

Course Syllabus
EMT 3101/6101HF Biography and Thought: The Life of Muhammad
Emmanuel College
Toronto School of Theology
Fall 2017

Instructor Information

Instructor: Nevin Reda
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Office Hours: Wednesdays, 11:00 am – 12:00 pm or by appointment

Course Identification

Course Number: EMT3101/6101HF
Course Format: *In-class*
Course Name: Biography and Thought: The Life of Muhammad
Course Location: EM 302
Class Times: Tuesdays 14:00 pm – 16:00 pm
Prerequisites: None

Course Description

This seminar studies the life of the Prophet Muhammad as it is presented in the earliest biographical and historical Muslim accounts. It introduces the *sira* and hadith literatures, in addition to classical and modern critical methods used to determine their authenticity and historical reliability. Topics include the first revelations, emigration from Mecca, the Constitution of Medina, and succession to Muhammad's leadership. Students will learn about Muslim concepts of prophethood, the significance of the prophet in the legal-ethical and mystical traditions, and women in hadith scholarship. They will study the life of Muhammad and relate it to his spiritual as well as temporal experience to explore modern-day concerns. Class participation: 15%, Minor Research Paper: 35 %, Major research paper: 50 %.

Course Resources

Required Course Texts/Bibliography

- 'Abd al-Malik ibn Hisham, *The life of Muhammad: a translation of Ishāq's Sīrat rasūl Allāh*, with introduction and notes by A. Guillaume (London: Oxford University Press, 1955).
- Jonathan Brown, *Hadith: Muhammad's Legacy in the Medieval and Modern World* (Richmond: Oneworld, 2009).

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask Wanda Chin for further help.]

Additional Bibliography (for book reviews)

1. Faqihuddin Abdul Kodir. *Hadith and Gender Justice: Understanding the Prophetic Tradition* (Cirebon, West Java, Indonesia: Fahmina Institute, 2007).
2. Karen Armstrong, *Muhammad: A Biography of the Prophet* (London: Phoenix, 2009).
3. Nimat Hafez Barazangi, *Woman's Identity and Rethinking the Hadith* (Farnham, Surrey: Ashgate, 2015).
4. Jonathan Brown, *The Canonization of al-Bukhārī and Muslim: The Formation and Function of the Sunnī Ḥadīth Canon* (Leiden: Brill, 2007).
5. Ramadan al-Buti, *The Jurisprudence of the Prophetic Biography*, translated by Nancy Roberts (Damascus: Dar al-Fikr, 2006).
6. Adis Duderija (ed.), *The Sunna and its Status in Islamic Law: The Search for a Sound Hadith* (New York, NY: Palgrave Macmillan, 2015).
7. Muhammad al-Ghazali, *Fiqh-us-seerah: Understanding the Life of Prophet Muhammad* (Riyadh: International Islamic Federation of Student Organizations, IIFSO: Distribution by International Islamic Pub. House, 1999).
8. Muhammad al-Ghazali, *The Sunna of the Prophet: The People of Fiqh versus the People of Hadith*, translated by A.H. Bewley, M.I. Waley and Aisha Abdurrahman Bewley (Dar Al Taqwa Ltd, 2009)
9. G. H. A. Juynboll, *The Authenticity of the Tradition Literature: Discussions in Modern Egypt* (Leiden E.J. Brill 1969).
10. Martin Lings, *Muhammad: His Life Based on the Earliest Sources* (Rochester, Vt.: Inner Traditions, 2006).
11. Gordon Darnell Newby, *The Making of the Last Prophet: A Reconstruction of the Earliest Biography of Muhammad* (Columbia: University of. South Carolina Press, 1989).
12. Yusuf Al-Qaradawi, *Approaching the Sunnah: Comprehension and Controversy* (International Institute of Islamic Thought, 2007).
13. Tariq Ramadan, *The Messenger: The Meanings of the Life of Muhammad* (London: Allen Lane, 2007).
14. Tariq Ramadan, *In the Footsteps of the Prophet: Lessons from the Life of Muhammad* (Oxford: Oxford University Press, 2007).
15. Omid Safi, *Memories of Muhammad: Why the Prophet Matters* (New York, NY: HarperCollins, 2009).
16. Asma Sayeed, *Women and the Transmission of Religious Knowledge in Islam* (Cambridge: Cambridge University Press, 2013).
17. Gregor Schoeler, *The Biography of Muḥammad: Nature and Authenticity*, transl. Uwe Vagelpohl (London: Routledge, 2011).
18. Annemarie Schimmel, *And Muhammad is His Messenger* (Chapel Hill: The University of North Carolina Press, 1985).
19. Khalid Tarifi, *Images of Muhammad: Narratives of the Prophet in Islam Across the Centuries* (New York: Doubleday, 2009).

Course Learning Objectives/Outcomes

EMT 3101 Learning Outcomes

Students who have successfully completed the course will:

Religious Faith and Heritage

- Demonstrate knowledge of religious heritage, and articulate clearly their own theological positions (as related to pastoral practices).
- Interpret scripture and religious texts using a variety of methods, sources, and norms.
- Identify and respect the diversity of theological viewpoints and practices within their religious tradition.

Culture and Context

- Demonstrate critical understanding for one's area of specialization of the relationship between faith practices and cultural contexts.
- Give evidence of critical self-awareness with regard to their own—and others'—faith perspectives and practices of educational ministry.

Practices of Area of Specialization

- Demonstrate knowledge of theories and practices relevant to leadership in their own area of specialization.

EMT 6101 Learning Outcomes

Students who have successfully completed the course will demonstrate:

Knowledge of the area of concentration

- Comprehension of significant aspects of Muhammad's life in the context of seventh century Arabia.
- Comprehension of significant aspects of the history and sources of hadith

Ability with Scholarly Tools and Skills

- Competence in the use of a library and in the construction of a bibliography
- Familiarity with pertinent web-based resources and skills.
- Competence in the following skills:
 - Clear and effective communication in both oral and written forms;
 - The construction of a logical argument;
 - The making of informed judgments on complex issues;
 - The use of standard conventions of style for scholarly writing.

Ability to carry out specialized research

- Attained competence in the area of Muhammad's biography and a basic familiarity with hadith
- Gained an understanding of the nature and processes of research
- Developed a critical awareness of the nature and authenticity of the sources on Muhammad's life and the difficulty of separating hagiography from history in studying biographies of founders of world religions.
- Attained a basic familiarity with the methodologies of hadith criticism in classical and contemporary scholarship.

Evaluation

Requirements

The final grade for the course will be based on evaluations in three areas.

- (1) Preparation, participation and reading (15%) – Attendance is mandatory. More than two unexcused absences will negatively affect a student's grade. More than four absences without proper documentation (an official U of T medical certificate provided within one week of the absence) will receive an automatic FZ. Students are expected to attend class and to come prepared. You should expect to devote 3 hours or more outside of class for every hour of classroom instruction. Use this time to prepare the required readings and primary texts in advance. Always be ready to provide a brief summary of each reading, list the main points and explain how the readings relate to one another. Your class participation mark will reflect your participation in classroom discussions and two oral presentations on your major assignments. Presentation dates will be determined on the first day of class.
- (2) Two book reviews OR minor research paper (35%) – Books will be assigned on the first day of class from the below bibliography. Your reviews should be 3-4 pages each in double-spaced 12 pt Times New Roman font. For advice on how to write a book review, go to <http://www.writing.utoronto.ca/advice/specific-types-of-writing/book-review>. For editing your review, go to <http://www.writing.utoronto.ca/advice/style-and-editing>.

Students in the 3000 level course have the option of writing a minor research paper on the topic of the prophet Muhammad's leadership through modern eyes in lieu of the two book reviews. This assignment is a foray into interdisciplinary studies, exploring the biography of the prophet Muhammad in conjunction with leadership theories from the realm of business management. Topics will be handed out on the first day of class. Your paper should be 7-8 pages in double-spaced 12 pt Times New Roman font.

- (3) Final paper (50%) – A substantial scholarly research of 15-20 pages in double-spaced 12 pt Times New Roman font. Footnotes and bibliography should consistently follow *Chicago Manual of Style* (available on-line through the library website) Your paper must include the following:

Title page. This includes the paper title, the student's name, the course code and name, the name of the instructor and the date of submission.

Introduction. The most important part of the Introduction is the thesis statement, setting out in the briefest possible form the exact proposition or hypothesis which the paper will demonstrate. The Introduction also provides the context necessary to show why the paper is important. To this end it identifies the research question and describes its broader setting in academic research. It gives attention to previous enquiry and the state of the scholarship on this issue, such as relevant secondary literature. The Introduction should also include a description of the project as a whole (i.e. a one-paragraph road map outlining what you plan to do).

If you want, you can also include a brief section on method, for example, describing the relevant primary literature and the methods to be used for interpreting it.

Your introduction should not exceed one or two pages, depending on the length of your paper. Some students like to write two or three paragraphs: one with the thesis statement, one with the road map, and one on the state of the scholarship.

Exposition. The main body of the paper is the clarification, development, and demonstration of the thesis statement, using authoritative evidence. The exposition is typically organized as parts of an argument. The interrelationship of the parts of the exposition, and the direct relevance of each part of the exposition to the thesis statement, should be clear to the reader.

Conclusion. The thesis statement should be recapitulated, the demonstration should be summarized, the limitations of the demonstration and the remaining uncertainties should be acknowledged, and the implications of the study for the faith community, the wider scholarly community, and/or the world should be set forth.

Bibliography. Books, articles, and other sources that have been used must be listed. Primary and secondary literature should always be distinguished.

(This description is derived from the TST Basic Degree thesis requirements with some modifications.)

Grading scale

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, broad knowledge base.				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post-baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

Grading System

- A+ (90-100)
- A (85-89)
- A- (80-84)
- B+ (77-79)
- B (73-76)
- B- (70-72)
- Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Due Dates.

<i>Component</i>	<i>Weight</i>	<i>Due Date</i>
Class Participation	15 %	N/A
Minor Research	35 %	Oct. 31 st @ 2:00 pm
Major Research Paper	50 %	Nov. 28 th @ 2:00 pm

Late work. Students are expected to hand in assignments by the above dates. Penalty for late assignments is 2% reduction in mark per day of lateness for a maximum of one week, after which assignments will no longer be accepted. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is one week after the last class. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, Christian and Islamic ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.

Course Schedule (may be subject to change)

1 Sep. 12

Introduction

Required Readings:

1. William R. Lafleur, "Biography," in Lindsay Jones (ed.), *Encyclopedia of Religion*, vol. 2. 2nd ed. (Detroit: Macmillan Reference USA, 2005), pp. 943-947. (available on-line through the library website)
2. Guillaume, pp. xiii-35.

2 Sep. 19

Pre-Islamic Arabia

Research workshop by Karen Wishart in the second hour of class (i.e. 3-4 pm), in the electronic classroom over in the E.J. Pratt Library, room 306, across from the elevator on the 3rd floor at Pratt.

Required Readings:

1. Marshal Hodgson, "The World before Islam" in *The Venture of Islam: Conscience and History in a World Civilization* (Chicago: University of Chicago Press, 1974), pp. 103-145. (available online through the U. of T. library catalogue)
2. Peter Webb, "Al-Jāhiliyya: Uncertain Times of Uncertain Meanings" *Der Islam* 91, no. 1(2014), pp. 69 – 94.

3. Nicolai Sinai, "Religious Poetry from the Quranic Milieu: Umayya b. Abī l-Ṣalt on the Fate of the Thamūd," *Bulletin of the School of Oriental and African Studies* 74, no. 3 (2011), pp. 397-416.
4. Quran 99-114.
5. Guillaume, pp. 35-69.

Optional Readings:

6. Guillaume, pp. xiii-35.

3 Sep. 26

The Sources

Required Readings:

1. Schoeler, *Biography*, 1-37.
2. Behnam Sadeghi and Mohsen Goudarzi, "Ṣan'ā' 1 and the Origins of the Qur'ān," *Der Islam* 87,1 (March 2012), pp. 1-36.

Optional Readings:

1. Guillaume, pp. 70-108.
2. Gorke, Andreas, Harald Motzki and Gregor Schoeler, "First Century Sources for the Life of Muhammad: A Debate," *Der Islam* 89, no. 1-2 (2012), pp. 2-59.

4 Oct. 3

The First Revelations

Required Readings:

1. Sebastian Günther, "Muḥammad, the Illiterate Prophet: An Islamic Creed in the Qur'an and Qur'anic Exegesis" *Journal of Qur'anic Studies*, Volume 4, Issue 1 (2002), pp. 1 – 26. (available on-line through the library website)
2. Guillaume, pp. 108- 116.
3. Quran 96 (Recite), 97 (Power, Fate).

Optional Readings:

4. Quran 73 (The enshrouded one); 74 (The cloaked one); 18 (The cave).
5. Guillaume, pp. 117- 158.
6. Schoeler, *Biography*, pp. 38-79.

5 Oct. 10

Prophecy and Poetry

Required Readings:

1. Uri Rubin, "Prophets and Prophethood" in *Encyclopaedia of the Qur'an (EQ)*, edited by Jane Dammen McAuliffe. Vol. 4. (Leiden, The Netherlands: Brill Academic Publishers, 2004), pp. 289-307. (available on-line through the library website)
2. Matthias Zahniser, "Messenger" in *EQ* (available on-line through the library website)
3. P. E. Walker, "Wilāya (2. In Shi'ism)" in *EI2* (available on-line through the library website)
4. S. R. Valentine, "Prophecy after the Prophet, albeit lesser prophets? The Ahmadiyya Jama'at in Pakistan," *Contemporary Islam* 8, no. 2 (2014), pp. 99 – 113.
5. Michael Zwettler, "A Mantic Manifesto: The Sura of "The Poets" and the Qur'anic Foundations of Prophetic Authority" in *Poetry and Prophecy: the Beginnings of a Literary Tradition*, edited by James L. Kugel (Ithaca: Cornell University Press, 1990), pp. 75-119.
6. Quran 26 (The Poets); 68 (The Pen).

6 Oct. 17

Muhammad in Mecca

1. Wilfred Madelung, "Isma" *EI2*
2. Shahab Ahmed, "Ibn Taymiyyah and the Satanic Verses," *Studia Islamica*, Issue 87 (1998), pp. 67 – 124. (available on-line through the library website)
3. Muhammad Husayn Haykal, "The Story of the Goddesses" in *the Life of Muhammad* (available on-line and on course website)
4. Quran 80 (He frowned); 2: 30-39
5. Guillaume, pp. 159-218

Oct. 24

Reading Week: No Classes

7 Oct. 31

Emigration to Medina

Required Readings:

1. Saïd Amir Arjomand, "The Constitution of Medina: A Sociological Interpretation of Muhammad's Acts of Foundation of the *Umma*" *International Journal of Middle East Studies* 41 (4) (November 2009), pg. 555-575. (available on-line through the library website)
2. Craig Considine, "Religious Pluralism and Civic Rights in a "Muslim Nation": An Analysis of Prophet Muhammad's Covenants with Christians," *Religions* 7, no. 2 (2016), pp. 15-.
3. Guillaume, pp. 219-246.

Optional Readings:

4. Raymond K. Farrin, "Surat al-Nisā' and the Centrality of Justice," *Al-Bayān - Journal of Qur'ān and Hadīth Studies* 14, no. 1 (2016), pp. 1 – 17.

Minor Paper due

8 Nov. 7

Hadith

Required Readings:

1. Brown, "The Transmission and Collection of Prophetic Traditions" in *Hadith*, pp. 1-66.

Optional Readings:

2. Guillaume, pp. 281-432.

9 Nov. 14

The Prophet as Lawmaker and Legal Authority

1. Buti, "Introduction" in *Jurisprudence* (available on-line and on course website)
2. Brown, "The Methods and History of Hadith Criticism" and "The Function of Prophetic Traditions in Islamic Law and Legal Theory" in *Hadith*, pp. 67-122, 150-172.
3. Quran 59 (Exile)

Optional Readings:

4. Guillaume, pp. 433-490.

10 Nov. 21

Muhammad and the Esoteric Dimension of Islam

Required Readings:

1. Brown, "Prophetic Traditions in Shiite Islam" and "The Function of Prophetic Traditions in Sufism," pp. 123 -149, 184-196.
2. Denis Gril, "The Prophetic Model of the Spiritual Master in Islam," in Jean-Louis Michon and Roger Gaetani (eds), *Sufism: Love and Wisdom* (Bloomington: World Wisdom, 2006), pp. 63-88.
3. Guillaume, pp. 490-540.

11 Nov. 28

Women and the Prophetic Tradition

Required Readings:

1. Asma Sayeed, "Women and Hadīth Transmission: Two Case Studies from Mamluk Damascus," *Studia Islamica* 95 (2002), pp. 71-94.

2. Barbara Freyer Stowasser, "The Women's Bay'a in the Qur'an and Sira," *The Muslim World* 99, no. 1 (2009), pp. 86-101.
3. Nevin Reda, "Women in the Mosque: Historical Perspectives on Segregation," *American Journal of Islamic Social Sciences* 21, no. 2 (2004), pp. 77-97.

Optional Readings:

4. Fatima Mernissi, *The Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam* (New York: Basic Books, 1991), pp. 62-84.

Research paper due

12 Dec. 5

Muhammad in the Eyes of the West

Required Readings:

1. Thomas Carlyle, "Lecture II. The Prophet as Hero. Mahomet: Islam" in *On Heroes, Hero-Worship and the Heroic in History* (Philadelphia: Altemus, 1899), pp. 59-105.
2. Mark Beaumont, "Christian Views of Muhammad since the Publication of Kenneth Cragg's Muhammad and the Christian, A Question of Response in 1984" *Transformation: An International Journal of Holistic Mission Studies* 32, no. 3 (2015), pp. 145 – 162.
3. David Marshall, "Roman Catholic Approaches to the Qur'an since Vatican II" *Islam and Christian-Muslim Relations* 25, no. 1 (2014), pp. 89 - 100

Optional Readings:

4. Quran 110 (Succour/Divine Support); 48 (Victory)
5. Guillaume, pp. 627-690