Morse Academic Program: World Cultures

Islam in Central and South Asia

Student Guide

V55.0523
Spring 2005

Prof. R. D. McChesney

Teaching Assistants:

Emily Burnham
Lale Can
Stacy Liechti

Tuesday/Thursday
8:00-9:15
714 Silver Center

CONTACT INFORMATION:

robert.mcchesney@nyu.edu phone: 212-998-8902

ejb227@nyu.edu (Emily Burnham)
lale@gmail.net (Lale Can)
sl552@nyu.edu (Stacy Liechti)

Prof. McChesney’s Office Hours: Tuesday/Thursday 10-12 or by appointment
Rm. 306 Kevorkian Building
50 Washington Square South
# Table of Contents

I. Course description 3

II. Course objectives 4

III. The readings 5
   A. Required to buy
   B. Recommended

IV. Course structure 5

   Important dates 6

V. What you’ll be graded on 6

   Countries and Regions 7

VI. Research Guide 8

VII. Schedule of lectures and readings 15
I. COURSE DESCRIPTION:

Asia, not the Middle East, is the home of most Muslims. Nearly three-quarters of the world’s Muslims, some one billion people, today live in Central, South, Southeast and East. India, Pakistan, and Bangladesh alone account for more than one-third of all Muslims. The Muslim population of these three countries is nearly three times as great as the total population of all Arab countries combined. (Egypt, for example, has only slightly more than half as many Muslims as India and India’s Muslim population outnumbers Saudi Arabia’s by five to one. Population numbers only reveal part of the story but much of the Asian contribution to Islam has been overlooked by a disproportionate emphasis in Western scholarship on the Arab world.

This course begins with coverage of the basic features of Islam, the ways in which it spread into Asia from the Arabian peninsula and the nature of the ensuing and continuing dialogue between Muslims and adherents of other Asian religious traditions (Hinduism, Buddhism, shamanism, Zoroastrianism), the diversity of outcomes of those encounters, and the situation of Muslims today in South and Central Asia.

We will be looking at how Muslims define themselves against external and internal alternatives, whether those alternatives are in the next house, the next village, the next country, across the sea, or across the globe. These self-definitions will emerge through examining a number of related issues: the expansion of Muslim political authority in Asia; conversion to Islam, Islamic law (Shari’ah) and society, religious and political identity, the role of reformism in religion, and intra- and inter-religious conflict.

There are four major themes to keep in mind as the course progresses:

**Expansion/conversion** will cover the rise of Islam and the early vectors of its transmission from the Arabian peninsula eastward, the ways in which Islam was represented to non-Muslim populations in South and Central Asia, the theories concerning conversion to Islam, the internal divisions that determined the identity of Islam today, and the ongoing dialogue in South and Central Asia between Muslims and non-Muslims and between different Muslim denominations.

**The regulation of society** will consider how the ideology of Islam, expressed in formal regulations, translates in practice into the way individuals expect and are expected to live in their own communities. We will focus on these regulations as embodied in Shari’ah and the social norms governing such issues as sexuality and gender relations, including marriage and divorce, and the status of women in various Muslim contexts.
Sectarian conflict will consider not only the contests between Muslims and non-Muslims but the history and nature of conflict and contest between different Muslim groups as well. It will examine how these conflicts led to major displacements of populations and how such populations movements are explained in Islamic terms.

Religious and political identities and reformism will examine the ways in which ideas about Islam are formulated in political discourse and the efforts made, especially in (the Islamic Republic of Pakistan and the (transitional) Islamic State of Afghanistan to create a true Islamic state.

II. COURSE OBJECTIVES:

The general goals of the course are to increase understanding of the characteristics and common features of Asian Muslim world; to examine how Islam is used as a form of self-identification and how that identity plays out in the public and private domains of life; to consider the various forms of social expression identified as Islamic or Islamist; to highlight the nature of dialogue and conflict between the adherents of Islam and those of other religious traditions as well as among the adherents of Islam itself; to consider the economic and social issues behind conflicts expressed in religious terms.

The more specific goals are:

1) to learn the basic tenets and practices of Muslims and how those play out in Asia,
2) to better understand the social, economic, and political issues critical today and how religion is used to give those issues local meaning,
3) to learn something of the human geography of Muslim South and Central Asia and the networks of communication that connect South and Central Asia.
III. COURSE READINGS:

A. Required to buy (available at NYU Book Center and at Unique Copy Center [The Reader]):
   1. John Esposito, Islam: The Straight Path
   2. Khushwant Singh, Train to Pakistan
   6. The Reader (a course pack available at Unique Copy Center)

B. Highly recommended:
   1. Bartholomew World Travel Map, Indian Subcontinent 1993 (if you can find it).
   2. Claude Markovitz, A History of Modern India, 1480–1950 (London, 2002) (Available from Amazon.com, new $35.00, used from about $20)

C. On reserve
   All the books in the course as well as some of the books from which the selections in The Reader are taken are on reserve at Bobst Library (A level) for those who do not wish to purchase the material. Some of the items could not be put on reserve because the library doesn’t have them but for those you can ask your TA for a copy.

D. Online resources:
   1. On Islamic topics in general: http://arches.uga.edu/~godlas and http://www.usc.edu/dept/MSA
   2. On specific regions, countries, and topics consult with your TA or with me.

IV. COURSE STRUCTURE:

A. Lecture sessions
   TIME: Tuesdays and Thursdays, 8:00-9:15 (January 18–April 28, 2005)
   PLACE: Silver Center 714
   FORMAT: I will try to keep my presentation to an hour. The remaining 15 minutes will be taken up with a variety of activities, including, but not limited to, pop quizzes, brief essays, discussion of images, film clips.

B. Recitations:
   You are expected to attend every recitation. All absences, however valid, will be noted and will affect your final grade.
Important dates and deadlines:

Week of February 15: First short paper due.
March 10: Midterm exam
Week of April 12: Second short paper due.
May 10: Final exam (8:00–9:50 AM) or Research Paper Due

V. WHAT YOU’LL BE GRADED ON:

A. PARTICIPATION: 25%

There are two components to participation:

1. Attendance at recitations (10%)
2. Active participation at the recitation. Your preceptor is the sole judge of this. (15%)

B. MIDTERM: March 10 (20%)

C. WRITING ASSIGNMENTS: (25%) Weekly written assignments (5%) and two short papers (10% each).

THE SHORT PAPERS
By the second recitation meeting you will choose a region or a country from the list below as your special focus for the short papers.

1. The first short paper (due the week of February 15):
Length: 1,200 words (5-6 pages double-spaced)
Subject: How and when Islam reached your region, the stories related to its coming, the religious environment when it arrived, and the ways in which conversion (if any) took place.
2. The second short paper (due the week of April 12)

Length: 1,500 words (6-7 pages double-spaced)

Subject: Islam today in your region, the major Islamist movements (if any), conflicts between Muslim groups, and relations with other religious groups.

E. FINAL EXAM OR RESEARCH PAPER: May 10 (30%)

If you choose to do a research paper, you must so inform your TA by the week of April 12.

COUNTRY AND REGION LIST (Select One)

Afghanistan
Bangladesh
India (choose a region)
  Bengal
  Punjab
  Maharashra
  Deccan
  Malabar Coast
  Coromandel Coast
  Hindi belt (northern India: Haryana, Uttar Pradesh, Ganges and Jamuna River basins)
  Kashmir
Pakistan (choose a region)
  Punjab
  Sind
  Baluchistan
  Northwest Frontier
Sri Lanka
Tajikistan
Uzbekistan
VI. RESEARCH GUIDE

Ms. Paula Feid, the head of undergraduate services at Bobst Library runs a series of workshops at Bobst Library. To sign up: library.nyu.edu/research/classes/html These are highly recommended.

**Basic research sources you can check out on your own:**

*Encyclopaedia of Islam,* New Edition: (Both the reference room of Bobst Library and the Kevorkian Library have copies.) This is a scholarly reference source with a comprehensive discussion of most issues (though rather more focused on the Arab world than on Asian Islam. It has excellent bibliographies with each entry.

**Tip:** sometimes the country or person or term you are seeking will be under its Arabized name or under a name by which it was known in history. For example “India” is under “Hind” while “Pakistan” is under “Pakistan.” (Usually, if you look up the modern name there will be a reference to the main entry if different.)

*Index Islamicus:* A guide to articles and monographs published on Islam. It is arranged both by subject matter and by country/region. It is published quarterly and every five years compiled into one volume covering the five-year period. There is also a searchable CD-ROM in the Bobst reference room (1st floor south side) and in the Kevorkian Library. Oftentimes the best information on a topic is found in an article rather than a book and the *Index Islamicus* is the best source for locating articles.

Other good reference sources for this course:

*Encyclopedia Iranica* (much of South and Central Asia was deeply affected by Iranian (Persian) civilization and although this encyclopedia so far only covers the letters A-In, there is much in it pertaining to South and Central Asia. Its entries are more thematically organized than the *Encyclopedia of Islam*.)
*The Cambridge History of Islam* (2 vols.) (Bobst)

*The Cambridge History of India* (Bobst)

To find books in Bobst (online at http://library.nyu.edu):

**Tip:** Look under country entry and subject in Bobcat or subject and sub-category. (India. Social customs, e.g.) When you find the book on the shelf, check the index of the book (at the back) for specific topics. If there is no index, try another book. A good index is not necessarily a sign of a good book but no index or a poor one is almost always a sign of a book you can probably safely ignore.

**Tip:** The Library of Congress (LC) cataloguing system (used by Bobst) organizes books (and thus their place on the library shelves) by general discipline (history, social science, religion, literature) and then by country so that you may find other books of interest by browsing the area around the spot where you are looking for a particular book.

**Tip:** The BP (Islam) and DS (Asia and South Asia) shelf sections of the library are particularly good areas to be looking.

Using the Internet:

Google.com is the best search engine. Your recitation leader will help you find appropriate websites for your country.

Newspapers and periodical literature: Many are online through the Internet. Most English language newspapers from Asia (and there are many) are online and sometimes searchable.

Some US newspapers (New York Times, for example) have foreign coverage to be found through indexes available in Bobst. Check with the reference desk at Bobst.
Writing a research paper: some things to think about

1. In writing for others you have to establish your credibility. No one expects you to be knowledgeable, let alone an expert, on a subject until you have studied it for a long time and established your credibility. Coming to a subject for the first time and writing about it requires that you let your reader know that you have consulted authorities on the subject. You do this by citing the work of those you consult. If you use other people’s work and do not give them credit for it (by citing them) you have committed the intellectual crime of plagiarism (theft of intellectual property). Normally you do not need to cite widely known facts (for example, “the first Mughal ruler of India was Babur,” “the capital of Afghanistan is Kabul,” “Central Asia is an arid region”) but you do need to indicate where you found lesser-known information or precise data or ideas “Muhammad b. Qasim led the first Arab army of conquest into Sind at the beginning of the eighth century” (footnote should give author, title, date of publication, and page of the reference) or “The Muslim population of India is presently estimated at about 12% of the entire population, or some 120 million people” (The New York Times Almanac 2005, p. 580b), for example.

It is generally better to over-cite at first until you develop a feel for it. It is also sometimes acceptable in a general survey to give a bibliographic note and say, for example, “the following discussion of the social structure of Bangladesh is mainly based on (then give the authors and titles of the works it’s based on).”

To cite a source on the internet give the name of the site and the URL of the page.

2. It is important to keep in mind the distinctions between fact, belief, and opinion/ speculation:

What are facts? (According to Webster’s a fact is: “something that has actual existence, an actual occurrence or event, a thing presented as having objective reality”) This might include:

a. Specific data (measurements); “the birthrate of India is (whatever it is); Uzbekistan celebrates September 1st as Independence Day,” “The Mughal emperor Akbar reigned from 1556–1605 A.D.”

b. Widely observed and generally universally agreed-upon phenomena, “The earth orbits the sun,” “The Amu River separates Afghanistan from Tajikistan.”
What is belief?

**Religious:** “Muhammad is the seal of the Prophets,” “Christ is the Son of God.” But it is a fact that Muslims on the whole believe Muhammad is the last of the divinely inspired prophets and Christians on the whole believe that Christ is the Son of God.

**Secular:** “A college education is important.” “Democracy is better than autocracy.” (But it is a fact that many Americans believe a college education is important and a large percentage of the world’s population believes democracy is preferable to autocracy.)

What is opinion/speculation?

“The Arab armies were able to eventually occupy all of Central Asia because the princes facing them were unable to coordinate their resistance,” “Dowry remains a social problem in India because the laws against it are not strictly enforced,” “In Afghanistan, the neo-Taliban are behind the attacks on UN voter registration workers.”

Opinion/speculation forms the heart of scholarship and leads to the advancement of knowledge and information. But it is only effective and credible when the author's opinion/speculation is supported by fact as well as the reasoned opinion and speculation of others, especially recognized authorities. Here is where the need to cite your sources as evidence of your conclusions is most critical. The credibility of your sources and of your sources’ sources is often assessed by the questions, “How do they know? Are you/they in a position to know what you/they are proposing or concluding?”

In writing it is useful to pose explicit questions as you go along. “How do we know that communalism is deeply engrained in the fabric of Indian society?” Then you answer it with, for example, “We know this from the historical record and from the numerous writings and newspaper articles on the subject published in India today, for example…”

When you have an idea but the data is not overwhelming, be tentative. Use qualifying phrases like, “It seems that…,” or “It would appear from the evidence we do have, that…” This is effective in establishing your point and your credibility.

**AVOID TOTALIZING STATEMENTS:** “Muslims are anti-Western,” “Americans are anti-Muslim” This is something you may believe but such statements are utterly ineffective, even counter-productive, when stated in writing and offered in a semi-authoritative context.
Style sheet for Footnotes and Bibliography

For footnotes:

1. Citing from a book for the first time there are two preferred ways:

   *The first is:*

   Author’s first name, middle initial and last name followed by a comma and a space.

   Title of the book in italics or underlined followed by a space

   Open parentheses: the place of publication followed by a colon and a space the name of the publisher followed by a comma and a space the year of publication close parentheses and comma.

   (This information is generally found on the title page.)

   the page number or the page range where the information is found.

   FOR EXAMPLE:


   Citing from the same book thereafter: (use short form of author’s name and title of the book, omit the publication information and the date.)

   FOR EXAMPLE:


2. Citing from an article in a journal or a chapter in a collected work (many articles by different authors in one volume)

   Author’s first name, middle initial and last name followed by a comma and a space.

   Title of the article in double quotation marks with the comma before the closing quotation mark and space.

   name of the journal in italics or underlined followed by a space the volume number of the journal followed by a space the year of publication in parentheses followed by a colon and a space then the page numbers.

   FOR EXAMPLE: (on first citation)

On further citation:


Or in the case of a collected work

(after the author’s name and title of the work) “in editor(s) name, ed. comma space title of the work and the same publication data and page number as above under “citing a book.”

FOR EXAMPLE: (on first citation)


On further citation:


If you use this system, no bibliography is required.

The second preferred method of citation is:

To place within parentheses (curved brackets) the author’s last name, date of publication—if you cite more than one work by the author, otherwise, just the last name—and a page number.

For example, (McChesney 1991, 200)

You then must provide a bibliography where the full reference is given.

**BIBLIOGRAPHY**

For Books:

Author’s last name, first name period space title of the book period space place of publication colon space publisher’s name comma space, date.

FOR EXAMPLE:

Articles and chapters the same:

Week One: Introduction and Fundamentals

Tuesday, January 18, 2005 / Dhu’l-Hijjah 7, 1425

Introduction: Course objectives and requirements

Thursday, January 20, 2005 / Dhu’l-Hijjah 9, 1425

The Fundamentals: Prophet Muhammad, the Qur’an, Hadith, and Sunnah

Readings for recitation:

The Noble Qur’an: Surat al-‘Alaq (pp. 1113-15); Surat al-Baqarah: verse 255 “Ayat al-Kursi” (pp. 90–91); Surat al-Ikhlas (pp. 1129–30)

Esposito, Islam: The Straight Path (Introduction and chapter 1)

Online: http://arches.uga.edu/~godlas/ Explore The Quran box at this site.

http://cwis.usc.edu/dept.MSA/ Click on “Sunnah” in left hand column; click on Science of Hadith, click on Introduction, read Section A

http://www.usc.edu/dept/MSA/fundamentals/hadithsunnah/bukhari/001.sbt.html (Read No. 3)

What you should know by the end of the week: Where Islam began and under what circumstances. What the Qur’an is and how it came into existence. Some idea of the nature of God (Allah) as portrayed in the Qur’an.

Terms you should know: surah, ayah(t), tafsir, sunnah, hadith, matn-text, isnad-chain (of transmitters), ummah, caliph (khalifah), Muhajirun, Ansar, the “Companions,” and the “Successors.”

Assignment for recitation: Bring two questions about the reading or the lecture (in writing).

(Friday, 10 Dhu’l-Hijjah is ‘Id al-Azha—look it up)
Week Two: Basic Practices (Obligatory and Voluntary)

Tuesday, January 25, 2005 / Dhu’l-Hijjah 14, 1425

Foundational Beliefs and Practices: Ritual Purity and the Pillars (part one)

Thursday, January 27, 2005 / Dhu’l-Hijjah 16, 1425

Foundational Practices (part two)

Reading for recitation:

Esposito Islam: The Straight Path (section on “The Five Pillars” pp. 89–94)


Online: http://cwis.usc.edu/dept/MSA/ Click on Sunnah (left hand column)>Large Collections>A collection of the ahadith of Sahih Bukhari>Ablutions (Wudu’). Read through them.

What you should know by the end of the week:
Basic beliefs, practices (“five pillars”), and characteristic Muslim structures (mosque, madrasa).

Terms and names you should know:
Kaaba (Ka‘ba), the “Five Pillars” (hajj-pilgrimage, salat-five daily prayers, shahadah—profession of faith, zakat-obligatory donation, sawm-fast), the Muslim/Hijri calendar, Mecca, Medina, masjid (mosque), masjid-i jum‘ah (Friday or congregational mosque)

Assignment for recitation:
Using the index of The Noble Qur’an look up all the verses on “Ablution (wudu’)”, compare with the hadith material and summarize what you find in one to two pages and bring to the recitation for discussion.
Week Three: Sectarianism and Expansion

Tuesday, February 1, 2005/ Dhu’l-Hijjah 21, 1425

Division in the Ummah: The Emergence of Shi‘ism

Begun Thursday, February 3, 2005/ Dhu’l-Hijjah 23, 1425

The Spread of Islam Eastward: 7th to 11th Centuries

Reading for recitation:

P. Hardy, “Modern European and Muslim Explanations of Conversion to Islam.”

What you should know:
Why the early Muslim community divided. What the main points of disagreement are between Sunnis and Shi‘is. The history of Muslim expansion to Central and South Asia. Theories of conversion to Islam.

Terms and names you should know:

Assignment for recitation:
For your region, choose the theories of conversion which you think most apply and explain in one to two pages.
Week Four: *The Imperial Age and the Rise of Mysticism*

**Tuesday, February 8, 2005/ Dhu’l-Hijjah 28, 1425**

*Consolidation of Islam in the Imperial Period (12th–18th Centuries)*

**Thursday, February 10, 2005/ Muharram 1, 1426**

*The Emergence and Evolution of Sufism*

**Reading for recitation:**
*The Oxford Dictionary of Islam*, 302 “Sufism”


**online**: www.arches.uga.edu/~godlas (Click and read “Sufism: An Introduction” and “Classical Definitions of”)

**What you should know:**
Sufism’s main ideas. The characteristic practices of Sufism. Sufi organization and the major orders. The effects of the Mongol invasions on South and Central Asia.

**Terms and names you should know:**
tariqa, Naqshbandis, Chishtis, dhikr (zikr), khanaqah, murshid or pir, murid, Baha al-Din Naqshband, ‘urs, mawlid, shaykh, sayyid, Mongols, Genghis Khan, Sultanate of Delhi

**Assignment for recitation:**
1-2 pages on Sufism in your region—how it came there and what its characteristics practices were.
Week Five: *Colonialism and the Countryside*

**Note: 1st short paper due at this week’s recitation (Feb. 18, 19, or 21)**

**February 15, 2005/ Muharram 6, 1426**

*European Christian Imperialism (British and Russian) and Muslim Responses: 19th and 20th Centuries*

**February 17, 2005/ Muharram 8, 1426**

*Rural Life: Film: The Qirghiz of Afghanistan*

**Reading for recitation:**

Esposito, *Islam: The Straight Path*, Chapter 4

*The Reader: Metcalf, Islamic Revival in British India*, 1-86; Markovitz, *Modern India, 456–465*

**Things you should know:**

The different forms the Muslim response to Christian colonization took. The tenets of Wahhabism.

**Terms and names you should know:**

*ulama* (ulema), Shah Waliullah and his son Shah ‘Abdu’l-‘Aziz, Muhammad Ibn ‘Abd al-Wahhab, Wahhabism, fatwa, Sayyid Ahmad Barelwi (from Rae Bareli or Bareilly, Oudh, India), Sayyid Ahmad Khan, *kafir*, Anglo-Muhammadan law, the Jadids, Dar al-Islam and Dar al-Harb, the Indian “Mutiny” (also known as the Sepoy Rebellion), Deoband Madrasah and Delhi College

**Assignment for recitation:**

Discuss reading
Week Six: Law and Society

Tuesday, February 22, 2005/ Muharram 13, 1426

Islamic Law: The Basics

Thursday, February 24, 2005/ Muharram 15, 1426

Islamic Law in Practice: Gender and Sexuality

Readings for recitation:
Esposito, Islam: The Straight Path, 94–101

Dictionary of Islam: Shariah, Shariah Courts, Islamic Law, ijtihad, usul

What you should know:
The four basic principles (usul) of law, Hanafi school, women and their rights, issue of seclusion (veiling), heterosexuality and homosexuality, five classes of human action, nature of penal law

Names and Terms you should know:
Shariah, madhhab (mazhab), hadd (pl. hudud var. hudood), tazir (ta’zir), ijtihad, purdah, hijab

Assignment for recitation:
Prepare 1-2 pages on the application of Islamic law in your region.
Week Seven: Legal Issues for Women

Tuesday, March 1, 2005/ Muharram 20, 1426

Family Law: Marriage and Divorce (excerpt from Being Muslim in India)

Tuesday, March 3, 2005/ Muharram 22, 1426

Film: Divorce Iranian Style

Readings for recitation:

The Reader: 106–119 (Esposito, Women in Muslim Family Law, 13–39)

What you should know:
mariage as a contract, the taboo relationships, polygyny and its ramifications, concepts of illicit sexual relationships, the different forms of divorce, temporary (“pleasure”) marriage

Terms and names you should know:
nikah, the three-fold talaq, waiting period (‘iddah), maintenance (nafaqah), dowry or bride price (mahr, sadaq), zina, mutah marriage, guardianship (wala)

Assignment for recitation:
In a 1-2 page report describe whatever you can find on Muslim marriage practices in your region.

Week Eight: Propagating the Faith

Tuesday, March 8, 2005/ Muharram 27, 1426

Islamic Education: Excerpts from film Allah’s Born

Thursday, March 10, 2005/ Muharram 29, 1426

MIDTERM EXAM

SPRING RECESS (MARCH 14 – 18)

* * * * * * * * *
Week Nine: *Flight (Hijra)*

**Tuesday, March 22, 2005/ Safar 12, 1426**

*Partition in South Asia*

**Thursday, March 24, 2005/ Safar 14, 1426**

*Refugeeism and Its Effects*: Film *Afghan Exodus*

**Readings for recitation:**


Khushwant Singh, *Train to Pakistan* (entire)

**What you should know:**

The background to Partition (1947), the causes of Afghan refugeeism

**Terms and names you should know:**

Quit India Movement, Khilafat movement, Mohammad Ali Jinnah and the All-India Muslim League, All-India Congress Party, Jawaharlal Nehru, Mohandas Gandhi, Lord Mountbatten, Muhammad Iqbal, Mohammad Ali Jinnah, the October Revolution, national delimitation,

**Assignment for recitation:**

Make an argument in 1 to 2 pages why Partition was either beneficial or detrimental (not both) to the politics, economy, and societies of South Asia.
Week Ten: Community and Property

Tuesday, March 29, 2005 / Safar 19, 1426

Travel as Symbol of Unity: The Hajj-Pilgrimage

Thursday, March 31, 2005 / Safar 21, 1426

Property, Finance, Inheritance, and Philanthropy

Readings for recitation:


Go to hadith site (www.usc.edu/dept/MSA/fundamentals/hadithsunnah/) and read hadiths from Sahih Bukhari (nos. 34-38, 41, 44, 45—all financial issues).

What you should know:
Islamic views on property and money, women and property rights (in law and practice), succession to estates, the main forms of charity, the nature of the permanent endowment

Names and terms you should know:
Riba, waqf, zakat, sadaqah, fara’id

Assignment for recitation:
Choose one of the financial or property issues (for example, debt, loans, bankruptcy, sales, advance sales, etc.) and summarize it in 1-2 pages.
Week Eleven: Sufism and Shi‘ism Today

Tuesday, April 5, 2005/ Safar 26, 1426

Sufism in Central and South Asia (excerpts from films I Am a Sufi, I Am a Muslim and Being Muslim in India)

Thursday, April 7, 2005/ Safar 28, 1426

Shi‘ism in Central and South Asia

Readings for recitation:

The Reader: I. Ahmad, “The Shia-Sunni Dispute in Lucknow,” Annemarie Schimmel, “Muslim Life and Customs” from Islam in the Indian Subcontinent

What you should know:

The different forms of Shi‘ism in Central and South Asia. Is there an ethnic component to the Sunni-Shi‘i divisions? Among different Shi‘i sects? Importance of tombs and shrines

Terms and names you should know:

Lucknow, imambarah, Hazarah, Qizilbash, al-Hujwiri’s tomb.

Assignment for recitation:

Find two examples of Shi‘i Sunni conflict in your region either on the web or at the library and describe in 1-2 pages, for discussion. Know the social conditions and the particular political background to episodes of conflict.

OR Describe in 1-2 pages an important tomb-site in your region.
Week Twelve: Islamization and Re-Islamization

Note: Second short paper due this week

Tuesday, April 12, 2005/ Rabi' al-Awwal 3, 1426

Islamist Movements in South and Central Asia

Thursday, April 14, 2005/ Rabi' al-Awwal 5, 1426

Pakistan’s Struggle to Create an Islamic State

Reading for recitation:


What you should know:

Ethnicity and religious affiliation; the Afghan jihad (1979–89)

Terms and names you should know:


Assignment for recitation:

1-2 pages on how you think Islamization is progressing (or not) in your region.
Week Thirteen: Creating an Islamic State

Tuesday, April 19, 2005/ Rabi‘ al-Awwal 10, 1426

The Islamic State in Afghanistan: The Case of the Taliban, 1994–2001

Thursday, April 21, 2005/ Rabi‘ al-Awwal 12, 1426

Afghanistan: An Impoverished Muslim Society (film; Prayers of the Warlord)

Readings for recitation:
  Qur’an: Surah Al ‘Imran, verse 110

The Reader:

What you should know:
the essential elements of an Islamic state; how Afghanistan managed (albeit briefly) to achieve what it considers an Islamic state while Pakistan, despite decades committed to the idea, has not; who the Taliban were/are; the role rural/urban divisions play in Islamization of state structures; the impact on women and minorities, the Islamist organizations that have formed.

Terms and names you should know:
  Taliban, Ministry for the Promotion of Virtue and the Prohibition of Vice, Mulla ‘Umar

Assignment for recitation:
  Given what you know about your region, what are the factors that would weigh against the founding of an Islamic state and what are the factors that favor it. (1-2 pages)
Week Fourteen: Inter-religious Conflict

Tuesday, April 26, 2005/ Rabi‘ al-Awwal 17, 1426

Hindu-Muslim Conflict Past and Present: The case of the Babri Masjid (film excerpt, “Among the Unbelievers”)

Thursday, April 28, 2005/ Rabi‘ al-Awwal 19, 1426

Hindu-Muslim Conflict (con’t): The Shah Bano Case

Readings for recitation:


What you should know:

Hindu-Muslim mutual influences regarding caste, marriage customs, foodways

Terms and names you should know:

Babur and Babri Masjid, Gujarat riots, Lal Advani and his rath yatra

Assignment for recitation

1-2 pages on evidence that you can find for your region of Muslim adoption or adaptation of Hindu customs OR (for Central Asian regions) minority-relations in general in your region.

May 10, 2005/ 2 Rabi‘ al-Thani 1426

FINAL EXAM 8:00–9:50 AM or RESEARCH PAPER DUE BY NOON