

AN EXERCISE IN TEAM RESEARCH & TEACHING THE GUIDELINES

FIRST, LET'S RE-ORIENT OURSELVES

Read carefully again the course description from the syllabus that should help 're-orient' us as you enter the final stage of our explorations of Catholicism and Shi'i Islam:

Our course is a study of two so-called “Abrahamic” traditions of monotheism, Catholic Christianity and Shī'ī Islam, and of the two together, i.e., relationally, historically, comparatively and dialogically. Part One of the course reviews the complicated history of relations between the two traditions, especially the mix of theological, political, and cultural factors expressed in their efforts at interreligious dialogue. The primary text for Part One is Goddard's overview of the debates within and between both traditions about the appropriateness of and possibilities for respectful dialogue. Instructors will provide supplemental material on matters of theology and religious practice within both traditions to broaden Goddard's primarily historical approach. Part Two of the course will compare more closely the traditions of Catholic Christianity and Shī'ī Islam. The primary text for Part Two by Bill and Williams, by exploring particular narrative and theological themes in Roman Catholicism and Shiism, provides a more focused engagement with the broader issues discussed in the Goddard's overview. Building on the momentum of our explorations in Parts One and Two, and in keeping with the particular interests of students, **Part Three of the course** will consider the similarities and points of departure between the two traditions, and pose the question of whether meaningful dialogue (whether actual or potential) can be pursued between their proponents. Put differently, if Catholic and Shī'ī believers were to encounter and become more familiar with one another, what would adherents be able and willing to say to one another any why? How would they respond to each other's questions?

In view of our intellectual journey thus far we (the instructors) deem it wise and appropriate to keep options more open than what the syllabus says for PART III. In other words, while you are still welcome to go the comparative route in your group teaching and research, in light of our experience thus far you also have the option to choose a topic/theme of deeper interest and investment for academic or personal reasons that falls within the broader scope of our study. Just make sure **you clarify what has prompted this research and your choice of the topic or theme**. If the theme/topic is particularly far-fetched, it should be made clear to the audience how it relates to our study.

It's 'AN EXERCISE' in Research & Teaching

Yes, it's an 'exercise' in carefully researching a topic or theme that will serve the purposes of a well-crafted session of teaching. It's an exercise in improving your research and teaching/presentation skills and in deepening the relationship between the two. (We have done our version of that two-fold exercise throughout the semester, especially recently during the last four sessions we led individually. If there is inspiration for you in those, take it; if not, develop your own approach.)

The RESEARCH Component (10%)

The teaching component depends upon your research, in fact, the whole exercise does. See this for the guidelines: <https://rizwanzamir.net/research-ing/> (These were written not exactly for this exercise but for all assignments that require a research component.)

You will bring your '**quest-ion**', **Annotated Bibliography (AB)**, and what you will assign as "**readings for the day**" to the workshop class. We will update the roadmap accordingly.

Your research begins here: <https://davidson.libguides.com/religion>

The TEACHING Component (10%)

Remember it's your teaching space. You decide how you'd like to teach.

Still, consider three things:

1. Be **coherent** in structure and flow, i.e., your classmates are your audience, NOT the instructors (assume that we, the instructors, are not there) and they should be able to follow your lead;
2. Be reliable and informative; that's why scholarly sources and AB are necessary;
3. Remember you are *teaching*, not *presenting*. Be compelling in your delivery. It's up to you whether or not you will use visuals or powerpoint etc.

For the guidelines for an exercise like this one: <https://rizwanzamir.net/how-to-teach/>

In the upcoming workshop you will also clarify your teaching philosophy, teaching plan and approach, and how will you go about it on your team-teaching day.

Let's try things out: The Workshop on April 12 (Monday)

It's good to try things out, rehearse, test your readiness, and go through a last round of improvement and polishing. Each group will deliver a 10-minute presentation. More details on this workshop are on the roadMap.

FINALLY, in this exercise, your professors are available to you as a resource and help. If you experience difficulties, feel free to reach out to us: **include us both and your teammate(s)** in your emails.