



GEORGETOWN UNIVERSITY
School of Continuing Studies

BLHV 260-01 – Islam: An Introduction

Dates: Wednesday, January 19 – Wednesday, May 12, 2022, 5:20 pm – 7:50 pm.

Location: SCS 640 Mass Ave Campus

Room C119

Faculty: Joseph E. Jensen, Ph.D. **Contact Information:** jej3@georgetown.edu

Office Hours: Office hours: Wednesdays, 3:15 – 5:15 pm, in the lounge area of C2. If you would prefer to meet with me on zoom, please email me to schedule a zoom session.

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.

Georgetown's Bachelor of Arts in Liberal Studies program is not a one-size-fits-all curriculum; rather, it is a combination of many different programs of study. This interdisciplinary approach provides students with a comprehensive learning experience while helping them achieve intellectual advancement, enhanced critical thinking abilities, and a greater cultural understanding. Rooted in Georgetown's Jesuit values, the program prepares students to excel academically and professionally, equipping them with the tools they need to become successful leaders who are committed to serve others and make an impact on the world. Through an emphasis on educating the whole person, Georgetown provides students with a world-class education that teaches them the art of inquiry and innovation. Students learn advanced critical thinking while developing a deeper understanding of past and present human behavior—in all its interconnected complexity.

REQUIRED READINGS

The following are the required reading materials 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 EXPECTATIONS

Student Expectations

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

Time Expectations

Students should expect to spend approximately 6 hours per week completing the course readings and assignments.

COURSE REQUIREMENTS

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 19.
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 26.
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 4

Outline and bibliography due April 19

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

Grades in this course will be determined according to the following 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

GEORGETOWN HONOR SYSTEM

All students are expected to follow Georgetown's honor code unconditionally. I will assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. All papers in this course are to be submitted to turnitin.com for checking.

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

*In the pursuit of the high ideals and rigorous standards of academic life,
I commit myself to respect and uphold the Georgetown 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

Under Georgetown University policy for faculty, I am required report to the University Honor Council all incidents of suspected plagiarism or other violations

of the University's Honor Code. I as faculty am not allowed to determine whether or not a violation occurred. That is for your protection as a student, and mine as your professor.

If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any way with respect to this course the student may receive a grade of "F" on the assignment or for the course. If a student is found to have submitted a paper copied from or written by another individual the student will receive a grade of "F" for the course.

Turnitin.com

Students acknowledge that by taking this course all required papers will be submitted to submission for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

INCOMPLETE GRADES

Incomplete grades must be requested of the Associate Dean BEFORE the last regular class (April 27, 2022). Should you have an exceptional situation that you believe requires that you request an incomplete, you must discuss the matter in advance with me, your professor, and with the Associate Dean. You must prepare the request form for my signature and then deliver the signed form to Associate Dean prior to the April 27 deadline. An incomplete may bring a lower grade at your faculty's discretion.

WITHDRAWING FROM THE COURSE

A student may withdraw from the course at any time up until Tuesday, May 3, 2022 (the date published in the University Calendar); however, the student is responsible for filling out the appropriate forms, obtaining the necessary signatures, and properly submitting the paperwork in time to meet the deadline. If the paperwork is not completed, the student automatically receives a grade of "F". For the University's policy on tuitions refunds for withdrawing from the course see below under Important Dates.

Veterans and active duty military personnel are welcome. Those with special circumstances requiring accommodation (e.g., upcoming deployments, drill

requirements, disabilities) should discuss these in advance, if possible with the professor. Every effort will be made to work with such students consistent with the integrity of the academic process.

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, Canvas, 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.

Canvas. Login [<https://canvas.georgetown.edu/>] using your Georgetown net id and password. **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.](#)

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.

Students' Religious Observances: Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Extreme weather, Emergencies, and Instructional Continuity: During inclement weather and other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open this class will meet. If the university is closed, this class will meet through distance means such as online video conferencing [Zoom]; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings. The university has the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Communications 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 place 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>

Title IX at Georgetown <https://titleix.georgetown.edu/>

Sexual Misconduct

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC

Associate Director of Health Education Services
for Sexual Assault Response and Prevention
(202) 687-0323
jls242@georgetown.edu

Erica Shirley

Trauma Specialist
Counseling and Psychiatric
Services (CAPS)
(202) 687-6985
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at: <https://sexualassault.georgetown.edu/get-help>.

Pregnancy Adjustments and Accommodations

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: <https://titleix.georgetown.edu/student-pregnancy>.

IMPORTANT DATES

Wednesday, January 12	Classes begin but following Monday schedule
Monday, January 17	Martin Luther King, Jr. Holiday. No classes
Wednesday, January 19	First class
Friday, January 21	Last day to add/drop classes
Tuesday, January 25	Last day to withdraw with 100% refund.
Wednesday, January 26	Second class. First Academic Essay due prior to class.
Tuesday, February 8	Last day to withdraw with 80 % refund.
Saturday, February 19	First short paper due on Canvas at 11:59 pm.
Monday, February 21	Presidents' Day Holiday. No classes.
Tuesday, February 22	Last day to withdraw with 70 % refund.
Tuesday, March 1	Last day to withdraw with 50 % refund
Friday, March 3	Spring break begins after last class.
Tuesday, March 8	Last day to withdraw with 40 % refund.
Wednesday, March 9	No class.
Monday, March 14	Classes resume.
Monday, April 4	Registration for Fall 2021 term begins. Topic for research paper due
Wednesday, April 13	Easter break begins after last class.
Tuesday, April 19	Classes resume. Outline and Bibliography for research paper due
Wednesday, April 21	Last day to withdraw from courses.
Wednesday, May 4	Study Day. No class.
Wednesday, May 11	Last Class. Student guided 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.

Wednesday, January 12, 2022 Classes begin but for today follow the Monday

schedule.

Wednesday, January 19, 2022 – 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

Wednesday, January 26, 2022 – 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

Wednesday, February 2, 2022 – 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

Wednesday, February 9, 2022 – 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

Wednesday, February 16, 2022 – 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

Wednesday, February 23, 2022 – 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 19. First short paper due on Canvas at 11:59 pm.

Wednesday, March 2, 2022 – 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

Wednesday, March 9 – Spring break. No class.

Wednesday, March 16, 2022 -- 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.

Wednesday, March 23, 2022 – 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

Saturday, March 26. Second short paper due on Canvas at 11:59 pm.

Wednesday, March 30, 2022 – 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

Wednesday, April 6, 2022 – 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

Wednesday, April 13, 2022 – 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

Wednesday, April 20, 2022 – 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

Wednesday, April 27, 2022 – 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

Wednesday, May 11, 2022 – WEEK FIFTEEN: 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 15, 2022 - Final Paper due on Canvas at midnight at 11:59 pm.