BLHV 260-01 – Islam: An Introduction

Dates: Thursday, January 14 – Thursday, May 13, 2021

Location: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the Canvas Guide for Students.

Faculty: Joseph E. Jensen, Ph.D.

Contact Information: jej3@georgetown.edu

Virtual Office Hours: If you would like to meet with me or should you have questions or concerns about the course, please attend my virtual office hours via Zoom on Tuesdays, 6:30 – 8:00 p.m. EST or email me to schedule a one-on-one meeting. The Tuesday times will be open and informal for student questions and discussion.

COURSE DESCRIPTION

"Islam: An Introduction" offers an overview of one of the world's largest and most profound religious traditions. The content includes the background, origins, and history and evolution of the Islamic Faith. The focus will include the scriptures of Islam, its doctrines and teachings, rituals, and varieties and structures as they developed from Muhammad's time down to the ways this faith is practiced today in Islamic nations, and in other countries as well. Careful attention is given to readings from the Qur'an and the Hadith, as well as to controversies and misconceptions regarding Jihad, Shari'a, women and family, and relations with other faiths. No prior knowledge of Islam is presumed.

COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Describe the political, economic, cultural and religious world into which Muhammad was born and the Religion of Islam took shape.
2. Relate the key events in the life of Muhammad, the sources and influences upon personality, his religious thinking, and his religious practices, and his religious experiences.
3. Explain the place of the Qur'an in Islam as the product of direct and specific divine revelation, especially as distinct from Christian concepts of divine inspiration.
4. Describe the process by which Islam evolved into an institutional religion in the years following Muhammad's death, and the early issues and controversies that led to factions within Islam that remain to this day.
5. Explain the fundamental doctrines and teachings of the Islamic faith, especially with respect to the Divine Will, the Law, Justice, and the Last Things.
6. Summarize the significant contributions of Islam in the realms of science, philosophy, and literature, and their influences upon Western civilization.
7. Articulate alternate historical interpretations of the rapid military successes of Islam, the Crusades, the Mogul and Ottoman empires, and the effects and consequences of Western colonial expansion and control.
8. Contrast the diverse rituals, customs, and practices that characterize Islam today as reflected in the religion's different sects, and in the various countries and cultures where it is practiced.
9. Access contemporary Islamic worldviews as background for appreciating the quests within Islam regarding the place and role of democracy and for what should constitute a modern Moslem State.

REQUIRED READINGS

The following are the required reading material for this course:

1. ***Islam: A Short History.*** Revised and Updated. Karen Armstrong. Modern Library. 2002. ISBN 978-0-8129-6618-3.
2. ***Islam: The Straight Path***. 5th ed. John L. Esposito. Oxford University Press. 2016. 978-0-19-063215-1.
3. ***No God but God: The Origins, Evolution, and Future of Islam.*** Reza Aslan. Random House. 2011. ISBN 978-0-8129-8244-2.
4. ***The Qur'an. A New Translation***. Muhammad Abdel Haleem. Oxford World's Classics. OUP 2005. ISBN 0-19-283193-3. Considered by scholars

the best English translation today. Recommended. But can be read and checked free online:

> https://archive.org/stream/TheQuranKoranenglishEbook-
> AbdelHaleem-BestTranslationInThe/the_QURAN-abdel-haleem-
> ebook-english_djvu.txt

Your Georgetown NetID and password will get you access to the following extensive database sources from Georgetown's library.

http://www.oxfordislamicstudies.com.proxy.library.georgetown.edu/Public/book_wenkai.html

https://www-oxfordbibliographies-com.proxy.library.georgetown.edu/browse?module_0=obo-9780195390155

COURSE REQUIREMENTS

Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Attend and participate in weekly classes online using Zoom.
2. Communicate via email including sending attachments.
3. Navigate the internet using a Web browser.
4. Use office applications such as Microsoft Office or Google Docs to create documents.
5. Learn how to submit assignments in Canvas.
6. Communicate with peers using discussion boards and other platforms.
7. Upload and download saved files.
8. Have easy access to the Internet.
9. Navigate Canvas, including using the email component within Canvas.
10. Use a microphone to record audio through your computer.
11. Use an internal or external camera to record video through your computer.

In this course we will use TurnItIn and Zoom, and perhaps VoiceThread.

TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Instructions for TurnItIn are available here.

Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Instructions for Zoom are available here.

VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Instructions for VoiceThread are available here.](#)

Computer Requirements
Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by Canvas in the Instructure Guides.

Audio Visual Capability
You will need an internal or external microphone. Most computers now come with them built in.
You will need an internal or external camera. Most computers now come with them built in.

COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas.

Student Expectations
This course consists of 15 weeks. You are expected to do the readings, to attend and participate in the online classes, and to engage with the course material in depth. Your responsibilities include completing all the assignments.

Time Expectations
Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. This class requires the same level of participation, commitment, and academic rigor as a face-to-face class. Students should expect to spend approximately 6 hours per week completing the course readings and assignments.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred.

All students are held to the Honor Code.
The Honor Code pledge follows:

>In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

>Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out Plagiarism.org.

COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due date on Canvas. **DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES**. Follow-ups and class participation are contingent on the timely submission of your initial responses.

Late Submission Policy: As stated in the Student Handbook, you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will gladly consider granting extensions for assignments as long as the request is made by e-mail at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. However, no late submissions or extensions are available for the last week of class. Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

Assignments

1. Thirteen two page (630 words) academic essays each of which reflects upon the week's assigned readings and is to be submitted on Canvas prior to the beginning of each class (together 45 % of the final grade).

2. A five page (1600 words) paper on a topic chosen by the student from a list provided by the professor (15 % of the final grade). Due on Canvas February 20.
3. A five page (1600 words) paper on a topic chosen by the student from a list provided by the professor (15 % of the final grade). Due on Canvas March 27.
4. A twelve page (3700 – 4000 words) research paper on a student selected but approved topic or question related to the course content (25 % of the final grade).
   > Topic and one paragraph description due April 6
   > Outline and bibliography due April 17
   > Final paper due May 15

Weekly Academic essays: Beginning with the second week a short academic essay reflecting upon the assigned readings is due on Canvas prior to the beginning of each weekly class. The purpose is to assure that you and your fellow students will come prepared to actively participate in the class. Appropriate to include in the essays are:

> • How do the readings assigned for this week fit in with the course overall? How do they relate to material already covered?
> • Did something confirm what you already knew, believed, or suspected? What was the source of the information you brought to the material? How do the readings relate to your own life experience and background?
> • Was anything surprising to you? Why?
> • Was anything completely new to you? Does this build on what you already knew, or does it challenge strongly held beliefs? Does it make a difference? Why?
> • What questions did the readings raise for you that you would like to see discussed in class? Can you propose some possible answers to your questions based on what you already know?

In the Essays, students will properly reference the reading materials and sources using proper APA citations.

Citation Style: This course uses APA for all writing and research assignments. Resources for this citation style are available through:

> Georgetown Library Citation Guide and
> APA Style Guidebook

GRADING

Grading in this course will be determine by the following grading scale:

- A: 93% to 100%
- A-: 90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-: 80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-: 70% to 72%
- D+: 67% to 69%
- D: 63% to 66%
- F: 62% and below

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

STUDENT SUPPORT SERVICES

Support Services: SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- Academic Resource Center
- 202-687-8354 | arc@georgetown.edu
- Counseling and Psychiatric Services
- 202-687-6985
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
- (202) 687-4798

Georgetown Library: Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the Library's Homepage by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

      SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

Research Guide: The Project Management program has an extensive online Library Research Guide designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources: SCS offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.

- The Writing Center offers professional writing support through its online peer tutoring service.

- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support: Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the Canvas Student Guide and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use TurnItIn and Zoom, and perhaps VoiceThread.

- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Technical support for TurnItIn is available.
- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Technical support for Zoom is available.
- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. Technical support for VoiceThread is available.

COMMUNICATIONS GUIDELINES

Netiquette Guidelines: To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement: The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of

others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the Graduate Professional Studies Student Handbook. For questions about the Code of Student Conduct, please review the information provided by the Office of Student Conduct.

Communication with Peers

Notifications: In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

Questions Forum: In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the General Question Discussion Board Forum, which you can access by clicking Discussions in the course navigation

menu. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround and Feedback: If you have a concern and send me a message, you can expect a response within one business days. Please allow two business days for assessment submission feedback.

Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here: https://www.library.georgetown.edu/copyright

More information about computer acceptable use policy and intellectual property can be found here: https://security.georgetown.edu/it-policies-procedures/computer-systems-aup

SEXUAL MISCONDUCT

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not

required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

1. Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
2. Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician.

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

- [Georgetown Self-Care Resource Guide](#)
- [Georgetown Wellness Wheel](#)
- [Georgetown Guide to Recognizing Students in Distress](#)

PREGNANCY ADJUSTMENTS AND ACCOMMODATION

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at the [Pregnancy Adjustments and Accommodations for Students webpage](#).

IMPORTANT DATES

Thursday, January 14	First class
Monday, January 18	Martin Luther King, Jr. Holiday. No classes
Wednesday, January 20	Inauguration Day. No classes.
Thursday, January 21	Second class. First Academic Essay due prior to class.
Friday, January 22	Last day to add or drop classes.
Tuesday, January 26	Last day to withdraw with 100% refund.
Tuesday, February 9	Last day to withdraw with 80 % refund.
Monday, February 15	Presidents' Day Holiday. No classes.
Saturday, February 20	First short paper due on Canvas at 11:59 pm.
Tuesday, February 23	Last day to withdraw with 70 % refund.
Friday, February 26	Spring break begins after last class.
Thursday, March 4	No class.
Monday, March 8	Classes resume.
Tuesday, March 9	Last day to withdraw with 50 % refund

Tuesday, March 16   Last day to withdraw with 40 % refund.
Wednesday, March 31   Easter break begins after last class.
Thursday, April 1   No class.
Monday, April 5   Registration for Fall 2021 term begins.
Tuesday, April 6   Classes resume.
                                   Topic for research paper due
Monday, April 17   Outline and Bibliography for research paper due
Wednesday, April 21   Last day to withdraw from courses.
Thursday, April 29   Last class.
Thursday, May 13   Student guided course summation and evaluation.
Sunday, May 16   Research paper due on Canvas at 11:59 pm.

COURSE SCHEDULE

Course schedule will be followed but is not a contract. All readings outside the assigned textbooks are posted on Canvas.

Thursday, January 14, 2021 – WEEK ONE:
        GENERAL INTRODUCTION AND OVERVIEW
        ORIGINS

    Read to prepare for class discussion:
        Read: Armstrong. *Islam*. "Epilogue" pp. 189-191
           Armstrong. *Islam*. "Preface" pp ix-xii
           Aslan. *No god but God*. "Preface to the Updated Edition" pp. xiii-xv
           Esposito. *Islam*. "Introduction," pp. xi-iv

           Aslan. *No god but God*. "Prologue: The Clash of Monotheisms" pp. xvii-xxvi
           Aslan. *No god but God*. "1. The Sanctuary in the Desert: Pre-Islamic Arabia" pp. 3-22
           Armstrong. *Islam*. "Beginnings: The Rashidun" pp 23-32

    Become familiar with the resources in our textbooks
        Aslan. *No god but God*. "Chronology of Key Events" pp. xxix-xxxi
        Armstrong. *Islam*. "Chronology" pp. xiii-xxxiv
        Esposito. *Islam*. "Timeline," pp. 307-318
        Haleem, *The Qur'an*. "A Chronology of the Qur'an" pp. xxxv-xxxvi

Armstrong. *Islam*. "Key Figures in the History of Islam" pp. 193-202

Aslan. *No god but God*. "Glossary" pp. 293-298
Armstrong. *Islam*. "Glossary of Arabic Terms" pp. 203-208
Esposito. *Islam*. "Glossary," pp. 319-324

Aslan. *No god but God*. "Maps" pp. xxxii-xxxiii
Armstrong. *Islam*. "List of Maps" p. vii

Aslan. *No god but God*. "Author's Note [transliterations]" pp. xxvii
Armstrong. *Islam*. "Pronunciation Guide" pp. 207-208

Class: Islam: Introduction and Overview.
　　　　　Pre-Islamic Arabia

Thursday, January 21, 2021 – WEEK TWO: ORIGINS

Read as preparation for Class Discussion:
　　　　Haleem. *The Qur'an* "The Life of Muhammad and the Historical
　　　　　　　Background" pp. x-xiii.
　　　　Armstrong. *Islam*. "Beginnings: The Prophet" pp. 3-22
　　　　Aslan. *No god but God*. "2. The Keeper of the Keys: Muhammad in
　　　　　　　Mecca" pp 24-49
　　　　Esposito. *Islam*. "Muhammad," "The Quran" pp. 1-36
　　　　Haleem. *The Qur'an*. "Introduction" p. xiv-xxxvi
　　　　Haleem. *The Qur'an*. Sura 1. "The Opening"
Academic essay # 1 due on Canvas prior to class.

Class: Muhammad – The man, the prophet, the book

Thursday, January 28, 2021 – WEEK THREE: THE ISLAMIC TRADITION

Read as preparation for Class Discussion:
　　　　Aslan. *No god but God*. "3. The City of the Prophet: The First
　　　　　　　Muslims" pp 50-75
　　　　Aslan. *No god but God*. "4. Fight in the Way of God: The Meaning of
　　　　　　　Jihad" pp 76-108
　　　　Esposito. *Islam*. "2. The Muslim Community in History: Muhammad
　　　　　　　and the Medinan State"   pp 37-42

Academic essay # 2 due on Canvas prior to class.

Class: Ulama: The beginnings of Islamic Community

Thursday, February 4, 2021 – WEEK FOUR: SUCCESSORS TO MUHAMMAD

Read as preparation:
>   Aslan. *No god but God*. "5. The Rightly Guided Ones: The Successors
>   to Muhammad" pp 109-141
>   Armstrong. *Islam*. "Beginnings: The First *Fitnah*" pp 33-40
>   Armstrong. *Islam*. "Development: The Umayyads and the Second
>   *Fitnah*" pp 41-64
>   Esposito. *Islam*. "The Caliphate (632-1258 c.e.) 42-62

Academic essay # 3 due on Canvas prior to class.

Class: Islamic History in the Early Centuries after Muhammad

Thursday, February 11, 2021 – WEEK FIVE: THE RELIGION OF ISLAM

Read as preparation:
>   Aslan. *No god but God*. "6. This Religion is a Science. The
>   Development of Islamic Theology and Law" pp 142 – 173
>   Esposito. *Islam*. "Religious Life and Practice" pp 92-130

Academic essay # 4 due on Canvas prior to class.

Class: Islamic Religion and Theology

Thursday, February 18, 2021 – WEEK SIX: THE CRUSADES

Read as preparation:
>   Armstrong. *Islam*. "The Crusades" pp. 93-95
>   Esposito. *Islam*. "Islam and the West: The Crusades and Muslim
>   Response to Militant Christianity" pp 63-66
>   "The Muslim Dilemma" and "Crusade and Jihad" in Karen
>   Armstrong, *Fields of Blood: Religion and the History of
>   Violence* (Anchor Books; New York: Penguin Random House,
>   2015) pp 178-232 [Canvas]

Academic essay # 5 due on Canvas prior to class.

Class: The Crusades

Saturday, February 20. First short paper due on Canvas at 11:59 pm.

Thursday, February 25, 2021 – WEEK SEVEN: THE TRIUMPH OF ISLAM

Read as preparation:
>   Esposito. *Islam.* "The Sultanate Period Medieval Muslim Empires" pp
>   67-75
>   Armstrong, *Islam. "*3. A New order, The Mongols" pp. 96-114
>   Armstrong, *Islam*. "4. Islam Triumphant" pp. 115-140

Academic essay # 6 due on Canvas prior to class.

Class: The Triumph of Islam

Thursday, March 4 – Spring break. No class.

Thursday, March 11, 2021 -- WEEK EIGHT: INTERIOR CONFLICTS AND ALTERNATIVE TRADITIONS

Read as preparation:
>   Armstrong. *Islam*. "The Esoteric Movements" 65-80
>   "A New Order (935-1258)" 81-92.
>   Aslan. *No God but God.* "7. In the Footsteps of Martyrs. From
>   Shi'ism to Khomeinism" pp 174-198
>   Esposito. *Islam*. 3. Religious Life: Belief and Practice. Shii Religious
>   Practices. Pp 140 - 147

Academic essay # 7 due on Canvas prior to class.

Class: Shi'ism.

Thursday, March 18, 2021 – WEEK NINE: SUFISM – THE MYSTICAL TRADITION

Read as preparation:

Academic essay # 8 due on Canvas prior to class.
>   Aslan. *No God but God.* "8. Stain Your Prayer rug with Wine. The
>   Sufi Way" pp 199-224.
>   Esposito. *Islam*. Sufism: The Mystical Path. 130 -140

Class: Sufism

Thursday, March 25, 2019 – WEEK TEN: COLONIALISM, REACTION &
    REBELLION

Read as preparation:
    "Colonialism And Postcolonialism" from "*The Classic Synthesis
    Encounters Modernity*" in *Islam*, Jane Dammen McAuliffe (*The
    Norton Anthology of World Religions*; New York / London: W.W.
    Norton, 2015) 505-570. [Canvas]

    Aslan. *No God but God*, "An Awakening in the East: The Response to
        Colonialism" pp. 225-254
Academic essay # 9 due on Canvas prior to class.

Class: Colonialism

Saturday, March 27. Second short paper due on Canvas at 11:59 pm.

Thursday, April 8, 2021 – WEEK ELEVEN: WESTERN INFLUENCES

Read as preparation:
    Armstrong: *Islam*, "5. Islam Agonistes: The Arrival of the West" pp.
        141-163
    Aslan. *No God but God*, "Slouching Toward Medina: The Quest for
        Islamic Democracy" pp. 255-277
    Armstrong: *Islam*, "Muslims in a minority 176 - 178
    Esposito. *Islam*. "Islam in the West" pp 75-91

Academic essay # 10 due on Canvas prior to class.

Class: The West and its influence

Thursday, April 15, 2021 – WEEK TWELVE: REFORMATION

Read as preparation:
    Aslan. *No God but God*, "Welcome to the Islamic Reformation: The
        Future of Islam" pp. 278-292
    Esposito. *Islam*. "Modern Islamic Reform Movements" pp 148- 193

Academic essay # 11 due on Canvas prior to class.

Class: Reform movements in Islam

Thursday, April 22, 2021 – WEEK THIRTEEN: ISLAM AND TERRORISM

Read as preparation:
Armstrong: *Islam*, "5. Islam Agonistes: Fundamentalism" 164-176
Esposito. *Islam*. "The Resurgence of Religion in Politics" 194-232

Esposito. *Islam*. "Global Terrorism" pp 232-258
Academic essay # 12 due on Canvas prior to class.

Class: Fundamentalism and Terrorism

Thursday, April 29, 2019 – WEEK FOURTEEN: CONTEMPORARY ISLAM

Read as preparation:
Esposito. *Islam*. "The Struggle for Islam in the Twenty-First Century"
pp 259-306
Armstrong. *Islam*. "The Way Forward" pp 178-188
Academic essay # 13 due on Canvas prior to class.

Class: The Future of Islam

Thursday, May 13 – WEEK FIFTHEEN: SUMMATION AND EVALUATION

This session Class will be devoted principally to a student led and guided discussion of the course as a whole, its goals and objectives, its relation to other courses, to the Liberal Studies program, and to their own life and aspirations. Faculty will share some concluding thoughts on the course.

Sunday, May 16, 2021 Final Paper due on Canvas at midnight at 11:59 pm.