

RELI 422

**ADVANCED STUDIES
IN RELIGION AND POLITICS**

Part I

Modalities of Islamic Politics in a Globalised World

RELIGIOUS STUDIES

SCHOOL OF ART HISTORY, CLASSICS & RELIGIOUS STUDIES

VICTORIA UNIVERSITY OF WELLINGTON

5 March – 26 October, 2012

RELI 422

ADVANCED STUDIES IN RELIGION AND POLITICS:

Part I

5 March – 29 June 2012

Modalities of Islamic Politics in a Globalised World

Course co-ordinator:	Art Buehler, Hunter 116, Tel: 463 7409 art.buehler@vuw.ac.nz
When and where	HU 320 2-4 pm Thursdays
Course dates:	
Teaching dates:	5 March to 8 June 2012
Mid-trimester break:	6 – 22 April 2012
Withdrawal dates:	Information on withdrawals and refunds is at http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx

Religious Studies is in the Hunter Building. The programme administrator, Aliko Kalliabetsos, is in room 318 (ext 5299). Notices regarding the course or any information on changes will be posted on the Department Notice Board adjacent to her office.

Office Hours: The main office is open Monday – Friday, 9.30 am – 12:00 noon, and 2:30 - 3.30 pm. You can arrange to meet with the class co-ordinators by appointment.

This course is taught in two parts.

The first part is taught by Dr Art Buehler from 5 March to 29 June 2012;

The Second part is taught by Dr Geoff Troughton from 16 July – 26 October 2012.

Work for the first part must be handed in for final assessment by 29 June 2012;

Work for the second part must be handed in for final assessment by 26 October 2012.

Part 1

1. Course Prescription

This course will examine the textual, theological and practical resources religious believers use to inform their engagement with political and public issues in society.

2. Course overview

The course aims to introduce students to a variety of perspectives dealing with political realities in selected regions and countries in the Islamic world. The readings provide students with concepts employed by Muslim thinkers that deal with politics and the concepts of Islam in a modern political context.

3. Course learning objectives

Students passing this course should

- Be aware that the Islamic world comprises the entire 21st-century globalized world.
- Be able to analyze Islamic political thought in the context of 21st century concerns.
- Develop research methodologies (involving case studies where appropriate) and writing skills.

4. Course content

The course content is based on 1) anti-establishment sources that the public rarely comes across (to balance out the media sources that bombard the public). We will critically use these sources along with 2) scholarly perspectives, and 3) selected primary sources of Muslim intellectuals. This judicious selection of content is intended to prepare students for the future, not a simple rehash of the past (though past history is critical to understanding the present and future).

5. This course is delivered through regular seminars.

The seminar programme may be varied from time to time. As much notice as possible will be given when changes occur and, a revised programme will be issued.

6. Assessment for the whole course is by means of two written assignments and two class presentations.

Assessment and deadlines for part one are as follows:

- i One **essay** of a maximum of 5,000 words, on a topic to be negotiated with Art Buehler; the completed essay is to be submitted by **Friday 29 June 2012**, worth **50%** of total.
- ii One presentation, during designated class time.

Rationale for assessment: The two essays allow students to apply their analytical skills to information retrieved through library research on a set topic. Essays demonstrate the students' level of proficiency in finding, understanding, and using sources. They develop the skills of critical reading, analysis and organizing material necessary for continued study in the area. The process also gives the opportunity to develop more in-depth knowledge of an area covered and the skills of critical analysis.

The seminar presentations allow students to develop their skills in small group teaching and discussion.

7. Due Dates

The **final deadline** for handing in work for assessment for the first part of the course is **29 June 2012**

8. Work-load (Recommendation of the Faculty of Humanities and Social Sciences):

The total expected workload for this course is 300 hours spread evenly over the whole year.

9. Mandatory course requirements To gain a pass in this course, each student must submit one essay and give one seminar presentation in each of the two parts of the course. ie two essays and two seminar presentations in total.

10. Required text There is no set textbook for both parts of the course. Readings shall be available via Blackboard or copies may be provided by the Religious Studies Programme at a student's request at cost.

11. Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

12. Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

13. Where to Find more Detailed Information

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx See Section C

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic

- 14. Class representatives:** Class representatives are elected in the first week or two of the term. They are supported by the VUW Students' Association, and have a variety of roles, including assistance with grievances and student feedback to staff and VUWSA. Contact details for your class rep will be listed on the Religious Studies notice board.
- 15. Evaluation:** This course will be evaluated by **UTDC**.

INFORMATION FOR THE ESSAY

1. Topic

The topic for the research paper should be something that really interests you. At the outset, it may be a question you have, an area you would like to know much more about. If you have created a bibliography on the subject(s) of your choice this is only a beginning and your actual topic must be shaped through your own reading and thinking. The first step is to find what books exist on your subject; utilize First Search in the library and print out a list. Librarians will assist you in a search strategy with keywords and appropriate subject combinations. Do not forget to ask Tony Quinn in Vic Library about World Cat.

The next step is to skim through the books and learn the outlines of your subject. Take two hours and ten books and examine the tables of contents and section headings. Take note of the kinds of questions asked and the issues addressed. Read only to learn the overall areas of your subject or when a particular aspect especially excites you. Often the *Encyclopedia of Islam* or *Encyclopedia of Religion* can provide an appropriate overview for terms and ideas unfamiliar to you. **Then** check the three scholarly databases for journal articles: Index Islamicus, JSTOR and PROQUEST. As a last resort, consult the WEB. Information on the WEB is much more subject to bias and you should be aware of agendas (just like in books you read). Forget about Wikipedia for this subject area.

It is not easy to research a subject with which you are unfamiliar, but these are skills you can use for a variety of purposes later. By this point you have looked through the literature and should come and talk with me to narrow down the topic. Schedule an appointment after the first class to get this process moving.

Usually in writing your paper, you find that you come to see your topic more clearly. In fact, you discover what it is you have to say about it while you write. Good. That is part of the creative process. Then go back and re-write the paper, so that the entire paper gains coherence by having a new and clearer understanding of your topic before you. State your topic clearly right away, and provide your reader with distinct guideposts as you move from point to point.

2. Style

The paper should be written with care and with scrupulous attention to proper form. Here are a few warning points from past experience:

- a) **Spelling** should be correct, indent 5 spaces for paragraphs, and **page numbers please**.
- b) **Grammar** should be correct, with special attention to tense consistency throughout; care should be taken to avoid using sexist or non-inclusive language where possible, since this too is poor form and indicates retrograde pre-1985 usage. BCE and CE are also late 20th-century usage also.
- c) Remember the **power of the specific, the concrete instance**. Both generalizations and concrete examples are important. Often, however, a generalization can be better made by use of a concrete example.
- d) Remember to *italicize all foreign words* that are not capitalized proper names.
- e) When you quote, introduce and comment upon the passage you have chosen to quote. A quotation should not simply be a substitute for your own prose. Either who said it or the context in which it was said must be significant. Contextualize quotations. Three lines or more should be indented and single spaced.
- f) Use standard footnote and bibliographic form. On matters of style see *A Manual of Style* (University of Chicago). This is at the end of the course outline

3. Form and Length

The essay should be typed and double-spaced (1.5 in MS Word) and may not be substantially longer than the 5000-word limit without explicit permission. You should proof read your essay carefully before handing it in. Careless errors on a final draft do not do justice to the work you put into a paper. You will have numerous times to rewrite the essay.

4. Draft Date and Due Date

If you are having difficulties finding a paper topic and/or writing a prospectus you should meet with the instructor as soon as possible. Remember that many books will have to be requested through interlibrary loan. This takes time.

5. Timeline

March 22	Topic chosen
March 29	A one-page prospectus and preliminary bibliography/webliography due [see me if you do not know where to start to find books on your topic].
April 23	A two-page introduction of the paper topic along with a two-page argument and an expanded webliography/bibliography; this is a firm date.
May 7	A draft of the first five pages and a complete bibliography/webliography; this is a firm date.
June 5	A first complete draft of the essay; this is a firm date.

Penalty for missing **any** of the last three deadlines: I only read your complete essay **once** before you turn it in. Inferior work counts as missing the deadline so to be sure give it to me two days **before the deadline**. No exceptions – please do not ask.

Seminar Programme

Part I

Week Beginning

- 5 March** **Week 1- (No class) The Frame of Reference for the Inquiry**
- 12 March** **Week 2 - The Collapse of “Us vs Them”: The Islamic World as the World**
- 19 March** **Week 3- Fundamentalism and Wahhabism**
- 26 March** **Week 4- Iran: A Case Study**
- 2 April** **Week 5- Islam in Europe**

MID-TRIMESTER BREAK 6 - 22 April 2012

- 23 April** **Week 7 Fetullah Gülen’s Globalised Movement**
- 30 April** **Week 8 Student presentations**
- 7 May** **Week 9- Student presentations**
- 14 May** **Week 10- Student presentations**
- 21 May** **Week 11 – Student presentations**
- 28 May** **Week 12 – Student presentations**
- 29 June** **FINAL SUBMISSION DATE FOR ESSAY**

How to cite books, articles and internet resources for essays in Religious Studies

What and when to cite

In order to avoid plagiarism (which is serious even when inadvertent), you **MUST** cite your sources in ALL cases. This means you should basically do two things:

- (1) In all cases where you use the exact words of a source, however few (including short phrases, rather than whole sentences), you must use **quote marks** around all words that are not yours; and
- (2) You should **footnote** your source for all **direct quotes** (see (1)), **facts, ideas, ways of approaching your problem, sources of inspiration**, etc. – in other words, you should **acknowledge your source in absolutely ALL cases** where your source is anything other than your own mind. Err on the side of fastidiousness. Where necessary, you can use the footnote to explain more exactly what you owe to the source in question ("My approach to this question is modelled on that found in . . . "; "The order of treatment in the following is derived from . . ." etc.).

In addition, it is good practice to **phrase your writing** in the body of your essay so that your **debts to your sources are clear**, where possible. Use phrases such as, "According to Smith," "Following Scrimgeour, we might say that . . ." "Worple informs us that . . ." "Lockhart contends that . . ." "Bagshot remarks insightfully that . . ." "Binns has shown that . . ." etc.

How to cite

It is mandatory to use a correct citation style in academic writing. The Programme standard in Religious Studies at VUW is the version of Chicago Style for the Humanities. The only exceptions to this Programme standard will be the correct and consistent use of an alternative, standard style **when expressly permitted by your course coordinator**.

Chicago Humanities style is defined in *The Chicago Manual of Style 15th ed. rev.* (University of Chicago Press, 2003). The full guide (a hefty volume) is available in the VUW library at Call No. Z253 C532 15ed (ask at the Reference desk). However, the following information should be sufficient for most of your basic needs.

Note that the **citation style differs for a footnote and for the bibliography** at the end of your essay. For each type of source, we have listed each example in both forms. Each example footnote contains a sample page number so you can be sure how to include the number of the page cited in your footnote.

Note also that as with all academic citation style conventions, every detail of the formatting for Chicago style is fixed. You must thus ensure you **follow the examples below in every detail**: order, punctuation, formatting (especially italics), spacing and so on.

Some of the details used in these examples have been modified, and some sources therefore do not really exist in the form given below.

Book – single author

Footnote:

T. N. Madan, *Non-Renunciation: Themes and Interpretations of Hindu Culture* (Oxford: Oxford University Press, 1987), 38.

Bibliography:

Madan, T. N. *Non-Renunciation: Themes and Interpretations of Hindu Culture*. Oxford: Oxford University Press, 1987.

Book – two or more authors

Footnote:

Richard H. Robinson and Willard L. Johnson, *The Buddhist Religion: An Historical Introduction* (Belmont, California: Wadsworth, 1997), 113.

Bibliography:

Robinson, Richard H., and Willard L. Johnson. *The Buddhist Religion: An Historical Introduction*. Belmont, California: Wadsworth, 1997.

Chapter or article in edited multi-author volume

Footnote:

James P. McDermott, "Karma and Rebirth in Early Buddhism," in *Karma and Rebirth in Indian Classical Traditions*, ed. Wendy Doniger O'Flaherty (Berkeley: University of California Press, 1980), 171.

Bibliography:

McDermott, James P. "Karma and Rebirth in Early Buddhism." In *Karma and Rebirth in Indian Classical Traditions*, ed. Wendy Doniger O'Flaherty, 165-192. Berkeley: University of California Press, 1980.

Translated book

Footnote

Sigmund Freud, *The Future of an Illusion*, trans. by W. D. Robson-Scott (New York: H. Liveright, 1928), 28.

Bibliography

Freud, Sigmund. *The Future of an Illusion*. Translated by W. D. Robson-Scott. New York: H. Liveright, 1928.

Journal article – single author

Footnote:

Richard King, "Is 'Buddha-Nature' Buddhist? Doctrinal Tensions in the *Śrīmālā Sūtra* – An Early Tathāgatagarbha Text," *Numen* 42 (1995): 12.

Bibliography:

King, Richard. "Is 'Buddha-Nature' Buddhist? Doctrinal Tensions in the *Śrīmālā Sūtra* – An Early Tathāgatagarbha Text." *Numen* 42 (1995): 1-20.

Journal article – two or three authors

Footnote:

Helen Hardacre and Abe Yoshiya, "Some Observations on the Sociology of Religion in Japan: Trends and Methods," *Japanese Journal of Religious Studies* 5, no. 1 (1978): 18.

Bibliography:

Hardacre, Helen, and Abe Yoshiya. "Some Observations on the Sociology of Religion in Japan: Trends and Methods." *Japanese Journal of Religious Studies* 5, no. 1 (1978): 5-27.

Web site

Footnote:

Paul Kingsbury, "Inducing a Chronology of the Pali Canon,"
<http://www.ling.upenn.edu/~kingsbur/inducing.pdf> (accessed March 28, 2008).

Bibliography:

Kingsbury, Paul. "Inducing a Chronology of the Pali Canon."
<http://www.ling.upenn.edu/~kingsbur/inducing.pdf> (accessed March 28, 2008).

Reference work (e.g. encyclopaedia or dictionary)

Footnote:

Encyclopaedia Britannica, 15th ed., s.v. "Sufism."

Footnote:

Oxford English Dictionary, 2nd ed., s.v. "Apophatic."

The abbreviation "s.v." is for the Latin *sub verbo* ("under the word").

Reference works are usually not included in the bibliography.

Sacred texts

Standard citation convention is set for the sacred texts of each major tradition. You must be sure to cite sacred texts in the correct format. Unless your lecturer for a specific course states otherwise (e.g. if conformity to a more complex standard is required for courses specialising in a particular tradition), the following conventions will apply.

The Bible

In quoting the Bible, you should use in-text citation (i.e. give your source in brackets in the body of your text, rather than using a footnote). NOTE that the Bible and the Qur'an are the only exceptions to the general rule AGAINST in-text citation in this Chicago Humanities style. (You should otherwise ALWAYS use footnotes, not in-text citation.)

The Bible is cited by book, chapter and verse. For example:

. . . as it says in the Bible (1 Kgs 2:7).

Note that books of the Bible are abbreviated according to standard abbreviations. A list of abbreviations should usually be available in the edition of the Bible you are using.

Note also that the punctuation mark comes *after* the close of the parentheses. This is also the case for the full stop in a direct quote:

". . . Absolom thy brother" (1 Kgs 2:7).

When citing multiple passages, list the abbreviated title of each *new* biblical book followed by the chapter number and colon, with all verses in that chapter separated by a comma and space. A semicolon should separate references to subsequent chapters or books. Do not include the conjunction "and" or an ampersand ("&") before the last citation. List passages in canonical and numerical order. For example:

. . . as it says in the Bible (Matt 2:3; 3:4–6; 4:3, 7; Luke 3:6, 8; 12:2, 5).

It is preferable, unless you are discussing differences of translation and interpretation, to use a single version of the Bible throughout a piece of work. In this case, you can indicate that fact by a note with your first citation, and thereafter omit mention of the version:

Footnote:

Matt. 20:4-9. In this essay, all biblical quotations are from the *New Revised Standard Version* (London: HarperCollins Publishers, 1989).

Where you have to refer to more than one version of the Bible, you can indicate the different versions in footnotes, or by a set of abbreviations that you establish in a footnote early in the essay.

List the versions of the Bible you use in your bibliography. They should appear alphabetically according to title. For example:

The New Oxford Annotated Bible: The Holy Bible. Edited by Herbert G. May and Bruce M. Metzger. New York: Oxford University Press, 1973.

This item would be listed alphabetically under "New".

The Qur'an

The name of the text is best written, "Qur'an."

In quoting the Qur'an, you should use in-text citation (i.e. give your source in brackets in the body of your text, rather than using a footnote). NOTE that the Qur'an and the Bible are the only exceptions to the general rule AGAINST in-text citation in this Chicago Humanities style. (You should otherwise ALWAYS use footnotes, not in-text citation.)

When quoting the Qur'an, give the abbreviation "Q.", then cite the number of the *sura* (chapter), then the number(s) of the *ayat* (verse). For example:

"Allah is the Light of the heavens and the earth..." (Q. 24:35).

"Praise be to Allah, Lord of the Worlds; The Compassionate, the Merciful; Master of the Day of Judgment" (Q. 1:2-4).

State in the first footnote what "translation" edition is being used for the entire document. For example:

Footnote:

In this essay, all citations from the Qur'an will be taken from *An Interpretation of the Qur'an: English Translations of the Meaning (Bilingual Edition)*, trans. Majid Fakhry (New York: New York University Press, 2000).

If you use more than one source for Qur'anic text in your essay, then you need to provide a separate, footnoted reference to each citation, specifying which version that citation is from.

In your bibliography, list each "translation" edition of the Qur'an you use alphabetically under its title. For example:

Bibliography:

An Interpretation of the Qur'an: English Translations of the Meaning (Bilingual Edition). Translated by Majid Fakhry. New York: New York University Press, 2000.

This item would be listed alphabetically under "Interpretation".

Buddhist and Indian texts

For undergraduate purposes, simply cite the English translation you are using as if it is an ordinary translated book. However, note that many Indian or Buddhist texts you will cite are compilations of multiple texts into a single volume. In such cases, you must also include the name of the text in your footnote citation. The name given to the text in English by the translator will suffice; but include the name in the original language also if it is easily accessible. For example:

Footnote:

"The Buddha's Last Days" (*Mahāparinibbāna Sutta*), in *The Long Discourses of the Buddha: A Translation of the Dīgha Nikāya*, trans. Maurice Walshe (Boston: Wisdom Publications, 1995), 232.

In your bibliography, list only the whole translated works to which you refer in your essay, according to the usual format. In other words, if you cite more than one *sutta* etc. from a single volume, you need not list every individual text, but just the volume. For example:

Bibliography:

Walshe, Maurice, trans. *The Long Discourses of the Buddha: A Translation of the Dīgha Nikāya*. Boston: Wisdom Publications, 1995.

How to cite in the body of your essay

When you refer to one of your sources in the course of your argument, you should always give your source in a footnote, which is indicated by a superscript number attached to the appropriate part of the sentence.

Note that some other stylistic conventions use what is called "in-text citation", where references are given in parentheses at the end of the sentence; you will see this method of citation often as you read. **HOWEVER, IN-TEXT CITATION IS NOT PART OF THE CHICAGO STYLE INTRODUCED HERE** (with the sole exceptions of passages from the Bible or the Qur'an), and you should consistently use footnotes indicated by superscript numbers **ONLY**.

Footnote style has been given above. Note that footnote numbers should always come *after* any punctuation mark at the end of the word they attach to; thus, it is correct to write a footnote like this,¹ but wrong to write it like this². One of the advantages of superscript numbered footnoting is that it allows you to make tangential comments, as in this example.³

When you refer to the same source several times in a row, you can use "Ibid." and the page number for all subsequent notes after the first.⁴ If you are referring to the same page number in several successive notes, then "Ibid." alone is sufficient.⁵

If you cite source A, then cite one or more other sources,⁶ and then return to source A,⁷ it is best to repeat only the author's name,⁸ a shortened title, and the page number cited,⁹ rather than to repeat the full citation. See the footnotes attached to this paragraph (notes 6-9) for examples.

In other words, only use abbreviated citations where you are citing the same source more than one time. Avoid old abbreviations like *loc. cit.*, *op. cit.* and so on, which can require the reader to keep track of sources over a number of references and pages, and are thus confusing.

¹ Random correct placed footnote.

² Random incorrectly placed footnote.

³ Constance Prevarication, *The Book of Tangential Comments* (Dargaville: Primrose Path Publications, 2004), 27. It is interesting to note that in this recent work, Prevarication reverses her previous hard-line stance on the literary sidetrack, and not only countenances it in principle, but herself indulges in it extensively in practice.

⁴ Ibid., 36. [This means the reference is to the same source, but with a different page number.]

⁵ Ibid. [This means page 36, exactly like the preceding footnote.]

⁶ T. N. Madan, *Non-Renunciation: Themes and Interpretations of Hindu Culture* (Oxford: Oxford University Press, 1987), 38.

⁷ Richard H. Robinson and Willard L. Johnson, *The Buddhist Religion: An Historical Introduction* (Belmont, California: Wadsworth, 1997), 113.

⁸ Madan, *Non-Renunciation*, 38-40.

⁹ Robinson and Johnson, *The Buddhist Religion*, 115.