EMT3608HS/EMT 6608HS Islamic Thought in the Modern Age (18 -21 Cent. CE)

Course Outline

General Information
Instructor: Nevin Reda El-Tahry
E-mail: nevin.el.tahry@utoronto.ca
Office Hours: W 11:00 - 12:00
Class time: W 9:00 - 11:00
Room: EM 105

Course Description
The course deals with the Muslim communities in the contemporary world. It is primarily concerned with the study of Islamic tradition and its peoples in the last two centuries- the period of Islamic reform in the wake of Western hegemony and the efforts of the community to readjust under the challenges of the liberal and technical age. The course will attempt to answer a basic question: What is happening to the Muslim community in the technical age and how has it responded to the challenges posed by "Westernization" through "modernization" through "secularization? Two papers: each 40%; class participation 20%.

Learning Outcomes
Upon successful completion of the course, students are expected to:
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.
- Employ diverse methods of analysis in relating to one’s cultural contexts of one’s specialization.
- Give evidence of critical self-awareness with regard to their own and—and others’--faith perspectives and practices of educational ministry.

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
  • Demonstrate a basic familiarity in the area of modern Islamic thought, its diversity and its most current manifestations.
  • Give evidence of an understanding of the nature and processes of research.

Course Materials:
Required textbook:

Additional Bibliography:


61. Vanita, Ruth (ed.), *Queering India: Same-Sex Love and Eroticism in Indian Culture and Society* (Routledge, 2002).


### Evaluation and Assignments

*Each student should know from the outset that this course requires daily reading, both written and oral assignments and regular class participation. More than two unexcused absences will negatively affect the student’s grade. Any student with more than four unexcused absences will receive an automatic failing grade, without possibility of supplemental examination.*

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10 %</td>
<td>N/A</td>
</tr>
<tr>
<td>Book Review 1</td>
<td>20 %</td>
<td>Feb. 10 @ 9:00 a.m.</td>
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<tr>
<td>Book Review 2</td>
<td>20 %</td>
<td>Mar. 2 @ 9:00 a.m.</td>
</tr>
<tr>
<td>Research Paper 2</td>
<td>50 %</td>
<td>April 6 @ 9:00 a.m.</td>
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All essays and assignments must be handed in on time. Penalty for late assignments is 2% reduction in mark per day of lateness. Assignments will not be accepted after two weeks of the due date. Academic accommodation will only be considered when appropriate documentation (an official U of T medical certificate) is provided within ONE week of the due date. At all time, students are expected to do their own work. Plagiarism—to represent as one’s own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work—is a serious academic offense and will not be tolerated. Students who plagiarize run the risk of suspension and other sanctions. For the definition of “academic work,” tribunal procedures, and more, see [http://www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm). For advice on academic writing, go to [http://www.writing.utoronto.ca](http://www.writing.utoronto.ca). If you wish to book an appointment with a writing instructor for individual help, go to [http://www.vic.utoronto.ca/students/tutorialservices/Writing_Centre.htm](http://www.vic.utoronto.ca/students/tutorialservices/Writing_Centre.htm). Make sure you book your appointment as early as possible. Advanced degree students in a conjoint degree program are encouraged to use [http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx](http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx).

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a. **Attendance and Class Participation**

   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, which can be on your research paper topics.

b. Two book reviews
Ideally, the two books should address the same subject from different perspectives and contexts, e.g. Ali, *Sexual Ethics*/ Mutahhari, *Sexual Ethics* etc. Alternatively, you may choose two books in the general area of modern Islamic thought but that do not necessarily address the same subject matter.

Books will be assigned on the first and second day of class. Your reviews should each be 3-4 pages 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.

c. Research Paper
This assignment should be 12-15 pages in double-spaced 12 pt Times New Roman font. Footnotes and bibliography should consistently follow either Turabian’s *Manual of Style* or *Chicago Manual of Style*. Your paper should 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 demonstrates. 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 available secondary literature (the *status quaestionis*). 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 section on method as part of the introduction, describing the relevant primary literature and the methods to be used for interpreting it. It gives a rationale for the method and indicates how it will be used to generate dependable conclusions and verify the thesis statement.

Your introduction should not exceed one page. Some students like to write two or three paragraphs, one for the thesis statement: one for the road map, and one for the state of the scholarship.

Exposition. The main body of the thesis 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.
Grading scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalents</th>
<th>Grade Point</th>
<th>Grasp of Subject Matter</th>
<th>Other qualities expected of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, broad knowledge base.</td>
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<tr>
<td>A+</td>
<td>90-100</td>
<td>4.0 Profound and Creative</td>
<td>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</td>
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<tr>
<td>A</td>
<td>85-89</td>
<td>4.0 Outstanding</td>
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<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7 Excellent</td>
<td>Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base</td>
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<tr>
<td>B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.</td>
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<td></td>
<td></td>
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<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3 Very Good</td>
<td>Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>3.0 Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>2.7 Satisfactory at a post-baccalaureate level.</td>
<td>Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature</td>
<td></td>
</tr>
<tr>
<td>FZ</td>
<td>0-69</td>
<td>0 Failure</td>
<td>Failure to meet the above criteria</td>
<td></td>
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Accommodations
Students with diverse learning styles are welcome in this course. If you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Office as soon as possible. It takes time to put disability related accommodations in place. The sooner you meet with a Disability Counsellor at Accessibility Services, the quicker s/he can assist you to achieving your learning goals in this course. The University of Toronto is committed to facilitating the inclusion of students in all aspects of university life. For more go to www.accessibility.utoronto.ca or accessibility.services@utoronto.ca.
Schedule of Readings (may be subject to change):

Week 1 (Jan. 13)

Islam and Modernity

Required Readings:
2. Esposito, 1-19.

Week 2 (Jan. 20)

Early Responses

Required Readings:

Week 3 (Jan. 27)

The Quran and Hadith in the Modern Age

Required Readings:
2. Fatima Mernissi, The Veil and the Male Elite, pp. 49-61. (available on-line through the library catalogue)
5. Veysel Kaya, “Can the Quran Support Darwin? An Evolutionist Approach by Two Turkish Scholars after the Foundation of the Turkish Republic” The Muslim World (April 2012), 102 (2), pg. 357-370. (available on-line through the library catalogue) (optional)

Week 4 (Feb. 3)

The Emergence of Political Islam

Required Readings:
2. M. J. Crawford, “The Da’wa of Ibn `Abd al-Wahhāb before the Al Sa’ūd,” Journal of
Arabian Studies 1.2 (December 2011), pp. 147–161. (available on-line through the library catalogue)


Week 5 (Feb. 10)

Secularism and Democracy

Required Readings:
2. Esposito, 261-295.
3. Al-Azhar Document: Statement about the Future of Egypt

(Feb. 17)

Reading Week—No classes

Week 6 (Feb. 24)

Iran’s Islamic Revolution

Required Readings:

Week 7 (Mar. 2)

Islamic Spirituality

Required Readings:
Research Paper Due

Week 8 (Mar. 9)

Islamic Feminism and Transnational Networks

Required Readings:
7. Quran Sura 4

Week 9 (Mar. 16)

Discourses on the Veil

Required Readings:
1. Fatima Mernissi, The Veil and the Male Elite, 85-101. (available on-line through the library catalogue)
5. Quran 24 (al-Nur) & 33 (al-Ahzab)
Week 10 (Mar. 23)

New Trends in Sharia

Required Readings:

Week 11 (Mar. 30)

The Canadian Sharia Debates

Required Readings:

Week 12 (Apr. 6)

Interfaith and Intra-Faith Dialogue

Required Readings:
http://www.acommonword.com/the-acw-document/

Research Paper Due