COURSE DESCRIPTION
When calls for global jihad clamor against discussions of Islamic democracies, understanding the nature and purpose of the state and society in Islamic political philosophy becomes paramount. This course will offer students a broad overview of classical and modern Islamic political thought. The semester will begin with a look at five of the most well-known and influential Islamic philosophers and will conclude with an examination of five thinkers who have revolutionized modern conceptions of Islam. The semester will culminate with a research project in which students analyze a current Islamic political movement in light of the philosophical readings from the course.

PURPOSE
The purpose of this course is familiarize students with a broad understanding about the nature and function of political authority in the Islamic tradition, that they may better understand pressing issues in the international arena.

OBJECTIVES
1. To introduce students to the philosophical traditions of the Islamic world that they may be better equipped to address current and emerging political issues.

2. To equip students to critically analyze area-specific current events and policy decisions according to the philosophies explored.

3. To promote a detailed and compassionate basis for knowledge, in order that students may offer sensitive and knowledgeable analysis, and uphold informed and just policy decisions

COMPETENCIES
A. The student will be able to respond to past, present and future events in the Muslim world by understanding the analytical and philosophical roots behind their development.

B. The student will be able to persuasively defend or critique political developments in both oral and written form.
C. The student will appreciate the importance of applying a biblical framework to the study of philosophy, and will come to recognize that such a framework demands a commitment to intellectual objectivity.

EVALUATION OF STUDENT PERFORMANCE

Grades will be determined based on a division according to the following categories:

Active and Consistent Discussion Board Participation: Students are expected to participate in the discussion board for each period. Students are required to submit three posts for each module: one initial post not to exceed 300 words that answers the dialogue question for the week; two additional responsive posts not to exceed 200 words each that respond to and/or critique one or more of a classmate’s post. The dialogue is only interesting if students are willing to question the foundations of what other students post. For this reason, you are encouraged to use your word allotment carefully. While encouragement is lovely, constructive critique can be quite valuable. Please realize that posts are expected to be academically and grammatically sound and appropriately referenced.

Posts made after the final date of the period will not be counted for credit

Blackboard Dialogue is 10% of the final grade.

Biweekly Analytical Essays: The course is divided into eight periods of study. Over the course of each period, students are required to compose an analytical essay addressing a theme from the period. This is designed to ensure that students are not only reading, but engaging the material from the period. Students are granted a fair amount of autonomy in selecting appropriate essay topics, but are encouraged to seek the professor’s input. Essays must meet the following criteria:

- Essays cannot exceed 750 words
- Essays should be clearly and carefully organized. Too much time spent summarizing the readings generally results in superficial analysis. However, inadequate summarization may weaken the analytical argument you are making.
- Each essay should aim to address a particular theme in an interesting and intelligent way. Time should be spent explaining how the thesis of the essay relates to the arguments made in the readings for the period and should be supported with proper references.
- Essays MUST be grammatically sound. If more than 5 grammatical, punctuation, or spelling errors are found on a single page or more than 10 in the paper as a whole, the essay will receive a failing grade regardless of its content.
- Essays must be submitted no later than midnight on the final day of the period.

The eight analytical essays comprise 30% of the final grade.
Final Paper: The seminal assignment of the semester is an original research paper due no later than December 11th 2009. In the paper, the student will examine a current Muslim political movement or organization and analyze it according to the parameters of philosophy studied over the course of the semester. The body of the paper should not exceed 25 pages in length, but appendixes may be used for supplementary material, charts, tables, etc. Late submissions will suffer a deduction of 10 points per day.

The final paper comprises 30% of the final grade.

Final Exam: In addition to the research paper, there will be one exam for the course. The exam will be composed of one or more essay questions on the readings assigned before this date. No books or notes are permitted for use during the exam. The exam will be available through Blackboard between 12:00 a.m. on December 9th and midnight on December 13th.

This exam is worth 30% of the final grade.

EVALUATION OF STUDENT PERFORMANCE

The following criteria will be applied in grading papers, essay answers and oral participation for each of the five primary letter grades indicated:

- An “A” answer identifies correctly and fully all issues and subissues raised by the question. It states all applicable (and potentially applicable) theoretical frameworks and relevant details of specific cases with precision. It analyzes the themes of the puzzle or event thoroughly in light of the applicable framework, and explores all alternative modes of analysis where appropriate. It has a clearly defined and convincingly defended thesis.

- B: This answer presents all four components of a good answer but it does so in a way that could be substantially improved. For example, it may be that not all of the issues have been spotted, or the issues are not presented with complete clarity. The analysis is competent, but lacks subtlety, and may be somewhat simplistic or conclusory in spots. There is a thesis, but it is not original.

- C This is a minimally competent answer. It must contain in some measure all four components of a good answer, but it may not clearly articulate them as separable concepts. Perhaps only one or two main issues have been identified, the others missed. Competing frameworks, while stated, lack in completeness and/or accuracy. The analysis and application may be somewhat shallow and superficial. Conclusions may be questionable and not well-defended. The thesis is vague and hard to identify
D This is an answer which lacks one or more of the basic components. It may identify the wrong issues, or articulate none at all. The analysis is superficial at best, absent at worst. Information learned in the course is never really applied to the facts in any coherent way. Conclusions are unsupported or missing. There is no clear thesis.

F The student has written nothing, or has not really tried, or exhibits a complete lack of knowledge of the relevant issues, or demonstrates a near-total inability to engage in critical analysis.

*Please note that all written work submitted to the professor must meet or exceed acceptable graduate level writing standards. Papers must be free from grammar, punctuation and spelling mistakes, as such errors will be detrimental to the final grade. If any student is uncertain as to the minimum standards expected, he/she should seek clarification from the professor. Students are encouraged to take advantage of the Regent University Writing Center and the resources therein. Appointments can be schedule over the phone: 757.226.4711 or via email: acadwrit@regent.edu. In some cases, the professor may require students to submit documentation of writing center support.

**TEXTS**

**Required**


**Recommended**


Fakhry, Majid. 2008. *Averroes: His Life, Works, and Influence* (Great Islamic Writings)


### Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24th-August 30th</td>
<td>Introduction</td>
<td>Watts - Islamic Political Thought (Whole Book)</td>
</tr>
<tr>
<td>August 31st - September 13th</td>
<td>Al Farabi</td>
<td>Crone Part II - Pages 51-125; Khalidi 1-26; McGinnis and Reisman 54-63 and 104-120</td>
</tr>
<tr>
<td>September 14th-September 27th</td>
<td>Avicenna</td>
<td>Khalidi 27-58; McGinnis and Reisman 146-147 and 224-237; Fakhry 111-166</td>
</tr>
<tr>
<td>September 28th-October 11th</td>
<td>Al Ghazali</td>
<td>Crone pages 219-254; McGinnis and Reisman 238 and 254-265; Fakhry 223-240; Khalidi 59-98</td>
</tr>
<tr>
<td>October 12th- November 1st</td>
<td>Averroes</td>
<td>Fakhry 280-302; McGinnis and Reisman 294 - 308; Crone 165-196; Khalidi 155-180</td>
</tr>
<tr>
<td>November 2nd - November 15th</td>
<td>Ibn Khaldun</td>
<td>Fakhry 334-344; article to be assigned</td>
</tr>
<tr>
<td>November 16th- November 22nd</td>
<td>Al Afghani and Abduh</td>
<td>Rahnema 1-63</td>
</tr>
<tr>
<td>November 23rd - November 29th</td>
<td>Hassan Al Banna and Sayid Qutb and Mamoun Hudaiby</td>
<td>Rahnema 125-183, Jefferis online chapters; Huidaiby Article (online)</td>
</tr>
<tr>
<td>November 30th - December 6th</td>
<td>Khomeini</td>
<td>Algar 13-150, 321-360</td>
</tr>
<tr>
<td>December 11th</td>
<td>Final Exam</td>
<td>Final Paper Due</td>
</tr>
</tbody>
</table>
ACADEMIC HONESTY

Please note that all students are expected to maintain impeccable standards of academic honesty. Plagiarism or cheating of any form will not be tolerated. For a description of Regent University’s academic conduct code, see the Student Handbook. (http://www.regent.edu/admin/stusrv/student/Student_Handbook.pdf)

INCOMPLETE GRADES

An incomplete grade will be given in this course only for extraordinary reasons acceptable to the professor.

STUDENT FEEDBACK

At the end of each course, students are given an opportunity to comment on the course and the professor's teaching on a written evaluation form. Students are encouraged to meet with the professor at any time throughout the semester.

BIBLICAL INTEGRATION

This course is founded on the principles articulated in Colossians 1:16:

For by Him all things were created, both in the heavens and on earth; visible and invisible, whether thrones or dominions or rulers or authorities – all things have been created by Him and for Him.

Accordingly Truth will be vigorously pursued, and the complexities thereof will be respected.

LATE ASSIGNMENTS

Late final papers will be accepted with a 10 point per day deduction, without exception. No other late assignments will be accepted.

OFFICE DATA

Office location: 318 Robertson Hall  
Office phone: 226-4694  
E-mail: jjefferis@regent.edu  
Office hours: All days by appointment

The professor retains the right to make changes to this syllabus at any time. It is the student’s responsibility to keep up with any changes that are announced via Blackboard or email.