

English
for the Students of
**Islamic Philosophy and
Theology**

Narges Nazarnejad, PhD

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هر شخص حقیقی یا حقوقی که تمام یا قسمتی از این اثر را بدون اجازه ناشر یا مؤلف، نشر یا پخش یا عرضه یا تکثیر یا تجدید چاپ نماید، مورد پیگرد قانونی قرار خواهد گرفت.

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سخن «سمت»

یکی از اهداف مهم انقلاب فرهنگی، ایجاد دگرگونی اساسی در محتوا و شیوه تدوین کتب درسی دانشگاهها، بخصوص در زمینه علوم انسانی بوده است. به همین جهت شورای عالی انقلاب فرهنگی در تاریخ ۶۳/۱۲/۷ تأسیس «سازمان مطالعه و تدوین کتب علوم انسانی دانشگاهها» را که به اختصار «سمت» نامیده می‌شود، تصویب کرد تا اختصاصاً به این مهم بپردازد.

این سازمان با توجه به نیاز دانشجویان، در فرصتی خاص، علاوه بر تدوین متون آموزش زبان خارجی در مرحله عمومی، نیمه تخصصی و تخصصی برای علوم انسانی، در محدوده خاصی به تدوین کتب آموزش زبان تخصصی سایر رشته‌ها پرداخت که کتاب حاضر یکی از آنهاست.

کتاب حاضر برای دانشجویان رشته فلسفه در مقطع کارشناسی به عنوان منبع اصلی درس زبان تخصصی به ارزش ۶ واحد تدوین شده است. امید می‌رود علاوه بر جامعه دانشگاهی، سایر علاقه‌مندان نیز از آن بهره‌مند شوند.

دشواری چنین کاری بر دانشمندان و صاحب‌نظران پوشیده نیست و به همین جهت مرحله کمال مطلوب آن، باید بتدریج و پس از پیشنهادهای اصلاحی ارباب‌نظر به دست آید و انتظار دارد که این بزرگواران از این همکاری دریغ نورزند.

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In the end, I would like to express my best gratitude to Dr. Shabani for his admirable precision and accuracy as the language editor of this book. Also, his helpful suggestions about the exercises lent scientific credibility to this work.

N. Nazarnejad, 2011

Preface

The purpose of “English for the Students of Islamic Philosophy and Theology” is to enable students to make use of philosophical texts in English. To this end, by using different kinds of philosophical texts, I have tried to develop their reading skills.

This book is based on the idea that the present majors at faculties of theology, including Islamic Philosophy and Theology, despite having some courses in common, are separate majors and accordingly need separate course books to represent that certain major. The content of such a book should also be of help to the students in the future when they enter postgraduate programs.

This book is based on two assumptions. First, the students taking this course have sufficient knowledge of English grammar and know the structure of the language adequately. Second, the students have satisfactory knowledge of Western philosophy, Islamic philosophy and Islamic theology. Therefore, this book does not intend to teach grammar, philosophy or theology; rather, it is an effort to prepare students to read, understand and use the sources they need in English. In my opinion, through careful studying of all the parts in the book and completing the exercises, students can gradually reach this goal.

N. Nazarnejad, 2011

Introduction

Guide to the Book

The book has 3 main parts: Part one which contains 9 units; part two which has 6 units; and part three which includes 6 units. Each unit of the book is divided into 4 sections:

1. Pre-reading Activities
2. Intensive Reading
3. Extensive Reading
4. Translation Activities

1. Pre-reading Activities

This section is designed to introduce the new words used in the reading passage. Through some exercises, students study the new words and add them to their vocabulary repertoire. Also, through thinking about and discussing the pre-reading questions, students feel more motivated and prepared to study the reading passage.

2. Intensive Reading

This section includes the main passage. These passages are arranged chronologically throughout the book. The 9 units in the first part of the book (i.e., Western Philosophy) are in turn divided into the three main periods in the Western Philosophy (i.e., Ancient Philosophy, Medieval Philosophy, and Modern Philosophy). A passage is specified to each of the three outstanding philosophers in these three periods.

The 6 units in the second section of the book are about Islamic Philosophy and the 6 units in the third section introduce and discuss the prominent schools of Islamic Theology (Kalam). In every unit, after the students read the main passage, they do some exercises to increase their understanding of the passage.

3. Extensive Reading

This part includes a passage related to the passage in Intensive Reading which serves as a supplement to the main passage irrespective of the chronological sequence. For instance, the main passage in unit 5 is *Anselm of Canterbury* while the second passage is about *The Ontological Argument* which introduces the argument and explicates the ideas of its old and modern proponents and opponents. After the supplement passage, there are some exercises on vocabulary and reading comprehension.

4. Translation Activities

This part includes three types of exercises in the pursuit of the following objectives:

- Making students familiar with the Persian equivalents of some of the technical terms of the discipline.
- Providing students with opportunities to practice translation techniques.
- Developing the insight in the students that translation is a thorny task and thereby developing an understanding in them of the necessity of learning the English language to read and use English sources.

Also, the author would like to suggest that each part of the book be taught in one semester as two credits of the total 6 credits on ESP.

N. Nazarnejad, 2011