

SPRING 2012

ISLAM

840:326:02 (crosslisted with 685:326:02)

Time and Place: TTh, 1.10-2.30, Frelinghuysen Hall, Room B6, College Ave Campus.

Professor: J. Mojaddedi **Office:** Loree, Room 104, Douglass Campus. jamojaddedi@hotmail.com

Office Hours: Thursdays, 10.30-12.00, at my office, or by appointment.

Course Description:

This course provides an introductory overview of Islam, covering Sacred History, major intellectual traditions, the competing visions of Islam, the ways in which Muslims have responded to modernity, and contemporary issues. The approach taken is an academic enquiry into Islam as a religious system, with reflection on its diverse schools and historical development in the light of modern scholarship. As you can see from the learning goals below, no one will pass this class by simply reporting traditional Islamic beliefs uncritically.

SAS Core Curriculum Goals

This Course fulfills the historical analysis (**HST**) and Arts and Humanities [philosophical and theoretical] (**AHo**) subsets of the core curriculum areas of inquiry.

This course satisfies the following core curriculum learning goals:

- h.** Understand the bases and development of human and societal endeavors across time and place.
- i.** Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis.
- j.** Identify and critically assess ethical issues in social science and history.
- k.** Explain the development of some aspect of a society or culture over time, including the history of ideas or history of science.
- l.** Employ historical reasoning to study human endeavors.
- o.** Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production.

Required Textbook:

Andrew Rippin, *Muslims: Their Religious Beliefs and Practices*, 4th ed, Routledge, 2012 **Paperback:** 978-0-415-48940-9 (Book's companion website: <http://www.routledge.com/cw/rippin>)

Other Readings The specific readings for individual lectures, other than the required textbooks, are available as pdfs in the E-companion Documents List, for you to download, print out, and bind, to serve as your own cost-effective course pack.

e-companion: Everyone needs to log in to the e-companion site for this course, at <https://ecollege.rutgers.edu> . If anybody has problems with accessing e-companion they should inform me as soon as possible, as it will be necessary to use this facility.

Preparation, attendance and participation: Everybody enrolled is expected to attend classes, having already read the assignment indicated, and to contribute to discussions. In each class I will call on members of the class randomly with questions about the readings. 5% of the final grade will depend on the responses given to these questions. Attendance and active and informed participation in discussions (aside from answering the questions on the readings) are also rewarded in the final grade (see below). Attendance of a class can only be established by indicating your presence at the beginning and remaining in the classroom for the full duration, unless prior agreement has been obtained from me.

Absence

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. In cases where students must miss classes for longer than one week, they will always be directed to see a Dean of Students for assistance to help verify these circumstances.

An Excused Absence can only be obtained by producing a doctor's note with the office's contact details, or a note from your dean.

Phones and Laptops: During the classes, every effort must be made not to disturb classmates and cell phones must be both turned off and put out of sight. Any student using a cell phone in any way during class will lose a grade. Laptops are allowed ***only for note-taking***, and any student using the laptop for any other reason, such as surfing the web or going on Facebook, will lose a grade and will no longer be allowed to use it in class. Any student wishing to use a laptop in class ***must sit in the front row of the class***-- I will check up, and if I am dissatisfied with someone's use of the laptop, for any reason, they will no longer be permitted to use it.

Papers: each paper must be typed and submitted in hard copy (e-mailed papers will not be accepted). Each paper must have a cover page and bibliography, which should consist of publications actually used for the paper. Please beware that if you rely on web-sites indiscriminately, you run the risk of using inappropriate non-academic sources, and in consequence attaining poor grades. Read carefully the article on the e-Companion Webliography about using websites, for guidance.

Plagiarism will result in an immediate fail for the course. There is a link on the e-Companion Webliography to the Rutgers position regarding plagiarism and further relevant details. It is always essential to ask if uncertain about any of these issues, before handing in your paper.

Papers short of the minimum length will receive a grade lowered according to the number of words missing. Late papers without an official Excused Absence will be penalized by one percentile (1 out of the final 100) per 24 hours, or part of a 24 hour period (starting from the time the relevant hand-in class ends). Papers more than 7 days late will not be graded at all. It is the responsibility of the student handing in a paper late to make sure that it reaches me and to obtain confirmation of receipt on the day of its submission. Spelling and grammar will be taken into consideration in grading all papers, which should be typed double-spaced on letter size paper. The Writing Center at Rutgers offers help with writing papers.

Quizzes: The three quizzes will be based on both the readings and the class discussions that have taken place before them. Quizzes will contain a range of types of questions, from multiple choice to extended responses, and sample questions will be made available beforehand. There will be no chance to make up missed quizzes except for those with an official Excused Absence (see above).

Special Needs: Any student with special needs or health issues must inform me as soon as possible to make arrangements that will ensure a successful learning experience on this course.

Final Grade Constituents:

10% (attendance,
5% (participation)
5% (Questions on the readings)
30% (3 quizzes),
20% (Paper One, 1,300-1,700 words),
30% (take-home exam paper, 1,900-2,300 words)

Grading System: A=100-90, B+= 89-87, B=86-80, C+=79-77, C=76-70, D=69-65, F=64–

COURSE OUTLINE AND READING ASSIGNMENTS

1/17 Introduction to Course

1/19 Studying Islam

Sedgwick, *Islam and Muslims*, 2-4, 16-20

1/24 Islamic Pre-History

Rippin, pp. 7-19

Rubin, “Prophets and Prophethood,” in *Encyclopedia of the Qur’an*, 290-292.

1/26 The Qur’an

Sells, *Approaching the Qur’an*, pp. 42-43, 90-103

Rubin, “Prophets and Prophethood,” in *Encyclopedia of the Qur’an*, 292-295.

1/31 The Qur’an

Rippin, pp. 20-41

Calder et al., *Classical Islam*, pp. 10-11, 15

2/2 Prophet Muhammad

Cook, *Muhammad*, pp. 12-24

Ernst, pp. 73-85

2/7 Prophet Muhammad

Rippin, pp. 42-49, 52-56

Calder et al., *Classical Islam*, pp. 16-35

2/9 Hadith

Rippin, pp. 49-52

S. Ahmed "Hadith," in E. Yarshater, ed., *Encyclopaedia Iranica*

Calder et al., *Classical Islam*, pp. 36-41

2/14 Hadith

Hoyland, *Writing the biography of the Prophet Muhammad*, pp. 581-602

Calder et al., *Classical Islam*, 42-46, 178-184

*****2/16 QUIZ 1**

Quiz Preparation

2/21 Foundational Islamic History

Rippin, pp. 59-71

Calder et al., *Classical Islam*, pp. 80-87

2/23 Foundational Islamic History

Momen, *Introduction to Shii Islam*, pp. 11-22

Rippin & Knappert, eds. and trs., *Textual Sources for the Study of Islam*, pp. 135-144

2/28 Theology & Rationalism

Rippin, pp. 72-87.

Calder et. al., *Classical Islam*, pp. 150-58

3/1 Theology and Medieval Intellectual Culture

Rippin, pp. 153-63

Ernst, pp. 151-62

3/6 Jurisprudence

Rippin, pp. 88-103

Calder et. al., *Classical Islam*, pp. 207-14

3/8 * (PAPER ONE DUE IN CLASS) ***; Jurisprudence**

Rippin, pp. 104-118

Sedgwick, *Islam and Muslims*, 21-33

-----SPRING BREAK -----

3/20 Shiism

Kohlberg, "Evolution of the Shi'a," pp. 1-22

3/22 Shiism

Rippin, pp. 121-35

Calder et. al., *Classical Islam*, pp. 50-58, 223-7

**** 3/27 QUIZ 2**

Quiz Preparation: Revision of previous class notes and readings

3/29 Sufism

Ernst, pp. 163-68

Calder et. al., *Classical Islam*, pp. 228-32

4/3 Sufism

Rippin, pp. 136-42

Calder et. al., *Classical Islam*, pp. 237-52

4/5 Sufism

Rippin, pp. 142-9

Ernst, pp. 174-82

Calder et. al., *Classical Islam*, pp. 252-68

4/10 Islamism

Sedgwick, *Islam and Muslims*, 187-204

4/12 Contemporary Reformist critiques of Islamism

Abou El-Fadl, "The ugly modern and the modern ugly," pp. 34-62

4/17 Muslim Women and Feminism

Rippin, pp. 291-304

4/19 Islamophobia

Rippin, pp. 316-30

Rana, 'The Story of Islamophobia,' pp. 148-161.

4/24 *TAKE-HOME EXAM PAPER DUE*** Contemporary Islamic Issues**

Reading Material to be distributed before class

*****4/26 QUIZ 3**

Quiz Preparation: Revision of previous class notes and readings.