

**SPRING 2013**

**ISLAM**

**840:326:01 (crosslisted with 685:326:01)**

**Time and Place:** MW 4:30-5:50, Scott Hall, 214, College Ave Campus.

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

**Office Hours:** Wednesdays, 10:30-12:00, at my office, or by appointment.

**Course Description:**

This course provides an overview of Islam, covering Sacred History, the rise to dominance of the ulama, 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 academic scholarship.

**Studying a Religion at College:**

For most people in North America, studying religion at college is the first time they have studied this subject outside of a religious context (mosque, church, synagogue, temple etc). There is a world of difference when studying the same subject at college as compared with religious centers. At a secular academic institution, such as Rutgers, the goal is to understand all religions equally as human constructs. That is to say, the agency of human beings in forming and re-forming the texts, institutions, dogma, and rituals of their religion is the subject of study, and no assumptions are made about divine origins. Success in the academic study of religion is therefore completely unrelated to one's personal religious or non-religious convictions. It is also very debatable whether prior knowledge of the subject from study in a religious setting will be an advantage or a disadvantage. In experience, it is a disadvantage if the student relies on that knowledge uncritically in the vain hope that they can pass a course at college and get credits with a minimal amount of rigorous academic work.

**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*, 4<sup>th</sup> 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. These texts should be read in preparation before the specified class on the syllabus.

**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 the professor 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. This is essential for performing well in the random pop quizzes (see below). Attendance and active and informed participation in discussions are also rewarded in the final grade, and not just sitting in the classroom (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 the professor.

### **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 your professors. 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 the 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 even if there are no power sockets in reach*. If the professor is 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 the professor 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.

**Scheduled Quizzes:** The three quizzes scheduled on the syllabus 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).

**Pop Quizzes:** There will also be six pop quizzes during the course. These will be short quizzes at the end of a random class based on what has been discussed during that class and the readings for that class only. The two lowest grades from these pop quizzes will be ignored for the final grading.

**Final Grade Constituents:**

10% (attendance and participation)  
10% (pop quizzes)  
30% (3 scheduled 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–

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

## **COURSE OUTLINE AND READING ASSIGNMENTS**

### **1/23 Introduction to Course**

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

1/28 Islamic Pre-History

Rippin, pp. 7-19

Rubin, "Prophets and Prophethood," in *Encyclopedia of the Qur'an*, 290-292.

1/30 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.

2/4 The Qur'an

Rippin, pp. 20-41

Calder et al., *Classical Islam*, pp. 11-16, 21-22, 121-4.

2/6 Prophet Muhammad

Cook, *Muhammad*, pp. 12-24

Ernst, pp. 73-85

2/11 Prophet Muhammad

Rippin, pp. 42-49, 52-56

Calder et al., *Classical Islam*, pp. 23-34, 45-9

2/13 Hadith

Rippin, pp. 49-52

Calder et al., *Classical Islam*, pp. 55-60, 94-99, 247-53

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

**\*\*\*2/18 QUIZ 1**

Quiz Preparation

2/20 Foundational Islamic History

Rippin, pp. 59-71

Calder et al., *Classical Islam*, pp. 125-37

2/25 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

2/27 Theology & Rationalism

Rippin, pp. 72-87

Calder et. al., *Classical Islam*, pp. 189-97, 215-18

3/4 Jurisprudence

Rippin, pp. 88-118

Calder et. al., *Classical Islam*, pp. 277-84

3/6 Medieval Intellectual Culture

Rippin, pp. 153-63

Ernst, pp. 151-62

3/11 Twelver Shiism

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

**3/13 NO MEETING: PAPER ONE TO BE SUBMITTED BY 4PM AT LOREE, RM 140**

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

3/25 Twelver Shiism

Rippin, pp. 121-35

Calder et. al., *Classical Islam*, pp. 70-73, 285-92

3/27 Ismaili Shiism

Esmail and Nanji, in *Ismaili Contributions to Islamic Culture*, pp. 225-58

Calder et. Al., *Classical Islam*, pp. 293-97

**\*\* 4/1 QUIZ 2**

Quiz Preparation: Revision of previous class notes and readings

4/3 Sufism

Ernst, pp. 163-68

Calder et. al., *Classical Islam*, pp. 299-316

4/8 Sufism

Rippin, pp. 136-49  
Calder et. al., *Classical Islam*, pp. 322-344

4/10 Wahhabis

Commins, *The Wahhabi Mission*, pp. 7-39  
Rippin, pp. 170-3, 283-5

4/15 Alevis and Alawites

Dressler, "Alevis," in *Encyclopaedia of Islam*, 3<sup>rd</sup> Edition  
Friedman, *The Nusayri-Alawis*, pp. 72-94

4/17 The Nation of Islam

Curtis, *Islam in Black America*, pp. 63-105

4/22 Salafi Islamism

Sedgwick, *Islam and Muslims*, 187-204  
Qutb, from *Readings in Islamist Thought*, pp. 129-152

4/24 Contemporary Reformist critiques of Islamism

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

4/29 Muslim Women and Feminism

Ali, "Progressive Muslims and Islamic Jurisprudence," in Safi, *Progressive Muslims*, pp. 163-89

\*\*\*5/1 QUIZ 3; Islamophobia

Rippin, pp. 316-30

5/6 \*\*\* PAPER TWO DUE IN CLASS\*\*\* Contemporary Islamic Issues

Reading Material to be distributed before class