

**California State University Fullerton
Comparative Religion Department**

**CPRL 372 – History and Dev. Of Islamic Thought: 1259 to Present.
Unit: 3.0**

Term: Spring 2013

Day and Time: MW 2:30- 3:45

Room: H 224

Office hrs: MW 1:00- 2:30; or by appointment

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CATALOG DESCRIPTION

Islamic thought from the close of the classical period to the present, with emphasis on twentieth century developments. Emergence of modern Middle East, reform movements, Islamic response to nationalism and modernity, recent Islamic resurgence.

DETAILED DESCRIPTION

Over the period of 1400 years, Islam, as a religion, came to embody a sophisticated wealth of thought. This thought consists of diverse disciplines that emanated gradually with the birth of Islam. With the inception of the Qur'an, to the collected sayings and actions of the Prophet Muhammad as the foundation, Islamic thought is perceived to encompass and transcend the exegetical sources of both the Qur'an and the Hadith, law and jurisprudence, systematic and dogmatic theology, philosophy and Mysticism. The modern era has ushered in completely different concerns for Muslims forcing the intellectuals to redress many issues in penetrating and, sometimes, provoking ways. This course traces the different intellectual output of Muslims regarding diverse array of issues facing Islam and Muslims in the modern era. Contributions from notable Muslim intellectuals from around the world, beginning from the nineteenth to the twenty-first centuries are highlighted. Topics include the search for Islamic identity, Islam and nationalism, Islam and socialism, Islam and secular state, modernization of Islamic law, status of women and the family, Islam and economics, Islam and democracy, Islam and the West, and Redefining jihad.

PREREQUISITE:

Completion of the General Education area C.2 Introduction to Humanities.

GENERAL EDUCATION:

This course fulfills GE C.3 Explorations in the Humanities *and* GE Z Cultural Diversity. (If you wish to pursue a minor in Religious Studies or a minor in Islamic Studies, you can “double count” this course for GE and the minor – up to nine units of GE courses from one department may be used to meet minor requirements. If you are a major in Religious Studies, this class counts as one course toward your upper division “Development of Western Religious Thought” requirement, but cannot count for GE.)

GENERAL EDUCATION LEARNING GOALS

The learning goals for subarea C.3 include the learning goals for area C.2, namely:

- a. Cultivate their intellectual reasoning skills, expand their capacity for creative imagination, develop their reasonable moral sensibilities, and increase their capacity for sensitive engagement through studying great works of human imagination and reason (which are to be primarily—although not exclusively—written texts and literature).
- b. Understand how the humanities have contributed to the development of culture, including the comparative study of the humanities in diverse cultures.
- c. Understand how the humanities have sought to provide answers to complex problems facing humanity, including the relationship of the self to culture and the natural world, the nature of moral and legal obligations, and the meaning and purpose of human existence.

In addition, students taking courses in subarea C.3. shall:

1. Understand broad, unifying themes from cross-disciplinary perspectives in the humanities.
2. Understand the relevance of the humanities for the thoughtful consideration of complex contemporary problems.
3. Appreciate the complex relationship and interaction between the humanities and other fields of learning, including the natural sciences, social sciences, and arts.

Learning Goals for GE area Z Cultural Diversity (UPS 411.201 6/20/11):

1. Demonstrate understanding that culture is socially constructed and fundamental to social interaction.
2. Demonstrate appreciation of the complex relationships that various factors such as gender, ethnicity, race, sexual orientation, religion, and class bring to a discussion of society and culture.
3. Demonstrate understanding that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
4. Recognize and evaluate how one's cultural history affects one's sense of self and relationship to others.

DEPARTMENT OF COMPARATIVE RELIGION LEARNING GOALS AND OUTCOMES

- Learning Goal: Students possess the ability to perform research and interpret materials related to the study of religion.
 - Outcome 1: Students can analyze written materials related to the study of religion.
 - Outcome 2: Students have acquired information literacy in the study of religion.
- Learning Goal: Students can effectively communicate in written and spoken mediums.
 - Outcome 3: Students are able to write well-organized critical and analytical research papers related to the study of religion.
 - Outcome 4: Students are able to speak clearly and effectively using relevant and adequate supporting evidence. *Not applied to this course.*
- Learning Goal: Students can demonstrate an understanding of the beliefs, rituals, texts, and figures related to a variety of religious traditions.
 - Outcome 5: Students can describe the basic teachings and practices of major religious traditions and can compare and contrast the principal similarities and differences between them.
 - Outcome 6: Students are able to identify the history and development of specific religions and their contemporary relevance.
 - Outcome 7: Students can compare key theories and theorists in the study of religion. *Not applied to this course.*
 - Outcome 8: Students can interpret key thinkers and figures within religious traditions.

SPECIFIC LEARNING OBJECTIVES

1. To facilitate an insight into the intricacies and diversity of Islamic thought.
2. To expose students to the intellectual output emanating from the different readings of the basic sources of Islam.
3. To inculcate in the students a sense of appreciation for the intellectual contribution of Muslims.
4. To prepare the students and provide them with more tools for further research about Islam and Muslims.
5. To familiarize students to some of the modern dilemmas of Muslims.
6. To make students aware of the existing debate among Muslims and the proposed

solutions for their problems.

7. To highlight the relationship between Islamic World and the West.

PERSONAL PROMISES (The 7 Ps):

In addition to the GE learning goals and the specific learning objectives, I will aspire to meeting these personal teaching goals and promises, based on which I hope to be evaluated:

- - I will prepare well for every class
- - I will always begin class on time
- - I will organize the class well
- - I will communicate the material clearly
- - I will answer any question effectively
- - I will be helpful to all student
- - I will be the Professor but friendly to all.

IMPORTANT NOTICE:

This course is listed as a Hybrid Course. What this means is that up to 30% of classes can be converted to Web-instruction rather than in-class sessions. The main reason for this action is to prepare for the possibility of any flu out-break or for professional conferences that may cause classes to be cancelled or cause excessive absences. If I determine that it is not appropriate to hold class due to concern over contacting such as “Swine Flu” or for attending a conference, I will convert a few classes to web-instruction by placing class material on TITANium for you to review and report on as instructed.

READINGS: (Books available at Little Professor Book Center (714) 996-3133; address: 725 N. Placentia Avenue.)

Main Text:

1. Donohue, John J. & Esposito, John L. *Islam in Transition: Muslim Perspectives*. New York & Oxford: Oxford University Press, 2007.

2. Abu Zayd, Nasr. *Reformation of Islamic Thought: A Critical Historical Analysis*. Den Haag/ Amsterdam: WRR/ Amsterdam University Press, 2006. (ISBN: 905356828x)

3. Other relevant articles will be posted on TITANium

ASSIGNMENTS AND EVALUATION

1. Although this is a lecture class, questions will be asked constantly to provoke class discussions. Therefore, students are advised to do their readings and actively participate in such discussions. Unquantifiable marks will be awarded to students who make informed and intelligent contributions to class discussions.

2. Minor Book Review: Due in class on Feb. 13, 2013:

In the first two weeks, using the book by (Abu Zayd, Nasr. *Reformation of Islamic Thought: A Critical Historical Analysis*. Den Haag/ Amsterdam: WRR/ Amsterdam University Press, 2006) each student must read it completely. And in the fourth week, provide three (3) page-report consisting of three (3) detailed and interesting points that have been learned (with pages numbers identified). (Book available at Little Professor Book Center (714) 996-3133; address: 725 N. Placentia Avenue.)

3. Major Book Review: Due in class on Apr. 24, 2013.

Each student must submit a review of a book to be approved by me. The review must be 5 pages (typed, double spaced text, 1250 words; criticism and observation included: sample review will be provided later in the class).

4. There will be two exams: **mid-term and final**. (No make-up exam will be given except on 24 hours notice for a legitimate excuse).

5. There will also be minor assignments (observations from readings; analysis of internet contents on specific topics; and quizzes).

6. Class participation is a requirement (active discussion and attendance).

7. **Course information** and other materials are found on **TITANium**.

GRADE POINTS AND DUE DATES:

NO extra credit. A total of 200 points will be available for assessment based upon the following:

| | | | |
|------------|---------------------|-------|--|
| 20 points: | Minor Book Review | (10%) | <u>Feb. 13, 2013</u> |
| 40 points: | Mid-Term Exam | (20%) | <u>March 13, 2013</u> |
| 40 points: | Major Book Review | (20%) | <u>April 24, 2013</u> |
| 20 points: | Class Participation | (10%) | |
| 20 points: | Minor assignments | (10%) | |
| 60 points: | Final Exam | (30%) | <u>May 22, 2013. (Wednesday, 2:30- 4:20 p.m.)</u> |

GRADING SCALE (using plus-minus +/- style)

| | | |
|----|------------|-------------------------|
| A+ | 97.0-100% | 194- 200 points |
| A | 93.0-96.9% | 186- 193 points |
| A- | 90.0-92.9% | 180- 185 points |
| B+ | 87.0-89.9% | 174- 179 points |
| B | 83.0-86.9% | 166- 173 points |
| B- | 80.0-82.9% | 160- 165 points |
| C+ | 77.0-79.9% | 154- 159 points |
| C | 73.0-76.9% | 146- 153 points |
| C- | 70.0-72.9% | 140- 145 points |
| D+ | 67.0-69.9% | 134- 139 points |
| D | 60.0-66.9% | 120- 133 points (no D-) |
| F | 0-59.9% | 0- 119 points |

NOTES:

1. Students are advised to:
 - a. be punctual and regular in class attendance;
 - Attendance is part of class participation.
 - Two or more Absences may lower the final grade.
 - b. avoid being late and leaving early (grades may be affected).
 - c. avoid any type of disturbance and stop making any form of noise during class (cell phone should be turned off);
 - d. only use LAPTOPS strictly for taking notes, so there is ABSOLUTELY NO web surfing.
 - e. submit HARDCOPIES of any assignment to me on time; and upload it to Turnitin on the TITANium by 9: 00 pm of the due date. (this is to ensure that

your paper is free of plagiarism). Failure to submit papers to “Turnitin” will result in zero (0) marks.

2. It is the student’s responsibility to retain a photocopy or computer copy of ALL assignments submitted for grading; in the event of lost or theft, a duplicate copy is required.
3. Students are advised to read the 2012/2013 *Catalog* for the rules and policies regarding **registration, Voluntary Withdrawals, Academic Misconduct including plagiarism, and Appeals**. Make sure you pay special attention to them and understand them well.
4. Please note that registering in this course commits you to the date and time of the course final examination. If you are aware of possible conflicts with that date, please see me immediately during the first week of the course, in case you need to register in another course to accommodate the conflict. For appeals for deferred exams, please see the Calendar.
5. Late assignment and exams penalties: Except with a legitimate excuse, a day late equals a letter grade lower (eg., from A to A-; or from B+ to B). No make-up exam will be given except on 24 hours notice for a legitimate excuse.
6. **SPECIAL NEEDS**: During the first week of classes, inform me of any disabilities or special needs that you have that may require special arrangements. Students with disabilities need to document their disability at the Disabled Students Services office in UH 101.

7. **ACADEMIC DISHONESTY**:

“Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty” (UPS 300.021).

Cheating: “Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor” (UPS 300.021).

Plagiarism: “Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. When sources are used in a paper, acknowledgement of the original author or source must be made through appropriate references and, if directly quoted, quotation marks or indentations must be used” (UPS 300.021).

Penalties: The minimum penalty for cheating on an examination or for plagiarism will be an “F” on the assignment (zero points), without the possibility to re-do the work. In addition, the final course grade will be no higher than a “C” regardless of the final point total. Depending upon the severity of the offense, a final course grade of “F” may be assigned. In all cases the Dean of Students Office, Judicial Affairs will be

notified. Plagiarism is a serious issue. It is the student's responsibility to be clear of the meaning of plagiarism. See the "Student Guide to Avoiding Plagiarism at <http://www.fullerton.edu/deanofstudents/judicial/Plagiarism.htm>

Emergency Procedures:

http://www.fullerton.edu/emergencypreparedness/ep_students.html

COURSE OUTLINE (NB: All topics and videos may not be covered)

Week 1. Jan. 28-30

- Introduction: (pp. 1-6, Donohue & Esposito)
- Crisis and Search for Identity: 7-8
 - al-Tahtawi (9- 12)
 - al-Afghani (16- 19)

Week 2. Feb. 4- 6

- Search for identity, continued:
 - 'Abduh (20- 23)
 - Ahmad Khan (32- 37)

Week 3. Feb. 11- 13

- Islam and Nationalism (39-40)
 - Rashid Rida (41- 43)
 - Arslan (44- 48)

VIDEO and Discussion

Minor Book Review Due in class: Feb. 13, 2013

Week 4. Feb. 18- 20 (**Monday, Feb. 18: Presidents' Day; Campus closed**)

- Islam and Nationalism, continued:
 - Taha Husayn (54- 58)
 - Al-Banna (59- 63)
 - Iqbal (71- 73)
 - Mawdudi (74- 77)

Week 5. Feb. 25- 27

- Islam and Socialism (78)
- Shaltut (79- 82)
 - Al-Qadhdhafi (83- 86)
 - Al- Azam (93- 99)
 - Sayyid Qutb (103- 108)

Week 6. March 4- 6

- Islam and the Secular State (114)
- Mahmud (128- 132)
 - Ali Engineer (136- 142)

VIDEO and Discussion

Week 7. Mar. 11- 13

- Islam and Social Change: Modernization of Islamic Law (143- 144)
- Mahmasani (145- 150)
 - Fyzee (151- 156)

Mid-term Exam: March 13, 2013

Week 8. Mar. 18- 20

- Islam and Social Change: Modernization of Islamic Law, continued:
- Wadud (157- 169)
 - Zaki Yamani (170- 177)
 - Sisters in Islam (197- 202)

Week 9. Mar. 25- 27

- Islam and Social Change: Reform of Islamic Law (203)
- Fatwas:
- The Islamic Veil (hijab) (212- 214)
 - Bio-ethics (215- 222)
 - Human Procreation (223- 227)

VIDEO and Discussion

Week of Apr. 1- 7

Spring Recess: NO CLASSES

Week 10. Apr. 8- 10

Islam and Economics (228)

- Taliqani (229- 235)
- Khurshid Ahmad (236- 241)
- Chapra (242- 248)

Week 11. Apr. 15- 17

Islam and Democracy (261)

- Mawdudi (262- 270)
- Ghannouchi (271- 278)
- Al-Awa (279- 287)

Week 12. Apr. 22- 24

Islam and Democracy, continued:

- Murad Hofmann (296- 306)
- Sachedina (307- 310)
- Soroush (311- 318)

Major Book Review Due: April 24, 2013

Week 13. Apr. 29- May 1

Islam and the West (331)

- Khumayni (332- 340)
- Anwar Ibrahim (341- 344)
- Hossein Nasr (371- 381)

VIDEO and Discussion

Week 14. May 6- 8

Jihad Defined and Redefined (393)

- Jackson (394- 408)
- Sayyid Qutb (409- 416)
- Bin Laden (430- 432)
- El-Fadl (460- 464)

Week 15. May 13- 15

Peace Interpreted:

- Zakyi Ibrahim (Article on TITANium)
- Hamid H. Haidar (Article on TITANium)

FINAL EXAM: Wednesday May 22, 2013. (2:30- 4:20 p.m.)