UCCS Department of Philosophy – Spring 2019

PHIL 3690 OL1 – Islamic Philosophy

Instructor – Patrick J. D'Silva, PhD – pdsilva@uccs.edu

Office Hours: Please e-mail me to arrange a Skype session or phone call.

Course Objectives:

Students completing this course will become conversant with the major schools of Islamic philosophy and theology from the early Muslim community (circa 7th CE Arabia) to the present day. Given the time period in question, this will necessarily be a survey course. That said, it will be a ***writing intensive*** course, one that will equip students with the skills to conduct research at a level commensurate with the department's expectations of upper-level seminars.

This course is approved for the *Explore*, *Inclusiveness* and *Writing* Intensive components of the Compass Curriculum.

1. Writing Intensive

Writing Intensive courses help you learn how to:

- Approach writing as a process.

- Revise your written work based on feedback.

- Provide useful feedback to your classmates about their written work.

- Refine your critical and analytical writing skills.

Essential Learning Outcomes:

- Gather, critically analyze and evaluate quantitative information within relevant disciplinary contexts.

- Apply and integrate knowledge from a range of disciplines, including interdisciplinary or cross-disciplinary research.

- Communicate through reading and/or writing to receive, comprehend, and convey information.

- Demonstrate the core ethical principles and responsible methods of your discipline.

2. Inclusiveness

Inclusiveness courses help you learn about:

- The dynamics and systemic and historical aspects of inclusion and exclusion.

- Ways that inclusivity (and exclusivity) are generated at local, national, and global levels.

Essential Learning Outcomes:

- Articulate origins, influences, and impacts of inclusion and exclusion within societies.

- Gather, critically analyze and evaluate quantitative information within relevant disciplinary contexts.

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- Apply and integrate knowledge from a range of disciplines, including interdisciplinary or cross-disciplinary research.

- Demonstrate the core ethical principles and responsible methods of your discipline.

Course Requirements:

Assessments/grading breakdown:

Weekly discussions – 60%

- Each week there will be readings (as well as audio/video material) and a discussion prompt. For the first few weeks we will discuss things as a large group. Once we get further into the semester, given the technical and sophisticated nature of the texts, students will be broken up into small groups (4-5 students each) via Canvas and required to submit a lengthy primary post (approx 400-500 words), as well as a response to one of their colleagues (approx. 150 words each). You will compile a portfolio of all of your posts during the semester. Each graded discussion posting is worth 4 points (x 15 = 60 points overall). Failure to include a response post will result in a deduction of 1.5 points.

Final research paper – 40% (Students may choose their topic; if requested, instructor will provide assistance in terms of selecting a general topic. The Adamson textbook is a great resource for identifying possible paper topics.)

- Thesis paragraph and outline (10%, instructor feedback provided on both)

- Annotated bibliography (10% - instructor feedback provided)

- First draft, minimum 5 pages in length (10% - instructor feedback provided)

- Final paper, 10 pages in length (10%)

A note on instructor feedback:

My goal in this course is to emphasize that writing is a ***process*** just as much as (if not more than) a product. As such, I will take the time to provide written feedback on the early components of your final research paper (thesis paragraph, outline, and annotated bibliography). I will also provide written feedback on a first draft of your paper, which will need to be at least 5 pages long (the final version will need to be 10 pages long). Obviously, you will get the most out of my comments on your draft if you send me a complete paper, but I acknowledge that sometimes this can be a challenge while you are juggling your work in other courses. Each point in the writing process is an opportunity for you to reflect on how your project is developing. Is your thesis specific enough that you can make a meaningful argument, but not so specific that you cannot locate sufficient sources? Does your outline give you the skeletal structure for good paper? Have you located the best possible sources available to you? In your first draft, have you put together an argument of your own, *substantiating* your ideas with outside sources but without *relying* completely on those sources? Each of these steps in the process is an opportunity for us to address these questions together.

My feedback is part of that process, but my role is not to tell you what to write about, but instead to support you in developing the most convincing argument pertaining to your chosen subject. It often happens that students and instructors have different views on a given piece of writing. If you disagree with (or just have questions about) my comments or suggestions, then please let me know and we will set aside time to discuss the issues. I promise to give you a fair hearing – as an instructor, one of the most enjoyable experiences I have are when students care enough about an assignment to speak up on their own behalf. This is a joyous disruption from the apathy that I see in many students who treat assignments as busy work.

As we will see throughout the semester, many thinkers look at the same sets of facts and come to different conclusions on how to interpret those facts. The analytical essay is an art form that we all work to perfect over time through a great deal of practice. My goal is

to support you in developing that practice, which I believe will serve you very well no matter what you pursue in the future.

- **More information on the final paper**
  - The final paper will be turned in electronically through Canvas' SafeAssign program. This program is a "plagiarism catcher" that checks your paper against not only EVERYTHING on the web (including books and journal articles) but also ALL papers previously turned into Canvas, Blackboard, UCCS and all other schools using Bb. So make sure that what you turn in is your own work
  - If you cite Adamson, cite parenthetically: **". . . found in the Koran" (Adamson, 46).**
  - For all other sources, you should use the Chicago Manual of Style "Footnote Bibliography" method. If you are not familiar with that style, here is a link: https://www.chicagomanualofstyle.org/tools_citationguide.html
  - I realize that many of you will do some of your research for the final paper on the internet. That is fine, but realize that many of the sources online that discuss religion are not written by scholars and therefore **are extremely biased**. This can happen regardless of whether or not a source is authored by an insider or an outsider. For this reason, please restrict yourself to peer-reviewed scholarly sources *identified using the UCCS Library catalog* - https://www.uccs.edu/library/
  - On my grading: Green highlighting of your highlights something good that you wrote. Red highlighting highlights a problem, either grammatical/spelling or logical. Be sure to read my comments that I make outside of your text as well.
  - An "A" written on your paper = 97%. I reserve an "A+" or 100% for papers that are perfect, both content-wise and grammar/spelling-wise.
  - A grading rubric will be posted via Canvas.
- **Extra Credit**

- There will be several opportunities to earn extra credit by attending a public event on campus. I will announce these during the semester.

- **Missed assignments**

  - If you cannot turn in a paper on time for a ***legitimate reason: medical, family crisis, severe weather***, you need to make arrangements BEFORE the assignment is due (email it to me, for instance) prior to its due date.

  - If you have not made arrangements because of the suddenness of the emergency, an authorized note is needed to explain your absence *afterwards in a timely fashion*.

  - Otherwise, a paper not turned in on time will receive a **ZERO**—no exceptions.

- **Attendance**

  - "Attending" an online class is obviously very different than a conventional in-person class. For this class, I will evaluate your attendance through your participation in the online discussion boards, as well as submitting the required assignments.

Additional notes

- **Plagiarism** (or using someone else as a source for your own material without giving credit to that other source) will receive either a failing grade on the assignment or for the class (I will use discretion on a case-by-case basis)

- I retain the right to modify the syllabus as needed. However, I will only do this if absolutely warranted and I will let you know immediately if I do.

Required Textbooks:

Peter Adamson. *Philosophy in the Islamic World: A history of philosophy without any gaps, Volume 3*. Oxford: Oxford University Press, 2018.

ISBN-13: 978-0199577491

ISBN-10: 9780199577491

Note: Adamson's book is intended for a popular audience and is written to be very accessible. Each chapter is only 4-6 pages. This is meant to provide you with a basic

amount of background information. This will help you with the basic context for the primary text assigned each week, which will be considerably more challenging. Adamson is also involved in a great series of podcasts about various philosophers/philosophical schools. You can find them at https://historyofphilosophy.net/. In fact, I would encourage you to look up the podcasts relating to the topics we cover each week and listen to them (they are usually 25-30 minutes long) so that you have another vector through which to learn about these authors and the broader context of their work.

I also recommend that students become familiar with articles from the Encyclopedia of Islam, Encyclopedia Iranica, and http://www.muslimphilosophy.com/. The first two are available through the UCCS library website, while the last one is available online. Many of our readings will refer to other thinkers from throughout the past 1400 years, and these websites contain peer-reviewed articles written by scholars. Please do not use Wikipedia as a source.

Additional primary texts provided in English translation. Anyone who would like to read the primary texts in their original languages (mostly Arabic and Persian, but some in Ottoman Turkish), please contact me and I can supply the bibliographical information (and sometimes a PDF).

Note that each week's readings will bring in themes social, cultural, political, economic, geographic, spiritual, or other diverse perspectives that cultivate self-awareness and understanding of their impact—locally, nationally, and/or globally. This encompasses dynamics of power and the consequences of exclusion and inclusion. That said, I have marked out weeks where the readings emphasize these two issues. When there is a particular emphasis on diverse perspectives, that week is marked with "DIV." When there is a particular emphasis on power and exclusion/inclusion, that week is marked with "EX/IN." The weekly discussion prompts will ask you reflect upon and analyze these themes, not just in an isolated sense but more holistically and synthetically so that you draw out particular threads across the entire semester.

Note: Unless a web-based source is indicated via hyperlink, all primary sources can be found under the "Files" section on Canvas. Unless otherwise indicated, anything by Adamson refers to our textbook. Primary sources marked as "CAP" are drawn from *Classical Arabic Philosophy*, available in full under the Files section on Canvas as "CAP_complete."

Schedule of Readings:

Week I – January 22nd-27th - DIV & EX/IN

Introduction, Mu`tazila, *Bait Hikma* and Graeco-Arabic Translation Movement

Readings: Adamson, Chapters 1, 2, 3; Aeon essay by Peter Adamson: https://aeon.co/ideas/if-aquinas-is-a-philosopher-then-so-are-the-islamic-theologians

Watch: Asad Ahmed video (4 minutes): Contemporary Issues: Does Philosophy Matter in Islam - Dr. Asad Ahmed

Watch more: Sajjad Rizvi: "Why do we need Islamic Philosophy" (37 minutes) Why do we need Islamic Philosophy? | Professor Sajjad Rizvi

Watch even more: Peter Adamson, "Philosophy in the Islamic World" (55 minutes) – lecture at Google:

Prof. Peter Adamson: "Philosophy in the Islamic World" | Talks at Google

Week II – January 28th-February 3rd - DIV & EX/IN

al-Kindi, Philosophy and Judaism, Saadia Gaon

Readings: Adamson, Chapters 4, 5, 6

Primary Source: al-Kindi, *On First Philosophy* [Ivry, *Al-Kindi's Metaphysics*, 55-75 – Be sure to look at the bottom of the pages as they display on the PDF to find these page numbers.]

Week III – February 4th-10th

Fakhr al-Din al-Razi ["On the Philosophical Life", CAP, 36-44), the Baghdad School, al-Farabi "the second master" ["The *Eisagoge*," and "Selections from *The Book of Demonstration,"* CAP, 54-67]

Readings: Adamson, Chapters 7, 8, 9, 10;

Week IV – February 11th-17th - DIV

Assignments: Theories of Vision, Music and Philosophy, Arabic Ethical Literature

Readings: Adamson, Chapters 11, 12, 13

Week V – February 18th-24th - EX/IN

Assignments: Ash`arites, Ibn Sina (Avicenna)

Readings: Adamson, Chapters 15, 16, 18; CAP, 146 (intro and biography for Ibn Sina), 209-223 (selections from *Metaphysics*)

Week VI – February 25th-March 3rd - - DIV & EX/IN

Assignments: Abu Hamid al-Ghazali

Readings: Adamson, Chapters 20, 21; *Incoherence of the Philosophers* (CAP, 234-254)

Week VII – March 4th-10th - - DIV & EX/IN

Assignments: Andalusia, Ibn Hazm, Ibn Tufayl

Readings: Adamson, Chapters 22, 23, 24; *Hayy Ibn Yaqzan* (CAP, 284-293)

Week VIII – March 11th-17th

Ibn Rushd (Averroes)

Readings: Adamson, Chapters 25, 26; *Incoherence of the Incoherence* (CAP, 294-309)

Due: Thesis Paragraph and Outline submitted via Assignments on Canvas by 11:59 p.m. on March 17th

Week IX – March 18th-24th - - DIV & EX/IN

Ibn `Arabi and Ibn Khaldun

Readings: Adamson, Chapters 27, 28; *Bezels of Wisdom* (excerpts), *al-Muqaddima* (excerpts)

Week X – March 25th-31st – No Classes or Assignments, UCCS Spring Break

Assignments: Enjoy your time off, be safe, and come back ready for the rest of the semester!

Readings: Something for fun! (really, I beg you to find something relaxing to do)

Week XI – April 1st-7th - - DIV & EX/IN

Readings: Jewish Philosophers

Adamson, Chapters 32, 33, 35, 36 ***or*** 39; *Guide for the Perplexed* (skim introduction and any sections that are of interest to you)

Due: Annotated Bibliography for Final Paper submitted via Assignments on Canvas by 11:59 p.m. on April 7th.

Week XII – April 8th-14th - EX/IN

Golden Ages, Suhrawardi, Receiving Ibn Sina

Readings: Adamson, Chapters 41, 44, 47; *The Shape of Light* (excerpts - https://www.scribd.com/document/168886037/58060933-Suhrawardi-the-Shape-of-Light-Hayakal-Al-Nur)

Week XIII – April 15th-21st - DIV & EX/IN

Mongol Invasion and "Gunpowder Empires"

Readings: Adamson, Chapters 51, 53, 56, 57 (For this week's primary texts, class will be divided up, you will read either a Safavid text, OR a Mughal text, OR an Ottoman text. Given that there are three choices, we may take a poll and see how folks are leaning ahead of time, and then I will assign the specific texts accordingly.)

Due: First Draft for Final Paper submitted via Assignments on Canvas by 11:59 p.m. on April 21st.

Week XIV – April 22nd-28th - EX/IN

Mulla Sadra

Readings: Adamson, Chapters 54, 55; Sections (see discussion instructions) from Sadra Islamic Philosophy Institute (Iran): http://www.mullasadra.org/new_site/English/index.htm

Week XV – April 29th-May 5th - DIV & EX/IN

Assignments: *Taqlid*, Encounters with European Thought, Women Scholars in the Islamic World

Readings: Adamson, Chapters 59, 60, 61; *The Reconstruction of Religious Thought in Islam* (excerpts)

Watch/Listen: Oludamini Ogunnaiki, "Islamic Ways of Knowing in Tijani Sufism" (Abbasi Program in Islamic Studies, Stanford University) - Oludamini Ogunnaike: Ways of Knowing in Tijani Sufism

(note: the "video" contains photos from the lecture with Prof. Ogunnaiki's voice in the background. If you prefer the audio only, search for the Abbasi Program in Islamic Studies wherever you find your podcasts).

Week XVI – May 6th-12th - DIV & EX/IN

Muslim philosophers in the late 20th and early 21st CE

Readings: Muhammad Rostom, "The End of Islamic Philosophy" OR

Mehdi Ha'iri Yazdi. The Principles of Epistemology in Islamic Philosophy: Knowledge by Presence. SUNY Press, 1992 [excerpts].

Week XVII – May 13th-16th – Finals Week

- Final Paper due via Assignments on Canvas on May 15th at 11:59 p.m.

Statement of Academic Integrity

Academic integrity lies at the foundation of the academic process. Academic dishonesty includes, but is not limited to, acts of fraud and deception on an examination or class assignment, acts of forgery or unauthorized alteration of any official academic record or document, and attempts to gain credit for work which one has plagiarized from the work of another person.

Plagiarism means taking ideas and writings from another person—known or unknown, published or unpublished—and representing them as one's own work. The word-for-word use of another person's work must in every instance be acknowledged by the use of quotation marks or by indentation and single-spacing of the material if at least three lines long, and the citation of author and precise source. Dependence upon another person's work, whether through paraphrase or the utilization of that person's statements as a basis for one's own, must be acknowledged by author and source citation.

Academic dishonesty also includes the submission, as one's own work, of another person's work, such as another student's term paper or a paper from a term paper preparation service. The submission of one's own paper, or a substantial portion thereof, for academic credit in two or more courses also is considered to be academic dishonesty, except in those rare instances in which the instructors involved are so informed and give prior approval. In some cases when a faculty member believes that a student has not followed the rules for appropriate citation of materials he or she may wish to have the student redo the work or address the problem in another way.

*Collaborative studying is allowed for this course, but no amount of collaboration may take place in the writing phase of any assignment. Doing such will be considered a form of cheating. Any submitted work that resembles too closely the submitted work of another student will result in serious consequences. Students must complete their own written work in its entirety. Also, no amount of copying (cutting and pasting) from other documents is allowed. All use of academic resources (lectures, essays, articles, books, online material, etc.) must properly cite/credit these sources for the ideas and

language contained therein. Failure to do so is plagiarism, and will result in expulsion from the class, a grade of "F," and perhaps further academic penalties.

Resources for Avoiding Plagiarism

http://web.uccs.edu/history/toolbox/plagiarism.htm

http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagexamples.html

http://www.chem.uky.edu/Courses/common/plagiarism.html

http://www.unc.edu/depts/wcweb/handouts/plagiarism.html

http://www.indiana.edu/~istd/examples.html

Student Conduct Standards and Procedures

http://web.uccs.edu/studentconduct/

Additional Course Information

No incompletes will be given unless the student contacts me well in advance of the end of the quarter. The circumstances must include serious medical problems or other extreme difficulties.

All requests for special accommodations, e.g., medical, athletic, or learning-related, must be presented to me the first day of class. All such requests must be accompanied by the appropriate paperwork to be considered.

No absences will be excused except in the cases of (a) an emergent medical situation or severe illness; or (b) a death in the student's immediate family.

"Disabilities Services: Students with disabilities should turn in their disability verification letters within the first two weeks of class. For further information, contact Disability Services, Main Hall 105, 255-3354. For more information, see the Disability Services page: http://www.uccs.edu/~dservice/

Military students: If you are a military student with the potential of being called to military service and/or training during the course of the semester, you are encouraged to contact your UCCS course instructor no later than the first week of class to discuss the class attendance policy. Please see the Military Students website for more information: http://www.uccs.edu/~military/."

Upon matriculation, all students implicitly agree to abide by the University's Academic Honor Code. Any violations of that code in our class will be taken very seriously. If we find evidence that you've violated the Honor Code, *either intentionally or unintentionally*, you will either (a) receive no credit for the assignment in question; or (b) be expelled from the class and assigned a failing grade for the course. In extreme cases, you may also be reported to the appropriate authorities on campus for further review.

A great online resource for learning proper citation and bibliographic method is the following: http://www.dianahacker.com/resdoc/

Accommodations

Any student wishing an accommodation based on the impact of a disability should contact the instructors privately <u>as soon as possible</u> to discuss your specific needs. We rely on the Office of Academic Support to verify the need for accommodation based on their office files.

FERPA Information

According to the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, information concerning grades and other student information may only be disseminated to a student in a secure and confidential fashion.

OTHER INFO:

Philosophy Department Homepage: http://web.uccs.edu/philosophy/

Campus E-mail Log-in: http://webmail.uccs.edu/

Information Technology Site (for downloading VPN, helpdesk, etc.):

http://www.uccs.edu/~helpdesk/index.html

IT Services Helpdesk Phone: (719) 262-3536