

Department Philosophy & Religious Studies

Course Number **RSTD 218**

Course Name: **The Qur'an**

AREAS OF INQUIRY

GLOBAL AND MULTICULTURAL PERSPECTIVES

This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

DEADLINE FOR PROPOSALS: October 2, 2006

Please answer the following questions:

Check Only One:

- ◇ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.
- ◇X This is a new course that we are now proposing for this Area of Inquiry.**

1. Name and contact information for the department chair administrating this course.

**Dr. Deborah C. Campbell, Department of Philosophy and Religious Studies, BTC 208. Tel: 4-7770.
dcampbel@cnu.edu**

2. In any given semester, how many sections of this course is your department willing to offer?

As many sections as needed

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal) ?

This course will discuss the Qur'an and its commentaries. Students will learn Islamic religious beliefs, the nature of God, human role and destiny, eschatology, and life after death in the Islamic tradition based on the scripture. Also, students will study and analyze controversial and sensitive verses on the concept of jihad, the status of women, and Christianity and Judaism from an Islamic point of view. In this course, the students will be asked to do a comparative study of the Qur'an and the Bible and discuss and analyze the similarities and differences between the two scriptures. By studying the Qur'an, the students will be able to have a better understanding of Islam as a religion and culture and how the Qur'an has impacted other cultures as well. The students will also learn how the Qur'an has contributed to politics, economy, philosophy, theology, and law, and how the Qur'an has influenced and changed cultures and societies throughout the centuries.

4. Check the objectives below that the course will address. The first objective is required and every proposal must include at least two more objectives from the list below.

X Interrogate the dominate culture in relationship to other cultures (required)

◇ Compare communication styles among cultures

X Assess how culture impacts and informs the development of creative expression/movements, politics, economics, or philosophy

◇ Analyze how concepts of “self” and individuals in various cultures differ and/or intersect

X Articulate how culture influences the structure of languages, societies, and institutions

5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.

a.)

This course will introduce the students to the theological, political, philosophical, and legal concepts in the Qur'an. Students will be able to learn about Islamic beliefs and practices, the status and beliefs of Jews and Christians in the Qur'an, the impact of the Qur'an on Muslims and non-Muslim minorities, the impact of the Qur'an on Western laws and values, and the influence of the Bible in the Qur'an. Thus, this course will focus on how the Qur'an as a manual book has impacted the lives of Muslims as well as peoples from other cultures.

b.)

This course will help students understand how and why Muslim societies owe their beliefs and practices to the Islamic scripture. Because the Qur'an provides guidance on how people should govern, how people should deal with legal and economic matters, and how to view the nature of God and the universe, Muslims and non-Muslims have used the Qur'an to draft political treatises, create laws, plan an economy, and debate philosophical and theological issues. Thus, the students will have the opportunity to read and analyze the writings that contributed to the development of creative expression/movements that excelled in the fields mentioned above.

c.)

This course will discuss how the Qur'an-which was revealed in Arabic-has preserved the classical Arabic for centuries, how the Qur'an has contributed to the spread of Arabic to non-Arab cultures and societies, how the Qur'an has influenced societies to destroy old institutions and build new ones that are compatible with Islamic beliefs, and to change their laws so that they suit the laws prescribed in the Qur'an. As mentioned above, languages, societies, and institutions across the globe have been influenced by the teachings of the Qur'an. Thus, the students will be exposed to the writings that have changed cultures and societies.

6. Course Assessment: Identify how this course will accomplish the above objectives (choose at least one):

X Participating in class discussion and debate

X Engaging in teamwork and other collaborative exercises

X Writing analytical or evaluative papers, perhaps incorporating original research

X Making oral presentations

◇ Creating an artistic product or a performance

X Participating in fieldwork

◇ Other means – please identify

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

Please see attachment

8. Please identify and explain if this course contributes to the Foundations of Liberal Learning expectations for:

◇ Oral Communication Literacy:

Students will be required to participate in class discussion and will be encouraged to provide analytical and critical analysis interpretation of the material. Students will also be required to make an oral presentation of their research paper. Students will be evaluated based on their oral comments and feedback on lectures, articles, textbooks, videos, presentations, etc.

◇ Information Literacy:

Students will use library material and the Internet to research for their term papers. Also, students will interview individuals and visit places of interest.

◇ Writing Literacy:

Students will be required to write an analytical paper incorporating original research. They will also be required to participate in a writing workshop to develop a well-researched, well-organized paper.

9. Explain how this course connects to Vision 2010 – the CNU Strategic Plan.

This course will provide an intellectually challenging environment and will encourage students to cultivate critical and innovative thinking. The research project will “foster independent student learning,” encourage “intellectual curiosity and creativity,” cultivate a desire for further inquiry, and “stimulate a lifelong desire for learning.” This course will give the students the opportunity to connect learning inside and outside the classroom (i.e., a visit to an Islamic center, a meeting with leaders and members of the Muslim community, etc.). Thus, this course will “nurture student academic and social communities” and will prepare them to “succeed in a diverse and global society” (Source: CNU-Vision 2010).

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

☒ Area of Inquiry Course Proposal Form

☒ Syllabus for the Course

☒ Undergraduate Curriculum Committee Course Proposal Form

Christopher Newport University
Department of Philosophy & Religious Studies

Proposed Syllabus The Qur'an • RSTD 218

Dr. Hussam S. Timani
Tel: 757-594-7931 • hussam.timani@cnu.edu

Course Description and Objectives:

This course will discuss the Qur'an and its commentaries. Students will learn Islamic religious beliefs, the nature of God, human role and destiny, eschatology, and life after death in the Islamic tradition based on the scripture. Also, students will study and analyze controversial and sensitive verses on the concept of jihad, the status of women, and Christianity and Judaism from an Islamic point of view. In this course, the students will be asked to do a comparative study of the Qur'an and the Bible and discuss and analyze the similarities and differences between the two scriptures. By studying the Qur'an, the students will be able to have a better understanding of Islam as a religion and culture and how the Qur'an has impacted other cultures as well. The students will also learn how the Qur'an has contributed to politics, economy, philosophy, theology, and law, and how the Qur'an has influenced and changed cultures and societies throughout the centuries.

This course will introduce the students to the theological, political, philosophical, and legal concepts in the Qur'an. Students will be able to learn about Islamic beliefs and practices, the status and beliefs of Jews and Christians in the Qur'an, the impact of the Qur'an on Muslims and non-Muslim minorities, the impact of the Qur'an on Western laws and values, and the influence of the Bible in the Qur'an. Thus, this course will focus on how the Qur'an as a manual book has impacted the lives of Muslims as well as peoples from other cultures.

This course will help students understand how and why Muslim societies owe their beliefs and practices to the Islamic scripture. Because the Qur'an provides guidance on how people should govern, how people should deal with legal and economic matters, and how to view the nature of God and the universe, Muslims and non-Muslims have used the Qur'an to draft political treatises, create laws, plan an economy, and debate philosophical and theological issues. Thus, the students will have the opportunity to read and analyze the writings that contributed to the development of creative expression/movements that excelled in the fields mentioned above.

This course will discuss how the Qur'an-which was revealed in Arabic-has preserved the classical Arabic for centuries, how the Qur'an has contributed to the spread of Arabic to non-Arab cultures and societies, how the Qur'an has influenced societies to destroy old institutions and build new ones that are compatible with Islamic beliefs, and to change their laws so that they suit the laws prescribed in the Qur'an. As mentioned above, languages, societies, and institutions across the globe have been influenced by the teachings of the Qur'an. Thus, the students will be exposed to the writings that have changed cultures and societies.

Course Requirements and Grading:

Mid-Term Exam	30%
Final Exam	30%
Term Paper	30%
Attendance and class activities	10%

Tentative texts/readings

Abdel Haleem, M.A.S. The Qur'an
Rahman, Fazlu. Themes of the Qur'an

Grading System

A (94-100); A- (90-93); B+ (87-89); B (84-86); B- (80-83); C+ (77-79); C (74-76); C- (70-73); D+ (67-69); D (64-66); D- (60-63); F (59 and below)

Note

If you believe that you have a disability, you should make an appointment to discuss your needs. In order to receive an accommodation, your disability must be on record in Disability Services located in the Academic Advising Center, Student Union, Room 3125, (Telephone - 594-8763; Fax - 594-8765).

Weekly Schedule

Week 1	Introduction to the Course; Defining the Qur'an Readings: Qur'an Suras 1-3
Week 2	The beginning and the formation of the Qur'an Readings: Qur'an, Suras 4-6 Topic/Abstract of paper is due
Week 3	Muhammad in the Qur'an Readings: Waines, chap. 2; Qur'an, Suras 7-9
Week 4	Beliefs and practices in the Qur'an Readings: Qur'an, Suras 10-12
Week 5	Eschatology and science in the Qur'an Readings: Qur'an, Suras 13-15
Week 6	Religious Ethics in the Qur'an The influence of the Qur'an on the Muslim Life Readings: Qur'an, Suras 16-18
Week 7	Mid-Term Exam Mysticism in the Qur'an Readings: Qur'an, Suras 19-21
Week 8	Philosophy in the Qur'an The contribution of the Qur'an to philosophy Readings: Qur'an, Suras 22-24
Week 9	Divine Law in the Qur'an Influence of the Qur'an on legal institutions Readings: Qur'an, Suras 25-27
Week 10	Mary and Jesus in the Qur'an The Qur'an and Christian-Muslim Relations Readings: Qur'an, Suras 28-30
Week 11	Women in the Qur'an How has the Qur'an improved the status of women Readings: Qur'an, Suras 31-33
Week 12	The People of the Book in the Qur'an How to use the Qur'an for interfaith Dialogue Readings: Qur'an, Suras 34-36
Week 13	The Bible and the Qur'an compared The influence of the Bible in the Qur'an Readings: Qur'an, Suras 37-39
Week 14	Paper presentation Readings: Qur'an, Suras 40-42
Week 15	Paper Presentation Paper Due in Class
Week 16	Final

UNDERGRADUATE CURRICULUM COMMITTEE
NEW COURSE PROPOSAL FORM

Does this proposal affect Liberal Learning requirements? Yes ☒ No ☐

1. Title of Course: **The Qur'an**

Proposed Course Number (cleared with Registrar): **RSTD 218**

Prerequisite Courses: **None**

(if you require a minimum acceptable grade greater than the default of D- , please indicate the grade you require) _____

Catalogue Description (including credits, lecture, and lab hours): **(3-3-0)**

This course will discuss the Qur'an and its commentaries. Students will learn Islamic religious beliefs, the nature of God, human role and destiny, eschatology, and life after death in the Islamic tradition based on the scripture. Also, students will study and analyze controversial and sensitive verses on the concept of jihad, the status of women, and Christianity and Judaism from an Islamic point of view. In this course, the students will be asked to do a comparative study of the Qur'an and the Bible and discuss and analyze the similarities and differences between the two scriptures. By studying the Qur'an, the students will be able to have a better understanding of Islam as a religion and culture and how the Qur'an has impacted other cultures as well. The students will also learn how the Qur'an has contributed to politics, economy, philosophy, theology, and law, and how the Qur'an has influenced and changed cultures and societies throughout the centuries.

This course will introduce the students to the theological, political, philosophical, and legal concepts in the Qur'an. Students will be able to learn about Islamic beliefs and practices, the status and beliefs of Jews and Christians in the Qur'an, the impact of the Qur'an on Muslims and non-Muslim minorities, the impact of the Qur'an on Western laws and values, and the influence of the Bible in the Qur'an. Thus, this course will focus on how the Qur'an as a manual book has impacted the lives of Muslims as well as peoples from other cultures.

This course will help students understand how and why Muslim societies owe their beliefs and practices to the Islamic scripture. Because the Qur'an provides guidance on how people should govern, how people should deal with legal and economic matters, and how to view the nature of God and the universe, Muslims and non-Muslims have used the Qur'an to draft political treatises, create laws, plan an economy, and debate philosophical and theological issues. Thus, the students will have the opportunity to read and analyze the writings that contributed to the development of creative expression/movements that excelled in the fields mentioned above.

This course will discuss how the Qur'an-which was revealed in Arabic-has preserved the classical Arabic for centuries, how the Qur'an has contributed to the spread of Arabic to non-Arab cultures and societies, how the Qur'an has influenced societies to destroy old institutions and build new ones that are compatible with Islamic beliefs, and to change their laws so that they suit the laws prescribed in the Qur'an. As mentioned above, languages, societies, and institutions across the globe have been influenced by the teachings of the Qur'an. Thus, the students will be exposed to the writings that have changed cultures and societies.

Is the course cross-listed? If so, what is the number of the other course?

No

**A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended.

NOTE: All affected department chairs must sign approval on last page.

2. For whom is the course primarily intended? Explain why it should be added to the curriculum.

This course is primarily intended for students with junior standing. It should be added to the curriculum because it discusses cultural differences based on religious texts. Students in this course will explore a new culture and cross-cultural interactions. Students in this course will be able to study Islam from its highest authority, the Qur'an, and compare the latter to the Bible.

3. If this course is required, append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation.

N/A

4. Has this course been offered previously as a special topics course? If so, when? What course number was used?

No

5. Has this course, or one closely related to it, been offered at CNU previously?

If so, is that course currently being offered? How does the proposed course differ? When is the last term the old course will be offered?

No

6. What is the anticipated enrollment per offering for the next three years? **25**

During which term will this course first be offered?

Fall 2007

Spring 20____

Summer 20____

During which semesters will this course regularly be offered?

Fall 20

Spring 20____

Summer 20____

Print in the 2007-2008 (academic year) Undergraduate Catalog.

7. How will the course be staffed?

This course will be taught by Dr. Hussam S. Timani

8. Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? If so, please explain.

No

9. Is the course repeatable for additional credit? If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses)

No

10. If this course is for an Area of Inquiry

a. Identify the Area of Inquiry **Global and Multicultural Perspectives**

b. Demonstrate how your course will meet the objectives of this Area of Inquiry

1) This course will examine the interactions and interrelationships among cultures, especially the relationship of marginalized to mainstream cultures. This course will discuss the Qur'an and its commentaries. Students will learn Islamic religious beliefs, the nature of God, human role and destiny, eschatology, and life after death in the Islamic tradition based on the scripture. Also, students will study and analyze controversial and sensitive verses on the concept of jihad, the status of women, and Christianity and Judaism from an Islamic point of view. In this course, the students will be asked to do a comparative study of the Qur'an and the Bible and discuss and analyze the similarities and differences between the two scriptures. By studying the Qur'an, the students will be able to have a better understanding of Islam as a religion and culture

and how the Qur'an has impacted other cultures as well. The students will also learn how the Qur'an has contributed to politics, economy, philosophy, theology, and law, and how the Qur'an has influenced and changed cultures and societies throughout the centuries.

This course will introduce the students to the theological, political, philosophical, and legal concepts in the Qur'an. Students will be able to learn about Islamic beliefs and practices, the status and beliefs of Jews and Christians in the Qur'an, the impact of the Qur'an on Muslims and non-Muslim minorities, the impact of the Qur'an on Western laws and values, and the influence of the Bible in the Qur'an. Thus, this course will focus on how the Qur'an as a manual book has impacted the lives of Muslims as well as peoples from other cultures.

This course will help students understand how and why Muslim societies owe their beliefs and practices to the Islamic scripture. Because the Qur'an provides guidance on how people should govern, how people should deal with legal and economic matters, and how to view the nature of God and the universe, Muslims and non-Muslims have used the Qur'an to draft political treatises, create laws, plan an economy, and debate philosophical and theological issues. Thus, the students will have the opportunity to read and analyze the writings that contributed to the development of creative expression/movements that excelled in the fields mentioned above.

This course will discuss how the Qur'an-which was revealed in Arabic-has preserved the classical Arabic for centuries, how the Qur'an has contributed to the spread of Arabic to non-Arab cultures and societies, how the Qur'an has influenced societies to destroy old institutions and build new ones that are compatible with Islamic beliefs, and to change their laws so that they suit the laws prescribed in the Qur'an. As mentioned above, languages, societies, and institutions across the globe have been influenced by the teachings of the Qur'an. Thus, the students will be exposed to the writings that have changed cultures and societies.

This course was approved by:

(Liberal learning core courses must be reviewed by BOTH academic Deans.)

**Concur Do Not
Concur****

Department(s): (1) _____ Date: _____ ☐ ☐

(2) _____ Date: _____ ☐ ☐

College Curriculum
Committee: _____ Date: _____ ☐ ☐

Dean: _____ Date: _____ ☐ ☐

Dean: _____ Date: _____ ☐ ☐

Undergraduate Curriculum
Committee: _____ Date: _____ ☐ ☐

Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.

Faculty Senate President: _____ Date: _____ ☐ ☐

Provost _____ Date: _____ ☐ ☐

Distribution by Provost Office following approval:
Department Chair(s), UCC Chair, Deans, Registrar

**** If "Do Not Concur" is checked, please attach a statement of explanation.**

Addendum:

Because the course title is so close to the ULLC 100 (Discovering Jesus in the Qur'an), these two paragraphs will establish the differences between RSTD 218 (The Qur'an) and ULLC 100 (Discovering Jesus in the Qur'an).

The courses are designed to be different, and their titles would appeal to different audiences. ULLC 100 (Discovering Jesus in the Qur'an) focuses on the following issues: 1) the connection between Muslims and Christians, 2) the Muslims' views on Jesus and the Christian faith as described in the Qur'an, the commentaries, and *Hadith* (the sayings of the Prophet Muhammad), 3) Christianity in early and modern Islamic literature (i.e., theological, philosophical, mystical, and legal writings that deal with the Christian faith), and 4) the influence of the Qur'an on Christian-Muslim relations throughout the centuries, especially in modern times. This course would appeal to students who are interested in Christian-Muslim relations and interfaith dialogue, to students who are interested in learning about how Muslims view Christians and the Christian faith, and to students who are interested in comparative religion. "...Our department has a strong comparative emphasis and a course dealing with Jesus and the Qur'an is perfect for that focus" (Professor George Teschner). This course is important because at Christopher Newport University, "students who are of strong Christian persuasion," according to Professor Teschner, "tend not to be interested in other religions, and an Islamic course with the word 'Jesus' in it is a hook to get them interested in studying and understanding Islam".

RSTD 218 (The Qur'an): This course is completely different from ULLC 100. This course focuses on a variety of issues related to the Qur'an that we do not discuss in ULLC 100, and the objectives are totally different (please refer to Course Description and Objectives on the syllabus). Thus, in both courses, we cover two completely different topics and issues. In RSTD 218, we only briefly discuss Jesus and Christianity in the Qur'an; whereas, ULLC 100 is entirely devoted to this topic and nothing else is discussed. Unlike "Discovering Jesus in the Qur'an," Unlike ULLC 100, RSTD 218 may appeal to students who would like to pursue a graduate work in Islamic studies or a graduate work in religious/theological studies with a concentration on Islam, to students who are interested in ancient literature, and to students who are interested in scriptural studies. Also, RSTD 218 may appeal to students who are interested in Islam as a whole, not just in Jesus and Christianity in Islam. Finally, students may enroll in this course to substitute for RSTD 270 (The Vision of Islam) to fulfill the requirements for the newly approved concentration in Islamic studies. ULLC 100 (Discovering Jesus in the Qur'an) does not fulfill the concentration requirement.