

## NC GLOBAL DISTINCTION

**Gaylyn Eddy, Robeson Community College**

**Region: Middle East and Muslim civilizations**

**Course information and description: PHI 240 Introduction to Ethics**

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies.

**Description of module:** This module will include two elements. One will be a theoretical aspect; Islamic approaches to ethical theory, which will be taught as the class covers moral theories in general. The first two learning activities will focus on theory. The second element will focus on application, with readings from an Islamic perspective on select moral issues covered in the class. The last three activities will focus on application. At the end of the module is included a list of other ethical issues and related articles and resources.

**Student Global Learning Outcomes:**

1. Identify and explain elements of basic/general Islamic approaches to ethical theory. (activities 1&2)
2. Develop skills analyzing and understanding Islamic approaches as they are applied to various contemporary moral issues. (activities 3-5 and resources for other topics)

**Student Global Learning Activities.** These activities will be organized according to topics covered in the course. I have relied heavily on active learning strategies for Philosophy by Melissa Jacquart. I have freely copied and in some cases modified ideas that can be found here: <http://melissajacquart.com/teaching/resources-for-instructors/philosophy-active-learning-activities/>

## **Activity #1 Islamic approach to Ethics**

**Objective:** Students will be able to explain basic elements of Islamic Ethics, including Ijtihad, *shari'a*, *fiqh*, *mansus*, *Fatwa*, etc. I will offer several reading options for this activity. Use what will work best for your students.

- Following Muhammad: Rethinking Islam in the Contemporary World / Carl Ernst. chapter 4: Ethics and Life in the World. This entire chapter is good. The first section, *Islamic Religious Ethics*, 108-119 can serve as a quick introduction. The entire chapter is very helpful.
- The Good Muslim: Reflections on Classical Islamic Law and Theology / Mona Siddiqui. On law and ethics.
- The Blackwell Companion to Religious Ethics. Part II: Moral Traditions, chapter 3: Islamic Ethics- there are separate essays here.
- Islamic Law in Past and Present: Themes in Islamic Studies / Mathias Rohe and Gwendolin Goldbloom.

These 2 videos from **Musawah.org** explain Islamic Law in the context of Women's rights. They cover vocabulary and explain basic background. I highly recommend these as a starting place before reading the texts mentioned above.

<http://www.musawah.org/resources/knowledge-building-video-1-shariah-fiqh-and-state-laws-arabic-subtitles/>

<http://www.musawah.org/resources/knowledge-building-video-2-muslim-family-laws-what-makes-reform-possible-arabic-subtitles/>

**Procedure:** Group Text Reading.<sup>1</sup> **Size:** Small Groups (2-4) **Time:** 1 class

1. Select a relevant text or passage. Break it up into 1-2 paragraph sections.
2. Break students up into groups of 2-4. Give each group of students a different section of the text/passage.
3. Give the students time (~15 minutes) to read through and discuss their section of the text.
4. Bring the class back together. Each group (starting with the first part of the text) presents their section to the class.
5. As students present, the instructor should write/draw on the board, correct and add to, and provide examples as needed in order to help tie the concepts together.

## **Pointers**

- This activity can help the students feel like the text is more manageable.

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<sup>11</sup> <http://melissajacquart.com/teaching/resources-for-instructors/philosophy-active-learning-activities/>

- This activity also allows for students to practice their communication skills.

**Assessment:** Questions about the text could be incorporated later as part of a test essay question.

## **Activity #2 Perspectives of Iranian Scholars.**

**Objective:** Students will be able to describe three contemporary approaches to Islamic Ethics and explain the author's point of view regarding each approach.

**Procedure:** Activity Pro/Con grids<sup>2</sup> **Time:** unrestricted

Students will be divided into 3 groups. Each group will be responsible to present one of three parts of the essay: **“From Traditional Islam to Islam as an End in Itself, Mohsen Kadivar, Die Welt des Islams 51 (2011) 459-484, Brill, Liden, The Netherland.**  
[https://en.kadivar.com/wp-content/uploads/2011/12/WDI\\_051\\_03-04\\_459-484\\_Kadivar\\_off.pdf](https://en.kadivar.com/wp-content/uploads/2011/12/WDI_051_03-04_459-484_Kadivar_off.pdf)

Students will be responsible to make a list of pros and cons for the portion of the article/perspective they are reading. After working separately, the groups will be brought back together to present to the class.

**Assessment:** Students will upload their work for a homework grade. Questions based on the pro con grids may be used in class evaluations.

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<sup>2</sup> <http://melissajacquart.com/teaching/resources-for-instructors/philosophy-active-learning-activities/>

### **Activity #3 Islamic Ethics and Poverty/Global Economic Justice**

**Objective:** Students will be able to describe and evaluate a case study from an Islamic Ethical point of view.

Articles that may be used:

- An empirical study on the influence of Islamic values in poverty alleviation / Abdelhak Senadjki, Jamalludin Sulaiman. In *Journal of Islamic Accounting and Business Research*
- The Universal Paradigm and the Islamic World-System : Economy, Society, Ethics and Science / Masudul Alam Choudhury. Chapter 5: Islamic Economics and Finance: The Moral Basis
- Well-being orthodox theories and Islamic views / Seyed Hadi Arabi. In *International Journal of Social Economics*
- The Nexus between Business Ethics and Economics Justice: An Islamic Framework / Shaukat, Mughees; Rahman, Mohammad Saeed; Luka, Saji. In *Journal of Economic Development, Management, I T, Finance, and Marketing*

**Procedure:** Jigsaw<sup>3</sup> **Size:** Entire class, divided into four groups. Each group has an article regarding the issue of Global Economic Justice and or poverty. At least one article must be from an Islamic point of view. **Time:** 1 class

1. Divide the material you would like to cover into four parts. For example, this could be four papers, four case studies, four theories or positions, etc.
  2. Pre-assign students a number (1, 2, 3, 4). Let students know that 1's will be responsible for paper/case study/theory #1, 2's are responsible for #2, etc.
  3. Be sure to provide students guidance or with a set of questions you want them to answer, or task you want them to complete with respect to their assigned part. For example, ask students to be prepared to present a summary of the ethical theory they have been assigned, and what that position might do in the following 2 situations.
  4. During class, create small groups of 4, with each group having a #1, #2, #3, and #4 member. Each member is to be the "expert" for their group on their topic, and to present their information, position, case study, etc to the other group members during the small group discussion.
- In another version of the Jigsaw, rather than small groups of 4, the class can be divided into 4 groups, with each group being responsible for 1 part. Have each of the four groups answer a set of questions related to their assigned reading or topic. Bring the class together as a group, and have each group present what they have discussed to the rest of the class.

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<sup>3</sup> Taken from <http://melissajacquart.com/teaching/resources-for-instructors/philosophy-active-learning-activities/>

**Pointers:**

- The biggest advantage to the Jigsaw is that one person or group is responsible for one component. For this class, they are responsible for the case study. This allows, in some ways, for more content to be covered, since not all the students will have to read everything. Rather, one student (or one group of students) provides a synthesis to the rest of the group.
- The activity's success relies heavily on students coming to class prepared. This is why it is important to provide students with guidance on how to prepare for this activity (such as giving them a set of questions, or study guide).

**Assessment:** Participation and preparedness counts as homework grade. Perhaps have students individually submit questions on LMS prior to class time. That submission could be graded. Test content with quiz in the following class period or use content for test questions.

#### **Activity #4 Islamic Ethics and Cloning/Altering genes**

Objective: Objective: Students will be able to describe and evaluate a case study from an Islamic Ethical point of view.

Articles that may be used:

- Developments in stem cell research and therapeutic cloning: Islamic ethical positions, a review / Hossam E. Fadel. In *Bioethics*
- Human Cloning from the Viewpoint of Islamic Fiqh and Ethics / Damad, S. M. Mohagheh. In *Asian Bioethics Review*
- Dissolving the Engineering Moral Dilemmas Within the Islamic Ethico-Legal Praxes / Solihu, Abdul Kabir Hussain; Ambali, Abdul Rauf. In *Science and Engineering Ethics*
- Islamic ethical framework for research into and prevention of genetic diseases / Al Aqeel, Aida I. In *Nature Genetics*

**Procedure:** Argument Outlines <sup>4</sup> Students divided into groups and assigned an article to read before class. **Time:** 1 class

1. All students are provided with an article to read before class. Each student first, individually, writes down what they think the conclusion is, as well as the premises (reasons) given to support it. (Give them ~5 minutes to simulate an exam-like situation).
2. Students then share their outlines amongst themselves and discuss differences. From this, the group must then come up with a group outline of the argument (one that most, or all, agree on. There may be more than one valid way to outline any single argument). This should then be posted outline onto a predetermined class-wide viewing location. (This part should take about 15-20 minutes). This will be the LMS in a discussion forum.
3. Once all other groups have posted their argument online, each of the groups will choose the outlines they think is (it may be their own groups' outline, or another group). Using a service such as [PollEverywhere](#), students are to vote for the best argument (~10 minutes).

**Assessment:** Students will upload their work for a homework grade. Questions based on the pro con grids may be used in class evaluations.

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<sup>4</sup> Taken and modified from <http://melissajacquart.com/teaching/resources-for-instructors/philosophy-active-learning-activities/>

## **Activity #5 Islamic Ethics and War/Political Violence**

**Objective:** Objective: Students will be able to describe and evaluate a case study from an Islamic Ethical point of view.

Articles that may be used:

- Islamic Political Ethics: Civil Society, Pluralism, and Conflict / Jack Miles, Sohail H. Hashmi
- Intercultural Struggle and the Targeting of Noncombatants: The Case of the Islamic State / Ross Moret; Simone Burgin. In *Religions*
- Islamic ethics in comparative perspective / Brown, Daniel. In *The Muslim World*. On war and abortion
- Islam and Political Violence / Esposito, John. In *Religions*
- Evolving Approaches to Jihad: From Self-defense to Revolutionary and Regime-Change Political Violence / M Cherif Bassiouni. In *Chicago Journal of International Law*

**Procedure:** [Social Annotation of Text](#)<sup>5</sup> small groups (3-4) **Time:** 1 class

1. Select a text for the groups to annotate.
2. Select a platform on which to perform the social annotation, such as [Google Drive](#), [eMargins](#), or [ClassroomSalon](#).
3. Have at least one student from each group bring a computer to class (ideally, all students would have access to a computer). In small groups have students annotate the text. Encourage them to reply to each others posts as well

### **Pointers:**

- Annotation increases memory and learning, as well as improve reading comprehension. This activity allows students to practice the activity of annotating a text, taking notes, and analyzing the text as a group. It can be run during a discussion section, in a class during lecture, or outside of class time as preparation.

**Assessment:** Participation and preparedness counts as homework grade. Perhaps have students individually submit questions on LMS prior to class time. That submission could be graded. Test content with quiz in the following class period or use content for test questions.

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<sup>5</sup> Taken from <http://melissajacquart.com/teaching/resources-for-instructors/philosophy-active-learning-activities/>



## **Important Resources for additional topics:**

**Musawah.org**- A Global Movement for Equality and Justice in the Family.

<http://www.musawah.org/resources>

This website is invaluable. It includes a ToolKit for advocates for building knowledge and mobilizing for equality and justice in the Muslim Family. **Consider the Toolkit if you cover family, gender, and women's rights.** There are innumerable resources here that are accessible and designed for ease of use.

## **Islamic medical ethics (general)**

- Looking Beneath the Surface: Medical Ethics from Islamic and Western Perspectives / Hendrik M. Vroom, Petra Verdonk, Marzouk Aulad Abdellah, and Martina C. Cornel. Chapters on general principles as well as specific issues (such as genetics, abortion, euthanasia)
- Islamic Biomedical Ethics: Principles and Application / Abdulaziz Sachedina. Chapters on general principles as well as specific issues (such as abortion, suffering, organ donation, euthanasia)
- Islam and the four principles of medical ethics / Yassar Mustafa. In *Journal of Medical Ethics*

## **Euthanasia**

- End-of-life: the Islamic view / Sachedina, Abdulaziz. In *The Lancet*
- Living in the hands of God. English Sunni e-fatwas on (non-)voluntary euthanasia and assisted suicide / Van den Branden, Stef; Broeckaert, Bert. In *Medicine, Health Care and Philosophy*
- An Islamic Perspective on Euthanasia / Aramesh, Kiarash; Shadi, Heydar. In *The American Journal of Bioethics*

## **Affirmative action and equality**

- Women, Islam and International Law: Within the Context of the Convention on the Elimination of All Forms of Discrimination... / Krivenko, Ekaterina Yahyaoui
- A context-specific perspective of equal employment opportunity in Islamic societies / Syed, Jawad. In *Asia Pacific Journal of Management*
- Islamism, Secularism and the Woman Question in the Aftermath of the Arab Spring: Evidence from the Arab... / Fox, Ashley M; Alwazi, Sana Abdelkarim; Refki, Dina. In *Politics and Governance*

- Islamic Politics and Women's Quest for Gender Equality in Iran / Hoodfar, Homa; Sadr, Shadi. In *Third World Quarterly*
- Islam, Minorities and Religious Freedom: A Challenge to Modern Theory of Pluralism / Yousif, Ahmad. In *Journal of Muslim Minority Affairs*
- Contemporary discussions on religious minorities in Islam / Nielsen, Jorgen S. In *Brigham Young University Law Review*
- Islam and Non-Islamic Minorities / Pink, Johanna. In *Islam in the World Today*
- Minority Group Demands and the Challenge of Islam / Ruud Koopmans; Paul Statham; Marco Giugni. In *Contested Citizenship*

### **Animals**

- Animal Ethics in Islam: A Review Article / Sarra Tlili, in *Religions*
- Human-Animal Relationship: Understanding Animal Rights in the Islamic Ecological Paradigm / Nazrul Islam, Saidul Islam, in *Journal for the Study of Religions and Ideologies*

### **Abortion**

- Abortion, ijihad, and the rise of progressive Islam / Nicholas Dunn, in *The Human Life Review*
- Therapeutic Abortion in Islam: Contemporary Views of Muslim Shiite Scholars and Effect of Recent Iranian Legislation / K. M. Hedayat; P. Shooshtarizadeh; M. Raza. In *Journal of Medical Ethics*
- Abortion in Islamic Ethics, and How it is Perceived in Turkey: A Secular, Muslim Country / Ekmekci, Perihan Elif. In *Journal of Religion and Health*

### **Capital punishment**

- The death penalty in the Islamic legal tradition / Rifhahie, Marwa. In *Washington Report on Middle East Affairs*

### *Free online resources:*

- [Statistics from surveys of Muslims on morality](#) / Pew Research Center

*NC Live (E-books and articles)*

**General**

- Ethical issues in six religious traditions / Peggy Morton, Clive Lawton
- The Blackwell Companion to Religious Ethics. Part II: Moral Traditions, chapter 3: Islamic Ethics

**On Islamic law and ethics**

- The Islamic World: Past and Present / ed. John L. Esposito. Articles on law and ethics.
- The Good Muslim: Reflections on Classical Islamic Law and Theology / Mona Siddiqui. On law and ethics.
- Islamic Law in Past and Present: Themes in Islamic Studies / Mathias Rohe and Gwendolin Goldbloom. Useful introductory chapter.
- Islamic Ethics of Life: Abortion, War, and Euthanasia (Studies in Comparative Religion) ed. Jonathan E. Brockopp, University of South Carolina Press, 2003. ISBN 978-1570034718

*Books at UNC-Chapel Hill*

- [Homosexuality in Islam](#) : critical reflection on gay, lesbian and transgender Muslims / Scott Siraj al-Haqq Kugle. Includes chapter on same-sex marriage.  
BP188.14.H65 K8 2010
- [Islam and homosexuality](#) / Samar Habib, editor  
I75 2010  
BP188.15.H65
- [Ethical theories in Islam](#) / Majid Fakhry ([preview available](#) – chapter 1 is fully available)  
Chapter 1: The Koranic Ethos  
BJ1291 .F28 1991