

AAE TEACHING RELIGIOUS STUDIES

T E A C H I N G

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# ISLAM



EDITED BY

BRANNON M. WHEELER

# Teaching Islam Aar Teaching Religious Studies Series

**Gregory J Watkins**



## **Teaching Islam Aar Teaching Religious Studies Series:**

**Teaching Undergraduate Research in Religious Studies** Bernadette McNary-Zak, Rebecca Todd Peters, 2011-09-14 This text offers an introduction to the philosophy and practice of undergraduate research in religious studies and takes up several significant ongoing questions related to it **Teaching Religion and Film** Gregory J Watkins, 2008-08-22 In a culture increasingly focused on visual media students have learned not only to embrace multimedia presentations in the classroom but to expect them Such expectations are perhaps more prevalent in a field as dynamic and cross disciplinary as religious studies but the practice nevertheless poses some difficult educational issues the use of movies in academic coursework has far outpaced the scholarship on teaching religion and film What does it mean to utilize film in religious studies and what are the best ways to do it In *Teaching Religion and Film* an interdisciplinary team of scholars thinks about the theoretical and pedagogical concerns involved with the intersection of film and religion in the classroom They examine the use of film to teach specific religious traditions religious theories and perspectives on fundamental human values Some instructors already teach some version of a film and religion course and many have integrated film as an ancillary to achieving central course goals This collection of essays helps them understand the field better and draws the sharp distinction between merely watching movies in the classroom and comprehending film in an informed and critical way **Teaching New Religious Movements** David G. Bromley, 2007-05-25 Since its inception around 1970 the study of New Religious Movements NRMs has evolved into an established multidisciplinary field At the same time both the movements and the scholars who study them have been the subjects of intense controversy In this volume a group of senior NRM scholars who have been instrumental in the development of the field will offer pivotal essays that present the basics of NRM scholarship along with guidance for teachers on classroom use The book is organized topically around subjects that are both central to the study of NRMs and likely to be useful to non specialists Part I contains examinations of the definitional boundaries of the area of study varying disciplinary perspectives on NRMs unique methodological ethical problems encountered in the study of NRMs and the controversies that have confronted scholars studying NRMs and the movements themselves Part II examines a series of topics central to teaching about NRMs the larger sociocultural significance of the movements their distinctive symbolic and organizational features the interrelated processes of joining and leaving NRMs the organization of gender roles in NRMs media and popular culture portrayals of the movements the occurrence of corruption and abuse within movements and violence by and against NRMs Part III provides informational resources for teaching about NRMs which are particularly important in a field where knowing the biases of sources is crucial With its interdisciplinary approach the volume provides comprehensive accessible information and perspectives on NRMs It is an invaluable guide for instructors navigating this scholarly minefield **Teaching Islam** Brannon M. Wheeler, 2002-12-19 Despite the importance of Islam in global affairs and the role of Islamic Studies in Religious Studies little attention has been given to the basic questions of how Islam should

be taught This volume brings together a number of leading scholars of Islamic Studies with rich experience in teaching Islam in a diversity of undergraduate settings from large public universities to small private colleges Topics addressed include Islamic law the Quran Sufism women in Islam Islam in America and teaching about Islam through Arabic literature and the use of new information technology Along with providing practical information about structuring courses and assignments the contributors examine the place of Islamic Studies in the larger theoretical framework of Religious Studies and liberal arts curricula

**Teaching Interreligious Encounters** Marc A. Pugliese, Alexander Y. Hwang, 2017-08-01 In *Teaching Interreligious Encounters* Marc A. Pugliese and Alexander Y. Hwang have gathered together a multidisciplinary and international group of scholar teachers to explore the pedagogical issues that occur at the intersection of different religious traditions This volume is a theoretical and practical guide for new teachers as well as seasoned scholars It breaks the pedagogy of interreligious encounters down into five distinct components In the first part essays explore the theory of teaching these encounters in the second essays discuss course design The parts that follow engage practical ideas for teaching textual analysis practice and real world application Despite their disciplinary contextual and methodological diversity these essays share a common vision for the learning goals and outcomes of teaching interreligious encounters This is a much needed resource for any teacher participating in these conversations in our age of globalization and migration with its attendant hopes and fears

**Teaching Islam** Brannon M. Wheeler, 2003 The critical role of Islam in global affairs makes it an increasingly valuable part of the undergraduate curriculum Despite this very little consideration has been given to methods of teaching Islam This book brings together leading scholars to offer perspectives on teaching Islam to undergraduates

**Teaching Freud** Diane Jonte-Pace Professor of Religious Studies and Associate Vice Provost for Faculty Development Santa Clara University, 2003-03-04 As one of the first theorists to explore the unconscious fantasies fears and desires underlying religious ideas and practices Freud can be considered one of the grandparents of the field of Religious Studies Yet his legacy is deeply contested How can Freud be taught in a climate of critique and controversy The fourteen contributors to this volume all recognized scholars of religion and psychoanalysis describe how they address Freud's contested legacy they teach the debates They go on to describe their courses on Freud and religion their innovative pedagogical practices and the creative ways they work with resistance

**Teaching Confucianism** Jeffrey L. Richey, 2008 Even the most casual observer of Chinese society is aware of the tremendous significance of Confucianism as a linchpin of both ancient and modern Chinese identity Furthermore the Confucian tradition has exercised enormous influence over the values and institutions of the other cultures of East Asia an influence that continues to be important in the global Asian diaspora If forecasters are correct in labeling the 21st century the Chinese century teachers and scholars of religious studies and theology will be called upon to illuminate the history character and role of Confucianism as a religious tradition in Chinese and Chinese influenced societies The essays in this volume will address the specifically pedagogical challenges of

introducing Confucian material to non East Asian scholars and students Informed by the latest scholarship as well as practical experience in the religious studies and theology classroom the essays are attentive to the various settings within which religious material is taught and sensitive to the needs of both experts in Confucian studies and those with no background in Asian studies who are charged with teaching these traditions The authors represent all the arenas of Confucian studies from the ancient to the modern Courses involving Confucius and Confucianism have proliferated across the disciplinary map of the modern university This volume will be an invaluable resource for instructors not only in religious studies departments and theological schools but also teachers of world philosophy non Western philosophy Asian studies and world history

**Teaching Death and Dying** Christopher M. Moreman, 2008 The academic study of death rose to prominence during the 1960s Courses on some aspect of death and dying can now be found at most institutions of higher learning These courses tend to stress the psycho social aspects of grief and bereavement however ignoring the religious elements inherent to the subject This collection is the first to address the teaching of courses on death and dying from a religious studies perspective The book is divided into seven sections The hope is that this volume will not only assist teachers in religious studies departments to prepare to teach unfamiliar and emotionally charged material but also help to unify a field that is now widely scattered across several disciplines

Teaching the I Ching (Book of Changes) Geoffrey Redmond, Tze-Ki Hon, 2014-09-01 Chinese traditional culture cannot be understood without some familiarity with the I Ching yet it is one of the most difficult of the world s ancient classics Assembled from fragments with many obscure allusions it was the subject of ingenious but often conflicting interpretations over nearly three thousand years Teaching the I Ching Book of Changes offers a comprehensive study at a time when interest in Asian philosophy and the culture of China is on the rise Still widely read in China it has become a countercultural classic in the West Recent scholarship has radically altered our understanding of this foundational work Geoffrey Redmond and Tze Ki Hon present an up to date survey of recent studies including reconstruction of the early meanings excavated manuscripts the New Culture Movement and the Cultural Revolution To facilitate introducing the classic to students the necessary background is provided for university teachers and students even non China specialists The teaching approaches described will foreground the otherness of the classic yet engage the interests of twenty first century students Rather than dismissing the text s popular association with divination they explain why this mode of human thought has persisted for millennia Thus Redmond and Hon mediate between the two extreme views of the classic a source of timeless ancient wisdom on the one hand and a historical curiosity on the other Teaching the I Ching Book of Changes makes this important classic accessible to a broad readership thus providing a crucial service for those interested in China early civilization and world religion Now anyone with a serious interest can understand a text that continues to have a decisive influence on Chinese and world culture three thousand years after its original composition

Teaching Religion and Violence Brian K. Pennington, 2012-04-27 Teaching Religion and Violence is designed to help instructors to equip

students to think critically about religious violence particularly in the multicultural classroom

**Teaching Freud** Diane Jonte-Pace, 2003-03-27 As one of the first theorists to explore the unconscious fantasies fears and desires underlying religious ideas and practices Freud can be considered one of the grandparents of the field of Religious Studies Yet his legacy is deeply contested How can Freud be taught in a climate of critique and controversy The fourteen contributors to this volume all recognized scholars of religion and psychoanalysis describe how they address Freud s contested legacy they teach the debates They go on to describe their courses on Freud and religion their innovative pedagogical practices and the creative ways they work with resistance

*Teaching Ritual* Catherine Bell, 2007-05-11 Many teachers share an interest in bringing a better appreciation of ritual into their religious studies classes but are uncertain how to do it Religious studies faculty know how to teach texts but they often have difficulty teaching something for which the meaning lies in the doing How do you teach such doing How much need be done How does the teacher talk about the religiosity that exists in personalized relationships not textual descriptions or prescriptions These practical issues also give rise to theoretical questions Giving more attention to ritual effectively suggests a reinterpretation of religion itself an understanding less focused on what people have thought and written and more focused on how they engage their universe Many useful analyses of ritual derive from anthropological and sociological premises which may be foreign to religious studies faculty and even seen by some as theologically problematic This is the first resource to address the issues specific to teaching this subject A stellar cast of contributors all scholars of ritual and teachers experienced in using ritual in a wide variety of courses and settings explain what has worked for them in the classroom what has not and what they have learned from the experience of being more real about religion Their voices range from personal to formal their topics from ways to use field trips to the role of architecture The result is a rich guide for teachers who are new to the subject as well as the experienced willing to think about new angles and fresh approaches

*Teaching Religion and Healing* Linda L. Barnes, Inés Talamantez, 2006-10-26 Publisher description

**Teaching Jung** Kelly Bulkeley, Clodagh Weldon, 2011-09-15 This book offers a collection of original articles presenting several different approaches to Jung s psychology in relation to religion theology and contemporary culture The contributors describe their teaching of Jung in different academic contexts with special attention to the pedagogical and theoretical challenges that arise in the classroom

**Teaching Islamic Studies in the Age of ISIS, Islamophobia, and the Internet** Kimberly Hall, Doaa Baumi, Manuela Ceballos, Benjamin Geer, Mouez Khalfaoui, Alfons H. Teipen, William Maynard Hutchins, Laila Hussein Moustafa, Nathan S. French, Todd Green, Sabahat F. Adil, Kecia Ali, Phil Dorroll, Lyndall Herman, Shehnaz Haqqani, 2019-01-24 A much needed volume and a must read for educators addressing a challenging topic in a challenging time Choice How can teachers introduce the subject of Islam when daily headlines and social media disinformation can prejudice students perception of the subject Should Islam be taught differently in secular universities than in colleges with a clear faith based mission What are strategies for discussing Islam and violence without perpetuating

stereotypes The contributors of *Teaching Islamic Studies in the Age of ISIS Islamophobia and the Internet* address these challenges head on and consider approaches to Islamic studies pedagogy Islamophobia and violence and suggestions for how to structure courses These approaches acknowledge the particular challenges faced when teaching a topic that students might initially fear or distrust Speaking from their own experience they include examples of collaborative teaching models reading and media suggestions and ideas for group assignments that encourage deeper engagement and broader thinking The contributors also share personal struggles when confronted with students including Muslim students and parents who suspected the courses might have ulterior motives In an age of stereotypes and misrepresentations of Islam this book offers a range of means by which teachers can encourage students to thoughtfully engage with the topic of Islam Abundant and useful references Highly recommended Choice      Teaching Civic Engagement Forrest Clingerman, Reid B. Locklin, 2017-08 *Teaching Civic Engagement* offers a new conceptual model an examination of theoretical questions and concerns and a variety of concrete teaching strategies to assist faculty in engaging questions of civic belonging and social activism in religion classrooms The book explores the civic relevance of the academic study of religion      **Teaching Mysticism** William B. Parsons, 2011-10-24 The term mysticism has never been consistently defined or employed either in religious traditions or in academic discourse The essays in this volume offer ways of defining what mysticism is as well as methods for grappling with its complexity in a classroom This volume addresses the diverse literature surrounding mysticism in four interrelated parts The first part includes essays on the tradition and context of mysticism devoted to drawing out and examining the mystical element in many religious traditions The second part engages traditions and religious cultural strands in which mysticism is linked to other terms such as shamanism esotericism and Gnosticism The volume's third part focuses on methodological strategies for defining mysticism with respect to varying social spaces The final essays show how contemporary social issues and movements have impacted the meaning study and pedagogy of mysticism *Teaching Mysticism* presents pedagogical reflections on how best to communicate mysticism from a variety of institutional spaces It surveys the broad range of meanings of mysticism its utilization in the traditions the theories and methods that have been used to understand it and provides critical insight into the resulting controversies      *Teaching Durkheim* Terry F. Godlove, 2005 Emile Durkheim's work on religion occupies a central place in religious studies classrooms today This volume is designed as a resource for teachers offering practical advice about productive ways to approach central texts and difficult pedagogical issues      Teaching African American Religions Carolyn M. Jones, Theodore Louis Trost, 2005-07-14 The variety and complexity of its traditions make African American religion one of the most difficult topics in religious studies to teach to undergraduates The sheer scope of the material to be covered is daunting to instructors many of whom are not experts in African American religious traditions but are called upon to include material on African American religion in courses on American Religious History or the History of Christianity Also the unfamiliarity of the subject matter to the vast majority of

students makes it difficult to achieve any depth in the brief time allotted in the survey courses where it is usually first encountered. The essays in this volume will supply functional innovative ways to teach African American religious traditions in a variety of settings.



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In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Teaching Islam Aar Teaching Religious Studies Series**," a mesmerizing literary creation penned with a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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