Hybrid Course Template
THEO 3715 Classic Islamic Texts
Summer Session I 2020
Instructor: Professor Kathryn Kueny (Theology)
Meeting Time Availability (required): TWR 6:00-9:00pm EST

COURSE DESCRIPTION
This course will analyze some of the major religious texts, beliefs, ideas, and practices of Islam. While “classical texts” such as the Qur’ān may outline some of the basic and fundamental contours of an “Islamic tradition,” we will also remember that a single text does not contain the totality of how a religion is lived, breathed, interpreted, and embraced by its adherents. Through an analysis of both the normative, foundational texts (primarily medieval) and the “living tradition,” students will look to appreciate the diversity and complexity of the many “Islams” that have existed and continue to thrive throughout time and space.

COURSE OBJECTIVES
By the end of the term, students will have learned
(a) to gain a deep appreciation of the global, theological, and historical complexity of Islamic traditions as understood through their “sacred texts”;
(b) to develop critical skills in reading, writing, and analysis through the completion of course assignments and participation in class discussions;
(c) to cultivate a critical and informed perspective on current events, including the media’s presentation of Islam.

COURSE REQUIREMENTS
Midterm (25%). The Midterm Exam will cover the first half of the course; it will be 75 minutes in length.
Open-note, open book, short answer/essay format.
Final Examination (40%). In-class, cumulative final examination that will be 120 minutes in length.
Open note, open book, short answer/essay format.
Participation (35%). Do the readings! Work through the discussion questions. Show up to class, be engaged, and contribute meaningfully to the conversation. Included in this section will be the grades for your short responses, discussion prompt reflections, gallery and blackboard postings.

GRADING SCALE (a rough scale—instructor’s discretion may apply)
97-100pts = A+; 94-96pts = A; 90-93pts = A-; 87-89pts = B+; 84-86pts = B; 80-83pts = B-; 77-79pts = C+; 74-76pts = C; 70-73pts = C-; 60-69pts = D; below 59pts = F

ATTENDANCE POLICY
I follow the guidelines spelled out in the Fordham University Attendance Policy. Please refer to this policy if you are absent. The policy rules that the maximum number of absences (excused or unexcused) for this course is THREE. If you will be missing a class any reasons, let me know in advance.

WHAT I EXPECT OF YOU
1. Come to class, and come to class prepared to discuss the material under review. Do your assigned readings in advance, and “query” your texts so that you come to class with questions or thoughts.
2. Electronics may be used for the sole purpose of having access to the readings during class discussions. Do not engage in-class shopping, facebook perusal, twitter, memes, Snapchat, email, or news reading. Please educate yourself about the hidden distractions of electronic usage (see "Students who use digital devices in class 'perform worse in exams').
3. Be respectful of others; “do to others as you would have them do to you.” Recognize that your fellow classmates are coming to class with different beliefs, life experiences, concerns, hopes and values. Try to learn something about them.
4. Put in your best effort on every assignment, especially the daily readings, which should be read in advance of the class they are due.
5. Ask me questions if there are aspects of the readings or the course that you do not understand. You can ask questions during class, via email, after class, or during my zoom office hours. If there is some aspect of the course you are uncomfortable with, talk to me. Do not remain silent.

6. Do not feel constrained by the syllabus. If there is a term or concept you do not understand, or would like more background on a topic that I have not provided, or would like to explore a topic in more depth, do not hesitate to do a bit of research and exploration on your own. I can also give you some suggestions for good sources to read for further information, if you need recommendations.

7. If you miss a class, get the notes from a fellow student, catch up on the readings, go over posted outlines on Blackboard, and THEN come “see” me via Zoom if you have questions.

WHAT YOU CAN EXPECT OF ME

1. I’ll respond to all questions or queries you may have about the course as well as current events relating to Islamic texts. I will be available during my office hours. If you email me, I will get back to you within a 24-hour period during the week; 48 hours on the weekend.

2. I’ll try and switch up teaching methods throughout the summer to keep everyone engaged. I will lecture on most days; however, I also like to encourage classroom discussions. You are “graded” for participation only insofar that you come to class regularly, seem engaged, and occasionally have something to contribute. Evidence of your daily interaction with the course material will only help you. In addition to the lectures and discussions, we might engage in small-group work (break out groups), watch videos/short documentaries, or read articles from news websites or papers.

3. I’ll stick to the syllabus as much as possible, however, the syllabus is only a loose version of what we want to be getting to this semester. Our discussions may, at times, lead us into uncharted territory, as may current events. Adjustments to calendar and reading assignments may be made at the instructor’s discretion.

4. I’ll grade assignments promptly and offer you extensive feedback on your work. I am happy to discuss grades with you, but only face-to-face. No electronic grade inquiries.

5. I’ll begin and end class on time.

6. I’ll treat you with respect.

PLEASE READ THE FOLLOWING STATEMENTS CAREFULLY

1. Policy on Plagiarism: Please read carefully the Fordham policy regarding plagiarism, which can be found on the Fordham website (click on hyperlink) The Academic Integrity Statement follows:
   As a student of Fordham University, I recognize that I am part of a community dedicated to the disciplined and rigorous pursuit of knowledge and communication of truth. I therefore commit myself to the University Code of Conduct and upholding the highest standards of academic integrity. Any work that I claim to be my own will be my own; I will give appropriate credit where credit is due; I will be fair and honest in all of my interactions with members of the Fordham community.

2. Disability Statement: Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations. Please schedule an appointment to speak with someone at the Office of Disability Services (Rose Hill - O’Hare Hall, Lower Level, x0655 or at Lincoln Center – Room 207,x6282).

3. Chosen Name: Some members of the Fordham community are known by a name that is different from their legal name. Students who wish to be identified by a chosen name can contact the instructor via email and request their chosen name and pronoun be used.

4. Mental Health: We all experience emotional distress and personal difficulties as a normal part of life. As your instructor, I am not qualified to serve as your counselor. However, Fordham’s office for Counseling and Psychological Services (CPS) provides free and confidential mental health services that are not connected to your academic record in any way. If you are experiencing mental health distress, we strongly encourage you to take advantage of CPS’ services. For more information about CPS, please visit...
their website at www.fordham.edu/counseling. To make an appointment, please call 718-817-3725 (RH) or 212-636-6225 (LC).

5. Email Policy: You are expected to check your email regularly, and we will do the same. Response time to an email during the week should be within 24 hours, and 48 hours on weekends. Please be advised that I do NOT discuss grades via email; if you have an issue with your grades, you will need to come and see me during m office hours.

6. Veteran Support: If you are a military veteran and need support, the following contact information may be of assistance: <Yvette.Branson@va.gov> [Yvette Branson, PhD; VITAL Initiative Coordinator (Veterans Integration to Academic Leadership) VA New York Harbor 646.772.6087]

7. Mandatory Reporting Statement: When a faculty member, staff member, or administrator observes, obtains knowledge of, learns of, or reasonably suspects that a student has experienced sexual or related misconduct, they must report all relevant details about the incident to the Title IX Coordinator, the Deans of Students for the campuses, the Deputy Title IX Coordinator, the Department of Public Safety, or Human Resources. When a faculty member, staff member, or administrator is told, observes, obtains knowledge of, learns of, or reasonably suspects that another employee of the University has experienced sexual or related misconduct, it is imperative that the Title IX Coordinator, the Department of Public Safety, the Deans of Students, the Deputy Title IX Coordinator, and/or Human Resources are informed of reports to ensure the complainant is provided with notification of their rights and options as well as the full range of resources available to them.


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Key:
Black = in-class, face-to-face zoom lectures and discussions (5-6 hours per week)
Blue=Out-of-class instructor contact exercises/materials associated with class topics (1.0-1.5 hours per week).
Purple=Reading assignments
Green=In-class Blackboard Tests, timed (75 minute midterm; 2 hour final)
Orange=Office Hours availability (Thursdays, 8-9pmEST via Zoom, or by appointment)

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Module One

Tuesday: Zoom Introductions, Zoom Lecture (6-8pmEST); Reading Assignment (1.0)
1. Course Introduction (introductions, syllabus review, icebreakers)
2. The pre-Islamic past (Zoom Lecture: Jews, Christians, Zoroastrians)
3. Assignment: Read “Arabia before Islam” (blackboard); Answer the short discussion prompt on BB: Why do you think many people assume monotheism to be a more evolved and sophisticated religious sentiment than polytheism?

Wednesday: Zoom Lecture (6-8pmEST); Video & Short Reflection Assignment (1.0)
1. Founding Discourses (Lecture: Qur’an as Sacred Text)
   Readings: Mattson: “How to Read the Qur’an” (blackboard); Graham, “Recitation and Aesthetic Reception” (blackboard); Qur’ān: Read Sūra 1; Click on Sūra 1 (play at least 3 recitations for Sūrat al-fātihā); Click on the following and skim the images in the link: Qur’ānic Calligraphy; Watch the short video link: Calligraphy
2. God and Monotheism (Lecture & Discussion)
   Readings: Sūras 2:116; 6:101; 17:111; 23:91; 43:82; 112; Read Fazlur Rahman, “God” (blackboard)
3. Short Reflection Assignment: Modern-day Controversy reading and short reflection assignment: Read the following two links: Muslims Recoil at a French Proposal to Change the Quran and Synagogue Shooter was a Churchgoer. Choose one or two of the following questions, and reflect on them informally, in your own words, in two short paragraphs (BB): Given what you know about the Qur’ān from your readings, why might French Muslims take offense at being asked to “change the
Quran” to address anti-Semitism and anti-Semitic crimes? Have French Muslims addressed sufficiently the fact that “many of the recent perpetrators of violence against French Jews have been Muslim”? Would changing the Qur’an address the hate and violence? Why do many Christians quickly take the position that Muslim terrorists are motivated by their religious texts, but that killer Christians like John Earnest hold beliefs that have nothing to do with the Christian faith? Is it helpful to blame religious texts, beliefs, or mindsets in any of these cases? What is so insidious about politicians using religious, racial or ethnic prejudices to pit one persecuted and vulnerable minority group against another?

**Thursday: Zoom Lecture (6-7:30pm EST); Short Video and Discussion prompt (.5); Office Hours (1.0)**

1. **Creation Stories (Lecture: Cosmos, Humans, and Animals)**

2. **Creation Stories (Lecture & Discussion: Adam, Eve, and Satan in the Qur’an and Tafsir)**
   **Readings:** Taḥārī & Kīsā’, “Medieval Exegesis” (blackboard); Taḥārī, “The Place on Earth” (blackboard)

3. View “The Toxic First Man” video; Read the following article; peruse her artwork website and answer the discussion prompt on BB: What can “origin stories” potentially tell us about our own lives? What does the “toxic man” tell us about the current state of our own society and culture? **Office Hours availability: 8-9pm EST**

**Module Two**

**Tuesday: Zoom Lecture (6-8pm EST); Short Reflection Assignment & Gallery (1.0)**

1. **Prophets and Revelations (Lecture: Abraham, Moses, Mary & Jesus)**

2. **End Times and Afterlife (Lecture: Paradise and Hell)**
   **Readings:** Qur’an: Sūras 2:62; 3:83-85; 5:69-86; 10:62; 52; 55; 56; 76; 78; Read Smith and Haddad, “Women in the Afterlife” (blackboard); Haleem, “Qur’anic Paradise” (blackboard)

3. **Short Reflection Assignment:** View instructor’s “paradise” slides & online lecture; post your own images of “paradise” and “hell” on course gallery, with descriptions for your viewer

**Wednesday: Zoom Lecture (6-7pm EST); Film & Discussion Questions (2.0)**

1. **Beliefs and Practices (Lecture: Five Pillars)**
   **Readings:** Qur’an, Sūras 2:144-145; 2:196-205; 2:182-186; 2:260-274; 76:25-26; 112:1-4; Click on the two links: Ramadan Economy; Ramadan; Read Bowen, “Abu Illya and Zakat” in “Popular Expressions of Religion” (on blackboard); Jansen, “An American Woman on the Hajj” in “Popular Expressions of Religion” (on blackboard); America’s First Openly Gay Imam

2. **The Hajj:** Film (Watch the online films: Hajj; women’s mosques in China, and in the US)

3. **Discussion questions:** What was the one thing that surprised you the most about the hajj? Why do you think women might prefer to worship with their own mosques? Do you think American Muslim women and Muslim women in China see “all women’s mosques” in a similar light?

**Thursday:** Zoom Lecture (6-8pm EST); Office Hours (1.0)

1. **Communal Norms (Lecture: Husbands and Wives, Sons and Daughters)**
   **Readings:** Qur’an: Sūra 4:1-34; Kueny, “Do Muslim Men Still Beat Their Wives?” (on blackboard); Click on the two weblinks by Hagerty: “Some Muslims in the US Quietly Engage in Polygamy” and “Philly’s Black Muslims Increasingly Turn to Polygamy”; Click on the link by Labi, “Married for a Minute”

2. **Communal Norms (Lecture: Marriage and Divorce)**
Readings: Excerpts from al-Ghazālī’s *Book on the Etiquette of Marriage* (blackboard); Click on the link, *India Court Strikes Down Instant Divorce for Muslims*; Click on the link: *A Muslim and a Hindu Thought They could be a Couple*

Office Hours availability: 8-9pm EST

**Module Three**

**Tuesday:** Zoom Lecture 6-7:30pm EST; Slides & Responses (1.5)

1. **The Prophet Muhammad and his Family (Zoom Lecture)**
   - Readings: Qur’ān, Sūra 33:28-73; Ali, “The Prophet Muhammad, his beloved Aishah, and modern Muslim sensibilities” (blackboard); Donner: “The Historical Context” (blackboard)

2. **From Revelation to Caliphate (Zoom Lecture: Rashidun, Umayyads, Abbasids)**
   - Readings: Qur’an, Sura 17; *The Pact of Umar*; *Understanding Evangelical Obsession with Israel*;

3. **View instructor’s slides on Jerusalem and the Night Journey**, and answer the short questions pertaining to them: What did Muhammad learn on the “night journey”? Why do you think Jerusalem was the site of the “night journey”? What are some of the controversies that surround the Dome of the Rock today?

**Wednesday:** Online BB Midterm and Film

1. **Online Midterm examination (6-7:15pm EST)**

2. **Film (“New Muslim Cool”) & relaxation (7:30-9pm)**

**Thursday:** Zoom Lecture 6-8pm; Office Hours (1.0)

1. **Islamic Jurisprudence (Zoom Lecture: Hadith)**
   - Readings: Read the link "Kitāb al-zīna min al-sunan al-Nisāʾ" (just Chapters 1-39 [up to “Dislike for Women to Show their Jewelry and Gold”]); Hameesh, “Rulings concerning tattooing” (on blackboard); Ben-Ari, “The Changing Attitude of Islam Toward Cosmetic Procedures and Plastic Surgery” (blackboard)

2. **Islamic Jurisprudence (Zoom Lecture: Shari’a)**
   - Readings: Hattox, “Wine, Coffee, and Holy Law” (blackboard); “The Great American Shari’a Scare” (blackboard)

**Office Hours Availability: 8-9pm EST**

**Module Four**

**Tuesday:** Zoom Lecture (6-8pm EST); Film and Discussion Questions (1.0)

1. **Shi’ism (Zoom Lecture: The Prophet’s Family and the Imams)**

2. **Sufism (Zoom Lecture: Dhikr, remembrance)**
   - Readings: Ernst, “Sufism” (Blackboard); “Erasure of Islam from the Poetry of Rumi” (blackboard); Qur’an: 24:35; 29:43; 2:16; 2:152; 50:16; 53:1-18; 57:3; Click on the link: *Listen to the Flute*; Click on the 3 links and Listen: Allah hoo; “Allah hoo”; Allah hoo

3. **Film and Discussion Questions:** Watch *Karabala City of Martyrs*. Why do Shi’ites continue to mourn Husayn and his family, even today? How are the themes of loss and vindication a part of their religious identity and expression, especially today? How do Sufis, too, develop this sense of “loss” in their practice of *dhikr*?

**Wednesday:** Zoom Lecture (6-8pm EST); Short Video prompt and response (1.0)

1. **Philosophy (Zoom Lecture: Mu’tazilites & Asharites)**
   - Readings: Ghazālī: “From The Incoherence of the Philosophers: Discussion 17” (blackboard)

2. **Theology and Ethics (Zoom Lecture: Conception & Birth Control)**
Readings: Musallam, “Conception Theory” (blackboard); Deuraseh: “Is Birth Control Permissible by Islamic Law (Sharī`ah)” (also on blackboard); Suras 23:12-14; 39:6; 53:45-46

3. Watch: “Opioid Addiction in Dearborn’s Muslim Community” and respond to the short prompts: What does the Qur’an have to say about health and illness? How do you think drugs are legally “classified” via fiqh? Why might such classifications make the seeking of treatment difficult for Muslims in Michigan?

Thursday: Zoom Lecture (6-8pmEST); Office Hours (1.0)
1. Colonialism/Nationalism (Zoom Lecture: Qāsim Amīn)
   Readings: Readings: Qāsim Amīn, excerpts from “Taḥrīr al-mar’a” (The Liberation of Women) (blackboard)
2. Conservative Counterarguments (Zoom Lecture: Sayyid Qutb)
   Reading assignments: Shehadeh, “Women in the Discourse of Sayyid Qutb” (blackboard); Click on the link and read: Sayyid Qutb’s America; Click on the link for Qutb, “Jihad in the cause of God” (read pp. 63-86); Qur’an, Suras 2:190-191; 2:256; 5:32; 5:54; 6:151; 22:78; 60:8
   Office Hours Availability: 8-9pmEST

Module Five

Tuesday: Zoom Lecture (6-7pmEST); Film and Discussion (1.5)
1. American Islam (Zoom Lecture: Nation of Islam)
   Readings: Karim, “Through Sunni Women’s Eyes: Black Feminism and the Nation of Islam” (blackboard); Malcolm X, “Mecca” (blackboard); Read: Towards a Black Ontology of Resistance; Read: Black Muslim College Students; Listen: A Love Supreme (6-minute mark)
2. American Islam (Film: The Immigrant Experience)
   Readings: Watch: “The Mosque in Morgantown” (Blackboard)
3. View instructor slides: Parts 1 & 2 of “Overview of US Immigration and Citizenship” and answer short discussion prompts: How has been Muslim identity been aligned with racial identity in US immigration policies? Choose one example and briefly discuss.

Wednesday: Film and In-class Discussion (6-8pmEST); Office Hours (1.0)
1. In-class Film: “The Light in Her Eyes”
2. In-class Discussion
   Reading assignment: Mamdani, “Good Muslim, Bad Muslim: A political perspective on Culture and Terrorism” in American Anthropologist 104(3): 766-775 (blackboard).
   Office Hours Availability: 8-9pmEST

Thursday: Final Examination (6-8pm, Blackboard); Farewells
1. Online BB Final examination
2. Farewells

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Blackboard readings, web links, miscellany
Deuraseh, Nurdeen. “Is Birth Control permissible by Islamic Law (sharī`a)?” In Arab Law Quarterly 18, no. 1(2003); 90-97. (blackboard)
Madelain Farah (University of Utah, 1984. (blackboard)


Rumi, Jalaladin. “We are as the Flute,” from the *Mathnawi* I, 599-607.


Shehadeh, Lamia Rustum. “Women in the Discourse of Sayyid Qutb,” in *Arab Studies Quarterly*, Vol. 22, Number 3 (Summer 2000), 45-55. (blackboard)
