1. COURSE DESCRIPTION

This course examines the historical and systematic development of philosophy as an aid to theology produced in the Arabic-speaking world during the classical period of Arabic scholasticism from al-Kindi (in the early 9th century) to Ibn Rushd (in the late 12th century).

2. ENVISIONED LEARNING OUTCOMES

- Students will demonstrate an ability to distinguish among the four major Arabic philosophers (Al-Kindi, Al-Farabi, Ibn Sina and Ibn Rushd) and their primary sources in the ancient world: Plato, Aristotle and Plotinus.
- Students will demonstrate an ability to discuss the relationship between the Arabic philosophers and the Arabic theological movements and persons against which and whom they worked.
- Students will demonstrate an ability to discuss the major concepts in Arabic philosophy from the point of view of their Islamic formulators.
- Students will demonstrate an ability to discuss the way in which interfaith relationships among the Abrahamic religions were facilitated by each one’s philosophical pursuits.
- Students will demonstrate an understanding of the teaching of John Paul II’s encyclical letter on faith and reason entitled Fides et ratio as the culmination of a long process of our learning how to fly with both wings.

3. COURSE PLAN

Students will watch or listen to the lectures assigned for each week and use them as an aid in preparing reflections on the assigned readings.

Part I: The Major Arabic Philosophers: An Historical Overview

Week 1: Introduction
- Lectures:

Readings:
- Arabic Philosophy, Ch. 2

Activities:
- Optional Discussion Post
- Introduce yourself on the discussion board and your purpose in taking the course. Describe one thing from this introduction that interests you and why.

Week 2: Al-Kindi

Lectures:
- Introduction to Al-Kindi (800-866), the father of Arabic philosophy
- Introduction to Principles of Research

Readings:
- Arabic Philosophy, Ch. 3

Activities:
- Optional Discussion Post

Week 3: Al-Farabi

Lectures:
- Introduction to Al-Farabi (870-950), the harmonizer of Plato and Aristotle
- Introduction to Research Tools: Library Database, Search Engines and Book Catalog

Readings:
- Arabic Philosophy, Ch. 4

Activities:
- Optional Discussion Post

Week 4: The Ismailis

Lectures:
- Introduction to the Ismailis, the first hiccup

Readings:
- Arabic Philosophy, Ch. 5

Activities:
- Optional Discussion Post
- Semester Project Topic due on Populi. Students may use blogs if they desire.

Week 5: Ibn Sina (Avicenna)

Lectures:
- Introduction to Ibn Sina (Avicenna) (980-1037), the Golden Age physician

Readings:
- Arabic Philosophy, Ch. 6

Activities:
- Optional Discussion Post

**Week 6: Al-Ghazali**

Lectures:
- Introduction to Al-Ghazali (1058-1111), the second hiccup

Readings:
- Arabic Philosophy, Ch. 7

Activities:
- Optional Discussion Post

**Week 7: Ibn Rushd (Averroes)**

Lectures:
- Introduction to Ibn Rushd (1126-1198), the reluctant philosopher

Readings:
- Arabic Philosophy, Ch. 9

Activities:
- Optional Discussion Post
- Semester Project Annotated Bibliography Due

**Part II: The Substance of Arabic Reason: Explanations of the System**

**Week 8: Logic**

Lectures:
- The Structure and Form of Arabic Logic

Readings:
- Arabic Philosophy, Ch. 12

Activities:
- Optional Discussion Post

**Week 9: Ethics & Politics**

Lectures:
- The Nature of Ethical and Political Thought

Readings:
- Arabic Philosophy, Ch. 13

Activities:
- Optional Discussion Post
Week 10: Natural Philosophy
Lectures:
  • An articulation of Natural Philosophy
Readings:
  • Arabic Philosophy, Ch. 14
Activities:
  • Optional Discussion Post

Week 11: Psychology
Lectures:
  • The Form of Psychology
Readings:
  • Arabic Philosophy, Ch. 15
Activities:
  • Optional Discussion Post

Week 12: Metaphysics
Lectures:
  • The Substance of Metaphysics
Readings:
  • Arabic Philosophy, Ch. 16
Activities:
  • Optional Discussion Post
  • Draft Semester Project Assignment Due

Part III: The Bridges to the People of the Book

Week 13: Interfaith Crossover: Maimonides meets Aristotle through the Arabic Philosophers
Lectures:
  • Relationships among Philosophies – the Jew, Moses ben Maimon (1135-1204)
Readings:
  • Arabic Philosophy, Ch. 17
Activities:
  • Optional Discussion Post
  • Peer Review Due
Week 14: Translating Aristotle into the West: Arabic into Latin

Lectures:
- From Greek to Arabic to Latin: Aristotle Comes West
- Aristotle Takes Paris by Storm

Readings:
- Arabic Philosophy, Ch. 18

Activities:
- Optional Discussion Post
- Semester Project Due

Week 15: Interfaith Crossover: St. Thomas Aquinas meets Aristotle on his Own Terms

Lectures:
- Relationships among Philosophies – the Catholic, St. Thomas Aquinas (1225-1274)

Readings:
- Selected documents from St. Thomas Aquinas on the relationship between faith and reason
- Pope John Paul II - Fides et ratio (1998)

Activities:
- Optional Discussion Post
- Semester Project Reflection (1-2 pages) Due last day of class.

4. COURSE REQUIREMENTS

- Discussion Postings – 40%
- Research Preparation – 20%
- Semester Project – 40%

Discussion postings – 40%

For the first accountability exercise, students are encouraged to pose questions, comments, and reactions on each of the course readings, but they are only required to respond meaningfully (in around 300 words or so using the rubric on page 4) to any eight of the weekly content areas. While students are free to decide where to place their responses, four responses must be posted in part I and the other four responses must be posted in either parts II and III. Each response is worth 5% of the course grade.

Research Preparation – 20%

For the second accountability exercise, students will spend the first half of the course developing a research question concerning some aspect of Arabic philosophy and using the library database and various search engines to compile an annotated bibliography. The annotated bibliography should include 10-12 resources and conform to the HACS Stylesheet located at http://www.holyapostles.edu/owl/resources/. Due by the end of Week 7.
The Semester Project – 40%

For the third accountability exercise, students will develop a short multimedia project based on their research question using the resources collected for the annotated bibliography. This project will be divided into three parts, each of which will be on the dates assigned below.

The first part is to build a presentation concerning the topic with which all students in the class can interact. Any student who needs help with the building of his or her presentation should email me by Week 10. Students are free to determine the nature of their project (e.g., a 7- to 8-page research paper, a 20-slide PowerPoint presentation, a 12-minute video, etc.) Draft due by the end of Week 12 and final project due by the end of Week 14. (This part is worth fifty-percent of the project grade.)

The second part is to do a peer review on two of your classmates’ projects. Due by the end of Week 13. (This part is worth twenty percent of the project grade.)

The third part is to write up a 1- to 2-page analysis outlining why the student chose the project, what the student learned from it, and where the student might take it in the future. (The rubric for the discussion postings applies to this analysis.) Due at the end of Week 15. (This part is worth thirty percent of the project grade.)

5. REQUIRED READINGS and RESOURCES:

- Peter Adamson (Editor), Richard C. Taylor (Editor). The Cambridge Companion to Arabic Philosophy. ISBN-13: 978-0521520690 List prices $ 30.87 (New) $ 19.75 (Used) $ 18.69 (Kindle)

6. SUGGESTED READINGS and RESOURCES:


7. EVALUATION

- Students who have difficulty with research and composition are encouraged to pursue assistance with the Online Writing Lab (available at http://www.holyapostles.edu/owl).

- GRADING SCALE:

<table>
<thead>
<tr>
<th>0 pts. – Paper 0 pts. – DB Posting;</th>
<th>3 pts. – Paper 2 pts. – DB Posting;</th>
<th>6 pts. – Paper 4 pts. – DB Posting;</th>
<th>9 pts. – Paper 6 pts. – DB Posting;</th>
<th>12 pts. – Paper 8 pts. – DB Posting;</th>
<th>15 pts. – Paper 10 pts. – DB Posting;</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Absence of Understanding</td>
<td>Lack of Understanding</td>
<td>Inadequate understanding</td>
<td>Adequate understanding</td>
<td>Solid Understanding</td>
</tr>
<tr>
<td>Analysis shows no awareness of the discipline or its methodologies as they relate to the topic.</td>
<td>Analysis seems to misunderstand some basic concepts of the discipline or lacks ability to articulate them.</td>
<td>Analysis is sometimes unclear in understanding or articulating concepts of the discipline.</td>
<td>Analysis demonstrates an understanding of basic concepts of the discipline but could express them with greater clarity.</td>
<td>Analysis demonstrates a clear understanding and articulation of concepts with some sense of their wider implications.</td>
<td>Analysis clearly demonstrates an understanding and articulation of concepts of the discipline as they relate to the topic; highlights connections to other concepts;</td>
</tr>
</tbody>
</table>
**RESEARCH**

<table>
<thead>
<tr>
<th>Missing Research</th>
<th>Inadequate research and/or documentation</th>
<th>Weak research and/or documentation</th>
<th>Adequate research and documentation but needs improvement</th>
<th>Solid research and documentation</th>
<th>Excellent critical research and documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper shows no evidence of research: citation of sources missing.</td>
<td>Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.</td>
<td>Inadequate number or quality of sources; many facts not referenced; several errors in citation format.</td>
<td>Good choice of sources but could be improved with some additions or better selection; did not always cite sources; too many citation errors.</td>
<td>A number of relevant scholarly sources revealing solid research; sources appropriately referenced in paper; only a few minor citation errors.</td>
<td>Critically selected and relevant scholarly sources demonstrating extensive, in-depth research; sources skillfully incorporated into paper at all necessary points; all citations follow standard bibliographic format.</td>
</tr>
</tbody>
</table>

**WRITING & EXPRESSION**

<table>
<thead>
<tr>
<th>Incomplete writing</th>
<th>Writing difficult to understand, serious improvement needed</th>
<th>Episodic writing, a mix of strengths and weaknesses</th>
<th>Acceptable writing, but could use some sharpening of skill</th>
<th>Solid writing, with something interesting to say</th>
<th>Command-level writing, making a clear impression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis is only partially written or completely misses the topic.</td>
<td>Analysis fails to address the topic; confusing organization or development; little elaboration of position; insufficient control of sentence structure and vocabulary; unacceptable number of errors in grammar, mechanics, and usage.</td>
<td>Analysis noticeably neglects or misinterprets the topic; simplistic or repetitive treatment, only partially-internalized; weak organization and development, some meandering; simple sentences, below-level diction; distracting errors in grammar, mechanics, and usage.</td>
<td>Analysis is an uneven response to parts of the topic; somewhat conventional treatment; satisfactory organization, but more development needed; adequate syntax and diction, but could use more vigor; overall control of grammar, mechanics, and usage, but some errors.</td>
<td>Analysis is an adequate response to the topic; some depth and complexity in treatment; persuasive organization and development, with suitable reasons and examples; level-appropriate syntax and diction; mastery of grammar, mechanics, and usage, with hardly any error.</td>
<td>Analysis is a thorough response to the topic; thoughtful and insightful examination of issues; compelling organization and development; superior syntax and diction; error-free grammar, mechanics, and usage.</td>
</tr>
</tbody>
</table>

**COMMUNITY INTERACTION (50-word response)**

<table>
<thead>
<tr>
<th>Inadequate response</th>
<th>Poor response</th>
<th>Weak response</th>
<th>Acceptable response</th>
<th>Individually-conscious contributory response</th>
<th>Community-conscious contributory response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response merely provides laudatory encouragement for original post, e.g., “Excellent post! You really have thought of something there.”</td>
<td>Response misses the point of the original posting.</td>
<td>Response summarizes original posting to which it responds.</td>
<td>Response makes a contribution to the posting to which it responds.</td>
<td>Response makes a contribution to the posting to which it responds and fosters its development.</td>
<td>Response makes a contribution to the learning community and fosters its development.</td>
</tr>
</tbody>
</table>
8. DISABILITIES ACCOMMODATIONS POLICY

Holy Apostles College & Seminary is committed to the goal of achieving equal educational opportunities and full participation in higher education for persons with disabilities who qualify for admission to the College. Students enrolled in online courses who have documented disabilities requiring special accommodations should contact Bob Mish, the Director of Online Student Affairs, at rmish@holyapostles.edu or 860-632-3015. In all cases, reasonable accommodations will be made to ensure that all students with disabilities have access to course materials in a mode in which they can receive them. Students who have technological limitations (e.g., slow Internet connection speeds in convents) are asked to notify their instructors the first week of class for alternative means of delivery.

9. ACADEMIC HONESTY POLICY

Students at Holy Apostles College & Seminary are expected to practice academic honesty.

Avoiding Plagiarism

In its broadest sense, plagiarism is using someone else’s work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else’s expression of ideas for another’s personal advancement; that is, it entails the use of a person merely as a means to another person’s ends.

Students, where applicable:

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Students should not copy more than two paragraphs from any source as a major component of papers or projects.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the Holy Apostles College & Seminary Stylesheet (available on the Online Writing Lab’s website at http://www.holyapostles.edu/owl/resources).

Consequences of Academic Dishonesty:

Because of the nature of this class, academic dishonesty is taken very seriously. Students participating in academic dishonesty may be removed from the course and from the program.

10. ATTENDANCE POLICY

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. Because this class is being taught entirely in a technology-mediated forum, it is important to actively participate each week in the course. In a traditional classroom setting for a 3-credit course, students would be required, per the federal standards, to be in class three 50-minute sessions (or 2.5 hours a week) and prepare for class discussions six 50-minute sessions (or 5 hours) a week. Expect to devote at least nine 50-minute sessions (or 7.5 quality hours) a week to this course. A failure on the student’s part to actively participate in the life of the course may result in a reduction of the final grade.

11. INCOMPLETE POLICY

An Incomplete is a temporary grade assigned at the discretion of the faculty member. It is typically allowed in situations in which the student has satisfactorily completed major components of the
course and has the ability to finish the remaining work without re-enrolling, but has encountered extenuating circumstances, such as illness, that prevent his or her doing so prior to the last day of class.

To request an incomplete, distance-learning students must first download a copy of the Incomplete Request Form. This document is located within the Shared folder of the Files tab in Populi. Secondly, students must fill in any necessary information directly within the PDF document. Lastly, students must send their form to their professor via email for approval. “Approval” should be understood as the professor responding to the student’s email in favor of granting the “Incomplete” status of the student.

Students receiving an Incomplete must submit the missing course work by the end of the sixth week following the semester in which they were enrolled. An incomplete grade (I) automatically turns into the grade of “F” if the course work is not completed.

Students who have completed little or no work are ineligible for an incomplete. Students who feel they are in danger of failing the course due to an inability to complete course assignments should withdraw from the course.

A “W” (Withdrawal) will appear on the student’s permanent record for any course dropped after the end of the first week of a semester to the end of the third week. A “WF” (Withdrawal/Fail) will appear on the student’s permanent record for any course dropped after the end of the third week of a semester and on or before the Friday before the last week of the semester.

12. ABOUT YOUR PROFESSOR

Dr. Francisco Romero was born and raised in Puerto Rico. He holds a PhD in medieval philosophy from Marquette University and an M.A. in Theology and Christian Ministry from Franciscan University of Steubenville. He is a faculty member at Universidad Panamericana, a corporate work of Opus Dei in Mexico, where he has served as Dean of Humanities and is currently Associate Research Professor of Philosophy. He has also taught philosophy, Latin, and religious studies at institutions such as Marquette University, St. Francis de Sales Seminary, Portland State University, and Oregon State University. As a scholar, he specializes in the philosophy of religion, philosophical ethics, and in Thomas Aquinas’ Arabic philosophical sources. His academic research has appeared in numerous scholarly journals and international publications including *The Thomist, American Catholic Philosophical Quarterly, Latin Mass Magazine*, and *The New Catholic Encyclopedia*. He is the author of the *Ite ad Thomam* blog, and the founder and president of *Ite ad Thomam* Books and Media. For Dr. Romero's CV, publications, and other information and materials, visit his Academia.edu Page: [https://up-mx.academia.edu/FranciscoRomeroCarrasquillo](https://up-mx.academia.edu/FranciscoRomeroCarrasquillo)