

ICS 6013
The Spirit World of Islam

Syllabus

Online Course

(3 Credit Hours)

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I. COURSE DESCRIPTION

This is a study of the animistic roots, beliefs, practices and localized expressions of the majority of Muslims in the world. The course will equip students to understand the ontology and phenomenology of folk Islam from a biblical perspective in order to communicate the Gospel of Jesus Christ in a way that speaks to their worldview and felt needs.

II. COURSE OBJECTIVES

- Describe the animistic context existing in pre-Islamic Arabia.
- Explain the difference between folk and formal Islam on topics such as God, angels, prophets, Satan, Muslim holy days and use of the Qur'an.
- Compare practices and practitioners in formal/folk Islam (including Sufis).
- Understand the comfortable coexistence throughout the centuries between "so-called" orthodox Islam and heterodox Islam.
- Understand how the veneration of Muhammad relates to the worship of saints.
- Discover different kinds of *jinn*, including the *zar*, and other manifestations depending on the geographical area.
- List various "forces" among devotees, for example, *baraka* and the evil eye.
- Discuss how devotees use special "times" to gain power and protection.
- Understand how folk Muslims make requests/vows at power "places."
- Understand the prevalence of magic, sorcery and divination among devotees.
- Think through your position on spiritual warfare, demonization and exorcism.
- Experience a greater burden and responsibility to see folk Muslims rescued from the power of darkness and brought into the kingdom of light.

III. REQUIRED COURSE TEXTBOOKS:

Ali, Abdullah Yusaf
1996 *The Meaning of the Holy Qur'an*. Beltsville, MD: Amana Publications.

Larson, Warren

2012 *The Spirit World of Islam: Class Notes.*

Love, Rick

2000 *Muslims, Magic and the Kingdom of God: Church Planting Among Folk Muslims.* Pasadena, CA: William Carey Library.

Musk, Bill

2009 *The Unseen Face of Islam.* E. Sussex, UK: MARC.

Parshall, Philip L.

2006 *Bridges to Islam: A Christian Perspective on Folk Islam.* Madison, WI: Intervarsity Press.

Strong, Cynthia A. and Meg Page, Eds.

2006 *A Worldview Approach to Ministry among Muslim Women.* Pasadena, CA. William Carey Library.

IV. REQUIREMENTS

- **Lectures:** Listening to the lectures is an essential part of the course and all are required for viewing. (Lectures 15 hours)
- **Reading Assignments:** The student will read three books and submit a 2-page report (single spaced) on each one: Musk (if Musk is not available, Parshall, but not both), Love and Strong. These should include a section outlining the main points of the book, followed by a brief critical evaluation of the book on biblical and practical grounds. (See Course Timeline, Reading 50 hours, 30% of grade)
- **Online forums:** Students should participate in each forum and respond to other posts in order to ensure helpful interaction. We are not expecting eloquence or unusual insight as much as faithful participation. The professor will probably contribute more for the purpose of clarification but not in response to each post. (See Course Timeline, 20 hours, 20% of grade)
- **Class Notes:** *Class Notes* provide a considerable amount of information relevant to the course as well as references and resources. Follow *Class Notes* as you listen to the course lectures.
- **Major Project:** Choose one of the two options below and submit your work in WORD (See Course Timeline, Reading 50 hours, 50% of grade)
 - **Option #1-Jouranls:** This is **your** reaction on topics relevant to material being covered in the course.
 - Students must submit a total of ten journal entries other than assigned reading. You may want to zero in on a special area, like Sufism in Turkey, sorcery in West Africa or possession cults along the Nile.

- Articles can be searched on the internet, or academic periodicals, but limit Wikipedia sources to five.
 - Each entry is to be a minimum of 350 words, typed, single-spaced, and on a separate piece of paper.
 - At the top of the page, write your name, date, number (journal), topic under discussion and full bibliographic information.
 - The journal is not to be a “paper” in any formal way. It should demonstrate that you have thought about what you have read and experienced. How did it relate to other material in the course? Do not just summarize readings. Write down your reactions, questions, comments, criticisms and insights. Did you enjoy it?
- **Option #2 - Research Project:**
 - Students will research a Muslim people group that has significant elements of folk Islamic practices and write a paper 10-15 pages in length which includes the following:
 1. A brief ethnographic survey and history of the people group.
 2. The folk Islamic practices of that people group.
 3. The group's openness to the Gospel and what work has already been done to reach them for Christ, means of entry, strategies to pursue, et cetera.
 4. A minimum of 10 resources in bibliography for background information of the of people group.

V. **GRADING SCALE:** Please see the Academic Course Catalog.

VI. **ACADEMIC SUCCESS CENTER:**

Students with physical, emotional, ADD, or learning disabilities who need academic accommodations should make requests through the Academic Success Center (ASC). These requests will be kept confidential. Requests may be made throughout the semester, and ideally they would be initiated as early as possible. The ASC is located on the first floor of Rossi Student Center (803-807-5611, academicsuccess@ciu.edu). If you already receive services through ASC, please contact me so that we can make your academic experience in this class as successful as possible.