different groups of people from different faiths to work on a neighborhood or community project that aims to create a better living environment for everyone. Post on Blackboard.
Quiz:
Take the Week Ten Quiz

ALL WEEK TEN ASSIGNMENTS ARE DUE AUGUST 2\textsuperscript{nd} BY 3PM.

Week Eleven Finals
August 5\textsuperscript{th} – August 6\textsuperscript{th}

Video/oral presentation (formal) of research project. 10 minutes in length. Due August 5\textsuperscript{th} by 3pm NO EXCEPTIONS

Final Paper Due August 6\textsuperscript{th} by 3pm NO EXCEPTIONS

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Have a wonderful Summer!