"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Course	**CHRISTIAN-MUSLIM ENCOUNTERS** HIST 0609 1S
Date, Time, and Delivery Format	JANUARY 20, FEBRUARY 3, FEBRUARY 17, MARCH 10, MARCH 24, 2023 FRIDAYS 9:00 AM – 4:00 PM SYNCHRONOUS ONLINE
Instructor	**DR. ASHOOR YOUSIF, PhD** Telephone/voice mail: (416) 226-6620 Ext. 2228 Email: ayousif@tyndale.ca
Class Information	The classes will be livestreamed on Fridays from 9:00 AM – 4:00 PM. Office Hours: by appointment via email
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Soon after its appearance in the seventh century, Islam became an integral part of the ancient world in which Christianity had taken root in previous centuries, resulting in moments of conflict and coexistence in Christian-Muslim encounters. This course will explore some of the religious, political, social, and intellectual encounters between the two religions from late antiquity to the early age of modernity in order to understand their historical background and present implications. Significant points of encounters will provide insights in the dynamic relations between Christians and Muslims.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:
1. Acquire comprehensive knowledge of the history of Christian-Muslim Relations from the early Islamic period to the age of modernity.

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2. Evaluate critically and reflectively the events, people, themes, and issues encountered in the course.
3. Synthesize and relate the historical insights with contemporary realities.
4. Analyze critically and comparatively primary and secondary sources.
5. Conduct independent research and communicate complex content in clear academic writing.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Secondary Sources

Goddard, Hugh. *A History of Christian-Muslim Relations.* Edinburgh: Edinburgh University Press, 2000.

Griffith, Sidney H. *The Church in the Shadow of the Mosque: Christians and Muslims in the World of Islam.* Princeton, NJ: Princeton University Press, 2008.

Primary Source (Moodle Page)

Patriarch Timothy I, "The Debate on the Christian Faith between Timothy I and Caliph Mahdi in 781 A.D." *Bulletin of the John Rylands Library* 12. Vol 2. Translated by A. Mingana. Cambridge, 1928.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

*exceptions with permission from professor

D. ASSIGNMENTS AND GRADING

1. **Group Discussions and Written Responses:** 500 Words each (Total 20%). Late responses are not accepted.

   Each day discussion question(s) will be posted on Class webpage forum via Moodle. Each student will read through the question(s) and take time to formulate and write a response due on Sunday (11:59pm), then interact with other students' posts and comments for rest of the following week due Friday (11:59pm).

   Aim for responses that display a thorough understanding of the readings relevant to each question and a clear engagement with the class discussions and lectures, especially identifying areas of your understanding of each class' themes that have challenged, changed, and/or enriched you. This is not a summary of the readings and the lectures, but a response to particular themes/arguments. Be specific and brief, but not superficial.

2. **Primary Source Analysis:** 1000 Words, 20%. Due February 2nd (11:59pm). Late submissions are not accepted.

   Write an exegetical (i.e. a critical analysis) paper with an argument (a thesis) and a reflective conclusion on "The Debate on the Christian Faith between Timothy I and Caliph Mahdi in 781 A.D." This assignment is designed to give you direct exposure to key text from its historical context (place and time). No research is required and permitted beyond the primary source itself.

   In the paper, (1) provide a brief summary of the source's content in the introduction paragraph, (2) an analysis of its objective in the body of the paper, (3) and a reaction to its message in the conclusion paragraph. It will involve a "close reading" of the text. First, look for the author's main ideas. Then, look for any clues/information regarding other details about the author (e.g., character, spirituality, biography, or historical situation). All of this information will shape your analysis and reaction, and provide an argument (a thesis), which will be a summary of the paper's argument. The body of the paper will support your thesis. Show how your argument is drawn from the primary source you read by carefully documenting it.

3. **Critical Book Review:** 1000 Words, 20%. Due February 16th (11:59pm).

   Write a critical book review *The Church in the Shadow of the Mosque: Christians and Muslims in the World of Islam*. The review needs to concentrate more on the ideas than on the details. Talk about (1) the author's overall theme and thesis of the book, (2) the author's purpose and/or agenda of the book, (3) the book's structure and/or order of

the materials and its relation to the purpose of the book, (4) the book's strengths and shortcomings, and (5) the book's contributions and implications. To address these areas, you will need to include some content, but try to focus on the main issues that he raises and deals with.

4. **Research Paper:** 3000 Words, 40%. <u>Due March 23rd (11:59pm).</u>

Write a research paper that directly engages with one of the issues, themes, events, or people encountered in the course using secondary sources. In other words, research is required for this paper. The paper must be transparent, meaning that you will clearly state what your primary and secondary sources are, and how you have gone about turning them into "data" for your argument.

You need to demonstrate familiarity with the specifics and details of the issues, themes, events, or people you selected, as well as demonstrate your ability to place your topic within the larger context of Christian history. The paper should not simply report, summarize, or review materials, but demonstrate thoughtful analysis and reflection and embody an argument (thesis), which will be a summary of the paper's argument, early in the introduction. The body of the paper will support your thesis. Show how your argument is drawn from the primary and secondary sources you used by carefully documenting it.

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Group Discussions and Written Responses	20 %
Primary Source Analysis	20 %
Critical Book Review	20 %
Research Paper	40 %
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Submission Method and Late Submission

Submission: Papers to be submitted electronically in .doc or .docx format via Moodle.
Late Submission Penalties:
- Group Discussions and Written Responses (Assignment #1) and Primary Source Analysis (Assignment #2) will not be accepted as late.
- All other late papers will be penalized ONE mark (1%) per day.

Citing References
In all assigned work, proper style guidelines must be used and followed exactly; failure to do so will render the submitted assignment unacceptable.

For proper citation style, consult the tip sheet, "Documenting Chicago Style" (Tyndale e-resource) or the full edition of the *Chicago Manual of Style* Online, especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the tip sheet, "How to Cite Sources in Theology".

Academic Integrity
Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

Students are encouraged to consult Writing Services. Citation and other tip sheets.

Students should also consult the current *Academic Calendar* for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics
All course-based assignments involving human participants requires ethical review and may require approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

Date	Topic	Reading
Jan. 20	Christianity in Late Antiquity and Rise of Islam	Goddard 1
Feb. 3	Islamic Conquests and Caliphate	Goddard 2,3
Feb. 17	Christendom-Caliphate Relations I	Goddard 4
Mar. 10	Christendom-Caliphate Relations II	Goddard 5
Mar. 24	Western Colonization and Christian Missions	Goddard 6,7

V. ONLINE PRIMARY SOURCE READING

Patriarch Timothy I and Caliph Mahdi. "The Debate on the Christian Faith between Timothy I and Caliph Mahdi in 781 A.D." *Bulletin of the John Rylands Library* 12. Vol 2. Translated by A. Mingana. Cambridge, 1928.

Note: (Tyndale Library supports this course with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.)