

Islam - TH 460-3

Louisville Presbyterian Theological Seminary
Summer 2019

July 8-Aug. 2
M, T, Th
6-8:30 pm
Schlegel Hall 122

Dr. Brad Bowman
bbbwm01@louisville.edu

Course Description

This course is designed as an introduction to the core elements of the religious history and cultural dynamics of Islamic Civilization, from the Middle Ages to the modern period. Within this framework the course will focus on cultural exchanges between Muslim and non-Muslim communities of the Near East, the advancements in theological principles as a part of the Muslim exegetical tradition, philosophical doctrines, the development of mysticism in Islam, and artistic achievements across this timeframe. The course will begin with the Late Antique Period, serving as a backdrop to discussions on Pre-Islamic Arabia and the Islamic Origins narrative. From there the course will focus on the Life of the Prophet Muhammad, the major themes and styles of the Qur'anic text, and the political history of the early Caliphates. The course will then shift to a survey of the Golden Age of Islam (9th-13th centuries), emphasizing the major contributions in the fields of science, philosophy, theology, and literature from the various Muslim dynasties of the Near East, North Africa and Central Asia. The third section of this course will introduce the Ottoman Empire of the early modern period, surveying their religious and political ideologies as well as their impact or influence upon western culture of that period.

Course Objectives

The objectives of this course advance MDIV QEPSLO1: Students will demonstrate an ability to describe and articulate important characteristics of the history, traditions, practices, and perspectives of at least one religious tradition other than Christianity and one Christian ecclesial tradition other than their own.

At the conclusion of this course, students will be able to:

1. Compare and contrast select themes, images, and persons in the Qur'an and the Bible.
2. Name and discuss characteristics of medieval Islam in light of Western Christianity's interaction with it.
3. Analyze the relationship between European intervention and colonialism and modern Islam.

Course Requirements

Students will be expected to attend all class meetings, read the assigned materials, complete assignments according to the schedule, and participate in class discussions.

Grading

This class will be graded on a 200 point scale. The breakdown is as follows:

4 short essays (approximately 5 pages in length) - each essay is worth 40 points

Class participation and discussion - 40 points

Scale:

90-100%	A	x7-x9 = + (there will not be an A+)
80-89%	B	x0-x2 = -
70-79%	C	
60-69%	D	
59% -	F	

Directions for Essay Assignments

The essay papers should be approximately 5 pages in length (double-spaced), using 12-point font and appropriate citations of material. The specific questions to be addressed in each essay will be listed in the Weekly Schedule section of this syllabus.

Required Texts:

The Holy Qur'an, translated by Abdullah Yusuf Ali.

Publisher: Ancient Wisdom Publications (September 8, 2014)

ISBN-10: 1940849233

ISBN-13: 978-1940849232

Daniel W. Brown, *A New Introduction to Islam*. Third Edition. West Sussex, UK: John Wiley & Sons Limited/Blackwell Publishing, 2017.

ISBN-10: 9781118953464

ISBN-13: 978-1118953464

Course Responsibilities : Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. For more information, see:

<http://www.lpts.edu/academics/academic-resources/academic-support-center/online-writing-lab/avoiding-gender-bias>

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and*

Dissertations: Chicago Style for Students and Researchers. 8th ed. Chicago: University of Chicago Press, 2013.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. As there are only 12 class sessions, attendance in each session will be extremely important.

Course Schedule

Monday, July 8th

Topics: Introduction to the course, the Late Antique Period, pre-Islamic Arabia, the early life of the Prophet Muhammad

- Readings:
1. Brown, *A New Introduction to Islam*, Chapters 2 & 3
 2. *The Qur'an* - Surat al-Alaq (Chapter 96 - The Clot), Surat al-Takwir (Chapter 81 - The Turning)
 3. Buck, "Discovering", in *The Blackwell Companion to the Qur'an* (Blackwell 2006), pp. 18-35 *PDF
 4. Gibb, "Pre-Islamic Monotheism in Arabia", *The Harvard Theological Review*, Vol. 55, No. 4 (Oct., 1962), pp. 269-280 *PDF

Tuesday, July 9th

Topics: The life of Muhammad continued, the development of the earliest community (the *umma*), the Qur'an - an introduction to theological principles & literary structure

- Readings:
1. Brown, *A New Introduction to Islam*, Chapters 4 & 5
 2. *The Qur'an* - Surat al-Ma'idah (Chapter 5 - The Table), Surat al-Nisa (Chapter 4 - The Women), Surat Maryam (Chapter 19 - Mary), Surat al-Ikhlās (Chapter 112 - The Oneness)

3. Donner, "The Historical Context" in *The Cambridge Companion to the Qur'an* (Cambridge Press, 2006) pp. 23-40. *PDF
4. Reynolds, "The Muslim Jesus: Alive or Dead?", in *Bulletin of the School of Oriental and African Studies*, vol. 72, no. 2 (2009) pp. 237-58 *PDF

Thursday, July 11th

Topics: The Qur'an continued, the crisis of leadership after the death of the Prophet, the emergence of the early Caliphates, the Islamic Conquests Period, the first dynasty of Islam

- Readings:
1. The Qur'an - Surat al-Qiyamah (Chapter 75 - The Resurrection), Surat al-Zalzalah (Chapter 99 - The Quaking)
 2. Brown, *A New Introduction to Islam*, Chapters 7 & 8
 3. Excerpts from Tabari, Baladhuri, and Theophanes *PDF

Monday, July 15th

Essay #1 Due in-class on Monday

Directions:

After reading the chapters from the Qur'an listed above, please address the following questions: What stands out to you as the major themes in these sections? How do these particular themes compare to Christian theology and New Testament motifs? What appears to be the view of Christians/Christianity in these passages from the Qur'an? In what ways do the figures of Mary and Christ, in their Qur'anic context, resonate with traditional Christian interpretations? Does any of the language used in Surat Maryam have a familiar tone to New Testament passages?

Topics: In-class Movie - *The Message*; portrayal of the religious career of Muhammad; Muslim-Christian relations in the early Islamic period

- Readings:
1. Lamoreaux, "Early Eastern Christian Responses to Islam", *Medieval Christian Perceptions of Islam*, ed. Tolan (London: Routledge Press, 2013) pp. 3-32. *PDF

Tuesday, July 16th

Topics: The Abbasid Revolution, the Golden Age of Islam, Science and Philosophy under the Caliphates, Development of Shi'ism

- Readings:
1. Brown, *A New Introduction to Islam*, Chapters 9 & 11
 2. Bennis, "Baghdad's Golden Age: Islam's Scientific Renaissance", chapter 5 in *The Great Caliphs: The Golden Age of the Abbasid Empire* (New Haven: Yale University Press, 2009) pp. 158-202
 3. Finkel, "Risala of al-Jahiz" (translation) *Journal of the American Oriental Society*, Vol. 47 (1927), pp. 311-334 *PDF

Thursday, July 18th

Topics: Sectarian Disputes

- Readings:
1. Gabriel Said Reynolds, "On the Qur'anic Accusation of the Scriptural Falsification (taḥrīf) and Christian anti-Jewish Polemic", *Journal of the American Oriental Society* 130, no. 2 (April-June 2010) pp. 189-202 *PDF
 2. David Thomas, "The Doctrine of the Trinity in the Early Abbasid Era", *Islamic Interpretations of Christianity*, ed. Lloyd Ridgeon (New York: St. Martin's Press, 2001) pp. 78-98 *PDF

Monday, July 22nd

Topics: The Crusader period, Christian-Muslim relations in the High Middle Ages

- Readings:
1. Brown, *A New Introduction to Islam*, Chapter 13
 2. Selections from William of Tyre *PDF; from William of Tyre's *A History Deeds Done Beyond the Sea*. trans. by Babcock, Emily Atwater and Krey, August C. Columbia University Press, 1943. pp. 360-378.
 3. Selections from Fulcher of Chartres *PDF; from Fulk of Chartres, *A History of the Expedition to Jerusalem*, trans. Frances Rita Ryan. (University of Tennessee Press, 1969) pp. 115-125 *PDF

Essay #2 Due in Class on Monday

Directions:

After reading the various selections from the past week, please respond to the following questions: Does this Muslim culture of the Near East appear to be an enlightened and sophisticated civilization? What kinds of artistic and literary achievements stand out the most to you? How do religious

polemics fit into this picture of “court culture” during the Golden Age?
What is the overall perspective of how non-Muslims participated in Islamic society in this era?

Tuesday, July 23rd

Topics: Crusader period continued, Muslim perspectives

- Readings:
1. Gabrieli, *Arab Historians of the Crusades* (London: Routledge, 1984) pp. 2-12 *PDF
 2. Osama ibn Munqidh excerpts – *Readings in Medieval Historiography*, ed. Vryonis, pp. *PDF
 3. Constable, “Commerce, Charity, Community and the Funduq”, in *Housing the Stranger in the Mediterranean World* (Cambridge University Press, 2003) pp. 68-105 *PDF

Thursday, July 25th

Topics: Mongol invasions; Muslim Spain in the High Middle Ages, the Fall of al-Andalus

- Readings:
1. “The Path to Expulsion” *PDF; from Jane Gerber, *The Jews of Spain: A History of the Sephardic Experience*. New York: Free Press, 1994. pp. 115-134. *PDF
 2. Hillenbrand, “The Ornament of the World: Medieval Cordoba as Cultural Center”, *The Legacy of Muslim Spain*, ed. Jayyusi (Leiden: Brill, 1992) pp. 112-135 *PDF
 3. Excerpts from *Medieval Iberia: Readings from Christian, Jewish, and Muslim Sources*, ed. Constable (University of Pennsylvania Press, 1997) pp. 27-42 *PDF

Monday, July 29th

Topics: The Ottoman Empire, pluralism in the Ottoman sphere

- Readings:
1. Peri, “Islamic Law and Christian Holy Sites: Jerusalem and Its Vicinity in Early Ottoman Times”, *Islamic Law and Society*, Vol. 6, No. 1 (1999) pp. 97-111 *PDF
 2. Ray, “Iberian Jewry between West and East: Jewish Settlement in the Sixteenth-Century”, *Mediterranean Studies*, Vol. 18 (2009), pp. 44-65 *PDF

Essay #3 Due in Class on Monday

Directions: After reading the selections from the previous week, please discuss the images of “the other” being portrayed in the Crusader literature. How do William of Tyre and Fulcher of Chartres view Muslims? What kind of language and terminology stand out most to you? Does this seem to be a straightforward “holy war”, or are there alternative concerns? On the contrary, what is the image of the Franks described in the Muslim accounts from the period? Please provide explicit examples from each text.

Tuesday, July 30th

Trip to River Road Mosque/Louisville Islamic Center *Times to be arranged.

Thursday, August 1

Topics: A Return to the Middle Ages, Sufism and Mystical Islam

- Readings:
1. Masroori, “An Islamic Language of Toleration: Rumi’s Criticism of Religious Persecution”, *Political Research Quarterly*, Vol. 63, No. 2 (JUNE 2010), pp. 243-256 *PDF
 2. Ernst, “The Sacred Sources of Sufism”, *Sufism: An Introduction to the Mystical Tradition of Islam* (Boston: Shambhala Publications, 1997) pp. 32-57 *PDF
 3. Excerpts from Attar’s *Muslim Saints and Mystics: Episodes from the Tadhkirat al-Auliya’* - Selection on al-Hallaj, pp. *PDF

Essay #4 Due on Monday, August 5

Directions: Please discuss the major tenets of Islamic mysticism. What connection does this tradition perhaps hold with Christian asceticism? How does the Qur’an fit into this tradition? Is this a “mystical” text? Does the martyrdom of Hallaj relate to the Passion of Christ in some way? Explain the possible similarities.