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ABSTRACT

“New Strategies in Religious Education: The Case of Pursuing
Meaning and Method for Engagement with Modernity”

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Models for Islamic education have sought ways to reconcile modern secular education with traditional Islamic studies. Central to these concerns is the reconciliation of the two fields of Islamic knowledge: revealed sciences (*fard ‘ayn*) and acquired sciences (*fard kifayah*). This paper argues that a method of religious education known as *Integral Learning* can help to reconcile various fields of knowledge by concentrating on the moral-spiritual guidance of persons and development of civic virtues for society. *Integral Learning* is a process that looks at life through its world and common concerns and questions, and tries to make sense of them in light of Islamic teachings. Strategies for *Integral Learning* draw from historical and contemporary epistemologies, especially those of the classical period of philosophical study and religious-legal developments. In this process, four key areas are highlighted: reflecting on human experience; studying and sharing of sacred texts; exploring the meaning and practice of religious practice, and acting to foster social justice. *Integral Learning* aims to form a community of learners who can collectively come to a fuller realization of the status that God has bestowed on Muslims as *khalifat Allah*.