

## IS 231 – Islamic Political Thought

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Wednesdays, 1:00-4:00 PM  
Conference Room

### Overview

Throughout history, Islam has been interpreted in various often discordant and conflicting ways. The debates over the question of authority and legitimacy to speak for and thus define Islam are particularly intense in contemporary times. As a result, confusion and perplexed comprehensions exist among Muslims and non-Muslims alike as to what 'Islam's position on a number of different issues such as human rights, democracy, international cooperation, etc. Islam is seen in differing prisms and schemata that resulted to incongruent perceptions among peoples with different cultural and upbringing backgrounds particularly the geographical imaginary division of the 'West' and 'East' set by traditional orientalist scholars which pervaded the discourse in 19th century.

The West sees Islam as a religion similar with Christianity though not at the same level of respect they regarded Christianity or Judaism. They perceived Islam as the Other, totally indifferent with their cultural understanding. While the East regards Islam, not only as a religion, but a total way of life that governs every aspects of human existence. However, it is the same perception that they consider Christianity and Judaism as also the Others. Regardless of that Islam-West perceptions of Othering, it is not quite surprising that for more than 1400 years before decolonization Muslims had substantially practiced political systems that are expressed in various ways such as the caliphate, sultanate, and imamate. Sometimes the leader has both spiritual and temporal authoritative status, while oftentimes these are independently separated depending on the urgencies and needs of particular moments and spaces.

Indeed, Muslims greatly experimented their governmental system by relying on borrowing, emulating, converging, devising, and adapting foreign practices (mostly from the ancient world of Persians, Greeks, and Indians), but with the spirit of creativity and innovation. However, when they experienced civilizational destructions from Mongolian invasion and colonialization from European Christendom, the entire Muslim civilization was never fully recuperated. And even within its societies and communities, sickness of fundamentalism, radicalization, and intellectual stagnation emerged. Thus, it remained dormant until now. The spirit of creativity, innovation, and intellectualism gradually fade away. Consequently, nation-state was abruptly adapted and its elements configured the whole system of Muslim governance.

This course is a survey of political themes debated across Muslim communities, as well as in non-Muslim environments. It deals with polities, authority, state, among others, but most especially it addresses inquiries of principles of ethics and morality. A bulk of discussions will concentrate on the idea of Islam and its conceptualization on government, modernity, secularity, Islamism, etc. In the final phase of the course, students must possess critical ounce of intellectual stamina and analytical tools by engaging with scholarly works with ease and confidence.

### Objectives

- When asked what was the speed of sound Albert Einstein said: "I do not carry such information in my mind since it is readily available in books. The value of an education is not the learning of many facts

but the training of the mind to think.”<sup>1</sup> This course is designed to train the minds of students to think and to think critically by letting them express their thoughts freely and be guided by the instructor regarding the assigned text. This class is not about short-term memorization of facts that enable students pass quizzes and tons of seatwork.

- To familiarize students of scholarly and academic sources (peer-reviewed journal articles, monographs, book chapters, edited volumes, and encyclopedic essays published by top and reputable publishers). Thus avoiding journalistic sources such as magazines, editorial news, columns, op-ed, letters, position and policy papers, Wiki articles and various internet sources, among others, written by pseudo-scholars, frequent TV/media commentators, bloggers, polemicists, propagandists, etc.
- Papers (these are, abstract proposal and research essay) serve as intellectual measurement of student skills in reading comprehension (their understanding of the text) and academic writing capability.
- Train to write proper abstract proposals and efficient delivery of paper presentation including discussing another one’s paper in an academic conference setting.

To be more specific, students are expected to:

- Get acquainted with basic political concepts in Islamic thought.
- Acquire necessary intellectual stamina on discourses and debates proliferated in selected thematic concepts.
- Trace the history and development of political thought in Islam and Muslim civilization(s).
- Engage with political themes on how they relate to contemporary times.

### Requirements

The course’s pedagogy requires extensive reading skills, contemplation and understanding of the text(s) assigned for that particular meeting. Lectures, to some extent, will aid you but it is up to your determination and passion to do research which will help you pass the course. This is an intensive research-driven course that entails the following requirements:

Diagnostic Test:	Constitute 3 to 5-sentence summary and 3 to 5-sentence analysis of a text.
Think Piece:	Constitute 150-word analysis of one assigned text.
Critical Essay:	Constitute 200-word answer to one paradigmatic question.
Abstract Proposal:	A brief 250-word summary/in-dept analysis that constitutes the issue (research problem and question), framework (theoretical/conceptual), method(s), and hypothetical proposition of your research essay. Three references are included.
Research Essay:	The 750-word research essay is divided into 150-word introduction, 525-word body, and 75-word conclusion. See details below.
Academic Conference Presentation:	Composed of 4 paper presenters (serving also as discussants) and 1 chair. Division of time depends on the number of students per section within 2-day duration. Paper presenter highlights the kernel of his/her paper within a limited time. Discussant assesses the paper and raises critical points and inquiries. Randomly selected chair moderates and serves as timer of the panel.

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<sup>1</sup> In response to not knowing the speed of sound as included in the Edison Test: *New York Times* (18 May 1921); *Einstein: His Life and Times* (1947) Philip Frank, p. 185; *Einstein, A Life* (1996) by Denis Brian, p. 129; "Einstein Due Today" (February 2005) edited by József Illy, Manuscript 25-32 of the Einstein Paper Project; all previous sources as per *Einstein His Life and Universe* (2007) by Walter Isaacson, p. 299.

NB. Diagnostic test, think piece, critical essay and academic conference presentation will be done inside the classroom. While abstract proposal and research essay are to be done beyond the classroom.

### 150-word Introduction of Research Essay

- This may have one heading and one up to two subheadings depending on your prescribed division. The word 'introduction' must be omitted. This constitutes 150 words only.
- This has two parts: (1) the abstract, and (2) review of related literature.
- The abstract includes overall thesis statement, research problem, research question(s), theories and methods to be used, and your main hypothesis.
- Thesis statement is "a short statement, usually one sentence, that summarizes the main point or claim of an essay, research paper, etc., and is developed, supported, and explained in the text by means of examples and evidence." (See <http://www.dictionary.com/browse/thesis-statement>)
- "A research problem is a definite or clear expression [statement] about an area of concern, a condition to be improved upon, a difficulty to be eliminated, or a troubling question that exists in scholarly literature, in theory, or within existing practice that points to a need for meaningful understanding and deliberate investigation. A research problem does not state how to do something, offer a vague or broad proposition, or present a value question."  
[See <http://libguides.usc.edu/writingguide/introduction/researchproblem> or cite Bryman, Alan. "The Research Question in Social Research: What is its Role?" *International Journal of Social Research Methodology* 10 (2007): 5-20.]
- "A research question is an answerable inquiry into a specific concern or issue. It is the initial step in a research project. The 'initial step' means after you have an idea of what you want to study, the research question is the first active step in the research project." Ensure that it is not too broad or too narrow. (See <http://study.com/academy/lesson/writing-research-questions-purpose-examples.html>)
- Specify theories in Islamic Studies you will use and explain how it will benefit your research essay. You may utilize eclectic approach or single theoretical understanding. If you are confident you can create your own theory, but the difficulty is that you have to provide its explanatory power and empirical applicability.
- You may use multiple research methods both in traditional (pre-modern) and contemporary (modern) studies in Islam. Selected references are:

- Addas, Waleed A.J. (2008). *Methodology of Economics: Secular vs. Islamic (A Comparative Study of Economics: From Self-Interest to 'God's Interest')*. Kuala Lumpur: International Islamic University Malaysia.
- Ahmed, Farah. (2013). Exploring *Halaqah* as Research Method: A Tentative Approach to Developing Islamic Research Principles within a Critical 'Indigenous' Framework. *International Journal of Qualitative Studies in Education*, DOI:10.1080/09518398.2013.805852.
- Al-Sharqawi, Muhammad Abdallah. (2010). The Methodology of Religious Studies in Islamic Thought. *Journal of Qur'anic Studies*, 2(2), pp. 145-174.
- Berg, Herbert., ed., (2003). *Method and Theory in the Study of Islamic Origins*. Leiden and Boston: BRILL.
- Dalhat, Yusuf. (2015). Introduction to Research Methodology in Islamic Studies. *Journal of Islamic Studies and Culture*, 3(2), pp. 147-152.
- Duderija, Adis. (2011). *Constructing a Religiously Ideal "Believer" and "Woman" in Islam: Neo-traditional Salafi and Progressive Muslims' Methods of Interpretation*. New York, USA: Palgrave Macmillan.

- Günther, Sebastian., ed., (2005). *Ideas, Images, and Methods of Portrayal: Insights into Classical Arabic Literature and Islam*. Leiden and Boston: BRILL.
- Haque, Ziaul. (1976). Islamic Research: Method and Scope. *Islamic Studies (Islamic Research Institute, Islamabad)*, 15, pp. 43-56.
- Hughes, Aaron W. (2011). Method in the Study of Islam. *Islamic Studies (Oxford Bibliographies Online Research Guides)*, DOI: 10.1093/OBO/9780195390155-0132.
- Janos, Damien. (2012). *Method, Structure, and Development in al-Fārābī's Cosmology*. Leiden and Boston: BRILL.
- Koenig, Harold G. and Saad Al Shohaib. (2014). *Health and Well-Being in Islamic Societies: Background, Research, and Applications*. Switzerland: Springer International Publishing.
- Peters, Rudolph and Peri Bearman., eds., (2014). *The Ashgate Research Companion to Islamic Law*. England and Vermont: Ashgate Publishing.
- Rafiuddin, Moharnmad. (2000). The Meaning and Purpose of Islamic Research. *The Qur'anic Horizons*, 5(1), pp. 12-33.
- Rahman, Fazlur. (1965). *Islamic Methodology in History*. Islamabad, Pakistan: Islamic Research Institute.

This also include three pieces of advice from:

1. Dar al-Iftaa Al-Missriyyah's *The Research Methodology in Traditional Islamic Scholarship*  
<http://eng.dar-alifta.org/Foreign/ViewArticle.aspx?ID=113&CategoryID=3>
2. Osman Bakar's *The Question of Methodology in Islamic Science*  
<http://i-epistemology.net/osman-bakar/116-the-question-of-methodology-in-islamic-science.pdf>
3. Shaykh Mansour Leghaei's *Research Methods in Islamic Sciences*  
<https://www.al-islam.org/articles/research-methods-islamic-sciences-sheikh-mansour-leghaei>

#### Continuation of 150-word Introduction of Research Essay

- Hypothesis is “an idea or explanation for something that is based on known facts but has not yet been proven.” (See <http://dictionary.cambridge.org/us/dictionary/english/hypothesis>)
- “A literature review is an evaluative report of studies found in the literature related to your selected area. The review should describe, summarize, evaluate and clarify this literature. It should give a theoretical basis for the research and help you determine the nature of your own research. Select a limited number of works that are central to your area rather than trying to collect a large number of works that are not as closely connected to your topic area.” You may cite one or two related review of literature. (See [http://library.queensu.ca/webedu/grad/Purpose\\_of\\_the\\_Literature\\_Review.pdf](http://library.queensu.ca/webedu/grad/Purpose_of_the_Literature_Review.pdf))
- After you have sufficiently supplied the parts of introduction, you must put connecting independent clauses that will guide and lead the reader to the next section of your research essay. “An independent clause is a group of words that contains a subject and verb and expresses a complete thought.” (See <https://owl.english.purdue.edu/owl/resource/598/01/>)

#### 525-word Body of Research Essay

- It is divided into two parts: (1) presentation of data and/or findings, and (2) providing your own analyses. The word ‘body’ must be omitted. This is the biggest part of your research essay.
- This may have two headings and two up to four subheadings depending on your prescribed division.
- Presenting data is the way the researcher/writer organize and communicate information using selected methods and with the guidance of your chosen (or invented) theories. Each data must deliberately

connect or relate to your abstract which encompasses thesis statement, research problem, question(s), and your hypothesis. Two to three data suffices the requirements for this particular research essay.

- After data presentation, you will then provide your thorough analyses. This part must not have in-text citations because this is your overall contribution to the knowledge or literature of your selected research issue or topic. Readers expect to read your personal thoughts, understandings, interpretations, assessments, and detailed examinations of each data presented.
- After you have sufficiently supplied the parts of the body and somehow persuaded the readers, you must put connecting independent clauses that will guide and lead the reader to the next section of your research essay.

#### 75-word Conclusion of Research Essay

- This is the shortest part of your research essay. It only has one heading depending on what words or phrases strikingly unique that are relevant to the totality of your essay.
- The first set of paragraphs comprised a summarized version of the introduction.
- The second set of paragraphs comprised a summarized version of the body.
- And, lastly, posit separated overarching (two-to-three) sentences that completely answers your research question(s) and if your hypothesis is correctly or incorrectly proven.

#### Instructions to Authors

Please take note that upon completion, proofread your work, and let others proofread it so as to avoid grammatical errors. Please remember that references are aligned in the left margin, and not in the center. In writing your research essay, students must oblige to the following instructions:

- Use 12-point font 'Times New Roman'.
- Always use two hard returns at the end of a paragraph, rather than indenting the first line of a new paragraph.
- Do not use any hyphenation or justification program, but allow your software to make automatic word-wraps without hyphenation (you should insert hyphens only in words that must be hyphenated).
- Papers must be delivered in double-spaced format, including the reference list.
- All pages must be numbered consecutively, from beginning to end.
- Microsoft Word is the preferred package: Only text files in .doc or .docx are acceptable.
- Provide a word count of your paper upon submission or state it on the upper left of your paper.
- Endnotes are preferred. They should be entered into your paper using the Word note function rather than numbered text at the end of the document. Not only does this allow the processing of the notes more accurately and efficiently, it also ensures that the numbering is consistent. In addition, the dedicated reference list must not be endnotes containing references. The reason is that if a referenced work appears in a dedicated reference section the instructor can create direct links to the works cited anywhere your text appears online. This is not possible with note references. Endnotes must be discursive notes that simply expand on the text.
- As much as possible please avoid tables, figures, boxes or artworks unless they are extremely necessary in supporting your argument.
- Please note that it is not permitted to accept separate font files consisting of special characters (e.g. Arabic, Persian, Bahasa, Urdu, Ottoman or Turkish). Please provide a simple transliteration of foreign words, for example, use 'sharia' instead of 'sharī'ah'.
- Use US spelling style. For US spelling, Webster's *New Collegiate Dictionary* or Webster's *Third New International Dictionary* are the standard references.
- For both in-text citations and reference list, the Harvard Referencing is much preferred. Please see this free tool at <https://www.citethisforme.com/harvard-referencing>

- Headings and subheadings of the whole research essay complements one another and that there should be a flow of thought throughout the paper. For example:

**Wherefore art thou Nation-State, clanged by Muslim Governance?**

**The Problematique**

*Causational Predicament  
Exploration of Competing Works*

**Withered Nation-State**

*The Derivation  
Territorial Sovereignty*

**Flourished Muslim Governance**

*The Derivation  
A Sovereign Moral*

**Consequential Parity of both Polities**

*Analyzing Derivations  
Parity of Moral and Territorial Sovereigns*

**Conclusion**

As you can see in the outline, the introduction is the ‘problematique’, the first part of the body is its presented data on ‘withered nation-state’ and ‘flourished Muslim governance’, while the second part of the body is analyses (that is, ‘consequential parity...’). And, of course the conclusion.

Submission of Abstract Proposal and Research Essay via Email

I often receives blank emails with attached file and I find this rude. See Tech-Ease’s advice on ‘What is good email Netiquette?’ at <http://etc.usf.edu/techease/mac/e-mail/what-is-good-email-netiquette/>.

- ✓ Use Microsoft Word in writing your abstract proposal and research essay. This will help me place my reviews easier.
- ✓ In the heading of your email, write your name and AP for abstract proposal or RE for research essay. For example, Mariah\_Carey\_AP or Mariah\_Carey\_RE
- ✓ Do not send your work by replying to the general thread of messages that I created because this will create confusion in my inbox as I receives multiple messages. Instead, email it separately with its own heading as instructed above. The ‘general thread of messages’ is used to exchange correspondence that concerns about the course and the class.
- ✓ Your word file must have file names similar to the heading of your email. For example, if your email heading is Mariah\_Carey\_AP, then the file name of the attached file must be the same.
- ✓ Three (3) references must be included in the abstract proposal, while 10 to 15 references for the research essay.
- ✓ A sample of proper email in submitting your works may go like this:

*Dear Nassef,*

*I am submitting my \_\_\_\_\_\* for your perusal.*

*I am looking forward to receiving your review. Thank you.*

*Sincerely yours,*

\_\_\_\_\_\*\*

\_\_\_\_\_\*\*\*

\*signifies whether it is abstract proposal or research essay

\*\*signifies the name of the sender

\*\*\*signifies your current academic standing, for example, BA candidate in International Studies, or MA candidate in Islamic Studies

### Very Important! On PLAGIARISM

It is defined, according to Black's Law Dictionary (2nd Edition), "the act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product of one's own mind." See: <http://thelawdictionary.org/plagiarism/>

In short, it is an intellectual thievery. See <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> for more academic details. In Philippine laws, it is a violation of Republic Act No. 8293 (Intellectual Property Code of the Philippines) and Republic Act 10175 (Cybercrime Prevention Act of 2012). When you plagiarized, you will be punishable by:

- A. Imprisonment of one (1) year to three (3) years plus a fine ranging from Fifty thousand pesos (P50,000) to One hundred fifty thousand pesos (P150,000) for the first offense;
- B. Imprisonment of three (3) years and one (1) day to six (6) years plus a fine ranging from One hundred fifty thousand pesos (P150,000) to Five hundred thousand pesos (P500,000) for the second offense;
- C. Imprisonment of six (6) years and one (1) day to nine (9) years plus a fine ranging from five hundred thousand pesos (P500,000) to one million five hundred thousand pesos (P1,500,000) for the third and subsequent offenses.

In most Philippine universities, the disciplinary sanctions may include:

- 1st offense – Failing grade in the examination/quiz concerned
- 2nd offense – Failing grade in the subject concerned
- 3rd offense – Two-week suspension
- 4th offense – Dismissal

### Grading System

Description	Quality Point	Numerical Equivalent
Excellent	1.00	98-100
Excellent	1.25	94-97
Very Good	1.50	89-93
Very Good	1.75	83-88
Good	2.00	76-82
Good	2.25	68-75
Satisfactory	2.50	59-67
Satisfactory	2.75	48-58
Pass	3.00	36-47
Conditional	4.00	11-24
Incomplete	Inc	-
Fail	5.00	11 and below

For example:

Requirements	Points	Percentages	Grade
Diagnostic Test	71/100	10%	07.10
Think Piece	78/100	10%	07.80
Critical Essay	90/100	15%	13.50
Abstract Proposal	80/100	20%	16.00
Research Essay	89/100	25%	22.25
Conference Presentation	96/100	15%	14.40
Class Participation	83/100	05%	04.15
Final grade is rounded to the nearest one.		100%	85.20 or 85 (equivalent to 1.75 or very good)

### **Rubric for Assessing Critical Essay, Think Piece, and Diagnostic Test**

80 points – Significant Contribution, Originality and Critical Content Analysis

20 points – Grammar, Well-Organized Academic Writing Style, Coherency, and Clarity

### **Rubric for Assessing Academic Conference Presentation**

90 points – Efficient and clear delivery of research essay

10 points – Sound answers to questions posed by discussant and fellow colleagues

### **Rubric for Assessing Research Essay and Abstract Proposal**

75 points – Significant Contribution, Originality and Critical Content Analysis

15 points – Appropriate & Relevant Literature Review, and Correct Citations and References

10 points – Grammar, Well-Organized Academic Writing Style, Coherency, and Clarity

#### *A+ research essay (90 to 100 points)*

Contribution has originality and not mere repetition of previous works. Thesis is sound and clear with coherent flow of thought throughout the essay. Correct usage of grammar, citations and references.

#### *B+ research essay (80 to 89 points)*

Contribution has somewhat original with relatively well-organized academic writing style. References are appropriate for the topic. Occasional grammar errors, most probably prepositions, spellings, and articles.

#### *C+ research essay (70 to 79 points)*

Partial original contribution with relatively low presentation of evidence, sources, and logical arguments. Frequent incorrect usage of grammar, citations and references. Limited coherent presentation of ideas and substance.

#### *D+ research essay (60 to 69 points)*

Limited presentation of ideas, arguments and evidence. Citations are ineffective and inappropriate. Most frequent incorrect usage of grammar and references. Poor academic writing style, e.g., poorly-structured sentences with basic vocabulary.

#### *Failing research essay (below 60 points)*

Irrelevant information and incomprehensible evidence and sources are presented. Citations are very ineffective and inappropriate. Inadequate knowledge of grammar. No coherency throughout the essay.

### **Specific Class Instructions**

There will be 10-minute reporting and 15-minute discussion per assigned text as part of your class participation. Assigning a text is alphabetically arranged. If in urgent case you cannot attend the class and you are assigned to report during that week, then, you are obliged to email everyone a week ahead. Failing to do so will negatively affect your class participation's grade.

Food is allowed throughout the meeting, but this depend on university/institute policy. Egregious chatting, consistent use of gadgets and internet that are irrelevant to the class (except documenting the discussion by notetaking and use of helpful websites for checking meanings of words and terminologies), and not paying attention are impermissible.

### **Structure**

Please remember that submissions of requirements are in the following chronological weeks: diagnostic test (week 1), think piece (week 4), abstract proposal (week 6), critical essay (week 9), drafted research essay (week 13), academic conference presentation (weeks 15 and 16), and finalized research essay (week 16). For definition of words, terms and/or concepts see: Bowering, G. et al. eds., (2013). *The Princeton Encyclopedia of Islamic Political Thought*. Princeton, NJ: Princeton University Press.

Week 1: Course orientation and submission of diagnostic test (summarizing a text to assessed student's reading comprehension and writing capability). The text is on chapter 6 from pp. 542 to 546 (Ahmed 2016).

Week 2: Discussion on knowledge and Islam/Islamic 1 of 2

#### *Knowledge*

- Chapter 1 from pp. 1 to 14 (Saeed 2006)
- Bowering, 2015, pp. 105-122

#### *Islam/Islamic 1 of 2*

- Chapter 15 from pp. 643 to 690 (Esposito 1999)
- Hallaq, 1999, pp. 75–90
- Chapter 6 from pp. 199 to 214 (Ernst 2003)
- Chapter 1 from pp. 22 to 33 converted from epub to pdf format (Brown 2014)

Week 3: Discussion on Islam/Islamic 2 of 2 and political thought 1 of 2.

#### *Islam/Islamic 2 of 2*

- Part 1 from pp. 3 to 112 (Ahmed 2016)

#### *Political Thought 1 of 2*

- Chapter 1 from pp. 3 to 21 (Eickelman & Piscatori 1996)
- Chapter 8 from pp. 77 to 86; Chapter 11 from pp. 111 to 122 (Brown 2000)
- Chapter 3 from pp. 50 to 68 (Lahoud 2005)
- Chapter 9 from pp. 113 to 128 (Saeed 2006)

Week 4: Discussion on political thought 2 of 2. Submission of think piece.

*Political Thought 2 of 2*

- Chapter 6 from pp. 112 to 132 (Black 2008)
- Introduction from pp. 1 to 36 (Tibi 2008)
- Chapter 2 from pp. 56 to 87 (Esposito 2010a)
- Chapter 19 from pp. 186 to 194 (Black 2011)
- Bowering, 2015, pp. 1-24 and pp. 238-251

Week 5: Discussion on community, ummah, and authority 1 of 2.*Community*

- Chapter 1 from pp. 7 to 58 (Williams 1971)
- Chapter 1 from pp. 31 to 76 (Zubaida 2011)

*The Ummah*

- Chapter 6 from pp. 178 to 191 (Mandaville 2001)
- Al-Faruqi, 2005, pp. 1–34

*Authority 1 of 2*

- Chapter 1 from pp. 22 to 114 converted from epub to pdf format (Arjomand 1988)
- Chapter 4 from pp. 86 to 120 (Hallaq 2001)

Week 6: Discussion on authority 2 of 2 and state/government 1 of 3. Submission of abstract proposal.*Authority 2 of 2*

- Chapter 2 from pp. 38 to 59; Epilogue from pp. 181 to 192 (Zaman 2002)
- Hallaq, 2003, pp. 243–258
- Chapter 1 from pp. 9 to 34; Chapter 5 from pp. 93 to 110 (Afsaruddin 2011)
- Khan, 2014, pp. 520–540
- Adiong 2015, pp. 1-58

*State/Government 1 of 3*

- Chapter 1 from pp. 1 to 26 (Ayubi 1991)

Week 7: Discussion on state/government 2 of 3.*State/Government 2 of 3*

- Barnett, 1995, pp. 479-510
- Chapter 4 from pp. 131 to 138 (Ernst 2003)
- Jackson, 2003, pp. 88–107
- Chapter 12 from pp. 163 to 179 (Arjomand & Tiryakian 2004)
- Jackson, 2006, pp. 158–176
- Chapter 1 from pp. 1 to 44; Chapter 7 from pp. 267 to 294 (An-Na'im 2008)

Week 8: Discussion on state/government 3 of 3 and democracy 1 of 2.*State/Government 3 of 3*

- Chapter 5 from pp. 95 to 118 (Belkeziz 2009)
- Arjomand, 2010, pp. 223–273
- Chapter 2 from pp. 24 to 34 (Hallaq 2013)
- Adiong, 2013a, pp. 102-120
- Part III from pp. 155 to 164 (Adiong, Abdelkader, & Mauriello 2016)

*Democracy 1 of 2*

- Chapter 4(I) from pp. 125 to 138 (Enayat 1982)

Week 9: Discussion on democracy 2 of 2 and modernity/modernism 1 of 2. Submission of critical essay.

*Democracy 2 of 2*

- Esposito & Piscatori, 1991, pp. 427-440
- Chapter 8 from pp. 171 to 194 (Belkeziz 2009)
- Chapter 1 from pp. 23 to 66 (Hashemi 2009)
- Chapter 7 from pp. 131 to 154; Chapter 9 from pp. 173 to 188; Chapter 11 from pp. 207 to 224 (Afsaruddin 2011)

*Modernity/Modernism 1 of 2*

- Chapter 3 from pp. 37 to 52 (Ayubi 1991)
- Chapter 10 from pp. 207 to 246 (Hodgson 1993)

Week 10: Discussion on modernity/modernism 2 of 2.

*Modernity/Modernism 2 of 2*

- Schulze, pp. 21-32 (Hafez 2000)
- Chapter 1 from pp. 1 to 36 (Hefner 2005)
- Chapter 1 and 2 from pp. 3 to 32 (Lane & Redissi 2009)
- Chapter 1 from pp. 3 to 35; Chapter 9 from pp. 237 to 260 (Masud, Salvatore, and Bruinessen 2009)
- Chapter 28 from pp. 324 to 346 (Black 2011)
- Bowering, 2015, pp. 135-151

Week 11: Discussion on secular/secularism and nationalism 1 of 2.

*Secular/Secularism*

- Chapter 1 from pp. 1 to 20; Chapter 5 from pp. 159 to 180 (Asad 2003)
- Chapter 7 from pp. 143 to 170 (Belkeziz 2009)
- Chapter 4 from pp. 133 to 170 (Hashemi 2009)
- Hashemi, 2010, pp. 325–338
- Esposito 2010b

*Nationalism 1 of 2*

- Chapter 4(I) from pp. 111 to 124 (Enayat 1982)

Week 12: Discussion on nationalism 2 of 2, shari'a, and sunni & shi'a.

*Nationalism 2 of 2*

- Chapter 2 from pp. 28 to 52 (Arjomand 1984)
- Part III, Chapter 6 and 7 from pp. 123 to 148 (Tibi 1997)
- Chapter 6 from pp. 175 to 200 (Zubaida 2011)

*Shari'a*

- Introduction from pp. 1 to 54 (Hefner 2011)
- Bowering, 2015, pp. 219-237

*Sunni and Shi'a*

- Chapter 1 from pp. 18 to 51 (Enayat 1982)
- Afsaruddin, pp. 49 to 69 (Krämer & Schmidtke 2006)

Week 13: Discussion on women, minorities, non-Muslims, jihad, and Islamism 1 of 2. Submission of drafted research essay.

*Women*

- Chapter 11 from pp. 254 to 273 (Hughes 2013)
- Bowering, 2015, pp. 263-272

*Minorities*

- Bowering, 2015, pp. 123-134

*Non-Muslims*

- Chapter 21 from pp. 358 to 392 (Crone 2004)

*Jihad*

- Chapters 8 and 9 from pp. 205 to 268 (Afsaruddin 2013)
- Khan, 2016, pp. 116-129

*Islamism 1 of 2*

- Chapters 9, 10, and 11 from pp. 148 to 195 (Afsaruddin 2007)
- Chapter 8 from pp. 155 to 172 (Afsaruddin 2011)

Week 14: Discussion on Islamism 2 of 2 and international/world.

*Islamism 2 of 2*

- Chapter 27 from pp. 304 to 323 (Black 2011)
- Chapter 1 from pp. 1 to 30 (Tibi 2012)
- Chapter 1 from pp. 13 to 30 (Mura 2015)

*International/World*

- Chapter 4 from pp. 56 to 74 (Gill & Mittelman 1997)
- Sabet, 2003, pp. 179–202
- Chapter 2 from pp. 20 to 42 (Sheikh 2003)
- Introduction from pp. 1 to 8 (Adiong 2013b)
- Part I and chapter 1 from pp. 1 to 6; Chapter 5 from pp. 104 to 123; Chapter 8 from pp. 184 to 206 (Adiong, Abdelkader, & Mauriello 2016)

Weeks 15 and 16: Academic paper presentations, while in week 16 finalized research essay will be submitted.

Additional discussions interjected to any week.

*Case 1: Ottoman/Turkey*

- Chapter 4 from pp. 104 to 148 (Kayaoglu 2010)
- Gülalp, 2002, pp. 21–39

*Case 2: Southeast Asia*  
- Chapter 7 from pp. 233 to 244 (Gross 2013)

*Case 3: OIC*  
- Bacik, 2011, pp. 594–614  
- Chapter 3 from pp. 39 to 60 (Kayaoglu 2015)

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