

Spring 2022

**CLASS INFORMATION:**

**Instructor:** Dr Sarra Tlili  
**Phone number:** (352) 392-8678  
**E-mail address:** satlili@ufl.edu  
**Office:** Pugh Hall, 354  
**Office Hours:** Tuesday and Thursday 10-11  
Zoom link to  
Office hours: <https://ufl.zoom.us/j/97069629010>  
**Class Periods:** T | Periods 8 – 9 (3:00 PM – 4:55 PM) [TUR2353](#)  
R | Period 8 (3:00 PM – 3:50 PM) [TUR2336](#)

**COURSE OVERVIEW:**

This course explores the Qur'an from a literary standpoint. After a brief historical overview, we will focus on the style and themes of the Qur'an to consider how this text generates meaning and produces literary effect. The course consists of four major units:

1. **History:** This section explores the historical context where the Qur'an emerged, the Qur'an's textual evolution, and the use of the Qur'an as a source of historical information
2. **Translation and interpretation:** This section asks whether and to what extent the Qur'an is translatable and surveys some interpretative approaches to it
3. **Style and structure:** This section explores some of the stylistic features of the Qur'an and studies its structure at the verse and sura levels
4. **Themes:** This section explores the major themes of the Qur'an and some of the themes that are of special interest to modern audiences

**STUDENT LEARNING OUTCOMES:**

Students who complete this course successfully should be able to:

- Describe, explain, and evaluate theories about the history of the Qur'an
- Describe, discuss, and evaluate scholarly views about the translatability of the Qur'an
- Describe, discuss, and evaluate scholarly views about the Qur'an's structure and style
- Analyze qur'anic passages to discover how the Qur'an produces literary effect through sound and meaning interplay, word choice and word order, characterization, and imagery

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- Describe and discuss the notions of the deity, the hereafter, and the signs motif in the Qur'an
- Discuss and evaluate the Qur'an's views on gender, animals, and the environment

## COURSE ASSIGNMENTS:

### Reading assignments

The typical reading load in this course is one article/chapter per class session (therefore two readings for double-block sessions). Because this is a student-centered class, these readings form the foundation of our discussions and other class activities. It is therefore crucial that you complete the readings carefully before coming to class and that you be prepared to discuss them. The "discussion posts" are meant to motivate and help you to do this.

### Discussion posts: 10% of your final grade

Discussion posts are due at 11:59 pm on the eve of class. Guided by the questions provided with each assignment, give:

- A summary of the article
- Your own reaction to it

The summary part consists of one paragraph explaining the main thesis and the key ideas of the reading assignment. When there are two or more reading assignments you may combine your reaction to them in the same passage or provide them separately (two separate paragraphs). This section should not exceed two short paragraphs and should **demonstrate that you have read the article**. Do **not cite any section verbatim** or discuss peripheral points, as this will create the impression that you merely skimmed the article or cut and pasted/copied a few sentences.

The reaction part consists of your own reflections. The assigned materials are thought-provoking and raise meaningful and deep questions. If you read them carefully, they will lead you to rethink previous assumptions or discover previously unnoticed aspects of certain subjects. Engage with this dimension and be in conversation with the authors.

This is a "low-stakes" assignment aiming to help you to wrestle with the assigned materials and to give you credit for your effort. You will obtain full credit if your post reflects **clearly** that you have read the article carefully and given it serious thought. You do not lose points for not observing writing mechanics (spelling, punctuation, etc.), but you lose points if there are indications that you merely skimmed the article. If you encounter some difficulties point them up and **explain what makes them difficult**, do not use this as an excuse for not turning in a

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thoughtful reflection. This assignment should be around half a page and should not exceed one page. You lose points for excessive length.

Because I know there will be stressful periods in the semester during which you may be unable to turn in a thoughtful assignment, your lowest two grades will be dropped.

**Class participation: 10% of your final grade**

This is our main class activity. They include short presentations and small group discussions and debates. See rubric for more details.

**Debates and panels, 25% of your final grade**

We will conclude each section with a debate or a panel discussion addressing its major themes. The aim of this activity is to demonstrate understanding, synthesize, and evaluate the section's important ideas:

- 1. The date of the closure of the Qur'anic text (debate)**
  - a. Moderator: compiles the important questions and works with both groups in preparation for the debate
  - b. Group 1: defends the traditionalist position
  - c. Group 2: defends the revisionist positions (including Wansbrough's)
- 2. Translatability of the Qur'an (debate)**
  - a. Moderator: compiles the important questions and works with both groups in preparation for the debate
  - b. Group 1: defends the position that the Qur'an is translatable
  - c. Group 2: defends the position that the Qur'an is untranslatable
- 3. The Qur'an's structure and style (panel)**
  - a. Moderator (s): prepares a set of questions about the Qur'an's structure and style
  - b. Addressing an audience of lay people who are interested in learning about the Qur'an, participants take turns to answer these questions. The audience, consisting of the rest of the class and possible guests, may also ask questions.
- 4. The Qur'an's worldview (panel)**
  - a. Moderator (s): prepares questions about the themes studied in this section
  - b. Addressing an audience of lay people who are interested in learning about the Qur'an, participants take turns to answer these questions. The audience, consisting of the rest of the class and possible guests, may also ask questions.

**Preparation:** Whereas all students are required to read and react to the assigned readings, students participating in debates need to research their topic at more depth. I will provide additional readings and I expect you to conduct additional research. To make

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this task manageable, each group should divide the readings among its members and coordinate to produce a coherent and strong case.

**Length:** Each debate and panel should take between 40 and 50 minutes

**Evaluation:** To receive full credit, you need to

- Submit questions and arguments on the eve of your debate. You may present them as bullet points if you wish, but they need to be clear. This is one submission for the entire group, but make sure that each member of the group participates orally in the debate.
- Demonstrate familiarity and adequate understanding of the major arguments that have been produced in the field pertaining to your topic
- Be aware of the potential arguments that may be presented by the opposite group to address them adequately
- Cite historical evidence and give adequate analysis in support of your arguments
- Show enthusiasm and professionalism
- Over the semester, continue to be mindful to your topic. If/when you acquire additional information or develop new insights.

#### Quizzes, 15% of your final grade

There are three scheduled quizzes with the possibility of which are aligned with Students' Learning Outcomes (SLOs), outlined above. The best way to prepare for the tests is to complete the readings carefully and to attend and be active in all class sessions.

#### Final paper, 25% of your final grade

The final assignment is a 2000-word paper addressing the same theme as the final presentation. I will evaluate and provide feedback with respect to content, organization and coherence, argument, and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric (see rubrics for more details).

#### End-of-the-year Presentations: 15% of your final grade

In these presentations you are expected to research a course-related theme and communicate your results orally in a well-structured and clear manner. To do this, you need to form a claim, a point of view, or an argument and demonstrate it using well-researched data, theoretical tools, and logical analysis. Here are some broad themes from which you can select a topic then narrow it down to a specific point:

Qur'an as Literature ABT 4131

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- Compare the characterization of Mary, Noah, Moses, Abraham, or Jesus in the Bible and the Qur'an (pick only one person)
- Study the characterization of Mary, Moses, Abraham, or Jesus in the Qur'an
- Qur'anic imagery (make and defend a claim about it)
- The role, characterization, and significance of the devil in the Qur'an
- Compare a narrative shared by the Qur'an and the Bible
- The problem of theodicy (the problem of evil and its seeming inconsistency with the idea of a merciful and omnipotent deity) in the Qur'an
- Christians in the Qur'an
- Jews in the Qur'an

To receive full credit for your presentation, you need to turn in by the due date

- Thesis, annotated bibliography, and outline: this assignment is worth 10% of your final paper grade
- Annotated bibliography: Your bibliography must include at least four academic journal articles or chapters in edited academic volumes of which only one can be picked from the assigned readings. Your annotated bibliography should provide a summary of the piece and explain its relevance to your topic

Grade distribution at a glance:

1B10 Section	
Assignment	Percentage
Discussion posts	10%
Class participation	10%
Debates	25%
Quizzes	15%
Paper	25%
End-of-the-year presentation	15%

**GRADING SCALE:**

Letter Grade	Range:	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%

Letter Grade	Range:	
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
E	< 61.0 %	to 0.0%

### Attendance Policy

All students are expected to attend class regularly. Except for religious holidays, for which you only need to give prior notice, all non-excused absences must be documented. You are allowed three 50-minute session absences (equivalent of one week) without need to provide justification. Each additional non-excused absence will cause your course grade to drop by one degree (A becomes A-, A- becomes B+, and so forth). Every three late arrivals equal one absence. Students who do not miss class at all will earn 5 extra-credit points toward final paper.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- **UF student honor code, original work, and plagiarism:**
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- UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this course.
  - Original thought, writing, and discussion is critical for core questions about our place in the natural world and for meaningful discussions about culture and nature. Please be

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thoughtful and meticulous in your citations. This video offers useful information for how to avoid plagiarism and cite appropriately.

<https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9> If you have any questions, please ask your instructor.

- **Plagiarism on any assignment will result in a 0 for that assignment. A second incident of plagiarism will result in a failing grade (E) for the course.**
- Accommodations for students:

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- Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
- **Online course evaluation by students:**

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- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.
- **Important Student Wellness Resources:**

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- *U Matter, We Care:*
- If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.
- *Counseling and Wellness Center:*
- <https://counseling.ufl.edu/>, 392-1575; and the University Police Department:392-1111 or 9-1-1 for emergencies.
- *Sexual Assault Recovery Services (SARS)*
- **Student Health Care Center**, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
- **Important Academic Resources:**

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- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.
- **Career Connections Center**, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

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- **Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:**
- <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

**REQUIRED COURSE MATERIALS:**

- Ingrid Mattson, *The Story of the Qur'an: Its History and Place in Muslim Life* (Malden, MA: Blackwell Publishing, 2008) – available through UF library website
- Translations of the Qur'an: You will find several translations on the tanzil.net website and many others are available online free of charge

**RESOURCES:**

These are key resources which are available at the library. Some are available in digital formats:

- *Journal of Qur'anic Studies*  
<https://uf.catalog.fcla.edu/uf.jsp?st=journal+of+qur%27anic+studies&ix=kw&fl=bo&V=D&S=0271610210476750&I=0#top>
- Jane Dammen McAuliffe, *The Qur'an: What Everyone Needs to Know* (New York: Oxford University Press, 2020)  
[https://books.google.com/books?id=QjLNDwAAQBAJ&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.com/books?id=QjLNDwAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)
- *Journal of the International Qur'anic Studies Association:*  
<https://uf.catalog.fcla.edu/uf.jsp?ix=kw&st=jiqsa>
- Jane Dammen McAuliffe, *Encyclopaedia of the Qur'ān* (Leiden: Brill, 2006), 6 volumes

Tentative Course Plan:

Week 1, Jan 6: Introductions

Thursday



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- Introductions
  - Personal introductions
  - Introducing the syllabus

Week 2, Jan 11 & 13: Literature/History

**Objective:** What does it mean to study the Qur'an from a literary standpoint and how justified is this approach? We will begin this course by addressing these preliminary questions, then we will move to the history section, consisting of the historical context where the Qur'an emerged, the internal evolution and closure of the text, and the Qur'an as a source of historical information.

Tuesday

- Heath, Peter. 2009. "Introduction to Part I" in *Sacred Tropes: Tanakh, New Testament, and Qur'an as Literature and Culture*, edited by Roberta Sterman Sabbath. Leiden: Brill. 15-19.
- Sells, Michael. 1999. *Approaching the Qur'an: The Early Revelations*. Ashland, Oregon: White Cloud Press. 1-3.
- Mattson, *The Story of the Qur'an*, chap. 1

Thursday

- Presentations: themes and suggested sources:
  - Byzantine empire: Donner, Fred. 2010. *Muhammad and the Believers: The Origins of Islam*. Cambridge, Mass.: Harvard University Press. 4-17.
  - Sasanian empire: Donner, Fred. 2010. *Muhammad and the Believers: The Origins of Islam*. Cambridge, Mass.: Harvard University Press. 17-27.
  - Mecca and Medina: Dakake, Maria. 2021. "Mecca and Medina: The Sacred Geography of Qur'anic Revelation" in *The Routledge Companion to the Qur'an*, edited by George Archer, Maria Dakake, and Daniel Madigan, New York: Routledge. 23-42.

Week 3, Jan 18 & 20: History

**Objective:** This week we continue our exploration of the textual and contextual history of the Qur'an, focusing on the Arabian context (Hijaz, Arabic language, poetry, Muhammad's life) and the way the text is believed to have evolved.

Tuesday:

- Mattson, *The Story of the Qur'an*, chaps 2 (minus pages 33-53)

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- Sirry, Mun'im. 2021. *Controversies Over Islamic Origins*. New Castle, UK: Cambridge Scholars Publishing. 143-160 "The Qur'an's Chronology and Occasions of Revelation"

Thursday:

- Mattson, *The Story of the Qur'an*, chap. 3 until p. 106 + pp. 131-132 (conclusion)

Week 4, Jan 25 & 27: Textual history

**Objective:** This week we will discuss and evaluate three major theories about the emergence of the Qur'an.

Tuesday

- Sirry, Mun'im. 2021. *Controversies Over Islamic Origins*. New Castle, UK: Cambridge Scholars Publishing. 109-126.

Presentations based on Sinai's and van Putten articles:

- Sinai, Nicolai. 2014. "When did the Consonantal Skeleton of the Quran Reach Closure?" Part I, *Bulletin of SOAS*, 77, 2. 273-292.
- Sinai, Nicolai. 2014. "When did the Consonantal Skeleton of the Quran Reach Closure?" Part II, *Bulletin of SOAS*, 77, 3. 509-521

**Explain and evaluate revisionists' use of the following arguments:**

- The Dome of the Rock's qur'anic inscriptions
- Al-Hajjaj ibn Yusuf's role in the collection of the Qur'an
- Early Christian sources' discussion of the Qur'an
- Historical likelihood: why do revisionists consider Abd al-Malik a more likely candidate than Uthman for the collection of the Qur'an
- Discontinuity between qur'anic legislation and early Islamic law

**Explain and evaluate traditionalists' use of the following arguments:**

- Sunnis, Shi'is and Kharijis agreement on the Uthmanic codex
- The evidence provided by the San'a palimpsests
- Internal features of the Qur'an
- Orthographic idiosyncrasies (van Putten)

Thursday

- **First debate: The closure date of the Qur'an's consonantal skeleton**
  - Moderator: prepares questions and works with both groups
  - Group 1: defend the traditionalist position
  - Group 2: defend the revisionist position (including Wansbrough's theory)

Week 5, Feb 1 & 3: Translation

**Objective:** Given that we will study the Qur'an through translation, we will first explore the issue of translatability: to what extent is the Qur'an translatable?

Tuesday

- Blankinship, Khalid. 2019. *The Inimitable Qur'ān: Some Problems in English Translations of the Qur'ān with Reference to Rhetorical Features*. Leiden: Brill. 1-26.
- Lawrence, Bruce. 2005. "Approximating *Saj'* in English Renditions of the Qur'an: A Close Reading of Sura 93 (*al-Duḥā*) and the *basmala*" *Journal of Qur'anic Studies*, 7,1. 64-80.

Thursday

- **First quiz: the Qur'an's closure date**

Week 6, Feb 8 & 10: Structure and style

Objective: This week we study some features of the Qur'an's style, such as meaning-sound interplay and word order, both to assess their translatability and to discover how the Qur'an produces literary effect.

Tuesday

- Khan, Ali and Sharif Randhawa. 2018. *Divine Speech: Exploring the Quran as Literature*. Euless, TX: Bayyinah Institute. Chaps. 2 & 3
- Mattson, *The Story of the Qur'an*, 34-37.
- Blankinship, *The Inimitable Qur'an*, chap. 13 "*Succinctness, or ijāz al-qīṣar*"

Thursday

- Neal Robinson, Neal. 2003. *Discovering the Qur'an: A Contemporary Approach to a Veiled Text*. London: SCM Press. 162-176

Week 7, Feb 15 & 17: Orality and qur'anic structure

Objective: To Western readers, the structure of the Qur'an is one of its most challenging features, but this challenge appears to be mainly linked to the Qur'an's oral character. This week we explore the notion of orality and use it to identify some of the Qur'an's structuring devices.

Tuesday

- Douglas, Mary. 2007. *Thinking in Circles: An Essay on Ring Composition*. New Haven: Yale University Press. 1-12.
- Reda, Nevin. 2021. "Structure and Organization of the Qur'an" in *The Routledge Companion to the Qur'an*, edited by George Archer, Maria Dakake, and Daniel Madigan, New York: Routledge. 165-176

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- Nelson, Kristina. 2001. *The Art of Reciting the Qur'an*. Cairo: The American University in Cairo Press. xiv-xx.

Thursday

- Second debate: The Qur'an's translatability.
  - Moderator: prepares questions and works with both groups
  - Group 1: the Qur'an is translatable
  - Group 2: the Qur'an is untranslatable

Week 8, Feb 22 & 24: Structure—beyond oral theory

Objective: Although oral theory sheds light on the structure of some suras, at the current stage of research it seems to leave much to be desired. This week we will assess this theory and explore other approaches to the Qur'an's structure.

Tuesday

- Surat Yusuf: Structural study through the lenses of oral theory
- Sinai, Nicolai. 2017. "Review Essay: Going Round in Circles" *Journal of Qur'anic Studies*. 19.2. 106-122.
- El-Awa, Salwa. 2021. "Discourse Markers and the Structure of Intertextual Relations in Medium-Length Qur'anic Surahs" in *Structural Dividers in the Qur'an*, edited by Marianna Klar. New York: Routledge. 232-263.

Thursday

- Tlili, Sarra. 2019. "Fa'şda' bi-mā tu'mar: A Motif-Based Study of Sūrat al-Ḥijr" *Journal of the International Qur'anic Studies Association*, 4. 58-83.

Week 9, March 1 & 3: Characters

Objective: In this section we will discuss some of the central characters of the Qur'an and explore the literary devices that the Qur'an uses to present them.

Tuesday

- Johns, A. H. 2011. "Shu'ayb, Orator of the Prophets: Reflections on Qur'anic Narrative" *Journal of Qur'anic Studies* 13.2. 136-148.
- Second quiz: The Qur'an's translatability

Thursday

- Panel: Qur'an's structure and style

Week 10

## Spring break

### Week 11, March 15 & 17: Themes—God, eschatology, and signs

**Objective:** God and the afterlife are the two foundational themes of the Qur'an, whereas the sign motif plays an instrumental role in the construction of these notions. This week we explore these three themes to identify their aim and function and the way they shape the Islamic worldview.

#### Tuesday

- Winter, Tim. 2021. "God the Speaker: The Many-Named One" in *The Routledge Companion to the Qur'an*, edited by George Archer, Maria Dakake, and Daniel Madigan, New York: Routledge. 45-57.
- Rustom, Muhammad. 2021. "Qur'anic Eschatology" in *The Routledge Companion to the Qur'an*, edited by George Archer, Maria Dakake, and Daniel Madigan, New York: Routledge. 69-79.
- Presentations about the notions of God and the afterlife outside the Qur'an

#### Thursday

- Yazicioglu, Isra. 2011. "Redefining the Miraculous: al-Ghazālī, Ibn Rushd and Said Nursī on Qur'anic Miracle Stories" *Journal of Qur'anic Studies* 13.2, 86-108

**Thesis and annotated bibliography are due on Friday, March 18<sup>th</sup>**

### Week 12, March 22 & 24: Themes—Gender

**Objective:** There is a vast body of literature on the question of gender in the Qur'an, which shows how important this theme is to modern readers. This week we explore some views on this topic. Asma Barlas not only argues that the Qur'an is not patriarchal, but also that it is anti-patriarchal. She blames patriarchal readings of it on the genres of qur'anic exegesis (*tafsīr*) and hadith. Hadia Mubarak argues that *tafsīr* is much more nuanced than Barlas and others may depict it. Celene Ibrahim offers her own reading of qur'anic gender themes.

#### Tuesday

- Barlas, Asma. 2002. "Believing Women" in *Islam: Unreading Patriarchal Interpretations of the Qur'an*, 33 – 65
- Hadia Mubarak, 2021. "Classical Qur'anic Exegesis and Women" in *The Routledge Handbook of Islam and Gender*, edited by Justine Howe. New York: Routledge. 23 – 42

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Thursday

- Ibrahim, Celene. 2020. *Women and Gender in the Qur'an*. New York: Oxford University Press. Chap. 3

Week 13, March 29 & 31: Themes—Environmental themes

Objective: The fields of animal and environmental studies have grown exponentially across traditions and disciplines, showing that the subject is becoming one of humanity's profound concerns. This week we explore the Qur'an's conception of the nonhuman world and how it has historically shaped Muslims' attitudes toward the nonhuman other.

Tuesday

- Tlili, *Animals in the Qur'an*, 138-147.
- Winter, Tim. 2019. "Nations Like Yourselves: Some Muslim Debates over Qur'an 6:38" in *The Routledge Handbook of Religion and Animal Ethics*, edited by Andrew Linzey and Clair Linzey. New York: Routledge. 163-173.
- Tlili, *Animals in the Qur'an*, 191-209.

Thursday

- **Panel: Qur'anic worldview.**

Week 14: April 5, 7

Tuesday

- **Third Quiz: style, structure, and content of the Qur'an**
- Presentations

Thursday

- Presentations
- **Final paper is due on Friday, April 8<sup>th</sup> at 11:59 pm**

Week 15: April 12, 14

Tuesday

- Presentations

Thursday

- Presentations

Week 16: April 19

- Wrap up