Course Outline

REL1000 - Islam: History, Theology and Culture

Course Outline

Course Coordinator: Mehmet Ozalp
Semester: Semester 1 - 2009
Unit Weighting: 10
Teaching Methods
Lecture
Tutorial

Brief Course Description
 Examines the theological and socio-political history of Islam (from its emergence in the 7th Century to its late 19th century encounter with modern western society) and focuses in particular upon the emergence of the Qur'an, Hadith and basic teachings of Islam; the problems arising from Islam's rapid geo-political expansion during the and 7th and 8th centuries, its political institutions (the Caliphate), internal differentiation (the Sunni-Shia divide and Sufism) and its synergistic encounter with Greek philosophy and science; the development of Sharia law and its system of jurisprudence (Fiqh); and the rich diversity of its theological traditions and cultural expressions.

Contact Hours
 Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term
Tutorials commence in week 2

Learning Materials/Texts

Course Objectives
 The course provides students with a comprehensive understanding of Islam and its intricately interwoven socio-political and theological histories, and, in particular, the socio-political ramifications of its rapid geo-political expansion during the 7th and 8th centuries, the theological ramifications of the 'exotic' ideas it absorbed in the course of this expansion, and the theological means by which these ramifications were subsequently reconciled with the fundamental tenets of Islamic orthodoxy.

Course Outline Issued and Correct as at: Week 1 Semester 1 2008
Course Content
The theological and socio-political history of Islam (from its emergence in the 7th Century to its 19th century encounter with modern, as opposed to medieval, western society); the Qur an, Hadith, basic teachings and practices of Islam; problems arising from Islam’s geo-political expansion, political institutions (the Caliphate), internal differentiation (the Sunni-Shia divide and Sufism) and its two-edged encounter with Greek philosophy and science; the development of its systems of law (Sharia) and jurisprudence (Fiqh); and the rich and complex diversity of its theological traditions and multi-cultural expressions.

Assessment Items

|Essays / Written Assignments | 2 x 2000 word essays, 40% each |
|Presentations - Class | 1000 words, 20% |

Assumed Knowledge
NIL

Callaghan Campus Timetable
RELI3000
ISLAM: HISTORY, THEOLOGY AND CULTURE
Enquiries: School of Humanities and Social Science
Semester 1 - 2009
Lecture Thursday 12:00 - 14:00 [V107]
and Tutorial Thursday 14:00 - 15:00 [MC102]

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one’s own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one’s own.

Plagiarism is the presentation of the thoughts or works of another as one’s own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person’s ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University’s policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** above.

Requests for **Extensions of Time** must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to
implement it is extremely important that you discuss your needs with your lecturer, course coordinator or
Student Support Service staff at the beginning of each semester. For more information on confidentiality
and documentation visit the Student Support Service (Disability) website:

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student
contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any
withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional
circumstances. Any application to add a course after the second week of term must be on the appropriate
form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you
are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of
contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Precinct</td>
<td>Singapore students</td>
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<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>contact your PSB Program Executive</td>
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<tr>
<td>Central Coast Campus (Ourimbah)</td>
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<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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</tbody>
</table>

OTHER CONTACT INFORMATION

Faculty Websites
www.newcastle.edu.au/faculty/business-law/
www.newcastle.edu.au/faculty/education-arts/
www.newcastle.edu.au/faculty/engineering/
www.newcastle.edu.au/faculty/health/
www.newcastle.edu.au/faculty/science-it/

Rules Governing Undergraduate Academic Awards
www.newcastle.edu.au/policylibrary/000311.html

Rules Governing Postgraduate Academic Awards

Rules Governing Professional Doctorate Awards
www.newcastle.edu.au/policylibrary/000580.html

General enquiries
Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Deputy Dean of Students (Ourimbah)
Phone: 02 4921 5806;
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.
Summary of Assessment Items, Word Lengths, Weightings and Due Dates

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Word Length</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Essay</td>
<td>1500 words</td>
<td>30%</td>
<td>April 10</td>
</tr>
<tr>
<td>2 Take-Home Exam</td>
<td>2500 words</td>
<td>50%</td>
<td>June 5</td>
</tr>
<tr>
<td>3 Tutorial Presentation</td>
<td>1000 words</td>
<td>20%</td>
<td>To be scheduled throughout the term</td>
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<tr>
<td>and Paper</td>
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**Essay**

The essay covers the history component of the course content (weeks 1-5): The following are the essay questions:

1. Outline the extent of the Muslim conquests in the first 100 years (until 750 CE) of Islamic History. Discuss the main factors for the permanence of these conquests and how they shaped world history.
2. What are the impact of the Crusades and Mongol invasion on the Muslim world and Islamic history? (What has happened? Why did it happen? What were the important immediate and long-term outcomes?)
3. What were the main internal and external factors that led to the decline of the Muslim world in the post 16th century era?

**Take Home Exam**

The take-home exam covers the course content for weeks 5-13 and requires students to answer one question dealing with the content for weeks 6-10 and one question dealing with the content for weeks 11-14. More specific details about the manner and style in which these questions are to be answered will be made available in Week 13 of semester.

**Tutorials**

Students will present a tutorial paper on a topic chosen from a list of topics that will be made available in the first tutorial in Week 2 of the course.

The tutorial presentation-paper grade will be based on evidence of reading and research effort; answering the question; evidence of critical thinking; presentation and delivery; points of discussion and time management. The presentation paper will be submitted the week following the week in which the presentation is delivered. The following table gives more detailed information regarding the assessment criteria.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Mark Allocation</th>
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</thead>
<tbody>
<tr>
<td>Evidence of Reading/Research Effort</td>
<td>Was there evidence that you at least read the required reading, that is put some effort into getting the information necessary to answer the question(s)? (Four (4) marks also include evidence of preparation and research in the form of a 1,000 word written paper)</td>
<td>6 marks</td>
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<tr>
<td>Answering the</td>
<td>Did you answer the question(s)? Did you identify</td>
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<tr>
<td>Question(s)</td>
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<td>clear arguments? Did you reach conclusions on the arguments?</td>
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<tr>
<td>Evidence of Critical Thinking</td>
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<td>Was there evidence that you tried to examine the underlying assumptions and evidence in support of the authors make. Or did you just merely give a summary of the points made in the readings?</td>
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<tr>
<td>Presentation and Delivery</td>
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<tr>
<td>Did your presentation flow well? Was it structured in a logical order? Was it clear and not confusing? Did it engage the audience?</td>
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<tr>
<td>Points of Discussion</td>
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<tr>
<td>Did you identify at least two specific points for discussion.</td>
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<tr>
<td>Time</td>
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<tr>
<td>The tutorial Presentation should be for 10-13 minutes.</td>
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| TOTAL |
| 20 marks |

**Tutorial Topics**

**History Questions**

**Week-4**

1. What was the impact of Islam on the socio-political landscape of the Middle East in the first 50 years of Islamic history?
2. How did Islam as a faith tradition spread across so large a geography to be a world religion?
3. What were the main factors and events that created the Sunni-Shiite schism?
4. Why did the political rule within Islam transform to a dynastic monarchy after the period of rightly-guided caliphs despite Islam’s teachings?

**Week-5**

5. How did the Sunni-Shiite schism influence the preservation and organisation of Islam as a faith tradition?
6. What were the similarities and differences between the period of rightly-guided caliphs (632-661) and the dynastic caliphate that followed?
7. What were the main differences and similarities between the Umayyad Caliphate and the Abbasid Caliphate?
8. How did the institution of the caliphate change over time from 622-1500?

**Week-6**

9. What were the factors that triggered the European Crusades?
10. What has been the impact of the Crusades on European and Muslim civilisations?
11. How did the Crusades impact on the relationship between Christian Europe and the Muslim World at the time and beyond?
12. What impact did the Mongol invasion have on the Middle East and Islamic Civilisation?
13. What were the factors that enabled the second rise of Islam after the decline of 13th century?
14. What were the factors that caused the decline of the Islamic Civilisation and enabled the ascension of European Civilisation?

**Theology Questions**

**Week-7**

15. What were the impacts and influences of Islam on theological developments in Europe?
16. Who is Abu Hamid Al-Ghazzali and what was his impact on Islam and the Muslim world?
17. What are the main historic transmission trajectories that the Qur’an and hadith collections take over time?
18. Discuss the criteria and methodology that hadith scholars take in producing authoritative collections of hadith?
19. What is the relationship of the Prophet Muhammad to the Word of God in Islam?

**Week-8**

20. Discuss how Islam projects the interrelationships between God, universe and a human being?
21. How does Islam give meaning to life and existence?
22. What is the concept of God in Islam?
23. How do Muslims relate to God in Islam?

Week-9
24. How does Islam deal with the problem of the existence of suffering and a Compassionate God?
25. How are the Will of God and human will reconciled in Islam in terms of destiny (qadar)?
26. How is the claim that God created both good and evil justified in Islamic theology?
27. Discuss Islam’s conceptualisation of human nature?

Week-10
28. Discuss how Qur’an argues the reality of afterlife?
29. What is the process of judgement in the afterlife?
30. Discuss the impact of Ibn Arabi and Rumi on Islamic spirituality?
31. Discuss the “seven levels of being” concept in Islamic spiritual development?

Cultural Questions

Week-11
32. Was there any interfaith and intercultural dialogue between Christian Europe and the Muslim World prior to the 19th century? What was the nature and impact of these dialogues?
33. What were the contributions and influence of Abbasid Caliph Al-Ma’mun on Islam and its civilisation?

Week-12
34. Discuss the influence of the transoceanic and transcontinental trade on Islamic civilisation
35. How did the Western involvement in transoceanic trade change the world economic participation of Muslims?
36. How did the discovery of oil effect the economic development and politics in the Muslim world?

Week-13
37. How did the Islamic legal system develop over time?
38. What, if any, influence did Islamic law has had over the development of European Law?
39. What were the participation of women in Muslim societies until the 19th century?
40. How did the status of Muslim women change in the last two centuries?

Week-14
41. What were the religious, cultural, political and social factors that enabled Muslims to embrace science and philosophy during the middle ages?
42. How did the Islamic philosophical discipline develop over time from 7th to 12th century?
43. What impact and influence did Islam have on scientific and philosophical developments in Europe up until 15th century?
<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb 26</td>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>2</td>
<td>Mar 5</td>
<td>THE RISE OF ISLAM &amp; MUSLIM EMPIRE 620-700</td>
</tr>
<tr>
<td>3</td>
<td>Mar 12</td>
<td>THE RISE OF ISLAM &amp; ISLAMIC WORLD SYSTEM 700-1000</td>
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<tr>
<td>4</td>
<td>Mar 19</td>
<td>THE FLOWERING OF THE ISLAMIC WORLD, 1000-1500</td>
</tr>
<tr>
<td>6</td>
<td>Apr 2</td>
<td>ISLAM, REVELATION, THE QUR’AN, PROPHETHOOD &amp; PROPHET MUHAMMAD</td>
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**MID-SEMESTER BREAK April 10 – April 17**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
</table>
- Ozalp M. ‘Divine Determination, Free Will & Suffering’, Unit 9 of *Overview of Islam Course Notes* |
| Apr 30 | DEATH, RESURRECTION & AFTERLIFE; ISLAMIC SPIRITUALITY | - Ozalp M. ‘Judgement Day and Life After Death’, of *101 Questions You Asked About Islam*  
- Ozalp M, ‘Fundamental Principles’, Ch 6 of *Islam in the Modern World* |
| May 7  | PROPHETIC NARRATIVES, ISLAMIC LAW AND ITS DEVELOPMENT | - Ayoub, M. M. ‘The Religious Sciences’, Ch 9 of *Islam: Faith & History*  
| May 14 | ECONOMY IN MUSLIM SOCIETIES | - Robinson, F, ‘The Economy in Muslim Societies’, Ch 5 of *The Cambridge Illustrated History of the Islamic World* |
| May 21 | THE ORDERING OF MUSLIM SOCIETIES | - Robinson, F, ‘The Ordering of Muslim Societies’, Ch 6 of *The Cambridge Illustrated History of the Islamic World* |
| Jun 4  | ARTISTIC EXPRESSIONS OF MUSLIM SOCIETIES | - Ernst, Carl W., ‘Islamic Art’, Ch 6 of *Following Muhammad: Rethinking Islam in the Contemporary World* |
Course Reading

There are four (4) initial readings for Weeks 1-3 of the course that can be accessed electronically through Short Loans. Further readings will be made electronically available as the course progresses. A collection of more general references (which I have listed below) has also been placed on 3-Day Loan.

Recommended General Reading


*Yusuf, Hamza (Tr), The Creed of Imam Al-Tahawi* (2007) United States: Zaytuna Institute