A study in depth of Islamic texts in translation. Selections may be made from the Qur'an, the Hadith, the Law, and from one or more of the major intellectual schools, such as Kalam (scholastic theology), Peripatetic philosophy, illuminationist theosophy, Sufism, and the "transcendent theosophy" of the School of Isfahan. May be repeated as the topic changes.

Course Topic:

Until recently love was a topic of major interest among Muslim scholars. Most of those who wrote about it were classified by the later tradition either as Sufis or philosophers, though all of them were thoroughly conversant with Islamic theology. In this course we will survey the major themes of the literature on divine love, that is, God's love for human beings and human beings' love for God. After providing some historical context about "Sufism" and situating the notion of love in the context of Koran and the Hadith (sayings of the Prophet), we will read selections from a variety authors, including philosophers like Avicenna, masters of mystical theology like Ibn Arabi, and poets like Rumi. Themes to be addressed can be grouped broadly under three questions: Where does love come from? How can we take advantage of love? What is love's final goal?

Course Prerequisite: AAS/RLS 280

COURSE LEARNING OBJECTIVES:

The course aims to help students gain the ability to think critically about human beliefs and practices while recognizing both the universality of religion across the globe and throughout history and the contextual specificity of Islam. Additional goals include sufficient familiarity with research methods to read primary and secondary literature on Islamic topics and to locate the discussions in their general and specific contexts; the ability to write essays on themes in Religious Studies; the ability to speak with some familiarity about the history, teachings, and practices of Islam; an awareness of the importance and legitimacy of the different perspectives present within the Islamic tradition; an appreciation of the commonalities and differences among religions generally.
COURSE REQUIREMENTS:

**Attendance and Make Up Policy**

Attendance is required, but no record will be kept. No excuses will be accepted for missing exams except those sanctioned by university policy. Quizzes will not be announced and cannot be made up. Papers must be submitted on time.

**Description and schedule of Required Readings and/or Assignments.**

The primary reading is Chittick, *Divine Love*. Other readings--mainly selections from primary texts not found in *Divine Love*--will be posted on Blackboard. There will be one research paper (10 pp.), three short (3 pp.) papers based on the reading, and occasional quizzes. Follow correct procedures for formatting in all of your papers. When in doubt, consult the Chicago Manual of Style: [http://www.chicagomanualofstyle.org/home.html](http://www.chicagomanualofstyle.org/home.html)

**Exams**

There will be one exam, the final.

**GRADING:**

Short papers and quizzes 40%.
Research paper 40%.
Final 20%

**MEETING SCHEDULE**

Jan. 27-29. Sufism and the Literature of Love
   Reading: “Love in Islamic Thought,” on Blackboard
   *Divine Love*: Preface
Feb. 3-5. The historical and theological background
   *Divine Love*: Chapter 1
Feb. 10-12. The mythic context
   *Divine Love*: Chapter 2
   **First paper due on February 12:** What does love have to do with theology?
Feb. 17-19. The structure of the self
   *Divine Love*: Chapter 3
Feb. 24-26. The groundwork for love
   *Divine Love*: Chapter 4
   **Second paper due on February 26:** How does the human self fit into the mythic context?
Mar. 3-5. The lover’s path
   *Divine Love*: Chapter 5
Mar. 10-12. The transformations of the lover’s soul
   *Divine Love*: Chapter 6
   **Third paper, March 12:** Why does love demand a path?
Mar. 17-21. Spring Break
Mar. 24-26. The true nature of love
   *Divine Love*: Chapter 7
Mar. 31-Apr. 7. The pain of love
   *Divine Love*: Chapter 8
Apr. 9-16. The final goal of love
   *Divine Love*: Chapter 9
Apr. 21-23. The metaphysics of love
   Readings from Iraqi
Apr. 28-30. The poetry of love
   Selections from Rumi
May 5-7  Review

Research Paper, May 7: Topic of your choice, to be approved by the instructor.

May 13: Final Examination (8:30-11:00 PM, in the classroom)

CLASS PROTOCOL
No electronic devices during classes.

CLASS RESOURCES
Basic bibliography provided in “Love in Islamic Thought.”
For background in things Islamic, see http://islam.uga.edu/, the best of the websites.

DISABILITY SUPPORT SERVICES (DSS) STATEMENT:
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.
Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: http://www.stonybrook.edu/ehs/fire/disabilities

ACADEMIC INTEGRITY STATEMENT:
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

CRITICAL INCIDENT MANAGEMENT:
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.