INTRODUCTION TO ISLAM
REL 214/SAME 214
Fall 2017
MWF 10-10:50, 319 Gregory Hall

Instructor: Valerie Hoffman (vhoffman@illinois.edu), Professor and Head of the Department of Religion, 3092B Foreign Languages Building, office hours by appointment.

Teaching Assistant: Courtney Averkamp (averkam2@illinois.edu), 3133 Foreign Languages Building, office hour Fridays 11-11:50.

Course Description and Objectives:
The purpose of this course is to introduce students to: (1) the spiritual, cultural, and intellectual life of Islam, in history and in the contemporary world; (2) variations and diversity in the interpretation and practice of Islam; and (3) Muslim responses to Western imperialism, modernity, and globalization. By the end of the course, students will have a general knowledge of and ability to discuss each of these topics. Long-term learning outcomes include improved critical thinking and writing skills and enhanced awareness of different cultural perspectives and intercultural dynamics. This course fulfills General Education requirements in Non-Western Cultures and Historical and Philosophical Perspectives.

Required Texts (for purchase at bookstore; also on reserve at Undergraduate Library):


Other required readings, marked with an asterisk (*) in the syllabus, are available on the course’s Compass website (https://compass2g.illinois.edu/). Each reading is posted in the folder on the Compass website for the date by which it should be read before coming to the lecture.

Course Requirements

1. It is expected that students **attend all class sessions** and pay attention during the lecture. That means no sleeping or chatting and **no use of electronic devices during class**. This includes laptops; notes should be taken by hand. Readings for the day should be done **before** the class session for which they are assigned; discussions in class and **quizzes** in class will be based on these readings. Absences and lack of preparation for class will adversely affect your grade. The quizzes are worth 10% of your course grade.

2. **Worksheets** are assigned on the readings for every two or three classes; due dates are noted on the syllabus. These worksheets, which can be found in the folders on our Compass website for the dates they are due, must be turned in as Word documents attached to the assignment on Compass. This must be completed **before lecture begins** on the day they are due.
The purpose of these worksheets is to help you focus on the most important points in the readings, to help you absorb the material, and to enable you to come to class prepared to discuss them. These worksheets are not collaborative efforts; if identical answers are found on worksheets belonging to two students, neither student’s worksheet will be accepted. Answers on the worksheets should be complete and precise. Do not just lift phrases from the readings; be sure you understand both the questions and what you are reading, and use your own words to respond appropriately to the questions. These worksheets are worth a combined total of 20% of your course grade. Worksheets turned in after 10 a.m. on the day they are due will receive a 5% grade deduction. Grade deductions will be progressive: for each two days a paper is late, there will be a further 5% grade deduction.

3. Two midterm examinations will be held during normal class time on Friday, Oct. 6 and Monday, Nov. 6. The format of the exams, a list of names and terms to know for the exams, and sample questions may be found in a folder on our Compass website. Each of the midterms will be worth 15% of your grade.

4. A paper of 5 double-spaced pages will be due by midnight on Friday, December 1, and should be turned in on the Compass website for our class as an attachment to the assignment in Microsoft Word. The topic is described in this syllabus under the due date and complete instructions are provided on our Compass website. Grades on the paper are based on: (a) the accuracy of your presentation; (b) your ability to think analytically; (c) the clarity with which you express your arguments; and (d) the quality of your writing, including correctness of grammar and spelling. The paper will be worth 15% of your course grade.

5. A final examination will be given in our regular classroom on Monday, December 18, 7-10 p.m. The format of the final exam and a list of names and terms to know may be found in a folder on our Compass website. The final exam will be worth 25% of your course grade.

Grades will be computed as follows:
10% for the quizzes
20% for the worksheets
15% for the first midterm exam
15% for the second midterm exam
15% for paper
25% for the final examination.

Grading system: Letter grades correspond to the following numerical percentages:

- A+ = 97-99%
- B+ = 87-88%
- C+ = 77-78%
- D+ = 67-69%
- F = below 60%
- A = 92-96%
- B = 82-86%
- C = 72-76%
- D = 64-65%
- A- = 89-91%
- B- = 79-81%
- C- = 70-71%
- D- = 60-63%

An “A” grade must be earned by work that is clearly superior and goes beyond what is simply good; high grades must be earned.
Academic Integrity

All work submitted for grades in this class **must be the work of that student alone.** To represent someone else’s ideas as your own is **plagiarism,** which, according to the Student Code of the University of Illinois ([http://admin.illinois.edu/policy/code/article1_part4_1-402.html](http://admin.illinois.edu/policy/code/article1_part4_1-402.html)), includes, but is not limited to:

- **Copying:** Submitting the work of another as one’s own.

- **Direct Quotation:** Every direct quotation **must be identified by quotation marks or by appropriate indentation and must be promptly cited.** We will use the citation style provided in “Paper Guidelines,” a file on the “welcome” page of our Compass website. The actual source from which cited information was obtained must be acknowledged.

- **Paraphrase:** Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part. This is true **even if the student’s words differ substantially from those of the source.** A citation acknowledging only a directly quoted statement does not suffice as an acknowledgment of any preceding or succeeding paraphrased material.

- **Borrowed Facts or Information:** Information obtained in one’s reading or research that is not common knowledge must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. Materials that contribute only to one’s general understanding of the subject may be acknowledged in a bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source.

Any **assignment, quiz, or exam on which a student has cheated or plagiarized will receive a failing grade.** Repeated infractions may result in a failing grade for the course.

Class Etiquette:

- Be in your seat by the beginning of class and do not pack your bags or leave the room until class is dismissed.

- **No use of electronic equipment** is allowed during class. Write notes on the lectures using pen or pencil and paper.

- You may raise your hand to ask a question during any of the lectures.

Email Etiquette

- Do not begin an email to the professor or TA with “Hey”; write as if you are writing a letter.

- Address the professor as Professor Hoffman.

- Use polite language and formal English.
Schedule of Lectures and Readings

M Aug 28  Introduction: Arabia before Islam
            Hillenbrand, 17-29

W Aug 30  The Life of Muhammad
            Hillenbrand, 29-41
            *Arthur Jeffery, ed. and trans., Islam: Muhammad and His Religion (New
            Williams, 37-52

F Sep 1  Muhammad in Islamic Tradition and Modern Scholarship
            Worksheet #1 due
            Hillenbrand, 41-57
            Williams, 59-62
            *Arthur Jeffery, ed. and trans., Islam: Muhammad and His Religion (New
            *John Renard, ed., Windows on the House of Islam: Muslim Sources on
            Spirituality and Religious Life (Berkeley; Los Angeles: University

W Sep 6  The Qur’an: Its Art, Recitation, Form, and Significance
            Hillenbrand, 58-65, 76-88
            Williams, 7-10

F Sep 8  Doctrines of the Qur’an (1): God, Humanity, Nature, Angels, and Demons
            Worksheet #2 due
            Hillenbrand, 65-67
            Williams, 10-14, 23-26
            *Miscellaneous Qur’an passages
            *Arthur Jeffery, ed. and trans., Islam: Muhammad and His Religion (New

M Sep 11 Doctrines of the Qur’an (2): Revelation and Prophets
            Hillenbrand, 68-76
            *Arthur Jeffery, ed. and trans., Islam: Muhammad and His Religion (New
            Williams, 14-23
            *Kenneth Cragg, ed. and trans., Readings in the Qur’an (London: Collins
W Sep 13  Doctrines of the Qur’ān (3): Law and Judgment
Worksheet #3 due
Hillenbrand, 67-68
Williams, 26-35

F Sep 15  The “Five Pillars” (1): The Confession of Faith and Prayer
Hillenbrand, 89-99
Williams, 67-79

M Sep 18  The “Five Pillars” (2): Zakāt, Ramaḍān, and the Ḥajj
Worksheet #4 due
Hillenbrand, 99-113
Williams, 79-87

W Sep 20  Sunna and Ḥadīth
Hillenbrand, 114-118
Williams, 36-37, 56-59, 63-65

F Sep 22  Islamic Law: Bases and Principles
Hillenbrand, 118-133, 134-137
Williams, 96-108

M Sep 25  Women and the Family in Islamic Law
Worksheet #5 due
Hillenbrand, 247-258
Williams, 87-92

W Sep 27  Defining a Muslim and the Islamic state
Hillenbrand, 138-143
Williams, 52-56, 172-178, 141-144
F Sep 29 The Shī‘a (1)
Worksheet #6 due
Hillenbrand, 145-150
Williams, 170-2

M Oct 2 The Shī‘a (2)
Hillenbrand, 150-165
Williams, 187-201, 204-210

W Oct 4 Islamic Political Theory and Muslim Practice
Worksheet #7 due
Hillenbrand, 144, 180-182, 219-237
Williams, 92-96

F Oct 6 First Midterm Examination

M Oct 9 The Early Development of Islamic Theology
Hillenbrand, 169-173
*Free Will versus Predestination in Islam, Part I

W Oct 11 Free Will and Predestination in Early Islam
Worksheet #8 due

F Oct 13 The Mu‘tazila and al-Ash‘arī
Hillenbrand, 172-177
Williams, 140-142 (top), 145, 147 (#14)-148, 151-154
*Free Will versus Predestination in Islam, Part II
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<tr>
<th>Date</th>
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<td>*The Theology of the Unity of God in Islam</td>
<td>*Islamic Philosophy: An Introduction</td>
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<td>Hillenbrand, 177-180</td>
<td>*Islamic Theology Meets Philosophy</td>
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<td>Worksheet #10 due</td>
<td>*Islamic Theology Meets Philosophy</td>
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<td>M Oct 23</td>
<td>Early Şūfīsm</td>
<td>Hillenbrand, 189-194</td>
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<td>Williams, 109-116</td>
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<td>W Oct 25</td>
<td>The Development of Classical Şūfīsm</td>
<td>Hillenbrand, 194-198, 200-201</td>
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<td>Worksheet #11 due</td>
<td>Williams, 116-121</td>
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<td>F Oct 27</td>
<td>Al-Ghazālī and the Normalization of Şūfīsm</td>
<td>Hillenbrand, 198-199</td>
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<td>M Oct 30</td>
<td>Later Developments in Şūfī Thought: Suhrawardī, Ibn al-‘Arabī, and Rūmī</td>
<td>Hillenbrand, 201-206</td>
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<td>Worksheet #12 due</td>
<td>Williams, 123-127, 133-137</td>
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<td>W Nov 1</td>
<td>The Sufi Orders and Saint Veneration</td>
<td>Hillenbrand, 206-218</td>
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F Nov 3  The Consolidation of Sunni Islam
   Worksheet #13 due

M Nov 6  Second Midterm Examination

W Nov 8  The Muslim World in the Early Modern Period
   Hillenbrand, 183-184, 237-238

F Nov 10  Islamic Modernism (1)
   Hillenbrand, 186-188

M Nov 13  Islamic Modernism (2)
   Worksheet #14 due
   Hillenbrand, 128-131
W Nov 15  Religious Unity and Cultural Diversity (1)  
Geertz, *Islam Observed*, 1-55

F Nov 17  Religious Unity and Cultural Diversity (2)  
Worksheet #15 due  
Geertz, *Islam Observed*, 56-117

M Nov 27  Islamic Law: Reform and Application in the Modern Period  
Hillenbrand, 131-137, 258-262  

W Nov 29  Islam, Nationalism, and Socialism  
Worksheet #16 due  


F Dec 1  Islamism

Hillenbrand, 185-186, 265-268


**Paper due by midnight:** In five double-spaced pages, discuss the challenges of defining religious identity in the face of cultural diversity and social change, with particular reference to Clifford Geertz’s book, *Islam Observed*. Given the differences between traditional Moroccan and Indonesian understandings of piety and exemplary behavior (as Geertz describes them), how should we define what it means to be Muslim? According to Geertz, how was this impacted by European intrusion? Complete instructions for this paper are found on our class’s Compass site.

M Dec 4  Pakistan: A Muslim Homeland or an Islamic State?

**Worksheet #17 due**


W Dec 6  Islamists in Power: Iran

Hillenbrand, 165-167


F Dec 8  “Jihadism,” American Foreign Policy, and Contemporary Global Politics
Worksheet #18 due
Hillenbrand, 238-246
Valerie J. Hoffman, “Religion and Politics in the Contemporary Middle East”

M Dec 11 Islam in the West
Hillenbrand, 133-134

W Dec 13 “Progressive” Muslims and the Critique of Islamism
Worksheet #19 due

Final examination: Monday, December 18, 7-10 pm