RADICAL ISLAM, A MODERN HISTORY

This course investigates the formation of some major radical Islamic movements as modern political movements. It aims to familiarize students with some of the major ideological trends, politico-religious groups, and historical events, and explores the socio-political conditions leading to the formation of recent waves of radical Islamic movements. The course ends by discussing the current situation and provides a forum for students to present their research on radical Islamic movements and related issues. The course is a part of the Middle East Peace Studies Minor which also can be taken for upper-level Common Curriculum credit.

Expected Student Learning Outcomes:

- Students will be able show their capacity for intellectual and spiritual growth by becoming closely familiarized with cultural, intellectual, religious and socio-political developments leading to formation of one of the most powerful political movements of our times.

- Students will be able to make informed analytical arguments by making sense of the changing nature of religion and politics in the Islamic context and better understand the complexities of the today’s world.

- Students will show proficiency in the critical reading of influential scholarly monographs and historical documents and develop skills in understanding the complexities of history by delving into research, writing and presenting written and oral historical argumentations.

Readings:

The readings are selected from the following available books at the Loyola Bookstore:


Other readings are chosen from the following books (indicated by [Blackboard*]) and a journal in the schedule below:


Enayat, Hamid (200?). Modern Islamic Political Thought. London: ?


**Requirements and grading:**

*Position papers—20 pts.*

Students are required to prepare 4 two-page, double-spaced position papers throughout the semester. Up to 5 points may be earned on each position paper. These position papers should be from different clusters indicated below in the syllabus.

The position papers should present: 1) a summary of the contributions and arguments of the assigned authors on the selected topic; 2) a critical evaluation of the readings; and 3) a question for general discussion.

**These position papers should be brought to the class at the time of discussion of that topic. Late position papers will not be accepted unless I am notified in advance.**

Please list at the top of the first page your full name along with the course number + week number + your surname. (Example for student with the last name Smith registered under the History course number: X294-01-Smith).

*Presentation and participation in class discussions—1/4 of grade*

The course will run primarily in the seminar format and all students are responsible for class discussion. Participation in class discussion, presenting summaries of readings, and presenting the main points of the student’s research paper at the end of the semester are counted as part of the discussion grade. The student may earn a total of 25 points for discussion and presentations in class.

In each class meeting (except the first few classes), two students will be responsible for presenting the main points of the assigned readings (no more than 15 minutes each). These presentations will be similar to position papers, and should contain comments and questions for general discussion. I highly recommend the use of power point and relevant primary sources for students’ presentations.

*Research proposal for the final paper—1/4 of grade*
A research proposal is due on **February 23**. It should not be more than three pages long and should contain a preliminary bibliography and a clear research agenda. Any topic related to the course may be chosen for research with the instructors’ prior approval. Students may choose to collaborate on research proposals and consequently the final paper, but the contribution of each person should be clear and approved from the outset.

A guide for writing the research proposal and the final paper will be distributed. The student may earn up to 25 points for the research proposal—one quarter of the final grade—so it should be a thoughtful and well researched proposal.

Students are encouraged to consult with **Malia Willey**, the library’s liaison for the Middle East Peace Studies Program, for her advice and assistance in finding the appropriate materials and in making optimum use of the library’s research resources. Her contact information is: Monroe Library 108, 864-7138, mewilley@loyno.edu.

**The research paper— 1 /4 of grade**

The final research paper is due on **May 6** at 4 P.M. It should not exceed 12 pages (double-spaced, including full bibliography). The student may earn up to 25 points for the research paper—one-quarter of the grade—so it should reflect good research, thoughtful analysis, and complete citations in proper format.

The student should have consulted with **Malia Willey** about research sources and prepare a superior research paper with all the components of an academic paper.

**Option:** You have the option of taking Mid-Term and Final exams rather than turning in a research proposal and a research paper on the exact date that the research proposal and final paper are due. Each exam will count as 25% of your final grade. If you want to choose this option, please talk to me.

**Assignment outside the Classroom—5 pts.**

There will be a series of events organized or supported by Middle East Peace Studies throughout the semester. The students **must** attend at least one of them and write a report to earn 5 points. Two of the events occur on **Friday, February 19**. The exact timing of the rest will be announced in due time. If there is a conflict of schedule, an alternative assignment for acquiring 5 points can be discussed.

The options are:
1) a presentation by Dr. Jayne Seminare Docherty, 12:30 – 1:20, on Careers in Peacebuilding. A light lunch will be provided.
2) an evening panel discussion by scholars of Iran on the current situation in Iran. Nunamker Hall (6:30 – 9 P.M.).

To earn the 5 points you should attend the event and write a report addressing the following:
1) What did you learn from the event?
2) What is your personal opinion of the topic?
3) Did you enjoy the event and why? Or did you not enjoy the event and why?

The papers on the lecture by Dr. Docherty or the panel on Iran are due on Tuesday, **February 23**.

**Extra Credit Opportunity—5 pts.**

The student may earn 5 pts. extra credit by attending one of the options listed above—the lecture by Dr. Docherty or the panel on Iran—and turn in a report following the same format listed above. The same deadlines listed above apply to the extra credit opportunity.

**Attendance:** More than three absences without proper justifications will lower the grade by one letter point. For example, if your overall work would have received an "A" for the course, it will be lowered to a "A-."
**Late Work Policy:** No late position papers will be accepted. More than two late position papers will be penalized a letter grade. Late research proposals and final papers will also be penalized a letter grade. For example, if your paper would have received an “A” on the deadline, the next day it will receive a “A-.”

In exceptional circumstances the assignment can be rescheduled. You must notify me within 24 hours of the missed opportunity, stating the reason for your absence. If the excuse is acceptable, your make-up assignment will generally be scheduled for the earliest possible time. As a rule, I discourage any make-up assignments. Recreational activity never constitutes a valid excuse.

**Grading Scale:**

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<thead>
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<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
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<td>80-82</td>
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<td>77-79</td>
<td>2.30</td>
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<td>C</td>
<td>72-76</td>
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<tr>
<td>C-</td>
<td>70-71</td>
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<td>F</td>
<td>59 and below</td>
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**Notice to Students with Disabilities:**

A student with a disability who qualifies for accommodations should contact Sarah Mead Smith, Director of Disability Services at 865-2990 (Academic Resource Center, Room 405, Monroe Hall). A student wishing to receive test accommodations (e.g., extended test time) MUST provide the instructor with an official Accommodation Form from Disability Services in advance of the scheduled test date.

**Where to Find Help with your Writing:**

Writing across the Curriculum, Bobet 100, ext. 2297 -- the WAC workshops are intended to help you with drafts of your essays. They are extremely helpful, and an excellent resource for students of all writing levels. Students whose first language is not English, in particular, should plan to take first drafts of all their assignments to the WAC workshops.

**In the Event of Emergency Evacuation:**

In the event of an emergency evacuation, I will post announcements and assignments to Blackboard. Please take your textbooks and any assignments you are working on with you when you evacuate. And stay in touch!

**Revision of the Syllabus:**

I reserve the right to revise this syllabus at any point once this course is in progress. I will inform students of any changes as soon as possible.

“Plagiarism— the use of another person’s ideas or wording without giving proper credit—results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. Whether intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.”


For more information on plagiarism and how to avoid it, go to:
http://www.indiana.edu/~wts/wts/plagiarism.html
Tuesday, January 12

Introduction

Thursday, January 14

An Overview of Formation of Islam
Lapidus (pp. 3-66) [Blackboard*]

Tuesday, January 19

Jihad in Quran
Bonney (pp. X. 32) [Blackboard*]

Thursday, January 21

Jihad in Sunna
Bonney (pp. 33-52) [Blackboard*]

Tuesday, January 26

The Islamic Political Thought
Enayat (pp. ix-51) [Blackboard*]

Thursday, January 28

The Islamic State
Enayat (pp. 52-110) [Blackboard*]

Tuesday, February 2

The Islamic Politics
Eickelman & Piscatori (pp. ix-79) [Blackboard*]

HOW TO WRITE A PAPER OR A PROPOSAL

Deadline for the first round of the position papers

Thursday, February 4

The Islamic Movement: Egypt I
Mitchell (pp. ix-79) [Blackboard*]

Tuesday, February 9

The Islamic Movement: Egypt II
Mitchell (pp. 209-259) [Blackboard*]

Thursday, February 11

Iranian Revolution
Abrahamian (pp. 496-537), [Blackboard*]

Tuesday, February 16

Mardi-Gras- No Class

Thursday, February 18

The Islamization of the Iranian Revolution
Moazami [Blackboard*]

Tuesday, February 23

Hezbollah
Norton (pp. 1-88)

Deadline for the research proposal

Thursday, February 25

Hezbollah
Norton (pp. 113-160)

Deadline for the second round of the position papers

Tuesday, March 2
The New Islamic Movements: Egypt I
Kepel (pp. ix –25, 103-128), [Blackboard*]

Thursday, March 4

The New Islamic Movements: Egypt II
Kepel (pp. 129 – 140, 191-222), [Blackboard*]

[Friday Mar. 5 – M-T grades due]

Tuesday, March 9

The Question of Palestine
Cleveland (222-255) [Blackboard*]

Thursday, March 11

Al Nakba: The Palestinian Catastrophe 1948
A Documentary on the Birth of the Palestinian Refugee Problem – Benny Morris

Tuesday, March 16

The New Islamic Movements: Palestine I
Mishal Shaul & Sela Avraham (pp. Vii-48)

Thursday, March 18

The New Islamic Movements: Palestine II
Mishal Shaul & Sela Avraham (pp. 49-112)

Deadline for the third round of the position papers

Tuesday, March 23

The Global Jihad
Jurgensemeyer (2008, pp. 193-211) [Blackboard*]

Thursday, March 25

The Strategic Logic of Suicide Terrorism
Pape (pp 27-60) [Blackboard*]

Tuesday, March 30

No Class- Spring Break

Thursday, April 1

No Class- Spring Break

Tuesday, April 6

Theater of Terror – Guest Lecturer (Dr. Laura Hope)
Jurgensemeyer (pp. 121-147) [Blackboard*]

Thursday, April 8

The War on Terror
Goldschmidt & Davidson (pp. 419-448) [Blackboard*]

Tuesday, April 13

The Resurgence of Taliban
Rashid (pp. 240-292)

Thursday, April 15

Drugs, Thugs and the Taliban Offensive
Rashid (pp. 293-348)

Deadline for the fourth and last round of the position papers

Tuesday, April 20

Decent into the Chaos
Rashid (pp. 349-418)

Thursday April 22
Student Presentations of their Research

Tuesday, April 27

Student Presentations of their Research

FINAL PAPER DUE May 6

Excellent Online Reference Materials

http://www.bartleby.com/strunk/ (Unlimited access to the information and book on the web)
Research It (Almost everything)
Onelook (dictionaries, specialized and general)
Roget's Internet Thesaurus
Information Please Almanac
Cambridge Biographical Encyclopedia
http://vlib.iue.it/history/index.html (WWW-VL History Central – Catalogue – European University Institute, Florence, Italy)
http://chnm.gmu.edu/worldhistorysources/whmfinding.php (A guide to one of the best online primary source archives in world history)
http://chnm.gmu.edu/worldhistorysources/framingessay1.html (How to use primary sources via the internet)
http://www.fordham.edu/halsall/index.html The Internet History Sourcebooks are collections of public domain and copy-permitted historical texts presented cleanly (without advertising or excessive layout) for educational use.

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"IMPORTANT NOTE

You can do bibliographic research on the net better than in almost any given library. But you cannot do real original research on the net - that requires going to libraries. The information on the net is distinctly "middle-brow" - translations, English versions, and selections, rather than original texts, original languages, and complete collections. This may change in the future, but only with extensive funding.

Remember: If all else fails, try asking a librarian!”
Quoted from: http://www.fordham.edu/halsall/help.html#What%20I%20can%20help%20you%20with

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Interesting Web Links on the Middle East

http://www.albany.edu/history/middle-east/ (a comprehensive site with interesting links)
http://www.nmhschool.org/tthornton/mehistorydatabase/mideastindex.htm (easily accessible and informative resource with link to daily news and analysis)

A wonderful list of internet resources (including useful introductions) for Islamic Studies, compiled by Dr. Alan Godlas, Associate Professor of Islam, Department of Religion, The University of Georgia:
http://www.uga.edu/islam/history.html

Historical maps of Muslim-ruled lands:
http://ccat.sas.upenn.edu/~bvon/pages/maps.html

http://palestine-studies.org/final/en/ (The most comprehensive link for Palestinian Studies)

http://www.1001sites.com (daily English translations of ME press)
http://www3.haaretz.co.il/eng (Ha’aretz, the leading Daily Israeli’s English newspaper)
http://almashriq.hiof.no (covers most Arab countries, and includes good maps)
http://gulf2000.columbia.edu (devoted to Persian Gulf countries)
http://merip.org (maintained by Middle East Report)
http://assr.org (Arab Social Science Research)
http://ahram.org.eg/weekly (weekly English edition of al Ahram newspaper--Egypt)
http://menic.utexas.edu/menic.html (Univ. of Texas-Austin--with great links)
http://www.fas.harvard.edu/~mideast (great links)
http://www.arab.net (comprehensive links to information on the ME)
http://www.autodafe.org (Great links to intellectual life)
http://www.aljazzeerah.info (English website of Al Jazzeerah Broadcasting)
http://www.iraqbodycount.net (on the war casualties)
http://www.war-times.org/ (information and analysis against the war)

LIBERAL ISLAM WEB SITES
Collected by Charles Kurzman
University of North Carolina at Chapel Hill

"As noted in the introduction to the Liberal Islam anthology, I use the term "liberal" to refer to basic themes in the history of liberalism, such as democracy, freedom of thought, social equality, and human progress. The term "liberal" has a variety of meanings, to be sure, and its reputation in much of the Islamic world has been tainted by its hypocritical introduction under colonialism. Thus these links, and the Liberal Islam anthology itself, include some authors and activists who may not consider themselves "liberal," though they deal seriously with liberal themes.”
Charles Kurzman

Web sites or pages devoted to authors in the Liberal Islam anthology:

Chapter 7. Mehdi Bazargan, Iran: http://www.nehzateazadi.org/mehdi.html
Chapter 9. Rachid Ghannouchi, Tunisia: Muslim Students Association listing
Chapter 17. Chandra Muzaffar, Malaysia: http://www.just-international.org
Chapter 18. Mohamed Talbi, Tunisia: Muslim Students Association listing
Chapter 20. Rusmir Mahmutcehajic, Bosnia: http://www.ifbosna.org.ba
Chapter 23. Mohamed Arkoun, Algeria-France: Muslim Students Association listing
Chapter 29. Nurcholish Madjid, Indonesia: http://www.paramadina.org

Other Muslim authors devoted to discussion or promotion of liberal themes:

Anwar Ibrahim and Wan Azizah Wan Ismail, Malaysia: http://www.anwaribrahim.org (site may not be operational)
Mohammad Omar Farooq, Bangladesh-USA: http://www.globalwebpost.com/farooqm
Zeeshan Hasan’s Liberal Islamic Web Site, Bangladesh: http://www.liberalislam.net
Tarek Heggy, Egypt, http://www.heggy.org
Mohsen Kadivar, Iran: http://www.kadivar.com
S. Parvez Manzoor, Sweden: http://www.algonet.se/~pmanzoor
Abdurrahman Wahid, Indonesia: http://www.muslims.net/KMNU/pustaka/buku1/forward.txt
Edip Yüksel, Turkey-USA: http://www.yuksel.org

Islamic organizations devoted to discussion or promotion of liberal themes:

Al-Qalam, South Africa: http://mandla.co.za/al-qalam
An-Nahdha, Tunisia: http://www.ezzeitouna.org/annahda/ANNAHDHA.HTM
Center for the Study of Islam and Democracy, USA: http://csidonline.org
Claremont Main Road Mosque, South Africa: http://islam.org.za/muslims/Claremont/index.htm
Etudes Musulmanes, France: http://www.etudes-musulmanes.com
Ikatan Cendekiawan Muslim Se-Indonesia (ICMI), Indonesia: http://www.icmi.or.id
International Center for Islam and Pluralism (ICIP), Indonesia: http://www.icipglobal.org
International Institute for Islamic Thought, USA and Malaysia: http://www.jaring.my/iit
Islamic Intellectual Forum, USA: http://www.islamforum.org
Karamah: Muslim Women Lawyers for Human Rights, USA: http://www.karamah.org
Liberal Islam Network, Indonesia: http://www.islamilib.com
Liberation Movement of Iran: http://www.nehzateazadi.org
Liberty for Muslim World, England: http://www.lmw.org
Minaret of Freedom, USA: http://www.minaret.org
 Ministry of W. Deen Muhammad, USA: http://www.wdmonline.com
Muslim Public Affairs Council, USA: http://www.mpac.org
Muslim WakeUp!, USA: http://www.muslimwakeup.com/info
Muslim World Journal of Human Rights, USA-UK-Canada: http://www.bepress.com/mwjhr/
Nahdatul Ulama, Indonesia: http://www.muslims.net/KMNU
Ontario Consultants on Religious Tolerance, Canada: http://www.religioustolerance.org/islam.htm
Progressive Dawoodi Bohras, India: http://www.dawoodi-bohras.com
Progressive Muslims, U.S.: http://classes.colgate.edu/osafi/progressive_muslims.htm
Qalandar: Islam and Interfaith Relations in South Asia: http://www.islaminterfaith.org
Sisterhood Is Global Institute, Canada: http://www.sigi.org
Tasneem Project, England: http://www.bayyinat.org.uk
The American Muslim, U.S.: http://www.theamericanmuslim.org
Umma Party, Sudan: http://www.umma.org