

# Electronic Course Authorization System (ECAS)

## AMES 3873 - VIEW COURSE PROPOSAL

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|                                   |                                                                            |   |                                                                            |   |                                                                                   |
|-----------------------------------|----------------------------------------------------------------------------|---|----------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------|
| <b>Approvals Received:</b>        | <b>Department</b><br>on 4/24/23<br>by Summer Carreno<br>(carre094@umn.edu) | > | <b>College/Dean</b><br>on 4/24/23<br>by Kyle Edwards<br>(edwar288@umn.edu) | > | <b>Provost</b><br>on 4/27/23<br>by Jessica Kuecker Grotjohn<br>(jkuecker@umn.edu) |
| <b>Approvals Pending:</b>         | <b>LE &gt; Catalog</b>                                                     |   |                                                                            |   |                                                                                   |
| <a href="#">Effective Status:</a> | Active                                                                     |   |                                                                            |   |                                                                                   |
| <a href="#">Effective Term:</a>   | 1239 - Fall 2023                                                           |   |                                                                            |   |                                                                                   |
| Course:                           | AMES 3873                                                                  |   |                                                                            |   |                                                                                   |
| Institution:                      | UMNTC - Twin Cities/Rochester                                              |   |                                                                            |   |                                                                                   |
| Campus:                           | UMNTC - Twin Cities                                                        |   |                                                                            |   |                                                                                   |
| <a href="#">Career:</a>           | UGRD                                                                       |   |                                                                            |   |                                                                                   |
| <a href="#">College:</a>          | TCLA -                                                                     |   |                                                                            |   |                                                                                   |
| <a href="#">Department:</a>       | 10954 -                                                                    |   |                                                                            |   |                                                                                   |

### General

|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Course Title Short:</a>                                        | Islamic Mysticism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <a href="#">Course Title Long:</a>                                         | Islamic Mysticism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <a href="#">Max-Min Credits for Course:</a>                                | 3.0 to 3.0 credit(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <a href="#">Catalog Description:</a>                                       | <p>This course offers an introduction to the tradition of Islamic mysticism, or Sufism. The main goal of the class is to develop an understanding of the mystical perspectives within Islam that have influenced most of the world's Muslim population. Throughout Islamic history, Sufis (Islamic mystics) have developed fascinating philosophical theories and beautiful literature, attempting to answer questions about the meaning of life and the nature of reality. We will read Islamic mystical texts that explore everything from hidden meanings of the Qur'an, to dreams and supernatural powers, to sex, love, and spiritual connection with God. In addition to reading the writings of Muslim holy men (and sometimes women) from Turkey to China and beyond, we will also consider the role of Islamic mysticism in Muslim societies, and how it influenced people at various levels of society. Finally, we will examine what happens to Sufism in the modern period, given challenges from colonialism as well as alternate schools of thought within Islam. Please bring the required texts to class, and print out readings when appropriate for note taking and for use in class discussion. All readings will be in English translation and no prior knowledge of Islam or foreign languages is required for this class.</p> |
| <a href="#">Print in Catalog?:</a>                                         | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <a href="#">CCE Catalog Description:</a>                                   | false                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <a href="#">Grading Basis:</a>                                             | A-F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <a href="#">Topics Course:</a>                                             | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <a href="#">Honors Course:</a>                                             | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <a href="#">Online Course:</a>                                             | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <a href="#">Freshman Seminar:</a>                                          | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Is any portion of this course taught outside of the United States?:</b> | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <a href="#">Community Engaged Learning (CEL):</a>                          | <b>New:</b> None<br><b>Old:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <a href="#">Instructor Contact Hours:</a>                                  | 3.0 hours per week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <a href="#">Course Typically Offered:</a>                                  | Periodic Fall & Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <a href="#">Component 1:</a>                                               | LEC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <a href="#">Component 2:</a>                                               | <No text provided>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <a href="#">Auto Enroll Course:</a>                                        | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

**Graded Component:**

LEC

**Academic Progress Units:**

3.0 credit(s) (Not allowed to bypass limits.)

**Financial Aid Progress Units:**

3.0 credit(s) (Not allowed to bypass limits.)

**Repetition of Course:**

Repetition not allowed.

**Course Prerequisites for Catalog:**

&lt;No Text Provided&gt;

**Course Equivalency:**

&lt;No text provided&gt;

**Cross-listings:**

No cross-listings

**Add Consent Requirement:**

No required consent

**Drop Consent Requirement:**

No required consent

**Enforced Prerequisites: (course-based or non-course-based):**

No prerequisites

**Editor Comments:**

&lt;No text provided&gt;

**Proposal Changes:**

&lt;No text provided&gt;

**History Information:**

4/19/23: CLE returned for clarification of GP and AH LE proposal. KAR  
 4/5/23: Course approved by CCC. JKG  
 1/18/23 Create new course for Fall 2023. Previously taught as AMES 3820 topics course Spring 2020. - SJC

**Faculty Sponsor Name:**

Alexander Jabbari

**Faculty Sponsor E-mail Address:**

ajab@umn.edu

**Student Learning Outcomes****Student Learning Outcomes**

\* Students in this course:

**- Can locate and critically evaluate information**

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

Students will do research and in doing so will need to locate secondary sources and critically evaluate what the sources can contribute towards their research project.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

I will assess how well they critically engaged with their sources, particularly in the annotated bibliography of their research project.

**- Understand diverse philosophies and cultures within and across societies**

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

Students will learn to understand Islamic theology and its related cultural and philosophical dimensions through readings, lectures, class discussion, and debate.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Student learning will be evaluated through short weekly writing assignments and a longer research project at the end of the semester, in addition to their active participation in class discussion.

**Liberal Education****Requirement this course fulfills:**

GP Global Perspectives

**Other requirement this course fulfills:**

AH Arts/Humanities

**Criteria for  
Core Courses:**

**Describe how the course meets the specific bullet points for the proposed core requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or method.**

**Core courses must meet the following requirements:**

- They explicitly help students understand what liberal education is, how the content and the substance of this course enhance a liberal education, and what this means for them as students and as citizens.
- They employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it.
- They include small group experiences (such as discussion sections or labs) and use writing as appropriate to the discipline to help students learn and reflect on their learning.

- **They do not (except in rare and clearly justified cases) have prerequisites beyond the University's entrance requirements.**
- **They are offered on a regular schedule.**
- **They are taught by regular faculty or under exceptional circumstances by instructors on continuing appointments. Departments proposing instructors other than regular faculty must provide documentation of how such instructors will be trained and supervised to ensure consistency and continuity in courses.**

Common goals for all core courses

(1) Employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it:

The course is designed to give students both the knowledge and the theoretical and analytical tools to do the work of Islamic Studies in critically analyzing the Islamic mystical or Sufi tradition. A core part of the class is students drawing on these tools in order to grapple directly with primary sources, including alone at home, together in class, and in extended form for their final projects. The assigned readings throughout the semester offer information and historical context rather than analysis in order to avoid presenting students with ready-made analysis before they have a chance to think for themselves about the primary sources they analyze, or in other words, to allow students to do the work of the field rather than reading about it.

(2) Small group experiences and writing, as appropriate to the discipline, help students learn and reflect on their learning: Class activities include small group discussions and homework includes weekly writing assignments (message board posts). These low-stakes activities are designed to help students test out their ideas and reflect on their learning.

(3) The course has no prerequisites.

Specific goals for Humanities Studies courses

(1) Students engage in detailed analysis of and reflection on some humanistic literature or creative product—for example, a philosophical essay, a religious treatise, a work of cultural commentary, or a documentary film.

The course presents students with a number of primary sources including Islamic textual sources like the Qur'an and hadith as well as literary and creative expressions of Sufi Islamic thought and devotion such as poetry, religious treatises, music, and film.

(2) Students develop their understanding of the works or cultural practices they consider. Where appropriate (for example, in considering a philosophical work) they engage in critical evaluation of the work.

Students are responsible for weekly writing assignments (message board posts) on the materials they consider. These posts are the opening point to discussion intended to develop deeper understanding of Sufi works and practices. They will also delve more deeply into these works and practices in their final projects.

(3) Students examine how the work under consideration arose out of its cultural or historical context.

Assigned secondary literature as well as class lectures situate the works in their cultural and historical contexts.

(4) The course explores the role that the work plays in the larger society of which it is a part.

Throughout the class, the role that works of Sufi literature and art played in shaping larger Muslim communities (and, especially in weeks 8, 9, 12, and 13, modern national communities) are considered.

#### Criteria for Theme Courses:

**Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.**

**Theme courses have the common goal of cultivating in students a number of habits of mind:**

- **thinking ethically about important challenges facing our society and world;**
- **reflecting on the shared sense of responsibility required to build and maintain community;**
- **connecting knowledge and practice;**
- **fostering a stronger sense of our roles as historical agents.**

(1) Thinking ethically about important challenges facing our society and world:

This course is useful for thinking ethically about today's challenges in three ways. Firstly, it explores the way one of the world's great religious and philosophical traditions approached morality, offering tools for complex thinking about contemporary ethical questions. Secondly, it provides students

for greater context for understanding Islam, a faith followed by a quarter of the world's population. Thirdly, this course gives students a deeper understanding of Islam and Muslims, which is crucial as the past decades have seen a rise in Islamophobia both domestically and globally.

(2) Reflecting on the shared sense of responsibility required to build and maintain community:  
This course explores premodern Sufi Muslim communities. These communities offered adherents a great deal of social cohesion and a meaningful place in society and in the world. At the same time, however, they were often rigidly hierarchical. Exploring these communities and their histories and structures is a useful way for students to reflect on their own sense of responsibility in building and maintaining communities today.

(3) Connecting knowledge and practice:  
Questions of praxis animated Muslim mystics. This course explores different schools of thought that arose among mystics, including schools focused on epistemological approaches to attaining knowledge of reality and the divine as well as schools focused on practical approaches to attaining practical experience of reality and the divine. This course will help students seriously think through the relationship between knowledge and practice.

(4) Fostering a stronger sense of our roles as historical agents.  
Another one of the central questions debated by the Muslim mystics this course deals with is individual agency: do people have free will, or is all human action determined by God? What is the role of the individual in society? This is not a theology course; instead, historicizing these questions and exploring them is fruitful for confronting the paradoxes of agency we encounter in our modern, secular contexts.

**LE Recertification-Reflection Statement (for LE courses being re-certified only):** <No text provided>

**Statement of Certification:**

This course is certified for a Core (blank) as of  
This course is certified for a Theme (blank) as of

### Writing Intensive

**Propose this course as Writing Intensive curriculum:** No

**Question 1 (see CWB Requirement 1):**

**What types of writing (e.g., reading essay, formal lab reports, journaling) are likely to be assigned? Include the page total for each writing assignment. Indicate which assignment(s) students will be required to revise and resubmit after feedback by the instructor or the graduate TA.**

<No text provided>

**Question 2 (see CWB Requirement 2):**

**What types of writing (e.g., research papers, problem sets, presentations, technical documents, lab reports, essays, journaling etc.) will be assigned? Explain how these assignments meet the requirement that writing be a significant part of the course work, including details about multi-authored assignments, if any. Include the required length for each writing assignment and demonstrate how the 2,500 minimum word count (or its equivalent) for finished writing will be met.**

<No text provided>

**Question 3 (see CWB Requirement 3):**

**How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content? Note that this information must also be on the syllabus.**

<No text provided>

**Question 4 (see CWB Requirement 4):**

**Write up a sample assignment handout here for a paper that students will revise and resubmit after receiving feedback on the initial draft.**

<No text provided>

**Question 5 (see CWB Requirement 5):**

**What types of instruction will students receive on the writing aspect of the assignments?**

<No text provided>

**Question 6 (see CWB Requirement 6):**

**How will the assistants be trained and supervised?**

<No text provided>

**Statement of Certification:**

This course is certified for a Theme (blank) as of

### Course Syllabus

**Course Syllabus:** AMES 3873 Islamic Mysticism

Fall 2023

3 credits  
 Professor: Dr. Alexander Jabbari  
 Email: [ajab@umn.edu](mailto:ajab@umn.edu)  
 Class Schedule: Tuesdays, Thursdays 11:15AM-12:30PM  
 Office hours: TBA

#### COURSE DESCRIPTION

This course offers an introduction to the tradition of Islamic mysticism, or Sufism. The main goal of the class is to develop an understanding of the mystical perspectives within Islam that have influenced most of the world's Muslim population. Throughout Islamic history, Sufis (Islamic mystics) have developed fascinating philosophical theories and beautiful literature, attempting to answer questions about the meaning of life and the nature of reality. We will read Islamic mystical texts that explore everything from hidden meanings of the Qur'an, to dreams and supernatural powers, to sex, love, and spiritual connection with God. In addition to reading the writings of Muslim holy men (and sometimes women) from Turkey to China and beyond, we will also consider the role of Islamic mysticism in Muslim societies, and how it influenced people at various levels of society. Finally, we will examine what happens to Sufism in the modern period, given challenges from colonialism as well as alternate schools of thought within Islam. Please bring the required texts to class, and print out readings when appropriate for notetaking and for use in class discussion. All readings will be in English translation and no prior knowledge of Islam or foreign languages is required for this class.

#### STUDENT LEARNING OBJECTIVES

The course is aimed at understanding the Islamic mystical tradition, examining its historical, religious, literary, philosophical, and political dimensions. Students will learn about how Muslims in different contexts across time and space experienced Islam and sought to commune with the divine. Students will do research towards a final project and in doing so will need to locate secondary sources and critically evaluate what the sources can contribute towards their research project. I will assess how well they critically engaged with their sources, particularly in the annotated bibliography of their research project. I will give feedback on bibliographies and ensure that students have mastered this skill before they begin work on the project itself.

**ASSESSMENT:** Students will be expected to reflect critically on Islamic mysticism in class discussions and weekly message board posts. Their learning of empirical knowledge will be assessed with quizzes, while they will display the critical analytical skills gained in the class through a final research project.

#### LIBERAL EDUCATION: HUMANITIES AND GLOBAL PERSPECTIVES

Gaining critical literacy in diverse cultural traditions is one of the foundational principles of liberal education. This course gives students a solid grounding in understanding the Islamic mystical tradition, examining its historical, religious, literary, philosophical, and political dimensions. It offers greater insight into the diversity and unity of Islam.

In this Global Perspectives theme course, you will cultivate the following habits of mind:

- (1) Thinking ethically about important challenges facing our society and world:  
 This course is useful for thinking ethically about today's challenges in three ways. Firstly, it explores the way one of the world's great religious and philosophical traditions approached morality, offering tools for complex thinking about contemporary ethical questions. Secondly, it provides students for greater context for understanding Islam, a faith followed by a quarter of the world's population. Thirdly, this course gives students a deeper understanding of Islam and Muslims, which is crucial as the past decades have seen a rise in Islamophobia both domestically and globally.
- (2) Reflecting on the shared sense of responsibility required to build and maintain community:  
 This course explores premodern Sufi Muslim communities. These communities offered adherents a great deal of social cohesion and a meaningful place in society and in the world. At the same time, however, they were often rigidly hierarchical. Exploring these communities and their histories and structures is a useful way for students to reflect on their own sense of responsibility in building and maintaining communities today.
- (3) Connecting knowledge and practice:  
 Questions of praxis animated Muslim mystics. This course explores different schools of thought that arose among mystics, including schools focused on epistemological approaches to attaining knowledge of reality and the divine as well as schools focused on practical approaches to attaining practical experience of reality and the divine. This course will help students seriously think through the relationship between knowledge and practice.
- (4) Fostering a stronger sense of our roles as historical agents.  
 Another one of the central questions debated by the Muslim mystics this course deals with is individual agency: do people have free will, or is all human action determined by God? What is the role of the individual in society? This is not a theology course; instead, historicizing these questions and exploring them is fruitful for confronting the paradoxes of agency we encounter in our modern, secular contexts.

#### Arts and Humanities Core Requirement in Humanistic Studies:

Common goals for all core courses

- (1) Employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it:  
 The course is designed to give students both the knowledge and the theoretical and analytical tools to do the work of Islamic Studies in critically analyzing the Islamic mystical or Sufi tradition. A core part of the class is students drawing on these tools in order to grapple directly with primary sources, including alone at home, together in class, and in extended form for their final projects. The assigned readings throughout the semester offer information and historical context rather than analysis in order to avoid presenting students with ready-made analysis before they have a chance to think for themselves about the primary sources they analyze, or in other words, to allow students to do the work of the field rather than reading about it.

- (2) Small group experiences and writing, as appropriate to the discipline, help students learn and reflect on their learning:  
 Class activities include small group discussions and homework includes weekly writing assignments (message board posts). These low-stakes activities are designed to help students test out their ideas and reflect on their learning.

- (3) The course has no prerequisites.

#### Specific goals for Humanities Studies courses

- (1) Students engage in detailed analysis of and reflection on some humanistic literature or creative product—for example, a philosophical essay, a religious treatise, a work of cultural commentary, or a documentary film.  
 The course presents students with a number of primary sources including Islamic textual sources like the Qur'an and hadith as well as literary and creative expressions of Sufi Islamic thought and devotion such as poetry, religious treatises, music, and film.
- (2) Students develop their understanding of the works or cultural practices they consider. Where appropriate (for example, in considering a philosophical work) they engage in critical evaluation of the work.  
 Students are responsible for weekly writing assignments (message board posts) on the materials they consider. These posts are the opening point to discussion intended to develop deeper understanding of Sufi works and practices. They will also delve more deeply into these works and practices in their final projects.
- (3) Students examine how the work under consideration arose out of its cultural or historical context.  
 Assigned secondary literature as well as class lectures situate the works in their cultural and historical contexts.

(4) The course explores the role that the work plays in the larger society of which it is a part. Throughout the class, the role that works of Sufi literature and art played in shaping larger Muslim communities (and, especially in weeks 8, 9, 12, and 13, modern national communities) are considered.

#### REQUIRED TEXTS

- Early Islamic Mysticism. Michael A. Sells. 978-08091-3619-3.
- Mystical Dimensions of Islam. Annemarie Schimmel. 978-0-8078-9976-2.
- Sufism: An Introduction to the Mystical Tradition of Islam. Carl Ernst. 9781590308844.

#### GRADING

Attendance and participation 20%  
 Message board posts 25%  
 Quizzes 20%  
 Final project proposal 10%  
 Final project 25%

#### GRADING SCALE

97-100: A+  
 93-96: A  
 90-92: A-  
 87-89: B+  
 83-86: B  
 80-82: B-  
 77-79: C+  
 73-76: C  
 70-72: C-  
 67-69: D+  
 63-66: D  
 60-62: D-  
 59 and below: F

#### ATTENDANCE AND PARTICIPATION

Attendance and active participation are a crucial part of your grade. This includes coming to class on time, having completed the required reading and bringing the book or a print copy of the article assigned for that day along with your notes, and thoughtfully taking part in the discussion. No electronics (including but not limited to laptops, tablets, and cell phones) may be used in class. Unauthorized use of electronics will decrease your attendance score. Taking notes on paper has been proven to not only be less distracting, but more effective for retaining the information you record. Rather than striving to record every word spoken in class, focus on condensing information and noting important points and themes; think ?bullet points? rather than ?transcript.? Please talk to me if you have a letter from the Disability Resource Center (DRC) and need accommodation on this policy.

#### MESSAGE BOARD POSTS

You must make a post on the message board each week by Sunday at 11:59pm. Each week of class is organized around a particular theme; consider the week's theme a springboard which you may respond to directly or indirectly. You can write about your first reactions to the reading, establish connections or comparisons between the current reading and previous readings we have covered, or explain how the texts relate to current issues. Your post must stay focused on the reading, and it cannot simply be a summary of the text; you are sharing your thoughts on the text, not explaining what the text says. The message board posts are an opportunity for you to start developing ideas and questions which could lead to your final project; take advantage of them. Each post must be around 200-300 words (or more if you like).

#### QUIZZES

There will be periodic reading comprehension quizzes at the beginning of class, designed to demonstrate whether you did the assigned reading for the day. They are not marked on the syllabus, so you should always do the reading and be prepared for a surprise quiz.

#### FINAL PROJECTS

Your final project may take the form of a scholarly essay, a creative project, editing Wikipedia, or any number of other formats. I highly encourage you to come up with a project that you find meaningful. We will discuss options in class. A formal written proposal is required and constitutes 10% of your overall grade; I must approve your proposal in order for your final project to be accepted. All students will present their final projects to the rest of the class at the end of the semester. Guidelines for the final projects can be found here.

#### SCHOLARLY DISHONESTY

Scholastic dishonesty includes but is not limited to plagiarizing; cheating on written assignments; or engaging in unauthorized collaboration on academic work. In this course, a student responsible for scholastic dishonesty will receive an ?F? for the assignment. Those guilty of plagiarizing a significant part of a written assignment will receive an ?F? for the course. In all cases, the student will be reported to the University for further disciplinary action and possible expulsion. If you have any questions regarding the definition of plagiarism or the expectations for a specific assignment, it is your responsibility to ask.

#### POLICIES

Grading and transcripts: <https://policy.umn.edu/education/gradingtranscripts>  
 Student Conduct Code: [https://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)  
 Makeup Work for Legitimate Absences: <https://policy.umn.edu/education/makeupwork>  
 Sexual Harassment, Sexual Assault, Stalking and Relationship Violence:  
[https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual\\_Harassment\\_Sexual\\_Assault\\_Stalking\\_Relationship\\_Violence.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf)  
 Equity, Diversity, Equal Employment Opportunity, and Affirmative Action:  
[https://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf)  
 Disability Services: <https://regents.umn.edu/sites/regents.umn.edu/files/policies/DisabilityServices.pdf>  
 Academic Freedom: [https://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic\\_Freedom.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic_Freedom.pdf)  
 Please see Canvas for additional policies, and let me know if you have any questions.

#### COURSE SCHEDULE

Week 1 Introduction to course  
 How do we understand religion, mysticism, Islam? Terms, definitions, approaches  
 Tues - Introduction to course; review syllabus  
 Thurs - Introduction to the study of Islam

Small group discussion: how would you define ?religion?? Does your definition apply equally well to the different religious traditions your group is familiar with?

Week 2 Introduction to Sufism  
 What is Sufism? A school, a movement, an orientation?  
 Tues - Ernst 1-31

Thurs - Schimmel 3-22; watch "The Inner Life"

Week 3 Sources of Sufism  
The Qur'an and the biography of the prophet Muhammad  
Tues - Sells 29-46; Ernst 32-45  
Thurs - Sells 47-56; Ernst 45-57

Sample discussion questions: how do the Qur'an and the hadith lend themselves to esoteric or mystical interpretations? Do you think such interpretations are embedded within the texts, or come from outside? Refer to at least one specific verse or hadith in order to justify your answer.

Week 4 Literary Sufism  
Sufi thought in Persian poetry  
Tues - Schimmel 287-328  
Thurs - Selections from Rumi ("The Song of the Reed" from the Masnavi)\*, Hafez (ghazals), ?Attar ("Parable of Sheikh San'an in Love" from Conference of the Birds)  
\*compare selection in Files to at least one translation from this list

Sample discussion questions: how do the key concepts of Sufism we have learned so far manifest themselves in this poetry? Choose two translations of a poem and discuss how the translators made these Sufi concepts more or less visible in translation.

Week 5 Sufi Manuals and the Path  
Hujwiri and al-Qushayri: guides to the Sufi path  
Tues - Schimmel 98-130  
Thurs - Hujwiri, "On Sufism" 30-44 (in Files); Sells 97-121

Week 6 Sufi Practice  
Shrine visitation, prayer, dhikr, sama?  
Tues - Schimmel 167-186; Ernst 179-198  
Thurs - "An Indo-Persian Guide to Sufi Shrine Visitation" (in Files)

Week 7 Sufi Orders  
Orders and brotherhoods; mastery, discipleship, initiation  
Tues - Ernst 120-146; Schimmel 228-258  
Thurs - "Shaykh Al-Hajj Abbas Sall: In Praise of the Tijaniya Order" (in Files)

Week 8 Chinese Sufism  
Han Kitab; encounter between Chinese and Islamic philosophy  
Tues - Lipman, Familiar Strangers 58-102  
Thurs - Wang Tai-Yu (Murata) selections (in Files)

Week 9 Modern Iran  
Mysticism in Iranian film; Sufism and Shi'ism  
Tues - Watch film: Baran (Majid Majidi, 2001)  
First draft of final project proposals due on Canvas  
Thurs - Lecture and discussion on Baran

Week 10 Sufi Heroes  
Mansur al-Hallaj; ibn 'Arabi; martyrdom and mysticism  
Tues - Schimmel 263-286; listen to Ibn 'Arabi and Mysticism  
Thurs - Sells 266-280; Schimmel 62-77

Week 11 Women and Gender in Sufism  
Women's lives in male-dominated societies; views on women; Rabi'a  
Tues - watch "Female Sufis in the Medieval Period"  
Schimmel 426-435, Sells 151-170  
Elias, "Female and Feminine in Islamic Mysticism" (in Files)

Week 12 Anti-Sufism  
Salafism; Islamic modernism; West Africa; Ottoman empire  
Tues - Watch Sufism, Anti-Sufism, and Islamic Modernism  
"Imitating the Life of the Prophet: Nana Asma'u and Shehu Usman dan Fodio" (in Files)  
Thurs - "The Kadizadelis: Discordant Revivalism in Seventeenth-Century Istanbul "

Week 13 Sufism and the State  
Modernization of Sufi orders; Islam, politics, and the modern state  
Tues - Ernst 199-228; watch videos (see message board for details)  
Thurs - ?The Problems and Perils of Translating Sufism as Moderate Islam?

Week 14 New Age Sufism  
Islam in the West; new religious movements; New Age spirituality  
Tues - Rozina Ali, "The Erasure of Islam from the Poetry of Rumi "; Gisela Webb, "Third-Wave Sufism in America and the Bawa Muhaiyaddeen Fellowship" (in Files)  
Thurs - Presentations  
Tues - Presentations / Wrap Up

## Strategic Objectives & Consultation

### Name of Department Chair Approver:

Travis Workman

### Strategic Objectives - Curricular Objectives:

#### **How does adding this course improve the overall curricular objectives of the unit?**

This course broadens and deepens the offerings in Asian and Middle Eastern Studies because it is focused centrally on a set of topics not covered in-depth in any other content courses.

### Strategic Objectives - Core Curriculum:

#### **Does the unit consider this course to be part of its core curriculum?**

This course will satisfy the core requirements that we have in the department for the Middle Eastern Studies subplan.



**Strategic Objectives - Consultation with Other Units:**

**Before submitting a new course proposal in ECAS, circulate the proposed syllabus to department chairs in relevant units and copy affiliated associate dean(s). Consultation prevents course overlap and informs other departments of new course offerings. If you determine that consultation with units in external college(s) is unnecessary, include a description of the steps taken to reach that conclusion (e.g., catalog key word search, conversation with collegiate curriculum committee, knowledge of current curriculum in related units, etc.). Include documentation of all consultation here, to be referenced during CCC review. If email correspondence is too long to fit in the space provided, paraphrase it here and send the full transcript to the CCC staff person. Please also send a Word or PDF version of the proposed syllabus to the CCC staff person.**

1/18/23 The department completed a thorough catalog search across the university and found no potentially overlapping instruction outside of CLA. Within CLA, we requested faculty consultations from CSCL and CNRC.

2/7/23 "This looks like an excellent course. There is no specific overlap with current CNRC courses, and I think AMES 3873 will be of interest to both CNRC and Religious Studies students." - Spencer Cole, DUS of CNRC

2/13/23 "In brief, there are no overlaps with any CSCL or SCMC courses. Thank you for sharing the syllabus with us." - Cesare Casarino, DUS of CSCL

03/07/2023: This course was approved by the CLA CRC in March 2023. The Associate Deans from CBS, CCAPS, CDES, CFANS, CSOM, SON, and SPH responded to a request for consultation with no concerns. CEHE and CSE did not respond. KAE

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