Islamic Spirituality and Mysticism (Sufi Traditions)





RELS 2416 AA

This course explores Islamic traditions through the lens and development of Islamic spirituality, including the dimension known as Sufism or Islamic mysticism. Doctrines and practices associated with Islamic spirituality in its varied cultural forms will be examined. The course explores the history, development, practices, institutions, philosophy, theology, art, literature, politics, and sociological expressions of Sufism via primary (such as Qur'an, hadith, commentaries, and poetry) and secondary sources. Assessments will be written, oral, experiential, creative, and/or self-reflective.

THEME: LOVE

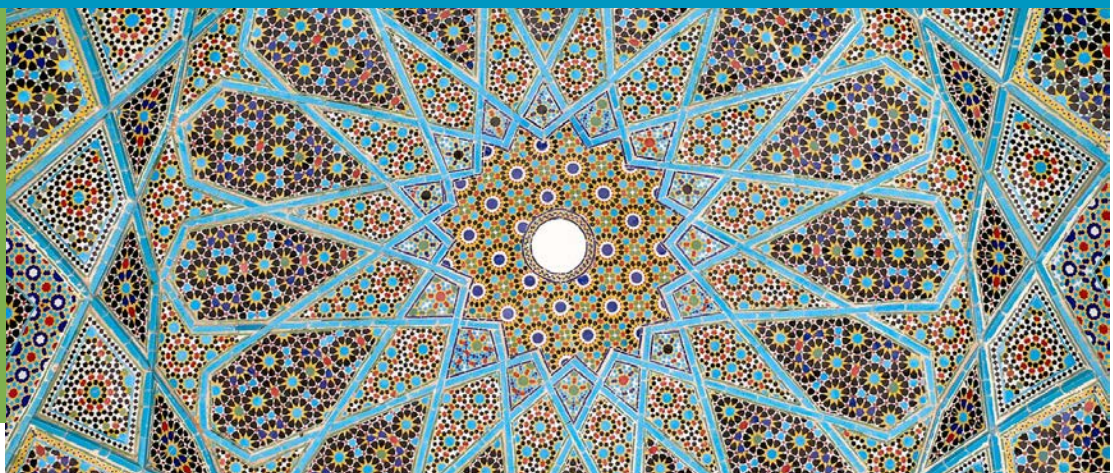
Axel M. Oaks

Takacs

MW

12:30 - 1:45 PM

Fahy Hall 123



The content of the syllabus is available as individual pages in the first module on Canvas.

It is designed to be universally accessible.

Canvas

This class relies heavily on the learning management system, Canvas. All of your daily readings, assignments, submissions, and due dates will be found on Canvas.

Readings that are not found in the required books will be made available as PDFs on Canvas, as well as links to videos and podcasts.

The course will be Modules-driven, that is, your daily assigned materials will be found on the Modules page within their respective modules. Think of Modules like a "Unit" of the course.

Daily readings and discussion posts are all found in Modules. Other assignments/assessments are independent assignments.



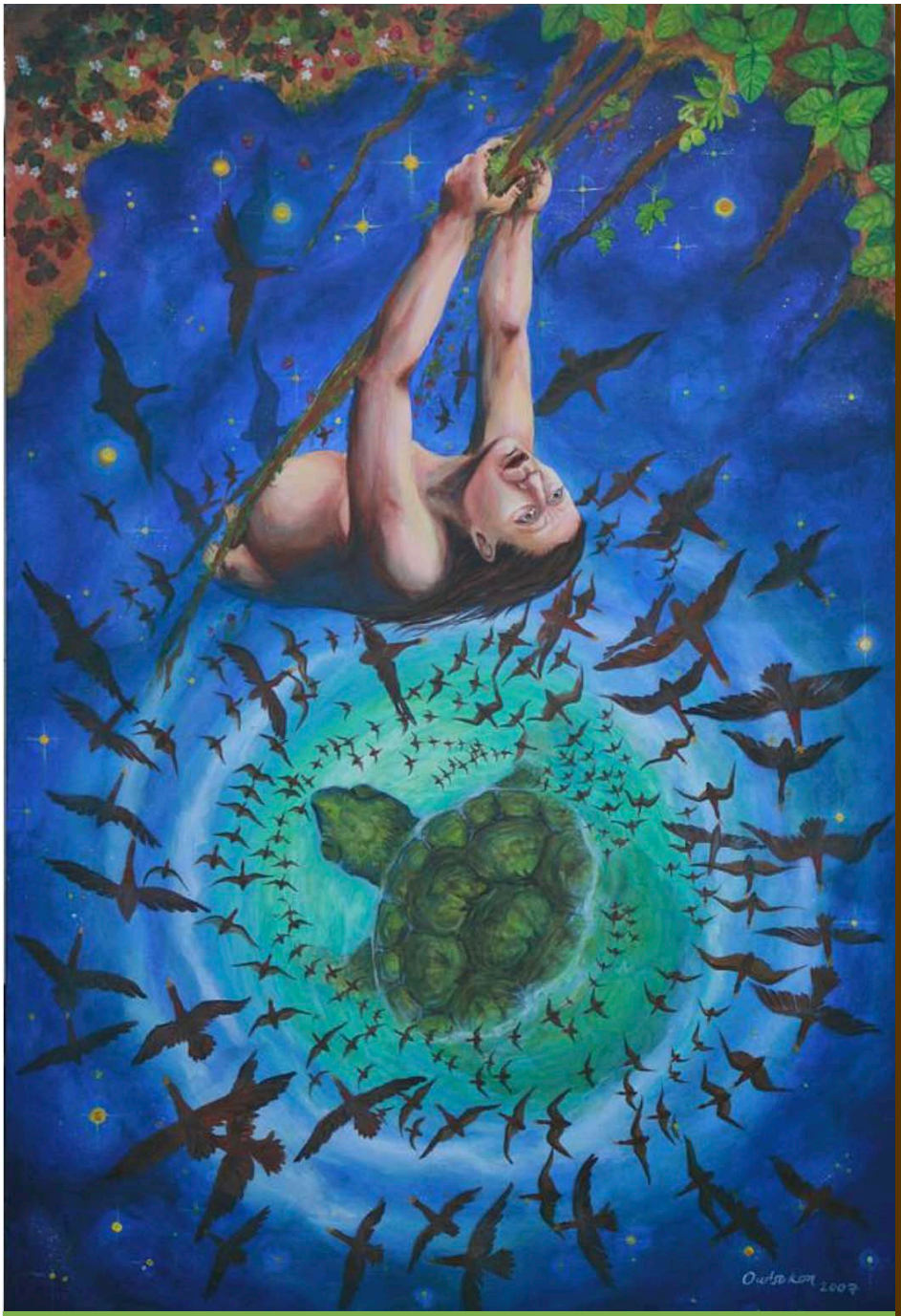
This image is of a famous Persian miniature painting illustrating the allegorical Sufi poem, "The Conference of the Birds" (*Manṭiq-uṭ-Ṭayr*), by the 12th-century poet Farid ud-Din Attar. (Folio 11r from a Mantiq al-tair painting by Habiballah of Sava [MET, 63.210.11])

about this land

Seton Hall is located on Lenapehoking, the unceded and ancestral lands of the Munsee Lenape, indigenous peoples of Turtle Island, what is now called the USA (NJ).

about the professor

dr takacs is a scholar of classical & post-classical islamic intellectual & poetic traditions, interreligious studies, and a catholic comparative theologian



by Owisokon Lahache,
a practicing Iroquois artist (Mohawk, Turtle Clan)

How do I contact dr takacs?

email
takacsax@shu.edu

office
Fahy Hall 328

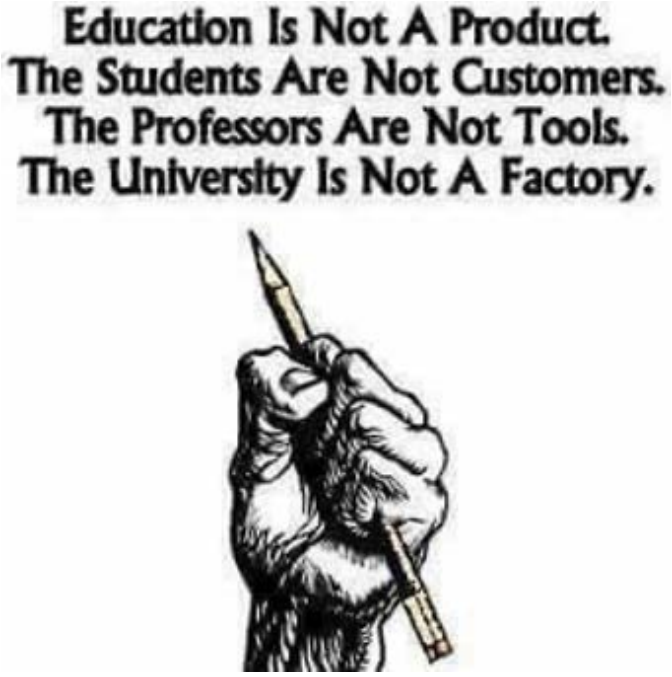
office hours

Monday
through
Friday

by appointment

see booking calendar for all availability

http://tinyurl.com/MeetWithTakacs





Literacy, Intelligence, and Proficiency

This class cultivates interreligious literacy, intelligence, and proficiency (see Christine Hong, *Decolonial Futures* [2021]). We will not "master" or "become competent" in disability justice, disability studies, religion, or theology.

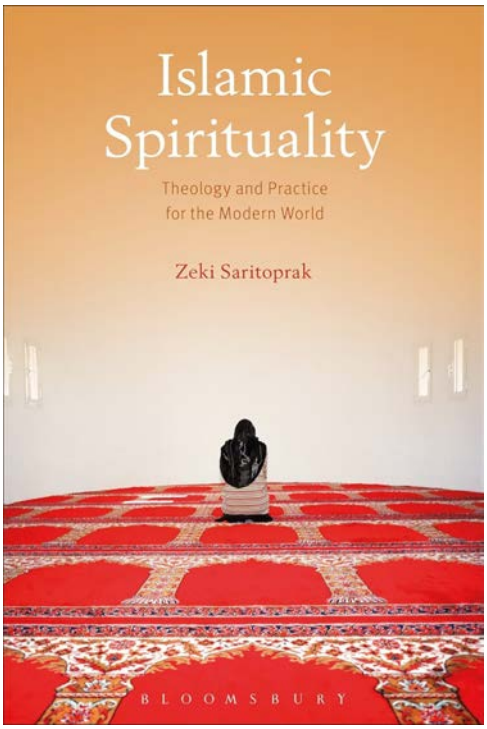
Interreligious Literacy provides students with the basic building blocks for understanding inter- and intra-religious **diversity**. It enables us to identify and explain various religious and interreligious histories, contexts, traditions, theologies, practices, ethics, and values. It **comprehends the present in light of the past**.

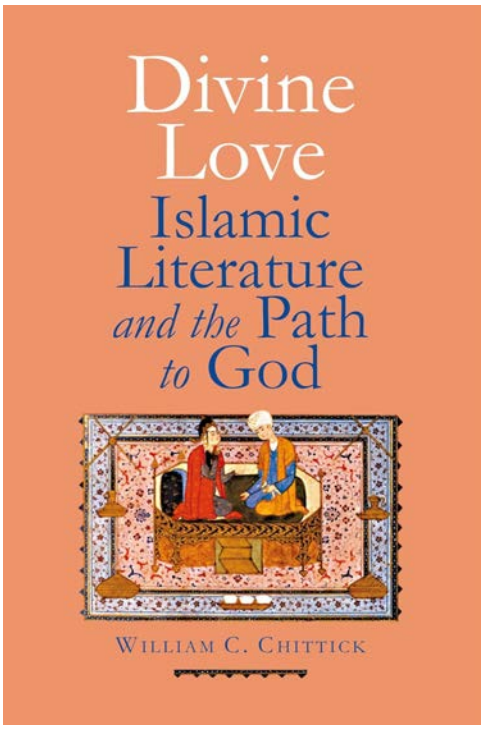
Interreligious intelligence is the intellectual, social, and imaginative capacity to apply interreligious literacy to various contexts in one's future. It enables us to employ interreligious knowledge in making judgments about the best course of action in any given diverse context. It is not neutral but grounded in **justice-oriented critical thinking** that seeks to construct a world in which religious pluralism and diversity is affirmed. It **imagines a future yet unknown**.

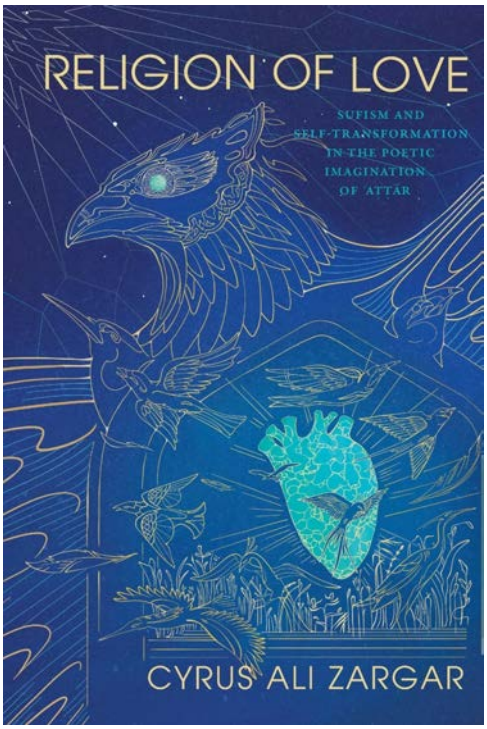
Interreligious proficiency is the practice of executing those judgments in the real world. Students develop **habits of mind**, **inquiry**, and **action** that shape how they relate to self and others in the context of a religiously diverse world. It is the **embodied practice** of interreligious intelligence and **constructs a future to be known.**

required books

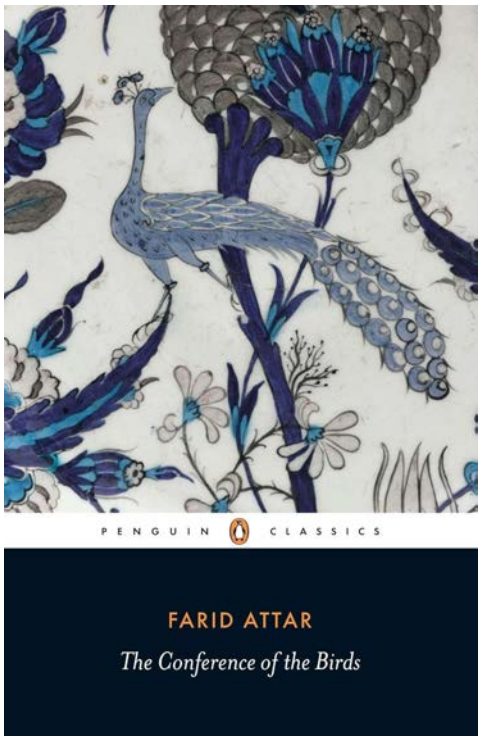
There are dozens of ways to introduce Sufism in an introductory course. This semester, I have chosen to introduce it through the **theme of love**. Many of the texts we read will be focused on this theme.

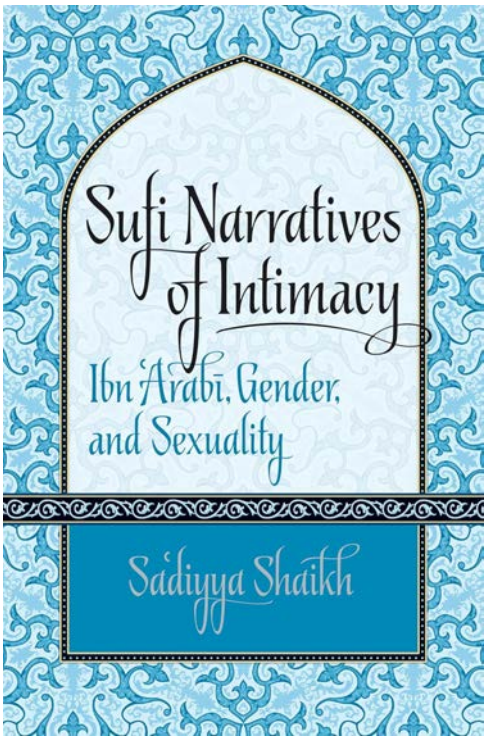






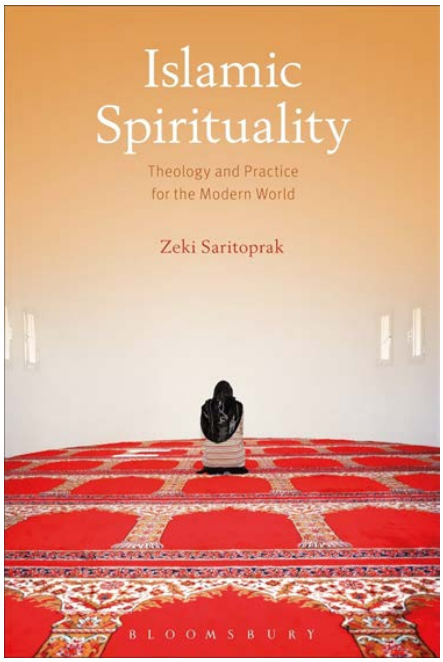
- *Islamic Spirituality: Theology and Practice for the Modern World*, by Zeki Saritoprak
- *Divine Love: Islamic Literature and the Path to God*, by William C. Chittick
- *Religion of Love: Sufism and Self-Transformation in the Poetic Imagination of Aṭṭār*, by Cryus Ali Zargar

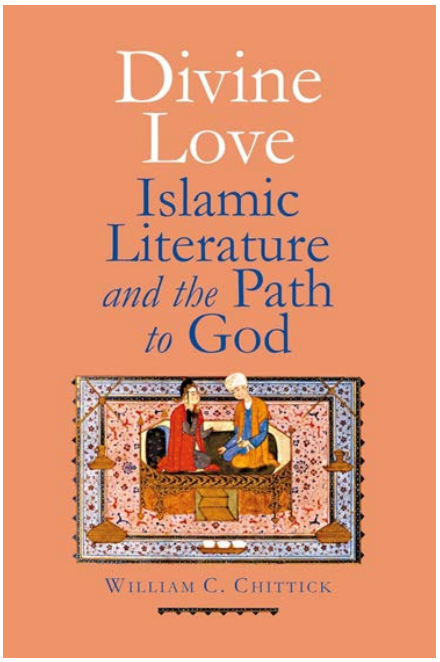


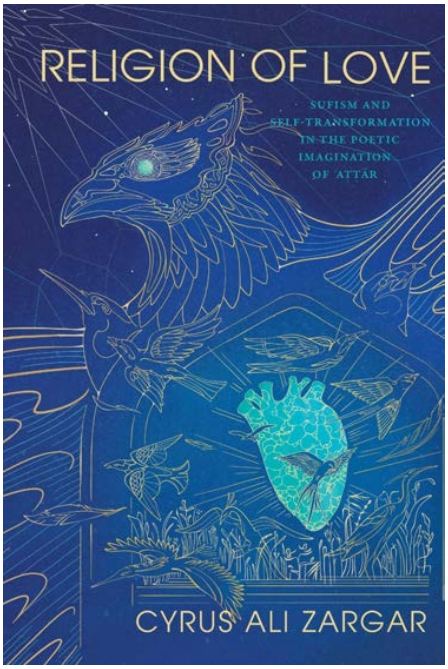


- *Sufi Narratives of Intimacy: Ibn ʿArabī, Gender, and Sexuality*, by Sa'diyya Shaikh
- *The Conference of the Birds*, by Farīd al-Dīn ʿAṭṭār, tr. Dick Davis

required books

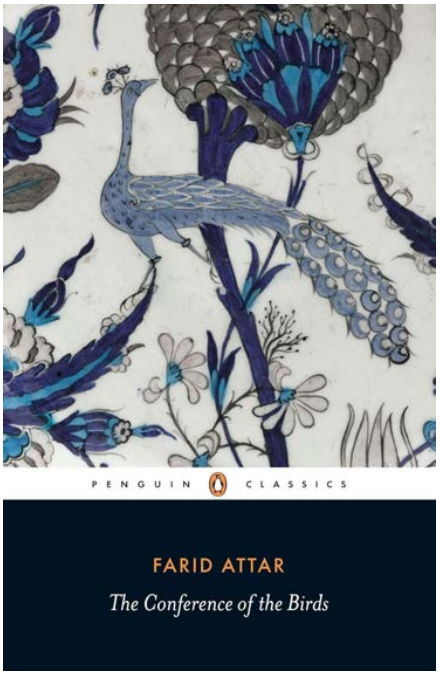


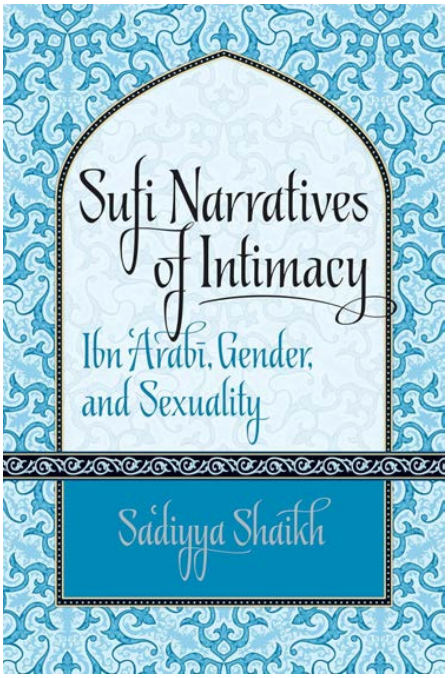




Purchasing these books NEW on Amazon will run you about $147.00

Purchasing these books USED on Amazon will run you about $121.00





You need to have in your possession a **physical copy of these books in class**.

I encourage you to explore **www.campusbooks.com**, which allows you to buy or rent these for cheap. You can also find these books via our library's **EZ Borrow** or **Interlibrary Loan** (ask me how!).

Finally, if for some reason the **cost is prohibitive**, then please contact me ASAP and we will figure something out. **Financial hardship should not be a reason for not having access to these books**.

What are we doing?

- Syllabus Quiz (5%)
- In-Class Attendance, Participation, Engagement (15%)
- Pre-Class Discussion Posts (15%)
- Creative Art Assignment (12.5%)
- Creating a Poem (12.5%)
- Commentary on Popular Love Song (15%)
- Mini-Ethnography on Love (15%)
- Treatise on Love (10%)



Depiction of famous Muslim mystic, Rābi'a al-'Adawiyya al-Qaysiyya (d. *circa* 801 CE)

What are the goals and objectives?

- Become familiar with the history and practice of Islamic spirituality and mysticism, typically referred to as "Sufism," in the context of the larger history and development of the Islamic religious traditions
    - to recognize and explain a general history of the development of the Islamic religious traditions
    - to explore and express the specific history of the development of the Islamic mystical traditions, known as Sufism
    - to express, interrogate, and assess various definitions of "spirituality" and "mysticism" through the lens of Sufism, Islamic Studies, and the study of religion
- Become familiar with technical terms within Sufism and how they change across varying socio-historical contexts
    - to define, describe, and examine various aspects of sufism, such as: theological anthropology, Sufi psychology, theological cosmology, Sufi rituals, Sufi poetry and art, Sufi institutions, socio-political aspects of Sufism, philosophical Sufism, Sufi hermeneutics (how texts/Qur'ān/ḥadīth are interpreted)
- Engage in critical and creative self-reflection about questions of ultimate concern through the lens of Sufi traditions
    - to explore and express one's own position on the meaning, purpose, and goal of love through the lens of Islamic Love Mysticism.



Humanities courses are not merely about names, places, and dates, they are about **critical thinking and the conceptualization of ideas**. Most importantly, humanities courses train an individual to **entertain an idea other than one's own**. They exercise the **imagination** in an attempt to enter into the ways in which **various human cultures** from different times and places have understood **what it means to be human**. Additionally, humanities classes explore questions of **power, inequality, inequity, justice, truth, beauty, goodness, and human flourishing**.

philosophy, religion, history, literature, theology, arts, anthropology, culture, gender, languages, justice, truth, beauty, imagination, ethics

late policy

if you want feedback, then assignments need to be submitted w/in 24 hours of due date. No penalty up to 10 days late, after which highest possible grade is 70%

be a luddite

cell phones prohibited
laptops prohibited
take notes by hand
hold a physical book
gaze into the eyes of your neighbor
technology will always be with us, let's take a break from it in this classroom (aside from digital images, video, podcasts, digital readings, etc.)

DSS

If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

just don't cheat

Cheating of any kind, but plagiarism in particular, destroys trust, disrespects the learning process, and mocks genuine intellectual engagement. The Department of Religion considers all cheating and plagiarism serious breaches of academic integrity, including use of ChatGPT and other AI text-generation systems.

If you cheat, you will be required to resubmit the work for 70% credit. In addition, you will write a 4-page reflective essay explaining why you cheated, what you could have done instead, and what strategies you will employ in the future to choose not to cheat.

Do you feel the need to cheat?



email me instead and let's work together to figure out why!

AI

For a Student Who Used AI to Write [or Read] a Paper
by Joseph Fasano

Now I let it fall back in the grasses.

I hear you. I know this life is hard now.

I know your days are
precious on this earth.

But what are you trying to be free of?

The living? The miraculous task of it?

Love is for the ones who love the work.

—

AI is prohibited in any and all aspects of this course—from reading to writing to creative art and other assignments and assessments.

grading scale

A	93-100	C	< 78
A-	< 93	C-	< 73
B+	< 90	D+	< 70
B	< 88	D	< 67
B-	< 83	F	< 60
C+	< 80		

health & wellness

Counseling and Psychological Services (CAPS) offers a wide range of therapeutic services designed to foster the psychological health and well-being of our students in order help them to thrive, develop, and achieve academic and personal success.

Students seeking services may call us at (973) 761-9500 to schedule an appointment during regular business hours, M-F, 8:45 a.m.-4:45 p.m.

CAPS is located on the second floor of Mooney Hall, Room 27. Mooney Hall is not an accessible building. We offer telehealth and/or can make arrangements to meet with you in an accessible and private location on campus.

Students with an urgent need to speak with a counselor may contact the **SHU 24/7 Mental Health Crisis Hotline at 973-275-Help (4357).** This service is available 24 hours a day/7 days a week.

After Hours:
After Hours and on weekends, students experiencing a psychological **emergency** should call **CAPS at 973-761-9500** or the **SHU 24/7 Mental Health Crisis Hotline at 973-275-Help (4357)** to speak with a trained mental health counselor.

communication

My preferred communication method is via Canvas's messaging/email system. I will respond to students' messages sent M-F within 24 hours. I will respond to students' messages sent on the weekends within 48 hours. I will send occasional email updates regarding upcoming course assignments and materials.

You may also email me at takacsax@shu.edu, however you **must include the full course a with letters, e.g., RELS 2416, in the subject or body of the email; if you do not, there will be significant delay in responding.**



"Allegory of Worldly and Otherworldly Drunkenness", Folio from the Divan of Hafiz Poet Hafiz Iranian Painting by Sultan Muhammad Iranian ca. 1531–33

UNDOCUALLY

DIVERSE
INCLUSIVE
ACCEPTING
WELCOMING
SAFE SPACE
FOR EVERYONE



"Another World IS Possible," by Ricardo Levins Morales

Whatever your race, (ir)religion, sexual orientation, ethnicity, gender identity or expression, trauma-informed knowledge and experience, neurology, country of origin, native language, immigration status, English-speaking capacities, socioeconomic status, dis/abilities—you, your views, your knowledge, and your experiences are valued and affirmed.

-alternative assignments and assessments are always possible-



inclusive learning environment

“Don’t talk about money, religion, sex, or politics.”

In humanities classes we often talk about all these things, in addition to race, gender, ethnicity, and sexuality, in various ways. That being the case, in this course all viewpoints are welcomed from all students, no matter your race, religion, sexual orientation, disability, ethnicity, gender, country of origin, native language, immigration status, political party, or socioeconomic status.

Difference: However, as we’ll learn, our reception, perception, and conception of the world are all shaped by our experiences, histories, and identities. How a Muslim, heterosexual woman of color experiences and interprets the world in New Jersey is different from how a Christian, queer Asian man experiences and interprets the world in Toronto, both of whom are different from how an atheist, heterosexual white man experiences and interprets the world in Lima, Peru.

Sameness: And yet, **we are all human**.

An inclusive learning environment does not only mean being open to challenges from other viewpoints, being receptive to critique, and being civil in our discussion; it also means recognizing that some positions may more negatively impact one community over another in a disproportionate way.

A good first step is always to challenge ideas and positions rather than persons. However, it also means recognizing that some ideas and positions are inextricably bound to the embodied experiences of persons.

Discussion, debate, and conversation are messy; but we’ll all deal with its messiness together, humbly and with compassionate understanding.

We must recognize that no one is perfect and we all make mistakes that may offend someone when discussing religion, politics, and culture—even your professor!

But as a learning community, this is a space for growing and not for shaming or shutting people down.

inclusive learning environment

Adapted from Columbia Center for Teaching and Learning

- Allow everyone a chance to speak
- Listen respectfully and actively
- Criticize ideas, not individuals
- Commit to learning, not debating
- Avoid blame, speculation, inflammatory language
- Avoid assumptions about others, especially based on their perceived social group
- Be careful about putting other participants on the spot. *Do not demand that others speak for a group that you perceive them to represent*.

- Some sample statements:
    - It seems like what you're saying is…
    - "I wonder if…
    - "I think that…"
    - "How did you come to that position…"
    - "Given your position, it follows that…Is that what you intended?"
    - "I don't get it. Can you help me understand what you're saying…"

- Be comfortable with silence, quiet reflection
- Do not interrupt or engage in private conversations while others are speaking
- Raise your hand
- What is shared in the classroom or small-group discussion is confidential. Trust is key. Keep confidential any personal information that comes up in the conversation.

Listening

- Listen carefully and respectfully, without interrupting.
- Be aware that tone and body language are powerful communicators. Show respectful listening by facing and looking at the speaker, making eye contact, staying quiet, nodding, etc.

inclusive learning environment

Speaking

- Share briefly from your own experiences.
- Use "I" statements to state your views.
- Build on others' comments. Acknowledge them, even if you disagree.
- Be careful not to generalize about people and/or experiences.

Be Courageous

- If you think something is missing from the conversation, do not wait for someone else to say it; say it yourself.
- If you find another's statement to be problematic, do speak up.
- Try not to silence yourself out of concern for what others will think about what you say.



"Giving Birth in a Prison Cell" (2022, oil on canvas), by MALAK MATTAR

Assignment and Assessment Details

Monday and Wednesday Attendance, Participation, and Engagement (15%)

Attendance: 29 points
Participation and Engagement: 7 points
Total: 36 points (weighted at 15% of your final course grade)

This class meets 29 times. If you show up to all the classes, you get 28/28 attendance points. Every class you miss, you lose a point. **Excused absences require documentation or a conversation with the professor (ALWAYS)**.

Excused absences:

- sickness or surgery
- mental health issues
- disability accommodation
- religious observances
- pregnancy-related events
- childcare responsibilities
- family emergencies (caregiving, funerals, etc.)
- volunteering to register voters or volunteering for a political campaign or ballot issue initiative (you are **allowed one absence** on this account)
- voting in local, state, or national elections, or volunteering to assist others to vote

READ CAREFULLY

If you attend all classes but do not participate at all, you would earn a 29/29 and a 0/7, for a total of 29/36 = 80.5%, or a B-
(weighted at 15% of your final course grade).

This class also requires active engagement and participation. The more you participate, the closer to that 7/7 participation points you will get.

How to do this?

1. **Come to class with three questions or comments from the assigned readings, podcast, and/or videos.** Just write down THREE points about the reading that intrigued you, puzzled you, illuminated you, confused you, etc. **DO THIS! I will ask you to share often.**
2. When we break into **small-group discussion**, **participate**.
3. Work on your **active listening skills** (eye contact and/or nodding and/or writing to take notes and/or doodling on a paper and/or fidgets—NOT emailing, NOT social media-ing, etc.)
4. **IMPORTANT:** Students attending class **without the book** from which the assigned reading was taken will be considered **ABSENT**.
5. Raise your hand and ask a question whenever you want about anything. This is open season on “what the hell does this mean” and “I’ve always wondered why” type of questions and “one time, I saw the future in a dream” and “I had a near-death experience” comments.

Syllabus Quiz (5%)

You will have to complete a Syllabus Quiz, which is a set of questions the answers to which are all found in the syllabus on Canvas or in this document. You have access to the syllabus while completed the quiz.

Pre-Class Discussion Posts (15%)

Before every class, each student must submit a discussion post on Canvas that responds to three prompts. You must engage, with citation, the required reading at least once. 4 points = 1 point / question + 1 point for citing. **If you submit these after the due date/time, you will earn 3/4. If you submit them during or after the class meetings, you will earn only 2/4 points.**

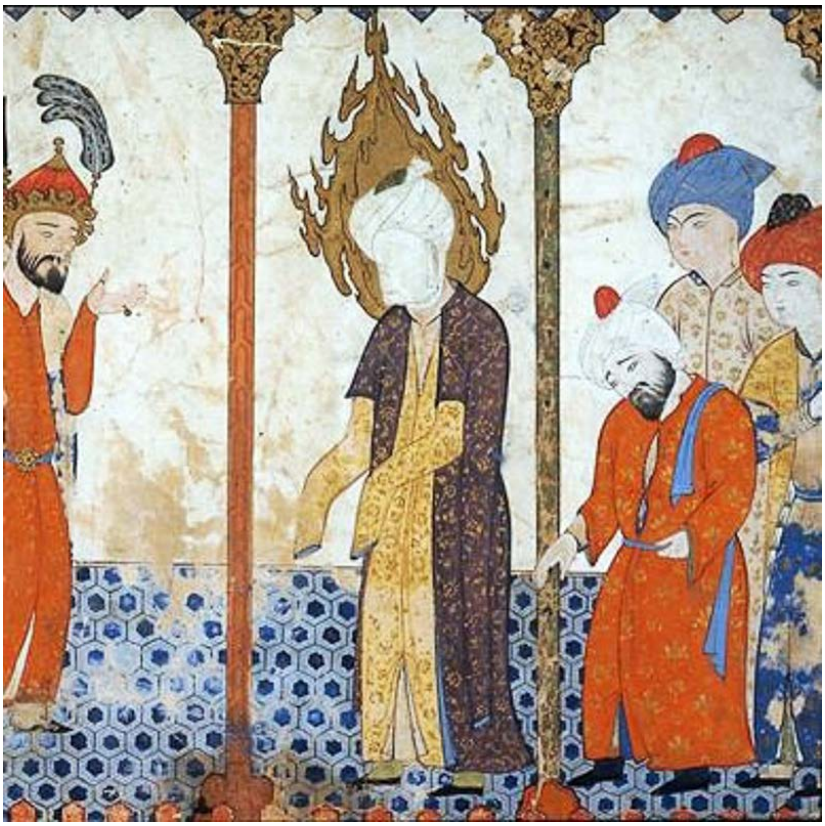
Lowest 3 posts will be dropped

What are two questions or comments you have from the readings or other assigned material?

What do you consider two of the most important points from the readings or other assigned material and why?

Personally, what piece of information do you find the most challenging or insightful? Or, what piece of information made you rethink a previous assumption the topic? What piece of information shaped how you relate to your own faith, worldview, values, assumptions, or beliefs related to the topic?

The Prophet Muhammad in Mosque. Turkey, 16th century. Museum of Fine Arts, Boston. Muhammad in very long sleeves to hide his wrists. The "fire" over Muhammad in miniatures is a flaming nimbus (halo) that symbolizes nūr (divine light), indicating his prophetic status, spiritual significance, and purity. It is an analogue to the traditional circular halos used in Christian and Persian art to denote holiness or divine kingship.



Creative Art Assignment: Thematic Reflection (12.5%)

This assignments requires you to select a a **theme, reading,** or **other assigned material** and creatively engage it through your own imagination.

Islamic spirituality and mysticism were most frequently **expressed creatively through art**: **miniature paintings**, **architecture**, **calligraphy**, **poetry**, and so forth. The Sufi traditions valued the **imagination**, be it the **Divine Imagination** or the **human poetic and prophetic imagination**. This assignment encourages you to explore a theme from the class via art.

I urge you to **connect** your **creative engagement** to your own **personal story, identity,** or **experiences** around **religion, culture, family,** and **spirituality**. You may use any media. **You will display this creative piece on a webpage you create with Adobe Express**.

Any media?

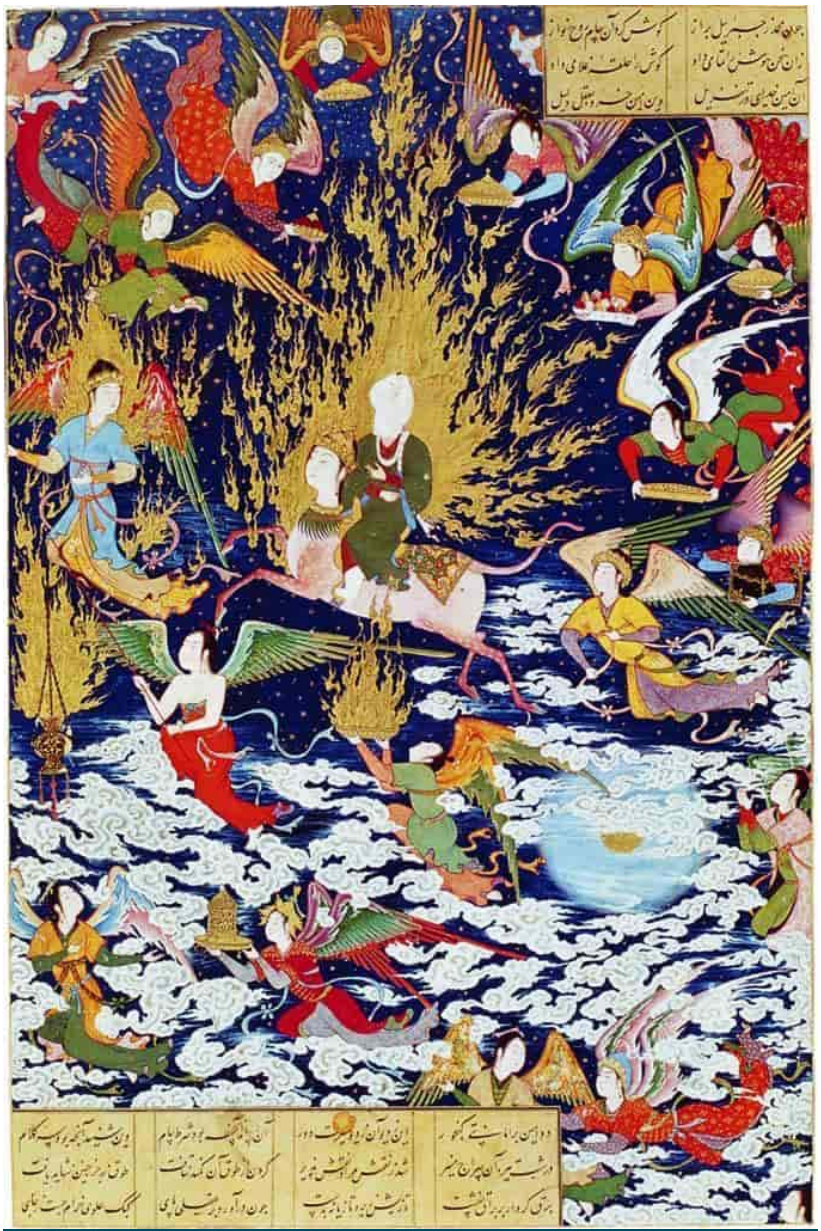
Yes, any media: photography, drawing, poem, comic strip, abstract art, Instagram Reel/TikTok video, short story, collage, and so forth.

Assessment ("but, I'm not artistic")

You will not be graded on your artistic ability (aside from an assessment as to whether you actually spent some time *trying*—that is, don't submit a circle, or a square, or a scribble). **IT MUST BE YOUR OWN WORK**.

You will be **graded on the 250-to-500-word reflection/analysis of your creative work of art**. You must include what reading/podcast/video/theme you are responding to, and then draw from it to explain your work of art. You must **cite, with quotation marks, twice from two different materials**.

Submit Adobe Express URL via Canvas



The Mi'rāj. Persian Miniature depicting Muhammad ascending to paradise on the mythical creature, Buraq.

Creating a Ghazal/Love Lyric or Mathnawi/Didactic Poem (12.5%)

In the Islamic traditions (especially in Sufism) since earliest times, intensive and repeated listening to, reflecting upon, reciting, memorizing, and sharing selected devotional and mystical verses--whether from the Qur'an, traditional prayers, or Sufi poetry--have been important modalities through which the faithful have encountered, experienced, learned from, internalized, and been transformed by spiritual words and meanings.

Poetry and the imagination were arguably the primary ways through which societies of Muslims encountered the Revelation for a large part of the history of Islam and for a large swath of the Muslim world. In this way, the imagination is the Pre-Text and poetry the Con-Text of the Text of Revelation (Qur'ān). The imagination allowed Muslims access to the source of Revelation and poetry was the lens through which the Qur'ān was often encountered. Poetry shaped Muslims as much as the Qur'ān.

This assignment encourages you to experience this practice creating your own poem and writing a commentary on it.

Compose a love lyric (ghazal) or a narrative epic (mathnawi) in English using conventional images and themes drawn from the Arabic, Persian, and Urdu traditions. Your poem should be accompanied by a brief analysis; for the musically inclined the poem may be set to music and performed.

You will be required to submit:

- The text of your composition
- A video of your performance of the composition
- A video commentary

Details of this assignment, including further resources, rhyming patterns, and strategies for successfully completing this assignment, are all found on Canvas.

Submit Adobe Express URL



Calligraphic image that greets visitors to the Shrine of Jalāl al-Dīn Rūmī in Konya, Turkey.

Commentary on a Popular Love Song (15%)

Students will choose a contemporary popular love song (any genre) and write a commentary on it using concepts from our course on Islamic spirituality and mysticism (Sufism). The goal is to "translate" the song into the idiom of the *madhhab-i ʿishq* (School of Love). The assignment will demonstrate understanding of our primary and secondary texts while creatively engaging modern popular culture.

Purpose

This assignment invites you to bring our study of Sufi love into conversation with contemporary popular culture. You will select a love song (a classic love song or "oldie" or a 2000s, 2010s, 2020s pop song) and write a commentary on it as if you were a Sufi commentator working in the "religion of love" tradition.

Your task is not to show that the song is "really about God," but to use the analytical tools, concepts, and questions from our course to read this song in a deeper, more complex way.

You will submit a 700-1500-word commentary of the love song. The details of this assignment can be found on Canvas.

On Canvas, I have outlined **steps, structures, rubric, and suggested process**.

You will have to engage and cite from the **course material**.

You will once again add this assignment to your ongoing Adobe Express website.



A miniature of Nizami's narrative poem. Layla and Majnun meet for the last time before their deaths. Both have fainted and Majnun's elderly messenger attempts to revive Layla while wild animals protect the pair from unwelcome intruders. Late 16th-century illustration

Mini-Ethnography of "Love Talk" (15%)

In this assignment, you will explore how people around you talk about love and then analyze that "love talk" using concepts from Sufi texts we've studied.

You will:

- Conduct a short, informal interview (or two mini-interviews) about love.
- Transcribe or summarize key parts of the conversation.
- Write a 3–4 page, double-spaced analysis that puts your interview(s) into conversation with Sufi theories of love from our readings (e.g., Chittick, Zargar, Shaikh, Attar, ghazals).

The goal is not to prove that ordinary people are "really Sufis," but to carefully compare contemporary ways of thinking about love with the Sufi models we've studied and to foreground resonances and differences.

Learning Goals

- By completing this assignment, you should be able to:
- Explain key Sufi concepts related to love in your own words.
- Recognize and analyze "theories of love" embedded in everyday speech.
- Critically compare contemporary understandings of love with those in Sufi texts.
- Reflect on how cultural, gendered, and religious contexts shape love and intimacy.

Details of this assignment are found on Canvas.

You will once again add this assignment to your ongoing Adobe Express website.



Dance of Sufi Dervishes
Kamal ud-Din Behzad
Date: 1490
Style: Timurid Period
Genre: miniature

Treatise on Love (10%)

For our final assignment, you will write your own "**Treatise on Love**" in response to the question:

What is love?

You may answer this question from any standpoint that is meaningful to you:

- Your own religious or spiritual tradition
- Your experience of family, friendship, or community
- Your romantic/intimate relationships
- Your sense of self-love, healing, and growth

This is not a test of "correct doctrine." It is an **invitation to articulate your own theology/philosophy of love**, in **conversation with Sufi ideas** we've explored in this course.

You'll write in a more personal, reflective voice instead of a standard research essay, but you must still meaningfully engage course material.

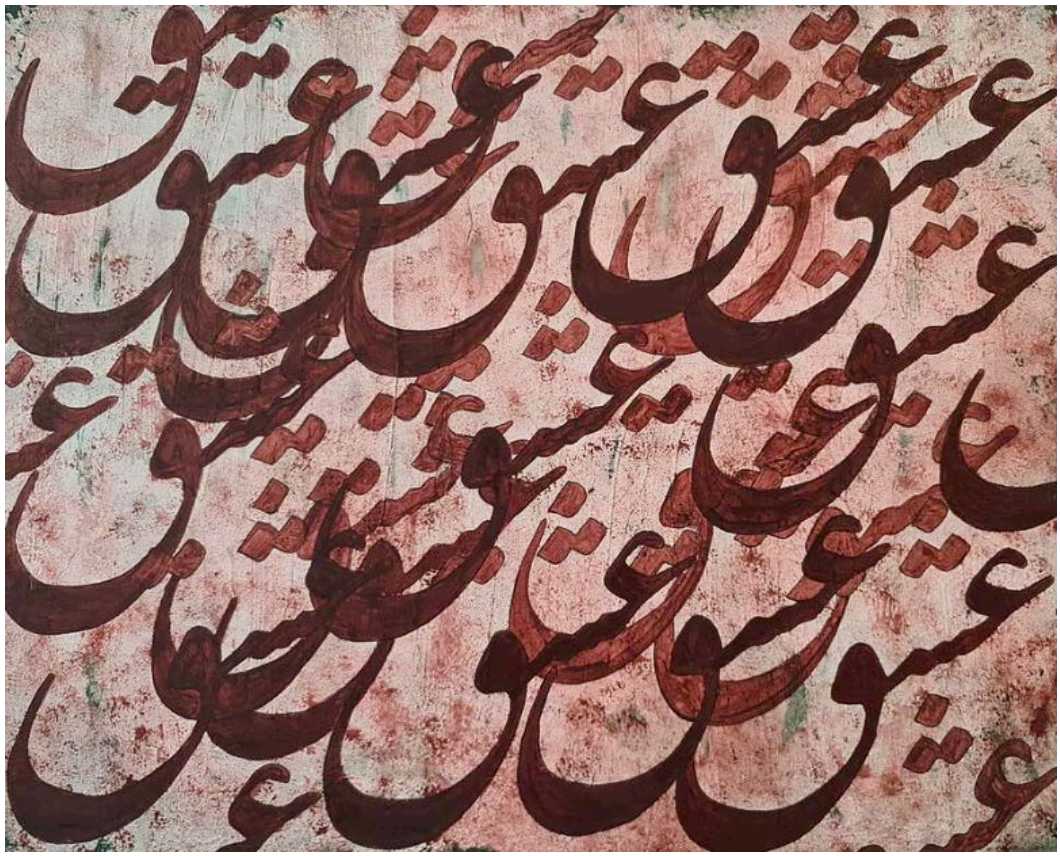
Goals

By the end of this assignment, you should be able to:

- Articulate your own understanding of the meaning, purpose, and function of love.
- Put your understanding in dialogue with Sufi theories of love.
- Show how course texts have complicated, deepened, or challenged your thinking.

Details on Canvas.

You will once again add this assignment to your ongoing Adobe Express website.



Original Persian Calligraphy- Ishq is a painting by Paras Yaseen: 'ishq means "passionate love"

Schedule of Classes and Assigned Readings

Schedule of Classes | **Unit** | **Assignment Due Date** | **No Class**

Day	Required Readings &/or Assignment
Wednesday 1/14 to Monday 2/2	**By Monday 2/2:** • Watch up until 1:02:40 (1 hr, 2 min, 40 sec) of the PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/
Wednesday 1/14	**In Class:** • First class dedicated to reviewing syllabus, class guidelines and expectations, assessments, course goals and objectives. • Introductory lecture on background for the study of Islamic spirituality and mysticism (Part I of II) • Some in-class reading for discussion, TBD. **Before M 2/2**, Watch up until 1:02:40 (1 hr, 2 min, 40 sec) of the PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/
Monday 1/19 - NO CLASS **The Reverend Dr. Martin Luther King, Jr. Day**	
Unit/Module I: Introducing Islam and Islamic Spirituality	
Wednesday 1/21 **Unit/Module I.1** Introducing Islam and Islamic Spirituality I	**Before Class:** • Read "Introduction" and "Chapter 1: Islamic Spirituality, Sufism, and Sainthood," in *Islamic Spirituality: Theology and Practice for the Modern World*, by Zeki Saritoprak (pp. 1-30) • **Before M 2/2**, Watch up until 1:02:40 (1 hr, 2 min, 40 sec) of the PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/ **In Class:** • Introductory lecture on background for the study of Islamic spirituality and mysticism (Part II of II) • Exploring primary sources from the Qur'ān and pre-Qur'ānic/-Islamic poetic traditions found in *Early Islamic Mysticism: Sufi, Qur'an, Mi'raj, Poetic and Theological Writings*, ed. tr. by Michael Sells (selections from pp. 29-74)

Schedule of Classes and Assigned Readings

Schedule of Classes	Unit	Assignment Info	No Class

Day	Required Readings &/or Assignment
Monday 1/26 **Unit/Module I.2** Introducing Islam and Islamic Spirituality II	**Before Class:** • Read, "Chapter 2: The Qur'anic Roots of Islamic Spirituality," in *Islamic Spirituality: Theology and Practice for the Modern World*, by Zeki Saritoprak (pp. 31-53) • Read pp. 32 to 45 of "Chapter 2: The Sacred Sources of Sufism," in *Sufism: An Introduction to the Mystical Tradition of Islam*, by Carl W. Ernst (pp. 32-45) • **Before M 2/2**, Watch up until 1:02:40 (1 hr, 2 min, 40 sec) of the PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/ **In Class:** • Exploring primary sources from the Qur'ān and pre-Qur'ānic/-Islamic poetic traditions found in *Early Islamic Mysticism: Sufi, Qur'an, Mi'raj, Poetic and Theological Writings*, (selections from pp. 29-74)
Wednesday 1/28 **Unit/Module I.3** Introducing Islam and Islamic Spirituality III	**Before Class:** • Read "Chapter 3: The spirituality of the Prophet of Islam," in *Islamic Spirituality: Theology and Practice for the Modern World*, by Zeki Saritoprak (pp. 54-64) • Read pp. 45 - 57 of "Chapter 2: The Sacred Sources of Sufism," in *Sufism: An Introduction to the Mystical Tradition of Islam*, by Carl W. Ernst (pp. 45-57) • **Before M 2/2**, Watch up until 1:02:40 (1 hr, 2 min, 40 sec) of the PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/ **In Class:** • Exploring primary sources from the Qur'ān and pre-Qur'ānic/-Islamic poetic traditions found in *Early Islamic Mysticism: Sufi, Qur'an, Mi'raj, Poetic and Theological Writings*, (selections from pp. 29-74)

Schedule of Classes and Assigned Readings

Schedule of Classes | **Unit** | **Assignment Due Date** | **No Class**

Day	Required Readings &/or Assignment
Monday 2/2 **Unit/Module I.4** Introducing Islam and Islamic Spirituality IV	**Before Class:** • Read "Chapter 4: Ideas and concepts," in *Islamic Spirituality: Theology and Practice for the Modern World*, by Zeki Saritoprak (pp. 65-91) • **By today**, Watch up until 1:02:40 (1 hr, 2 min, 40 sec) of the PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/ **In Class:** • Reading primary sources from Qushayrī (p. 97ff) and Sarrāj (p. 196ff) on mystical expressions and stations found in *Early Islamic Mysticism: Sufi, Qur'an, Mi'raj, Poetic and Theological Writings*, ed. tr. by Michael Sells
Unit/Module II: The Origin of Love	
Wednesday 2/4 **Unit/Module II.1** The Origin of Love I	**Before Class:** • Read "Chapter 1: The Theological Context," of *Divine Love: Islamic Literature and the Path to God*, by William C. Chittick • **By M 2/23**, Watch up until 1:30:25 (1 hr, 30 min, 25 sec) of the PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/ **In Class:** • Selections from Abū al-Ḥasan al-Daylamī's *A Treatise on Mystical Love*
Monday 2/9 **Unit/Module II.2** The Origin of Love II	**Before Class:** • Read "Chapter 2: The Story of Love," of *Divine Love: Islamic Literature and the Path to God*, by William C. Chittick • **By M 2/23**, Watch up until 1:30:25 (1 hr, 30 min, 25 sec) of the PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/ **In Class:** • Selections from Abū al-Ḥasan al-Daylamī's *A Treatise on Mystical Love*

Schedule of Classes and Assigned Readings

Schedule of Classes | **Unit** | **Assignment Due Date** | **No Class**

Day	Required Readings &/or Assignment
Wednesday 2/11 **Unit/Module II.3** The Origin of Love III	**Before Class:** • Read "Chapter 3: Spiritual Psychology," of *Divine Love: Islamic Literature and the Path to God*, by William C. Chittick • **By M 2/23**, Watch up until 1:30:25 (1 hr, 30 min, 25 sec) of the PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/ **In Class:** • Selections from Abū al-Ḥasan al-Daylamī's *A Treatise on Mystical Love*
Unit/Module III: The Life of Love	
Monday 2/16 **Unit/Module III.1** The Life of Love I	**Before Class:** • Read "Chapter 4: The Search," of *Divine Love: Islamic Literature and the Path to God*, by William C. Chittick • **By M 2/23**, Watch up until 1:30:25 (1 hr, 30 min, 25 sec) of the PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/ **In Class:** • Selections from Aḥmad al-Ghazālī's *Sawāniḥ*
Wednesday 2/18 **Unit/Module III.2** The Life of Love II	**Before Class:** • Read "Chapter 5: The Path," of *Divine Love: Islamic Literature and the Path to God*, by William C. Chittick • **By M 2/23**, Watch up until 1:30:25 (1 hr, 30 min, 25 sec) of the PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/ **In Class:** • Selections from Aḥmad al-Ghazālī's *Sawāniḥ*

Schedule of Classes and Assigned Readings

Schedule of Classes | **Unit** | **Assignment Due Date** | **No Class**

Day	Required Readings &/or Assignment
Monday 2/23 **Unit/Module III.3** The Life of Love IIII	**Before Class:** • Read "Chapter 6: The States of the Travellers," of *Divine Love: Islamic Literature and the Path to God*, by William C. Chittick • **By Today**, Watch up until 1:30:25 (1 hr, 30 min, 25 sec) of the PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/ **In Class:** • Selections from Aḥmad al-Ghazālī's *Sawāniḥ*
Unit/Module IV: The Goal of Love	
Wednesday 2/25 **Unit/Module IV.1** The Goal of Love I	**Before Class:** • Read "Chapter 7: The Reality of Love," of *Divine Love: Islamic Literature and the Path to God*, by William C. Chittick • **By W 3/11**, finish PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/ **In Class:** • Selections from Fakhr al-Dīn Ibrahīm ʿIrāqī's *Divine Flashes*
SPRING BREAK **3/2 — 3/6** **No Class M 3/2 and W 3/4**	
Monday 3/9 **Unit/Module IV.2** The Goal of Love II	**Before Class:** • Read "Chapter 8: The Suffering of Love," of *Divine Love: Islamic Literature and the Path to God*, by William C. Chittick • **By W 3/11**, finish PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/ **In Class:** • Selections from Fakhr al-Dīn Ibrahīm ʿIrāqī's *Divine Flashes*

Schedule of Classes and Assigned Readings

Schedule of Classes | **Unit** | **Assignment Due Date** | **No Class**

Day	Required Readings &/or Assignment
Wednesday 3/11 **Unit/Module IV.3** The Goal of Love III	**Before Class:** • Read "Chapter 9: The Realization of Tawhid," of *Divine Love: Islamic Literature and the Path to God*, by William C. Chittick **By Today**, finish PBS Documentary, *Islam's Greatest Stories of Love*, found here: https://www.pbs.org/video/islams-greatest-stories-of-love-qlxzcb/ **In Class:** • Selections from Fakhr al-Dīn Ibrahīm ʿIrāqī's *Divine Flashes*
Unit/Module V: Poetics of Love in Islamic Spirituality and Mysticism	
Monday 3/16 **Unit/Module V.1** Poetics of Love in Islamic Spirituality and Mysticism I	**Before Class:** • Read pp. 147-157 of Chapter 6 Sufi Poetry in *Sufism: An Introduction to the Mystical Tradition of Islam*, by Carl W. Ernst • Read Chapters 5, 6, & 7 of *Religion of Love: Sufism and Self-Transformation in the Poetic Imagination of ʻAṭṭār* • Explore the Library of Congress's page, "Unraveling 'Ishq: Love in the Poetry, Miniature Painting, and Calligraphy of the Persianate World" **In Class:** • *Ghazal*s written by ʻAṭṭār and Ḥāfiz, quatrains by Jalāl al-Dīn Rūmī
Wednesday 3/18 **Unit/Module V.2** Poetics of Love in Islamic Spirituality and Mysticism II	**Before Class:** • Read pp. 157-169 of Chapter 6 Sufi Poetry in *Sufism: An Introduction to the Mystical Tradition of Islam*, by Carl W. Ernst • Read Chapters 8, 9, & 11 of *Religion of Love: Sufism and Self-Transformation in the Poetic Imagination of ʻAṭṭār* • Explore the Library of Congress's page, "Unraveling 'Ishq: Love in the Poetry, Miniature Painting, and Calligraphy of the Persianate World" **In Class:** • *Ghazal*s written by ʻAṭṭār and Ḥāfiz, quatrains by Jalāl al-Dīn Rūmī

Schedule of Classes and Assigned Readings

Schedule of Classes | **Unit** | **Assignment Due Date** | **No Class**

Day	Required Readings &/or Assignment
Monday 3/23 **Unit/Module V.3** Poetics of Love in Islamic Spirituality and Mysticism III	**Before Class:** • Read ʿAṭṭār, *Conference of the Birds*, pp. 29-75 (original edition) or pp. 39-86 (revised edition) • Begin to listen to Episode 6: ‘Attar of the Podcast, *Logic of the Birds* **In Class:** • Discussion of text with guiding questions
Wednesday 3/25 **Unit/Module V.4** Poetics of Love in Islamic Spirituality and Mysticism IV	**Before Class:** • Read ʿAṭṭār, *Conference of the Birds*, pp. 75-124 (original edition) or pp. 86-137 (revised edition) • Read Chapters 12 & 13 of *Religion of Love: Sufism and Self-Transformation in the Poetic Imagination of ʻAṭṭār* • Continue to listen to Episode 6: ‘Attar of the Podcast, *Logic of the Birds* **In Class:** • Discussion of text with guiding questions
Friday 3/27	**Creative Art Assignment: Thematic Engagement DUE**
Monday 3/30 **Unit/Module V.5** Poetics of Love in Islamic Spirituality and Mysticism V	**Before Class:** • Read ʿAṭṭār, *Conference of the Birds*, pp. 124-166 (original edition) or pp. 137-180 (revised edition) • Read Chapters 14 & 15 of *Religion of Love: Sufism and Self-Transformation in the Poetic Imagination of ʻAṭṭār* • Finish listening to Episode 6: ‘Attar of the Podcast, *Logic of the Birds* **In Class:** • Discussion of text with guiding questions

Schedule of Classes and Assigned Readings

Schedule of Classes | **Unit** | **Assignment Due Date** | **No Class**

Day	Required Readings &/or Assignment
Wednesday 4/1 **Unit/Module V.6** Poetics of Love in Islamic Spirituality and Mysticism VI	**Before Class:** • Read ʿAṭṭār, *Conference of the Birds*, pp. 166-196 (original edition) or pp. 180-211 (revised edition) • Read Chapter 16 of *Religion of Love: Sufism and Self-Transformation in the Poetic Imagination of ʻAṭṭār* **In Class:** • Discussion of text with guiding questions
Friday 4/3	**Commentary on Popular Love Song: Which Song and Why? DUE**
EASTER MONDAY - 4/6 - No class	
Wednesday 4/8 **Unit/Module V.7** Poetics of Love in Islamic Spirituality and Mysticism VII	**Before Class:** • Read ʿAṭṭār, *Conference of the Birds*, pp. 196-229 = end (original edition) or pp. 213-245 = end (revised edition) • Read Chapter 17 and Conclusion of *Religion of Love: Sufism and Self-Transformation in the Poetic Imagination of ʻAṭṭār* **In Class:** • Discussion of text with guiding questions
Friday 4/10	**Ghazal/Love Lyric or Mathnawi/Didactic Poem DUE**

Schedule of Classes and Assigned Readings

Schedule of Classes	Unit	Assignment Due Date	No Class

Day	Required Readings &/or Assignment
Unit/Module VI: Metaphysics of Love, Gender, and Sexuality	
Monday 4/13 **Unit/Module VI.1** Metaphysics of Love, Gender, and Sexuality I	**Before Class:** • Read Chapter 1 of *Sufi Narratives of Intimacy: Ibn 'Arabī, Gender, and Sexuality* by Sa'diyya Shaikh **In Class:** • Discussion of text with guiding questions
Wednesday 4/15 **Unit/Module VI.2** Metaphysics of Love, Gender, and Sexuality II	**Before Class:** • Read Chapter 2 of *Sufi Narratives of Intimacy: Ibn 'Arabī, Gender, and Sexuality* by Sa'diyya Shaikh **In Class:** • Discussion of text with guiding questions
Monday 4/20 **Unit/Module VI.3** Metaphysics of Love, Gender, and Sexuality III	**Before Class:** • Read Chapter 3 of *Sufi Narratives of Intimacy: Ibn 'Arabī, Gender, and Sexuality* by Sa'diyya Shaikh **In Class:** • Discussion of text with guiding questions
Wednesday 4/22 **Unit/Module VI.4** Metaphysics of Love, Gender, and Sexuality IV	**Before Class:** • Read Chapter 4 of *Sufi Narratives of Intimacy: Ibn 'Arabī, Gender, and Sexuality* by Sa'diyya Shaikh **In Class:** • Discussion of text with guiding questions
Friday 4/24	**Commentary in the School of Love: Reading a Popular Love Song through Sufi Concepts** **DUE**
Monday 4/27 **Unit/Module VI.5** Metaphysics of Love, Gender, and Sexuality V	**Before Class:** • Read Chapter 5 of *Sufi Narratives of Intimacy: Ibn 'Arabī, Gender, and Sexuality* by Sa'diyya Shaikh **In Class:** • Discussion of text with guiding questions

Schedule of Classes and Assigned Readings

Schedule of Classes | **Unit** | **Assignment Due Date** | **No Class**

Day	Required Readings &/or Assignment
Wednesday 4/29 **Unit/Module VI.6** Metaphysics of Love, Gender, and Sexuality VI	**Before Class:** • Read Chapter 6 of *Sufi Narratives of Intimacy: Ibn ʿArabī, Gender, and Sexuality* by Sa'diyya Shaikh **In Class:** • Discussion of text with guiding questions
Friday 5/1	**Mini-Ethnography of "Love Talk" (with a Sufi Lens) DUE**
Monday 5/4 **Unit/Module VI.7** Metaphysics of Love, Gender, and Sexuality VII	**Before Class:** • Read Chapter 7 of *Sufi Narratives of Intimacy: Ibn ʿArabī, Gender, and Sexuality* by Sa'diyya Shaikh **In Class:** • Discussion of text with guiding questions
Friday 5/8 **12:20–2:20PM**	The final exam period for this class is scheduled for Friday, May 8, 12:20 – 2:20 PM. We will meet at this time in our regularly scheduled classroom, though there is no final exam. We will use this period to share and discuss your various assignments, including the final Treatise on Love, lingering questions, and reflections about the class. It is a required meeting. Come to class ready to share your Adobe Express Website with your various creations/assignments.
Monday 5/11	**Treatise on Love – A Personal Testament DUE**