

The School of History, Philosophy, Religion & Classics
The University of Queensland

RELN2307

ISLAM in the Contemporary World

Semester 2 - 2005

[picture]

Revivalism
Traditionalism
Radicalism
Quietism
Extremism
Fundamentalism
Reformism
Activism
Feminism

Tuesdays: 4:00 to 5:50

Venue: # 32 - 214

Coordinator: Dr. Roxanne D. Marcotte
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Office hours: my door is always open

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Islam in the Contemporary World

COURSE DESCRIPTION

RELN 2307 will introduce students to the development of Islam during the 19th and 20th centuries through the works of Muslim writers and their responses to the ever-changing contemporary world. The course will attempt to survey the contributions of the traditionalists, reformers, nationalists, secularists, socialists, Marxists, radicals, “fundamentalists”, liberals, and feminists and focus on contemporary interpretations of such issues as human rights, religious pluralism, Qur'anic interpretation, Islamic law, gender issues, war and peace.

AIMS AND OBJECTIVES

RELN 2307 will enable students to:

- Understand the diversity of approaches and positions among Muslim thinkers
- Understand how social, political, and religious factors are responsible for shaping the various manifestations of contemporary Islam
- Explore various aspects of contemporary Islamic discourses on specific issues, such as women, rights, freedom, democracy, etc.
- Acquire an in-depth knowledge of contemporary Islam
- Identify a number of important Muslim authors, movements and groups
- Apply critical judgment in reading the works of Muslim writers
- Demonstrate their ability to do independent research, collecting, analyzing and organizing information and ideas
- Develop their ability to work in group and engage collectively in learning
- Develop oral and written communication skills
- Develop ethical and social understanding of Islamic culture and to foster greater empathy towards Muslims through their more intimate acquaintance with Islamic culture

TEXTBOOK

- **Prescribed Text:**
 - Mansoor Moaddel and Kamran Talattof, eds. **Modernist and Fundamentalist Debates in Islam. A Reader** (New York: St. Martin's Press, 2000).
- **Recommended**
 - John L. Esposito, **Islam. The Straight Path** (Oxford: Oxford University Press, 1998).

ASSUMED KNOWLEDGE

There is **NO PREREQUISITE** for the course, but some basic knowledge about Islam, however, will be assumed. Students who have not taken **RELN1303 Introduction to the Islamic Tradition**, are **STRONGLY encouraged** to read one of the following introductory works before the beginning of classes in order to have a basic knowledge about Islam:

- Annemarie Schimmel, **Islam an Introduction**, 2nd (1990; Albany, NY: State University of New York Press, 1992), 1-126 [Not the section on the modern period]
- John L. Esposito, **Islam the Straight Path**, 3rd edition (New York: Oxford University Press, 1998), 1-114 [Not the section on the modern period]
- Alternatively, any good Introduction to Islam book will do. Read until the modern period for general background knowledge.

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LECTURES

(2 hours x 13 weeks)

MFDI = Mansoor Moaddel and Kamran Talattof, eds. **Modernist and Fundamentalist Debates in Islam. A Reader** (New York: St. Martin's Press, 2000)

<p>Week 1 July 26</p>	<p>Introduction</p> <ul style="list-style-type: none"> Tariq Ali, "A Letter to a Young Muslim," Counterpunch, Apr. 25, 2002 http://www.counterpunch.org/tariq0425.html Esposito, Islam. The Straight Path, 115-25
<p>Week 2 Aug. 2</p>	<p>Modern Interpretations of Islam</p> <ul style="list-style-type: none"> Esposito, Islam. The Straight Path, 125-45 <p>Readings</p> <p>The Precursors</p> <ul style="list-style-type: none"> Al-Afghani (Iran; d. 1897) on religion and science, MFDI, 23-40 Anonymous on social liberalism, MFDI (123-134) Wajdi (...) on Islam and civilization, MFDI (135-143) Shibli Nu'mani (India/Pakistan) on Islamic History, MFDI, 53-69 <p>Reforming and Renewing Islam</p> <ul style="list-style-type: none"> Abduh (Egypt; d. 1905) on Islamic Law and Qur'an, MFDI, 41-51
<p>Week 3 Aug. 9</p>	<p>Modern Interpretations of Islam</p> <ul style="list-style-type: none"> Esposito, Islam. The Straight Path, 142-57 <p>Readings</p> <p>Politics in Egypt and Indian Sub-Continent</p> <ul style="list-style-type: none"> 'Abd al-Raziq (Egypt; d. 1966) on the Caliphate, MFDI, 95-108 Chiragh Ali (India/Bengladesh; d. 1895) on Jihad, MFDI, 71-94 Ahmad Khan (India/Pakistan, d. 1898) on Freedom of opinion, MFDI, 109-121 <p>al-Banna and the Muslim Brotherhood</p> <ul style="list-style-type: none"> al-Banna's (Egypt; d. 1949) and his <i>Our Message</i> (the "Cure") http://www.youngmuslims.ca/online_library/books/our_message/index.htm al-Banna's <i>The Message of the Teachings</i> http://www.youngmuslims.ca/online_library/books/tmott/index.htm al-Banna's <i>Towards the Light</i> http://www.youngmuslims.ca/online_library/books/towards_the_light/index.htm Mawdudi, "Human Rights in Islam" http://www.witness-pioneer.org/vil/Books/M_hri/index.htm Mawdudi (Pakistan; d. 1979) against rationalism, MFDI, 207-221 Mawdudi on political Islam, MFDI, 263-71

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<p>Week 4 Aug. 16</p>	<p>Religion and Politics</p> <p>Readings</p> <ul style="list-style-type: none"> Sayyid Qutb's <i>Milestones</i> online: http://alashrafia.com/milestones.html [BP163 .Q813 1990]
<p>Week 5 Aug. 23</p>	<p>Contemporary Islam</p> <ul style="list-style-type: none"> Esposito, <u>Islam. The Straight Path</u>, 158-69. <p>Readings</p> <p>Islamic Resurgence</p> <ul style="list-style-type: none"> Shariati (Iran; d. 1977) on Jihad http://al-islam.org/arise-witness/ Khomeini (Iran; d. 1989) on an Islamic State, MFDI, 247-50 Khomeini on necessity of Islamic government, MFDI, 251-62
<p>Week 6 Aug. 30</p>	<p>Contemporary Islam</p> <ul style="list-style-type: none"> Esposito, <u>Islam. The Straight Path</u>, 169-200 <p>Readings</p> <p>Militancy, Activism, Extremism</p> <ul style="list-style-type: none"> Azzam's (Palestine; d. 1989) last will (dated 1989), Religioscope, http://www.religioscope.com/pdf/islamisme/decl_war.pdf Algerian Islamic Salvation Front on Islamic State (1989), MFDI, 273-300 Society of the Muslim Brotherhood and 1997 elections in Jordan, MFDI, 301-07 Farhan and the Islamic Action Front Party in Jordan, MFDI, 310-3
<p>Week 7 Sept. 6</p>	<p>Contemporary Islam</p> <ul style="list-style-type: none"> Esposito, <u>Islam. The Straight Path</u>, 200-22 <p>Readings</p> <p>Islam and the West</p> <ul style="list-style-type: none"> Shariati (Iran; d. 1977) on the West, MFDI, 315-23 Jalal-I Ahmad's (Iran; d. 1969) and "westoxication," MFDI, 343-57 Mawdudi (Pakistan; d. 1979) on the Western, MFDI, 325-31 Khomeini (Iran; d. 1989) on capitulations, MFDI, 333-39 Sultani (Morocco; 1975) on Islam, MFDI, 341-2
<p>Week 8 Sept. 13</p>	<p>Islam and Change</p> <ul style="list-style-type: none"> Esposito, <u>Islam. The Straight Path</u>, 223-41 <p>Readings</p> <p>Women and Feminism</p> <ul style="list-style-type: none"> Chiragh Ali (India/Bengladesh; d. 1895) on polygamy, MFDI, 145-57 Ahmad Khan (India/Pakistan; d. 1898) on women's rights, MFDI, 159-61 Ahmad Khan on lifestyle, MFDI, 183-5 and 187-8

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	<ul style="list-style-type: none"> • Qasim Amin (Egypt; d. 1908) on liberation of women, MFDI, 163-181 • Zein-ed-Din (Ottoman/Lebanon; 1928) on the veil, LI, 101-106 • Al-Tahtawi on civil rights, MFDI, 189-96 • Sultani (Morocco; 1975) on the veil, MFDI, 359-60 • Mutahhari (Iran) on the veil, MFDI, 361-72 • Turabi, "Women in Islam and Muslim Society" http://www.jannah.org/sisters/turabi.html
Week 9 Sept. 20	<p>Islam and Change</p> <ul style="list-style-type: none"> • Esposito, Islam. The Straight Path, 242-52 <p>Readings Islamization</p> <ul style="list-style-type: none"> • Khurram Murad (Pakistan; d. 1996) and the "Call" for Non-Muslims in the West http://www.youngmuslims.ca/online_library/books/dawah_among_non_muslims_in_the_west/index.htm
MID SEMESTER BREAK	
Week 10 Oct. 4	Seminar Presentations and discussions
Week 11 Oct. 11	Seminar Presentations and discussions
Week 12 Oct. 18	Seminar Presentations and discussions — Library Display
Week 13 Oct. 25	Seminar Presentations and discussions — Library Display

REFLECTIONS

- Not enough time to cover in class all the material in the readings for weeks 1 to 9
- The same material could perhaps be covered in 13 weeks
- Time was spent in class for the organization of the library display – students were also able to communicate through a discussion board on Blackboard (similar to WebCT)
- Extracts of films (usually between 15 to 20 minutes) were used on two occasions (not enough time for more)

ASSESSMENT

There will be 5 different types of assessments. These varying items allow you to develop and demonstrate various skills and attributes in your work.

Item	Length	Due	Weight
Reading Report	500 words	Monday, Aug. 22 (Wk 5)	10 %
Essay	2,500 words	Friday, Oct. 28 (Wk 13)	30 %
Oral presentation		Wks 10, 11, 12, 13	10 %
Library Display	1,000 words	Wks 12 and 13	30 %
Presentation Reports		Wks 10, 11, 12, 13	20 %

► **All assessment items MUST be attempted to obtain a passing grade (3 and above)** ◀

► **Extensions will ONLY be offered if you have a Medical Certificate** ◀

► **KEEP a copy of ALL assignments you hand in** ◀

Report = 10 %

The reading report will be on designated chapters of Sayyid Qutb's *Milestones*.

Expectations: The report will consist of a mini-essay. It will have two (2) parts: you will need to provide (i) a synthesis of Sayyid Qutb's view and (ii) a critical assessment of these views. The report will need to be referenced with a bibliography (just like an essay). You will bring a copy to of your report to class which we will discuss.

Graduate Attributes: The report will help you develop your ability to define and analyze problems, to evaluate opinions, make decisions and to reflect critically on the justification of decisions. It will develop your ability to collect, analyze, and organize ideas and information, and to convey those ideas clearly and fluently in written forms.

Due: **Monday, August 22** (Week 5)

Essay = 30 %

A choice of topics will be provided at the beginning of the semester.

Expectations: You will need to write a paper that reflects material covered in class and relevant readings. Guidelines will be provided in class

Graduate Attributes: To essay will help you to demonstrate your ability to do independent learning and research, defining and analyzing problems, collecting and organizing information and ideas, to critically reason the issues through independent thought and informed judgment, and to generate ideas. It will help you communicate your ideas in the most effective written form. You will also develop knowledge of other cultures and times and an appreciation of cultural diversity.

Due: **Friday, October 28** (week 13)

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Oral Presentation = 10 %

The oral presentation will consist of a class presentation of the topic of your essay.

Expectations: You will use overheads or handouts and talk about your topic. Guidelines will be provided in class.

Graduate Attributes: The oral presentation will help you select and use the appropriate level, style and means of oral communication. The ability to collect, analyze, and organize ideas and information, and to convey those ideas clearly and fluently, in spoken form.

Due: Tuesdays, October 4, 11, 18, or 25 (weeks 10, 11, 12, 13)

Library Display = 30 %

Visuals and text to be discussed in class – Select one of the themes discussed throughout the class and prepare a display using both visuals and texts. We will discuss how this is to be done during the classes. Your display **MUST** be ready on this date. We will spend time during class in week 10 to put together the materials that everyone has brought for the final display. The display will be set up in the main entrance area of the Main Library from 17 - 28 October, 2005 (week 12 and 13).

Graduate Attributes: The library display will help you develop your ability to collect, analyze, and organize ideas and information, and to convey those ideas clearly and fluently, in both written and visual forms. It will help you to develop your ability to interact effectively with others in order to work towards a common outcome, and to select and use the appropriate level, style and means of communication, and also to engage effectively and appropriately with information and communication technologies. It will help you develop your creativity and your ability to generate ideas, as well as provide you with knowledge of other cultures and times and an appreciation of cultural diversity.

Due: **Weeks 12 and 13**

Presentation Reports – 20 %

Questions will be handed in class which you will need to answer using the information that you will hear during the class presentations. You will need to listen carefully to the presentations of other students.

Expectations: No possibilities of make up for a missed class. Guidelines will be provided in class.

Graduate Attributes: Reports on other students' presentations will help you learn to develop your ability to evaluate opinions, make decisions, to reflect critically on the justification of decisions, to summarize information that is provided on a particular topic, to give you knowledge of other cultures and times and an appreciation of cultural diversity.

Due: **Tuesdays, October 4, 11, 18, 25** (Weeks 10, 11, 12, 13)

GRADING CRITERIA

The general marking system is based on a scale of 7-2 in descending order, i.e., 7 is the highest and 2 the lowest.

- 2 The student fails to demonstrate any interest, has little relevant knowledge or understanding of the subject. The student has not completed all the elements of assessment.
- 3 Some relevant knowledge is evident in the student's work, but any real grasp of the important issues is lacking. There appears to be little effort to study the relevant texts; and/or the quality of the expression of thoughts is unsatisfactory. Participation in class is low and spasmodic. The student has completed all the elements of assessment.
- 4 The student demonstrates sound knowledge of the subject and communicates that knowledge satisfactorily; there is clear evidence of some familiarity with the subject and the issues involved; written work shows good construction, only some grammatical and spelling errors, and is well presented. Class participation is regular. The student has completed all the elements of assessment.
- 5 As for a mark of 4, with the addition that the student's knowledge and understanding is communicated in clear and precise language, with few grammatical and spelling errors, and with good referencing. Written work is well organized and presented. Familiarity with the subject and with significant scholarship in the area is evident. There is regular and enthusiastic participation in class discussions and activities. The student has completed all the elements of assessment.
- 6 There are clear indications of very good grasp of the subject matter and the relevant scholarship. The student demonstrates a level of critical thinking, some original thought, and evidence of wider research. Written work is clearly referenced, shows signs of solid research and critical thought, and it is well organized and presented. Class participation and cooperation shows high enthusiasm and makes a valuable contribution. Oral expression is articulate and its logic is sustained. The student has completed all the elements of assessment.
- 7 This is reserved for outstanding work that includes all the criteria for grades 4-6 but shows substantial original thought and critical analysis of the subject and demonstrates a very high facility with the subject matter and with the secondary literature. Participation and cooperation levels are very high and the contribution valuable to the class. Oral and written expression is of a very high standard. The student has completed all the elements of assessment.

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POSSIBLE TOPICS FOR ESSAY / CLASS PRESENTATION
(mostly liberals / reformers)

Check **Professor Alan Godlas** (University of Georgia)'s web sites

<http://www.uga.edu/islam/countries.html>

<http://www.uga.edu/islam/islamwest.html>

<http://www.uga.edu/islam/jihad.html>

Check the "Liberal Islam" (the book) web sites page

Collected by **Charles Kurzman** (University of North Carolina at Chapel Hill)

<http://www.unc.edu/~kurzman/LiberalIslamLinks.htm>

As noted in the introduction to the [Liberal Islam](#) anthology, I use the term "liberal" to refer to basic themes in the history of liberalism, such as democracy, freedom of thought, social equality, and human progress. The term "liberal" has a variety of meanings, to be sure, and its reputation in much of the Islamic world has been tainted by its hypocritical introduction under colonialism. Thus these links, and the [Liberal Islam](#) anthology itself, include some authors and activists who may not consider themselves "liberal," though they deal seriously with liberal themes.

Militant Islam

Algerian Islamic Salvation Front on Islamic State (1989), MFDI, 273-300

Society of the Muslim Brotherhood and 1997 elections in Jordan, MFDI, 301-07

Farhan and the Islamic Action Front Party in Jordan, MFDI, 310-3

Azzam's (Palestinian; d. 1989) last will (dated 1989), on Religioscope Website

http://www.religioscope.com/pdf/islamisme/decl_war.pdf

Ousama Ben Laden (Saudi) on the New Crusader war, on Religioscope Website

http://www.religioscope.com/info/doc/jihad/ubl_int_1.htm

Ayman al-Zawahiri

Contemporary Figures

Mohammad Arkoun (Algeria-France)

'Abdullahi Ahmed An-Na'im (Sudan-USA)

Tariq Ramadan (Egypt/Switzerland)

Muhammad al-Jabri (Morocco)

Muhammad Khatami (Iran)

Abdullah An-Na'im (Sudan-USA)

Women

Riffat Hasan (Pakistan [?]-USA)

Amina Wadud (Black American)

Heba Raouf Ezzat (Egyptian)

http://www.crescentlife.com/thisthat/feminist%20muslims/feminist_muslims.htm

Women Living under Muslim Law Network, Publications

<http://www.wluml.org/english/publications.shtml>

Associations or Organizations

Jamaat-i Islami (Pakistan)

<http://www.jamaat.org/>

Muslim Brotherhood

ESSAY CRITERIA – IMPORTANT

- Your essay **MUST** be on a contemporary individual or movement (last 15-20 years) – you may want to focus on a particular aspect, e.g., their political views, place of *shari'a*, role of women, etc.
- Individuals or movement can be anyone – from fundamentalists to secularists
- You will need to analyze primary sources (along with secondary sources). You will study what Muslims (an individual or a group) have to say on a particular issue. Find English translations or English publications of the person or group that you have chosen.
- You will need to start with a particular question which the essay will try to answer
- Your essay **MUST** also demonstrate that you have understood the history of Islam's responses following its modern encounter with the West which is covered in the first part of the course
- Therefore, your essay **MUST** demonstrate your skillful use of the material covered in class or in the readings from the first part of the course to make sense of the particular position(s) adopted by the present day Muslim or group you have chosen
- A good paper that provides a good analysis, but that does not use readings or ideas covered during the first part of the semester will not get more than a 4
- For formal criteria, please refer to the "Criteria Sheet"
- An Internet reference needs to be properly references – only **ONE** is allowed, **AND** it will require a justification for its use in your essay
 - if you need to use more than you need to talk to me and justify it
- You will need to use at least two "scholarly articles" (these are not magazine articles)
 - If you need help, please ask the librarians. There are very helpful

USEFUL TIP

- Read widely
- When in doubt, **ASK** the lecturer

PRESENTATION REPORTS

Name: _____

_____ / 5 %

Title of the presentation

Name the person OR group that is discussed in the presentation; where they are from; where they are living

Identify what the student is trying to show OR do OR demonstrate in his/her presentation.

Identify the evidence (usually more than one) that the student introduces to attempt to demonstrate the main point OR argument OR thesis OR hypothesis of their presentation

Name the most convincing argument OR example that supports the main point OR argument OR thesis OR hypothesis of their presentation

Write how the student analyzes the person OR group in his the presentation in light of what we have learned in class

Summarize the conclusion of the presentation

Write one or two questions on what you did not quite understand of the presentation or for which you would like more information
