

## Course Syllabus

**Course:** AKAID – *Sects and Islamic Schools*

**Program of study:** Islamic Theology

**Number ECTS credits:** 7

**Status of course:** Mandatory

**Code of course:** 308

**Number of classes:** 3+3

**Academic year:** 2021/2022

**Semester:** VI

**Teacher:** Prof. ass. dr. Zija Abdullahu Contact: e-mail: [zabdullai@hotmail.com](mailto:zabdullai@hotmail.com)

## Short description of course

Study will include the most important sects that existed throughout history and the current ones as well in Islamic World. The biggest part will include Shia sect which is mostly present in Islamic states was further divided in many other sects. The study will focus in sects in our country too, traditional ones and those emerging already, their seats, activity and spread. The study will bring up also common aspects and differences of these aspects. It will also show Islamic viewpoint in this regard.

## Goal of course:

The aim of the course is make students obtain basic knowledge on sects and Islamic schools by researching and studying most important sects across history and also current sects in Islamic world. It tends to enable students to develop skills and abilities to analyze different sects as mention during the course so they could manage to draw conclusions about how successful and wrongful these sects were in the past. Students will acquire and promote a sense of criticism for assessment of arguments based on given facts. They will also be trained to write and discuss essay in a clear and arguments which a person with academic background should know. By the end of the semester students will have gained sufficient knowledge on earlier sects and those dominating today in Islamic world, in particular sects existing in our country, and will get to know commonly-shared aspects and differences, of these sects. Students will be able to realize process these sects went through as early as their beginning to the present day. By engaging in debates students will have an opportunity to realize common aspects of these sects together are greater in number than those dividing them. They will understand that emergence of sects is a natural process that helps boosting tolerance; therefore the study of sects must be advanced even more as it is in the interest of co-existence and peace in the world.

### **Expected learning outcomes:**

Describe stages of development of sects across the history and current ones dominating in Islamic world.

Make comparisons between various sects that will be included in the course study

Discuss based on each sects arguments being as objective as possible

Maintain views of each sect as conceived by their followers

Present critical thinking toward each sect by presenting clear Islamic arguments.

Be able to apply obtained knowledge in interreligious relations.

### **Instruction Methodology:**

- Lectures
- Analysis and interactive discussions
- Presentation of group and individual projects
- Presentation of video and audio materials

### **Content of course:**

**Week one:** Introduction to Syllabus, methods, organization, requirements and evaluation. Sects as all-religious phenomenon. Contribution of early Islamic scholars on sects and Islamic fractions. Dissention as all-human phenomenon. Terminology. Fractions, Doctrine, Sect, Medh'heb and School. Dissentions among people. Interactive discussion about major causes of dissentions among Muslims.

**Literature:** Dr. Zija Abdullahu, *Sects and Islamic schools*, p. 3-11. (*In continuation we will show only pages of this book as reference*)

**Week two:** *General causes for dissent*; Obscurity of topics for discussion. Fanaaticism in inherited opinions. Variety of cultures and studying methodology. Ambitions. Desire for power and position. Specific causes of dissention between Muslims: fanaticism among tribes, issue of caliphate, converting to Islamic, multi meaning ayah (muteshabihat), changes between legal schools. Interactive discussion on causes of current dissention.

**Literature:** (f. 12-19).

**Week three:** Demonstration of dissention between Muslims. Political Groups. Qur'an views toward politics or caliphate: justice, consultative assembly (shura), selected respect.

Repetition from previous classes

**Literature:** (f. 20-24).

**Week four:** Practical demonstration of dissention. Dissention of Muslims about caliphate. Reasons of rebellion in the period of Osman.

Proposal of topics for seminar papers and essay.

**Literature:** (p. 25-32).

**Week five:** Wars inciting appearance of sects: War of Devas, War of Siffin. Appearance of sects in social scene Haraxhite.

Debate about circumstances between sects in Islamic World.

**Literature:** (p. 33 -40).

**Week six:** Shiism. Major principle of Shiism. Setting of this sect. Residents of Shiias. Factors that influenced Shia.

Interactive discussion on influence of previous inheritance and condition over Shia.

**Literature:** (p. 41-47).

**Week seven:** Extreme Shia. Missing groups of extreme Shia: Seb'iti, Gurabite, Bejaniti, Mugiriti, Kisaniji

First test – students will be divided in two groups to take the test.

**Literature:** (p. 44-60).

**Week eight:** Liberal Shia: Zejdite: Origin, founder, principles, current location.

Debate on nearness of these sects with *ehli sunnet*. Immaij/Ithnaasherijte:

Origin, founder, principle, current location.

Interactive discussion on relations between Shia and Sunni in modern time

**Literature:** (p. 61-67).

**Week nine:** Existing extreme Shia groups: Immaijte Ismaili – Batinjite. Durizitet: Their origin, founders, principles, current position.

Interactive discussion with regard to comparison of existing extreme Shia and liberal groups.

**Literature:** (p. 68-72).

**Week ten:** Nusajritët/Alevitët. Origin, founders, principles, current location. Babism, Behaism, Origin, founder, principles, current location  
Interactive discussion on comparison of edition of Quran in Albanian by Ahmedij.

**Literature:** (p. 70-75).

**Week eleven:** Babism, Behaism, Origin, founder, principles, current location. Ahmeditë/Kadianitë, Origin, founder, principles, current location and their practice in our country.  
, Debate on practice of Ahmedi in our country.

**Literature** (p. 75-85).

**Week twelve:** Theoretical demonstration of Dissention. Murxhitët. Xhebrijtë. Kaderitë. Mu'te. Their origin, founders, principles, current location.  
Discussion and repletion of previously learned lessons

**Literature:** (p. 86-95).

**Week thirteen:** Maturdi: Their origin, founders, principles, current location.  
Interactive discussion on reasons of the spread of these schools in our country.

**Literature:** (p. 96-107).

**Week fourteen:** Sufism and tariqat in our country: tariqat Bektashi, Halvet, Kadiri, Rifai, Melmij, Mevlevij, Nakshibendij.  
Debate about contribution of tariqats in our country.

**Literature:** (p. 108-115).

**Week fifteen:** Islamic views towards tariqats.  
Final test – students will be divided in two groups.

**Literature:** (p. 115-120).

### **Criteria and components of evaluation:**

Participation and involvement in the class 10%

Seminar paper 10%

Evaluation of the first test 20%

Evaluation of the second test 20%

Final exam 40%

Total 100%

**Mandatory Literature:**

1. Dr. Zija Abdullahu, *Sects and Islamic Schools, Brochure for 3<sup>rd</sup> years students* (for internal use only), Islamic Studies Faculty, Prishtinë, 2007.

**Consultative Literature:**

1. Holy Quran.
2. Murtezai, dr. Ekrem; “*Fjalor i feve*”, Prishtinë, 2000.
3. Topaloglu, dr. Bekir; “*Hyrje në kelam*”, përkth. Mit’hat Hoxha, Prishtinë, 2002.
4. Tërnavë, Naim; “*Fraksionet në Islam*”, Prishtinë, 1997.
5. Rexhepagiqi, Jashar; “*Dervishët dhe teqet*”, Pejë, 2003.
6. Grup autorësh, “*Besimet e sekteve muslimane dhe pagane fraksionet islame*”, Gjilan, 1997.
7. Ahmeti, Bajrush, “*Vështrim kulturo-historik mbi formimin dhe përhapjen e disa fraksioneve në historinë islame*”, Prishtinë, 2007.
8. Ibrahim, Nexhat, “*Zhvillimi i sekteve në historinë e mendimit islam*”, Tetovë, 2007.
9. Dr. Beheshti dhe Dr. Bahonar; “*Filozofia Islame*”, përkth. Dr. Sokrat Ahmataj. Tiranë, pa datë.
10. Izeti, mr. Metin; “*Tarikati Bektashian*”, Tetovë, 2001.