



Course Syllabus WYT2637HF

Wycliffe College

Toronto School of Theology

Course Identification

Course Number : WYT2637HF
 Course Name: Understanding Islam in the 21st Century: An introduction to Islam for Students of Christian Theology
 Campus: St. George, Some off-site field trips

Instructor Information

Instructor: Josiah Idowu-Fearon, PhD Teaching Assistant: Stephen Hewko
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 Office Hours: By Appointment

Course Prerequisites or Requisites

None

Course Description

This course is for Christian theology students who wish to have a basic knowledge of the religion of Islam. Two basic questions are attempted in the course: "What is Islam?" and "how do I engage a Muslim?" These two questions will underline the lectures and discussions. The course will give special attention to the relationship of Islam to the west and to modernity, as the movements related to this encounter.

Course Methodology

Lectures, Guest Lectures, Seminars, and Field-Trips

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• To have a basic knowledge of the religion of Islam so as to be	Lectures, Readings, Quizzes, Final Paper	

able to engage a Muslim theologically.		
<ul style="list-style-type: none"> • To give the worldview of the Muslims so as to enable you to make sense of what and why they believe; and their perception of world religions and specifically Judaism and Christianity. 	Lectures, Readings, Field Trips	
<ul style="list-style-type: none"> • To help develop the ability to enter into constructive and meaningful dialogue without being confrontational. 	Guest Lectures, Field Trips	
<ul style="list-style-type: none"> • To help prepare for some further studies in the field of Christian-Muslim relations 	Final Paper	

Course Resources

Required Course Texts

Esposito, John L. *Islam : The Straight Path*. Fifth edition. ed. New York ; Oxford: Oxford University Press, 2016.

Brown, Jonathan. *Muhammad : A Very Short Introduction*. Very Short Introductions. Oxford ; New York: Oxford University Press, 2011.

Silverstein, Adam J. *Islamic History : A Very Short Introduction*. Very Short Introductions ;. Oxford: Oxford University Press, 2010.

Griffith, Sidney Harrison. *The Church in the Shadow of the Mosque Christians and Muslims in the World of Islam*. Princeton, N.J.: Princeton University Press, 2008.

Course Website(s)

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask the assistant registrar (jhocking@vycliffe.utoronto.ca) for further help.

Class Schedule

Day	Morning Session 9am – 12pm	Afternoon Session 2pm – 5pm	Evening Session 8pm – 10pm
Day 1: June 7th	9 am Lecture 1: Intro to Islamic Origins	2 pm Lecture 2: Intro to Islamic Practice and Core Beliefs	
Day 2: June 8th	9 am – 11 am Quiz 1 Lecture 3: Intro to Islamic Theology	2 pm 12 pm – 3pm Field Trip: Islamic Information and Dawaa Centre	Lecture 4: Intro to Muslim-Christian Dialogue
Day 3: June 14th	Lecture 5: Islamic Beliefs in Modern Expression	Guest Lecture 2 pm : Vinay Khetia 4pm Guest Lecture: Laury Silvers	Public Event Shia – Christian Dialogue Dialogue on Fasting: Christian and Muslim Perspectives Archbishop Idowu-Fearon and Sheikh Rizvi
Day 4: June 15th	9 am - 12 Field Trip: Aga Khan Museum	Lecture 6: The way forward Quiz 2 Final Wrap up.	

Evaluation

Requirements

- **Book Report (20%) Due June 7th**
- **Quiz #1 (5%) June 8th**
- **Quiz #2 (5%) June 15th**
- **Participation (20%)**
- **Paper Proposal (5%) Due July 4th**
- **Final Research Paper (45%) Due August 8th**

Book Report - Due June 7th

5-7 pages double spaced. Please select one of the required texts or an agreed upon alternative text.

Please use the following questions as a guide as you prepare your report.

1. What is the specific topic of the book? What overall purpose does it seem to have? For what readership is it written? (The preface, acknowledgements, bibliography and index can be helpful in answering these questions. Don't overlook facts about the author's background and the circumstances of the book's creation and publication.)
2. Does the author state an explicit thesis? Does he or she noticeably have an axe to grind? What are the theoretical assumptions? Are they discussed explicitly? (Again, look for statements in the preface, etc. and follow them up in the rest of the work.)
3. What exactly does the work contribute to the overall topic of your course? What general problems and concepts in your discipline and course does it engage with?
4. What kinds of material does the work present (e.g. primary documents or secondary material, literary analysis, personal observation, quantitative data, biographical or historical accounts)?
5. How is this material used to demonstrate and argue the thesis? (As well as indicating the overall structure of the work, your review could quote or summarize specific passages to show the characteristics of the author's presentation, including writing style and tone.)
6. Are there alternative ways of arguing from the same material? Does the author show awareness of them? In what respects does the author agree or disagree?
7. What theoretical issues and topics for further discussion does the work raise?
8. What are your own reactions and considered opinions regarding the work?

Quizzes

2 short quizzes (15 minutes) based on lecture materials.

Participation

Students will be evaluated based on attendance and participation in class discussion and exercises.

Paper Proposal – Due July 4th

Students will submit a one-page paper proposal containing the following components.

1. Topic
2. Thesis
3. Rationale and Method
4. Bibliography

Final Research Paper – 14-16 pages double spaced 4000 words - Due August 8th

- Should show the significance of the topic selected. This might be done, for example, by placing it in the context of a current historiographical debate or an emerging field of historical investigation, or by showing how it resembles some current situation or clarifies some current non-historiographical debate, or by showing its theoretical interest, or by showing how a technique of analysis can be applied to a subject or a body of source material to which it has not previously been applied. (These are listed only by way of example.)
- Should therefore clearly state a problem, clearly indicate the subsidiary questions into which the larger problem can be divided, and indicate the manner in which documentation will be analyzed to answer these questions.
- Should show an awareness of the major bibliography on the question and a command of at least a portion of that bibliography.
- Should make use of primary source material in some portion, at least, of its exposition.
- Should conform in footnoting and bibliography according to the Turabian Manual of Style

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

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/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration 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, and Christian 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* (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/policies/behaveac.htm>), a student who plagiarizes in this course. Students 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>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

Bibliography

Ahmad, Khurshid, and David Kerr, eds. “Christian Mission and Islamic *Da‘wah*.” *International Review of Mission* 65 (1976): 365–460.

Becker, C.H. *Christianity and Islam*. Bibliolife, 2009. Originally published in 1909.

Catherwood, Christopher. *Christians, Muslims, and Islamic Rage*. Grand Rapids, Mich., 2003. A thoughtful insight into the complexity of contemporary Christian-Muslim relations by a careful Christian Evangelical scholar.

“Christian-Muslim Relations into the Twenty-First Century: A Round Table Discussion.” *Islam and Christian-Muslim Relations* 3, no. 1 (1992): 5–39.

Courbage, Youssef, and Philippe Fargues. *Chrétiens et Juifs dans l’Islam arabe et turc*. Paris, 1992. Perceptive sociohistorical essay with extensive, relevant demographic information and analysis.

Cragg, Kenneth. *The Arab Christian: A History in the Middle East*. London, 1992. Traces the history of the Arab Christians from their beginning through the birth and growth of Islam to the present, as well as pondering the agenda—and enigma—of the future.

Ellis, Kail C., ed. *The Vatican, Islam, and the Middle East*. Syracuse, N.Y., 1987. Presents a wide spectrum of intellectual and practical insights into contemporary Catholic-Islamic relations, including essays on selected countries of Asia.

Gaudeul, Jean-Marie. *Encounters and Clashes: Islam and Christianity in History*. Vol. 1, *A Survey*, and Vol. 2, *Texts*. Rome, 1984. Detailed analysis of the apologetic, polemical, and irenic efforts and texts placed in their changing historical contexts. Written from a Roman Catholic, post-Vatican II perspective for informed nonspecialists. Most of the selected texts are presented in the original and in translation. Crucial German studies in the field have not been considered.

Hagemann, Ludwig. *Christentum und Islām zwischen Konfrontation und Begegnung*. Altenberge, Germany, 1983. Solid survey of the premodern phases.

Hamidullah, Muhammad. *The Muslim Conduct of State*. Reprint. Lahore, 1963. Originally published in 1935.

Hourani, Albert. *Islam in European Thought*. Cambridge, 1991. Masterly critical survey, balancing Edward Said's work.

Islamic Movements: Impact of Political Stability in the Arab World. Abu Dhabi, 2003.

Islamochristiana, 1975–. Annually published by the Pontificio Istituto di Studie Arabi e d’Islamistica, Rome. Contains a wealth of primary sources and analyses and reports concerning the past and present of Islamic-Christian relations.

Joseph, Suad, and Barbara L. K. Pillsbury, eds. *Muslim-Christian Conflicts: Economic, Political, and Social Origins*. Boulder, Colo., 1978. Highlights the need for taking account of the complexity and diversity of the causes of conflict.

Khoury, Adel Theodor, and Ludwig Hagemann. *Christentum und Christen im Denken zeitgenössischer Muslime*. 2d ed. *Altenberge*, Germany, 1994. Based on a wide selection of Arab authors.

Lewis, Bernard. *The Muslim Discovery of Europe*. London and New York, 1982.

Makris, G. P. *Islam in the Middle East: A Living Tradition*. Oxford, 2007. A lucid presentation of the reality of Islam in the Middle East, providing a very readable introduction to its complexity.

Moubarak, Youakim, ed. *Les Musulmans: Consultation islamo-chrétienne entre Mubammad Arkoun, Hasan Askari, Mubammad Hamidullah, Hassan Hanafi, Mubammad Kamel Hussein, Ibrahim Madkour, Seyyed Hossein Nasr, et Youakim Moubarak*. Paris, 1971. Responses by outstanding Muslim scholars to questions regarding the ancient controversies, the present, and possible points of convergence in the future.

Nasseef, Abdullah Omar. "Muslim-Christian Relations: The Muslim Approach." *Journal of the Institute of Muslim Minority Affairs* 7, no. 1 (January 1986): 27–31.

Neill, Stephen. *A History of Christian Missions*. Harmondsworth, U.K., 1964.

Powell, Averil. *Muslims and Missionaries in Pre-Mutiny India*. London, 1992. Pioneering and penetrating study of the momentous Christian-Muslim controversies, placed firmly in the context of Indian-Muslim history.

Sahas, Daniel J. *John of Damascus on Islam: The 'Heresy of the Ishmaelites'*. Leiden, 1972. Important study of one of the earliest Christian responses to Islam which also provides much valuable background information.

Said, Edward W. *Orientalism*. New York, 1979. Brilliant and seminal, yet controversial, critical essay.

Schacht, Joseph, and C. E. Bosworth, eds. *The Legacy of Islam*. 2d ed. Oxford, 1974. Especially relevant contributions by Bernard Lewis and Maxime Rodinson.

Southern, Richard W. *Western Views of Islam in the Middle Ages*. Cambridge, Mass., 1962. Classic work on the subject.

Valkenberg, Pim. *Sharing Lights on the Way to God: Muslim-Christian Dialogue and Theology in the Context of Abrahamic Partnership*. Amsterdam, 2006. This attempt to promote Christian-Muslim dialogue also provides a readable and insightful history of the dialogue movement, of current trends, and possible directions for the future.

Vander Werff, Lyle L. *Christian Mission to Muslims: The Record: Anglican and Reformed Approaches in India and the Near East, 1800–1938*. South Pasadena, Calif., 1977. Thorough historical account from a Protestant insider perspective. Detailed listing of the primary and secondary source material.

Waardenburg, Jacques. *Muslims and Others: Relations in Context*. Berlin, 2003. An excellent and very readable presentation of this complex area covering the whole Muslim world, not just the Middle East.

Watt, Montgomery W. *Muslim-Christian Encounters: Perceptions and Misperceptions*. London and New York, 1991. Succinct and brilliant account of central aspects and phases of the historical interaction of the two religions.