

WOMEN IN ISLAM



(K-12 in-service credit- 15 hours)

INSTRUCTOR: NOURA BADAWI

WEEK ONE (WELCOME/INTRODUCTION)				
OUTCOME	ACTIVITY	ASSESSMENT	NYS STANDARDS	TIME
Participants will understand what the course objectives and expectations.	Read Roadmap and Policy	Accept or Reject Post to 'I HAVE READ IT!'.	N/A	15 minutes
Participants will be more open and comfortable talking to one another	Introduce Yourself	Choose a character in a movie or a book that best represents you and explain why. Also, tell why you chose to take this particular course. Post to 'Introduce Yourself'.	N/A	30 minutes
WEEK TWO (OVERVIEW OF ISLAM)				
OUTCOME	ACTIVITY	ASSESSMENT	NYS STANDARDS	TIME
Participants will gain an understanding of the religion of Islam and its early history. Participants will learn the basics of Islam, and what Muslims believe. Learn the appropriate meanings and terminology for identifying Islam and its followers.	Read: "Understanding Islam and Muslims" http://www.islamicity.com/Mosque/uiatm/un_islam.htm Read: Read "Islam- A Historic Perspective" Islam- A Historic Perspective.htm	Name 2-3 points that you think are misunderstood by Americans and explain why this might be the case. Also, write 1-2 paragraphs on what you already know about Muslim women Are there any similarities between Islamic history and that of other world religions? Explain. Post to 'Overview/History'.	Standard 2 - World History- Key Idea 1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions.	2.5 hours
WEEK THREE (THE WEST'S PORTRAYAL OF ISLAM AND MUSLIM WOMEN- STEREOTYPES AND MISCONCEPTIONS)				
OUTCOME	ACTIVITY	ASSESSMENT	NYS STANDARDS	TIME

<p>Participants will learn to dispel common stereotypes and misconceptions about Muslim women.</p>	<p>Read: “Struggling Against Stereotypes” (http://www.pluralism.org/ocg/CDROM_files/islam/struggling.php)</p> <p>Read: “Top Ten Misconceptions About Islam” by Huma Ahmad (http://johnw.host.sk/articles/islam_pillars/top_ten_misconceptions_about_islam.htm)</p>	<p>Read a newspaper article (may be on the Internet) or watch a news segment/TV show related to Muslim Women and identify any potential stereotypes. Discuss possible reasons why those stereotypes are propagated, and the consequences of having these stereotypes. (Please also feel free to comment on any of the assigned articles for this week.)</p> <p>Post to ‘Stereotypes’.</p>	<p>Standard 2 - World History- Key Idea 1: This study examines the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p> <p>Key Idea 3 Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key Idea 4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>	<p>2.5 hours</p>
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WEEK FOUR (MUSLIM WOMEN IN HISTORY)

OUTCOME	ACTIVITY	ASSESSMENT	NYS STANDARDS	TIME
<p>Participants will gain an understanding of Muslim women in history.</p>	<p>View a Power Point Presentation about Muslim in History http://www.jannah.org/sisters/famousmuslimwomen.ppt</p> <p>Read: Maryam: An Exemplary Woman http://www.harunyahya.com/books/faith/maryam/muslimwoman01.php (whole article)</p> <p>Read: http://www.jannah.org/sisters/zaynab.html</p>	<p>Which women in Islamic history stands out to you and why? What do all of them have in common?</p> <p>Post to ‘Muslim Women in History’.</p>	<p>Standard 2 - World History- Key Idea 1, Alternate: Students will study world history, cultures and civilizations and the important contribution of individuals and groups.</p> <p>Key Idea 2: Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures.</p>	<p>2.5 hours</p>

WEEK FIVE (WOMEN IN ISLAM/EQUALITY/HIJAB)

OUTCOME	ACTIVITY	ASSESSMENT	NYS STANDARDS	TIME
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<p>Participants will gain an understanding of the eminence Islam attaches to women.</p>	<p>Read: http://www.harunyahya.com/50eminence_women.php</p> <p>Read: http://www.jannah.org/sisters/statuswomen.html</p> <p>Read: http://www.jannah.org/sisters/quran.html (all four articles)</p> <p>Read: http://www.jannah.org/sisters/naheed.html</p> <p>Read: http://www.jannah.org/sisters/hijpoem.html</p> <p>Watch film, "Nothing to Hide" http://proctors.org/blueroses/index.php/NothingToHide</p>	<p>Select five Quraic verses (from readings) that address the equality/status of women and explain why.</p> <p>Discuss the reasons Muslim women wear hijab.</p> <p>Post to 'Women in Islam'.</p> <hr/> <p>Make a statement regarding what you think of the veil. Respond to at least one other statement.</p> <p>Post to 'Let's Talk'.</p>	<p>Standard 2 - World History- Key Idea 1, Alternate: Students will study world history, cultures and civilizations and the important contribution of individuals and groups.</p> <p>Key Idea 2: Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures.</p>	<p>3 hours</p>
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WEEK SIX (THE NATURE AND NEEDS OF MUSLIMS/ FINAL PROJECT)

OUTCOME	ACTIVITY	ASSESSMENT	NYS STANDARDS	TIME
<p>Participants will gain an understanding (sensitivity) of Muslim students and ways it can inform practice.</p>	<p>Read: Voices of Muslim in Public Education</p> <p>Read: Tips for Teaching about Islam</p> <p>Read: http://www.cie.org/ContentsDetail.aspx?id=N&m_id=28&cat_id=26&item_id=111&con_id=3050&order=12&src=</p> <p>Read: http://www.theislamproject.org/education/D04_Hejab_secularism.htm</p> <p>Read: http://www.theislamproject.org/docs/Muslimteen_overview.doc</p> <p>Read: http://www.polsci.wvu.edu/facdis/bondmodule.htm</p> <p>Read: http://www.pbs.org/wgbh/globalconnections/mideast/educators/types/lesson1.html</p> <p>Resources for future use: http://www.minnesotahumanities.org/Teachers/4-05islam.htm http://www.pbs.org/wnet/wideangle/classroom/2lp5b.html</p>	<p>Integrate something you learned in this course into a lesson plan. Briefly describe it.</p> <p>Post to 'Lesson Plan'.</p>	<p>Standard 2 - World History- Key Idea 1, Alternate: Students will study world history, cultures and civilizations and the important contribution of individuals and groups.</p> <p>Key Idea 2: Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures.</p>	<p>3.5 hours</p>
<p>Participants will evaluate course</p>	<p>Fill out evaluation form</p>			<p>15 minutes</p>

* Participants may need a headset with a microphone if they would like to take advantage of office hours (3 times/session).