



# Islam: Theme 4 D-F

## Practices & Identity



### AO1 Content:

#### D: Beliefs and Practices Distinctive to Shi'a Islam

*Including: significance of the historical dispute, Shi'a & the 5 Pillars, death of Ali and Hussein, Role and Status of Imam inc: Mahdi, Distinctive Shi'a beliefs*

#### E: Sufi Philosophical Thought & Religious Experience

*Including: The Qutb, The role of the teacher, the use of parables and the direct personal relationship of teacher to pupil. The role of asceticism. The role of personal, mystical religious experience as a way of experiencing God. The variety of sufi devotional practices*

#### F: Ethical Debates about Crime and Punishment

Traditional Muslim views about punishment for crime. Categories of punishment: qisas; hudud; tazir. A comparison of different views about the death penalty

### AO2 Issues to Consider, Analyse and Evaluate:

#### D: Shi'a Islam

*Is Islam Divided or United? How far is Shi'ism a unique form of Islam?*

#### E: Sufism

*How far is it possible to have a personal mystical union with God in Islam? Are the sufi devotional practices valid?*

#### D: Crime and Punishment

*How effective are Islamic ethical teachings for Muslims living today? How far can Islamic teachings on punishment be applied today?*

# D: Shi'a Islam

## AO1 Content to learn:

- Historical dispute leading to Shi'a Ali
- Shi'a and the 5 Pillars
- The Death of Ali and Hussein
- The Role and Status of the Imam
- Distinctive Shi'a Beliefs

## AO2 Issues to consider, analyse and evaluate:

- To what extent is Islam divided?
- How far is Shi'ism a unique form of Islam?

**Below are examples of sample exam questions. As you go through the Info booklet and workbook you should be able to link content with the questions.**

Exam Question	Workbook Link (give p. Number)	Info Book Link (give p. number)	Recommended Extra Reading
<b>Explain the distinctive beliefs of Shi'a Islam (AO1)</b>			Watton, Islam, Ch6 Maqsood, Islam an Intro, pp.30-2 Watton, V. <i>Islam</i> , p. 115-125
<b>Examine the role of the Imam in Shi'ism (20 marks AO1)</b>			Clark, M. <i>Islam for Dummies</i> , Chapter 13 Ling, Muhammad, Ch.85
<b>"Islam is a divided religion" (30 marks AO2)</b>			Hazelton, p.188-90 Aslan, Reza, <i>No god but God</i> , Chapter 5
<b>"Islam is a united religion" Evaluate this statement. (AO2 30 marks)</b>			

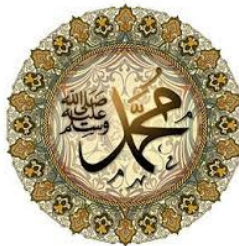
# The Historical Dispute

**Flipped Learning**

*HW: Read pp.1-3*



What happened at Ghadir Khumm? Why is this significant for Shi'as?

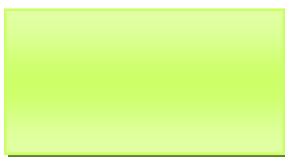


(what Muhammad said at Ghadir Khumm)

What happened at the Shura? Where was Ali?

Problems with Uthman's Caliphate

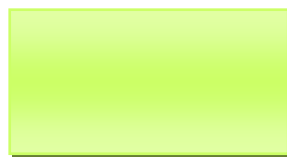
What issues did Ali face in his caliphate?



1st Sunni Caliph



2nd Sunni Caliph

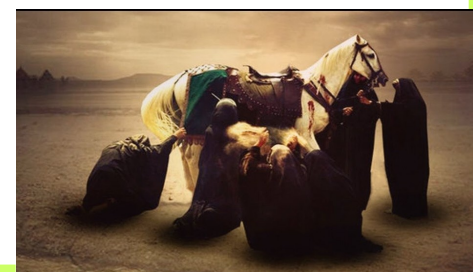


3rd Sunni Caliph

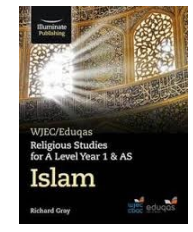
Key Figures in the  
Sunni/ Shi'a Split

What happened upon Ali's death?

Explain the events leading up to and including the  
Martyrdom of Hussein



# Shi'a and the 5 Pillars

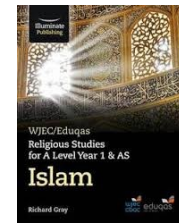


Use pp. 4-5 of info book

Pillar	What is it?	Shi'a Interpretation/ Difference
Shahadah		
Salah		
Sawm		
Zakah		
Hajj		



# The Role & Status of the Imam



Use pp. 5-7 of<sup>6</sup>  
your info  
book

**What is an Imam in Shi'a Islam?**

**Special Beliefs about the Imam**

**The Twelve Shia Imams**

**The Mahdi**

# Distinctive Shi'a Beliefs

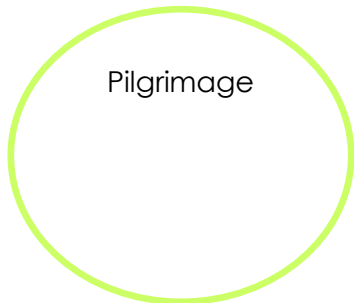


**IMAM ALI MOSQUE**

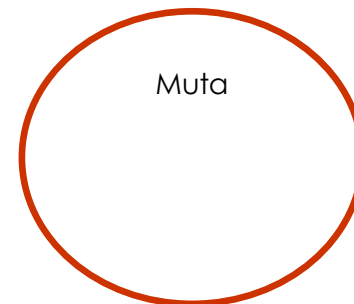
The Mosque in Najaf



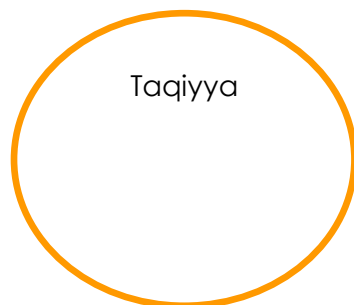
*"As to those whom you married for a fixed time (Muta), give them their agreed dowries; and there is no sin for you in what you mutually agree together after what has been settled." (4:24).*



Pilgrimage



Muta



Taqiyya

# A O 2: Shi'a

Infobook p.  
12

Draw lines to link any arguments with their counter arguments

**Islam is a DIVIDED religion**

**Islam is a UNITED religion**

Empty space for arguments supporting the view that Islam is a divided religion.

Empty space for arguments supporting the view that Islam is a united religion.

Overall View– Divided or United?



Draw lines to link any arguments with their counter arguments

Infobook p. 13

<b>Shi'ism is a unique form of Islam</b>	<b>Shi'ism is not a unique form of Islam</b>
Overall View– Unique or the same?	

# How to ACE an A02 Response

## For full marks (25-30 marks ) you have to show the following:

- ❑ Confident critical analysis and perceptive evaluation of the issue.
- ❑ A response that successfully identifies and thoroughly addresses the issues raised by the question set.
- ❑ Thorough, sustained and clear views are given, supported by extensive, detailed reasoning and/or evidence.
- ❑ The views of scholars/schools of thought are used extensively, appropriately and in context.
- ❑ Confident and perceptive analysis of the nature of connections between the various elements of the approaches studied.
- ❑ Thorough and accurate use of specialist language and vocabulary in context

The examiner wants to see you including arguments FOR and AGAINST but not in the style of a 'shopping list' like you might have used at GCSE.

You cannot simply list some arguments for and some arguments against. There has to be a sustained ARGUMENT throughout.

## The Conclusion:

To keep your argument sustained and focused you have to know where you are going– if you don't know where you are going you'll get lost.

Your conclusion is where your argument is heading– in other words it's where you are going. You need to know what you are going to conclude before you 'set off' on your answer.

So always decide what you are going to conclude first so you can argue accordingly. It may help to start by stating what you intend to conclude:

All AO2 questions give a statement then ask you to evaluate. So your conclusion will be that the statement is true, false, true to an extent etc.

*"It is the contention of this essay that the statement is true."*

*"In this essay I will suggest that the statement is to a large extent false"*



# How to ACE an A02 Response



**Argument (with Analysis)**



**Counter Argument (with Critical Analysis)**



**Evaluate**

## Analytic Sentence Stems

- This assumes...
- It is clear, therefore, that...
- The suggestion here is that...
- Use of the word \_\_\_\_\_ conveys...
- This demonstrates
- This emphasises the fact that
- This proves
- This indicates
- This describes how
- This explains how
- This persuades us to
- This justifies

## Evaluative Sentence

- This argument is successful because...
- The counter argument is the strongest of the two since...
- This is a valuable point because...
- The latter argument can be further supported by the quote...
- However, this counter argument is unsuccessful because...
- The counter argument is convincing since it...
- The counter argument is successful in refuting the argument as it...

- In your answer you need to choose about **3** of these (or come up with 3 of your own).
- Choose arguments you really understand as this will make analysis and evaluation easier.
- For each of your 3 arguments you will need to respond with a **related** counter argument.
- When you present your **Argument** make sure you analyse it, mention any scholars who have supported this view and add a relevant Qur'anic quote or hadith or teaching.
- Next present the related **Counter Argument**, critically analyse it, mention any scholars who have forwarded this view and add a relevant quote, hadith, teaching etc.
- Finally **Evaluate**, the argument and counter argument saying which position you agree with and why.
- Remember for a **SUSTAINED argument** you will need to argue in favour of your conclusion throughout, unless your conclusion is a more neutral 'partly true' then you will have more flexibility to agree with some FOR arguments and some AGAINST arguments.

# HW: A01 Exam Qu

## Examine Islamic Teaching on Crime and Punishment (20 marks) AO1

### Some ideas for you:

- The concept of crime in Islam is anything that challenges the way Allah intends Muslims to live which protects life, religion, reason, property and lineage/ancestry. There are many teachings within Islam that serve to promote the opposite actions categorised as 'crime'. When crime does occur, however, Islam has a way of applying punishments.
- There tends to be three categories or types of punishments: □ (1) Hadd is the term for a divinely ordained punishment as outlined in the Qur'an and Hadith. It is seen specifically as the punishment apportioned for crimes against Allah. Hadd is directed by Shari'a (the Muslim path); some use the phrase Shari'a 'law' with reference to Shari'a. The punishments are severe and so it is crucial that accurate evidence for a hadd offence is presented that cannot be challenged. Usually this involves eyewitness accounts by competent adult male Muslims; non-Muslims can only testify against non-Muslims that have committed a hadd offence. In the light of this, a hadd punishment is rarely given.
- Hudud (the plural of hadd) include: amputation of the hand for theft; eighty lashes of the whip for drinking alcohol but also for false accusations of voluntary and unlawful intercourse; death by stoning or one hundred lashes for voluntary unlawful sexual acts; death for highway robbery and apostasy, or alternatively banishment may be administered for apostasy. Punishments are not Qur'anic, but were administered by the first Caliphs. Most hudud offences must be brought against the accused within one month of the offence.
- 2) Qisas means "legal retaliation" and follows the principle of an eye for an eye. It is a type of punishment where the perpetrator of a crime is punished with the same injury that he/she caused to the victim. If a criminal killed a victim, then a criminal may be executed or a payment of 'blood money' may be made.
- 3) Non-fixed corporal punishments are referred to as 'tazir' and left to the discretion of a judge. Despite all the focus on hadd in Islam, these laws for suggested punishments account for the majority of cases. However, there are different ways in which these beliefs about crime and punishment are understood and applied within Islam:
- Tariq Ramadan is opposed to all forms of corporal and capital punishment because he believes the meaning of the Qur'an requires interpretation. He argues that there have been many cases of violations of Islamic law where punishments have been meted out haphazardly and unjustly.
- On the other hand, Sheikh Ahmad Ash-Sharabasi supports the death penalty as a legitimate form of self-defence by the state and as ordained in the Qur'an.

***This is not a checklist, any other relevant points will be credited.***

# E: Sufism

## AO1 Content to learn:

- The Qutb,*
- The role of the teacher, the use of parables and the direct personal relationship of teacher to pupil.*
- The role of asceticism.*
- The role of personal, mystical religious experience as a way of experiencing God.*
- The variety of sufi devotional practices*

## AO2 Issues to consider, analyse and evaluate:

- Is direct personal experience of God possible in Islam?*
- Are the Sufi devotional practices valid?*

Exam Question	Workbook Link (give p. Number)	Info Book Link (give p. number)	Recommended Extra Reading
<b>Examine the role of the teacher in Sufism AO1 20 marks</b>			Maqsood, R. <i>Islam An Introduction</i> , Chapter 8 Baldock, J. <i>The Essence of Sufism</i>
<b>Explain the varieties of Sufi devotional practice AO1 20 marks</b>			Watton, V. <i>Islam</i> , p. 125-129 Clark, M. <i>Islam for Dummies</i> , Chapter 13
<b>“Direct personal experience of Allah is not possible” Evaluate this statement 30 marks AO2</b>			
<b>“Sufi devotional practices are not acceptable in Islam” Evaluate this statement 30 marks AO2</b>			

# What is Sufism?

Who are the Sufis?

What is Mysticism?

## What is the Qutb?


# The Role of the Teacher

Why is a teacher necessary?

The Shaykh=

The Murid=

Fana=

Tawakkul=

What are silsilahs?

Sufi Stations



The 8 Duties of a Teacher




# The Use of Parables

What is a Parable?



What symbolism is in the story of Layla and Manjun?

## Recurring Sufi Symbolism

### The Drop and the Ocean

Drop=

Ocean=

Fish =

Pearl=

### The Wine of the Beloved

Wine =

Cup bearer=

Drunkenness=

Drunkard=

The Tavern=

### The Lover and the Beloved

- Beauty=
- Down=
- Embrace=
- Perfume=



# Sufi Parables

You need to know ABOUT these 2 parables. You should be able to give a few quotes from them and explain their symbolic meaning. You do not need to know the whole story .



<b>The Conference of the Birds</b>	
Written by	
Basic Overview	
Symbols used	
Meaning	
Quote	

<b>Parable of the Spiders Hosue</b>	
Found in	
Basic Overview	
Symbols used	
Meaning	
Quote	

# The role of Asceticism



**The Direct Relationship between Student & Teacher**

**What is it?**

Quote:

Quote:

**Types of Asceticism**

**Purgation**

# Nature of God and Religious Experience

## 3 Main ways of Experiencing God

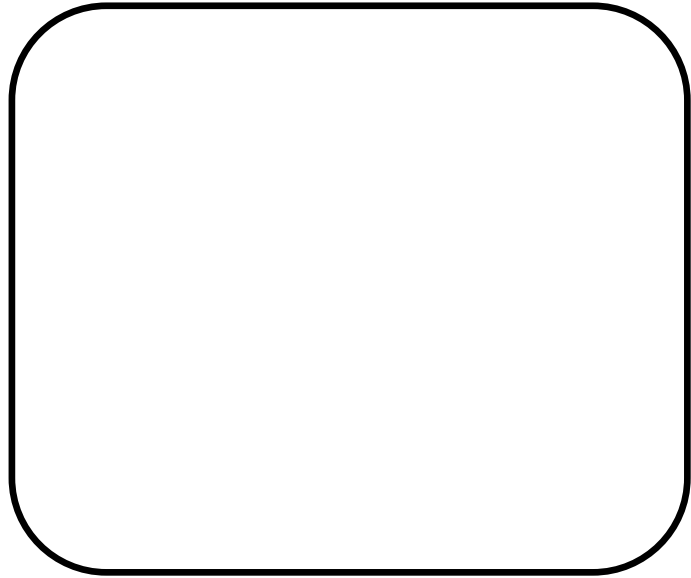
- 1)
- 2)
- 3)



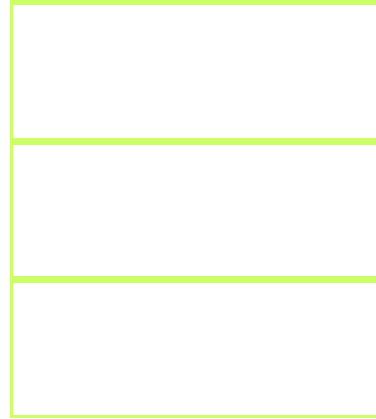
Qur'anic quote to support Sufi way of experiencing God (way 3)

Qualities of Allah

List some of the stations of the Sufi Path:



**Main Goals of Sufi worship:**



Ultimate End Goal- Fana?

Ultimate End Goal- Union?

Mohammad Iqbal'S 5  
Characteristics of the Sufi  
Mystical Experience.

# Sufi Devotional Practices: Dhikr

Dhikr is:  
It is sometimes called:

**Different ways  
dhikr is  
performed:**



Qur'anic support  
for Dhikr

**3 Categories of Dhikr:**



**Link to Tasbih?**



# Sufi Devotional Practices: Muraqaba

Muraqaba is:

Steps of Muraqaba:

What is the purpose of muraqaba?

Preparing for Muraqaba:



Qur'anic support for Muraqaba

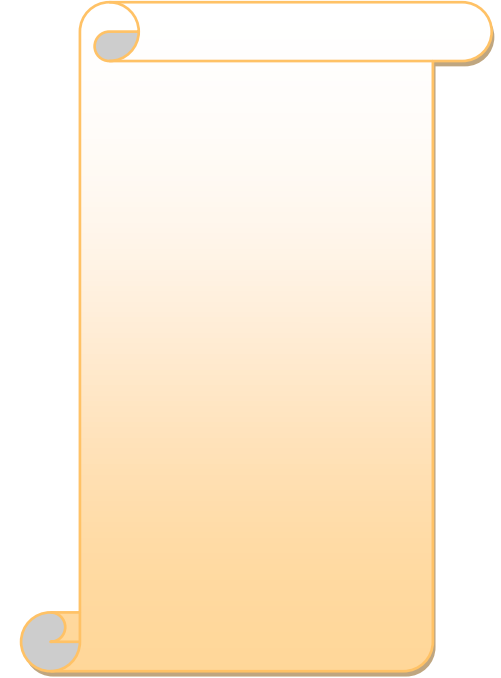
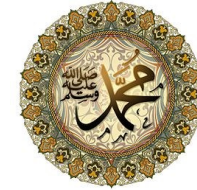
Sura 9:119



What is the goal of Muraqaba?

# Sufi Devotional Practices: Sama

Sama is:

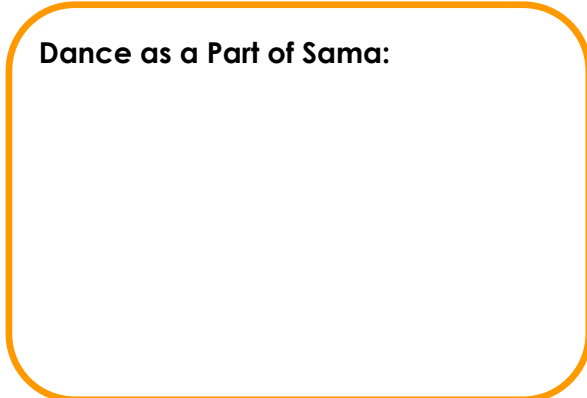


**What problems do some have with Sama and how do Sufis Respond?**


How do Sufis use the example of Muhammad to justify Sama?



**Dance as a Part of Sama:**



Hewer

# A02: Union with God

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27

Draw lines to link any arguments with their counter arguments

**Personal Union with God is possible:**

**Personal Union with God is not possible:**

Overall View– Is it a misrepresentation?



# A02: Devotional Practices

Infobook  
p. 28

Draw lines to link any arguments with their counter arguments

Sufi devotional practices are valid:

Sufi devotional practices are not valid:

Overall View– Are they valid?

# Benefits of Ramadan

NB. You will NOT be tested so much on what happens in Ramadan but how what happens gives moral or religious benefit. This means that anytime you mention the details of what happens during Ramadan it must be in reference to how it gives some kind of benefit.

Aspect of Ramadan	How it benefits Muslims	<ul style="list-style-type: none"> <li>• Spiritual benefit (S)</li> <li>• Relationship to Allah (A)</li> <li>• Moral Benefit (M)</li> </ul>

# F: Crime and Punishment

## AO1 Content to learn:

- Traditional Islamic teaching on Crime and Punishment
- The different categories of punishment in Islam
- Death Penalty in Islam
- The views of Ramadan ash Sharabasi and Rachels on the Death Penalty

## AO2 Issues to consider, analyse and evaluate:

- Are Islamic ethical teachings effective for Muslims living today
- How far can Islamic teachings on punishment be applied today?

**Below are examples of sample exam questions. As you go through the Info booklet and workbook you should be able to link content with the questions.**

Exam Question	Workbook Link (give p. Number)	Info Book Link (give p. number)	Recommended Extra Reading
<b>Examine the Islamic teaching on Crime and Punishment 20 marks AO1</b>			Maqsood, R. <i>Islam An Introduction</i> , Chapter 7 Watton, V. <i>Islam</i> , pp. 134-135. 59-6 Clark, M. <i>Islam for Dummies</i> . Chapter 11, Ch 18
<b>Explain the views of Muslim and non Muslim scholars on the Death Penalty in Islam 20 marks AO1</b>			
<b>“Islamic teachings on punishment are unacceptable” Evaluate this statement 30 marks AO2</b>			
<b>“Islamic ethical teachings are ineffective for Muslims living today” Evaluate this statement 30 marks AO2</b>			

# Islamic Teachings of Crime & Punishment



Why does Maqsood argue swift physical punishment is kinder than imprisonment?

What are the core principles at the heart of Islamic punishment?

Rights of the Accused:

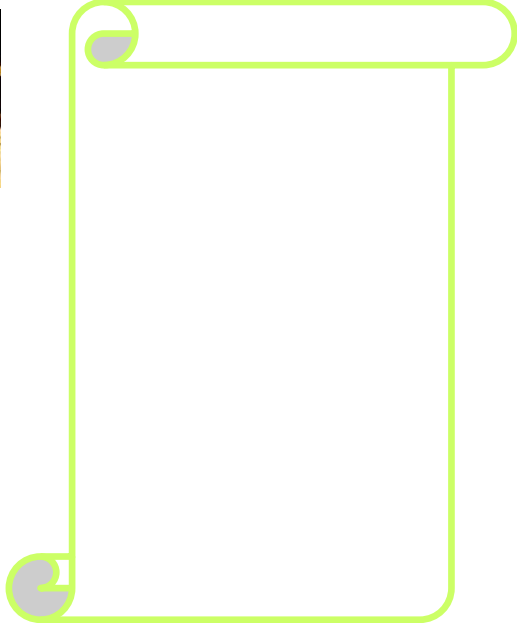
What are the goals of Islamic Punishment?

What problems do people have with Islamic punishments?

3 Categories of Punishment		
Q	T	H



Qur'anic support for qisas →



Diyah =

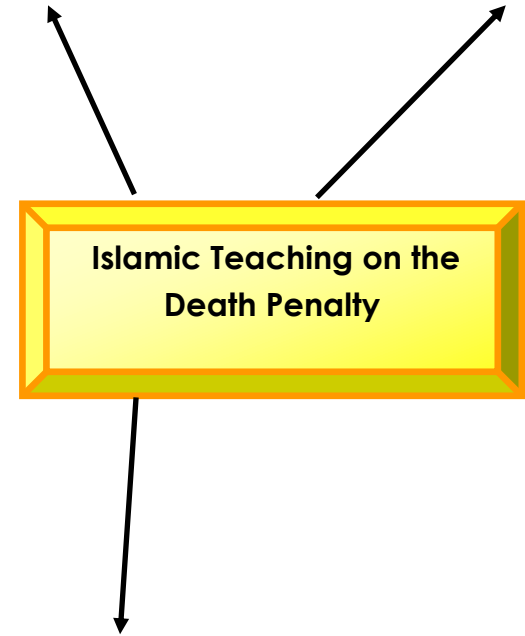
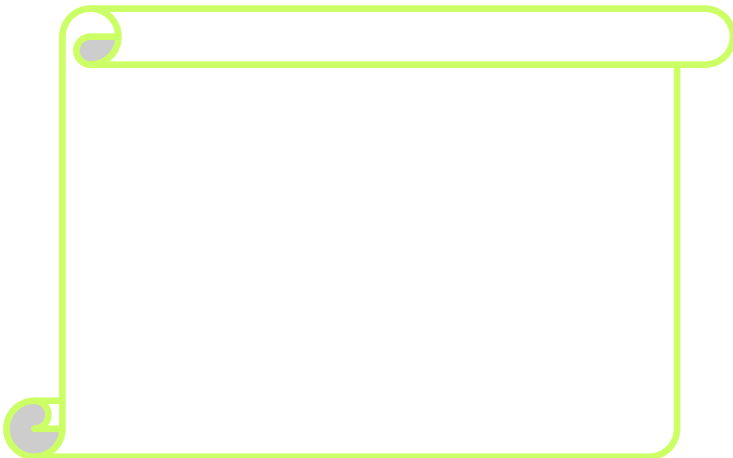


Maqsood on Qisas





Hadiths about Hudud penalties (p.33)



# Traditionalist View: Shaykh Ahmad Ash Sharabasi

What is the main reason ash Sharabasi is in favour of the Death Penalty?

The Death Penalty is the best what?

Reasons why people are against the Death Penalty:

**Argument Against the Death Penalty**

**Ash Sharabasi's Counter Argument**

**False Accusation:**

**Sanctity of Life:**



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# Modernist View: Tariq Ramadan

What is Tariq Ramadan calling for?

Who are the main victims of Islamic Punishments in Muslim countries?

Why can Ramadan not condemn the death penalty and other forms of corporeal punishment outright?

How does he reconcile his position with his Islamic Beliefs?

Reasons why Tariq Ramadan is against the Death Penalty:

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# Non Muslim View: James Rachels

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The best social practices...

Is Rachels in favour of the death Penalty?

Why?

Why does Rachels say that Retributivist Punishments are the most fair?



What is retributivist punishment?

	Deterrence	Rehabilitation	Retribution
Guilt	No	No	Yes
Equal Treatment	Yes	No	Yes
Proportionality	No	No	Yes
Excuses	No	Yes	Yes

What 3 theories of punishment does Rachels compare?

# What do the Scholars Say?



Use this page to record actual quotes!



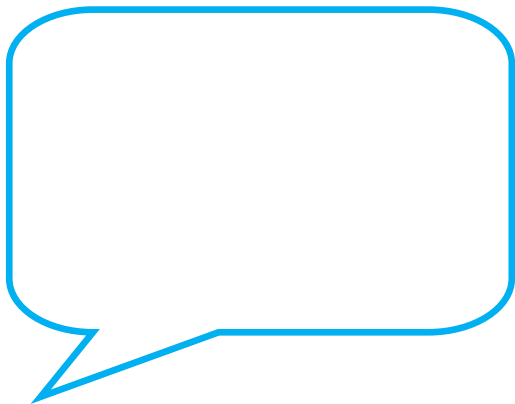
Shaykh Ash Sharabasi



Tariq Ramadan



James Rachels



Shaykh Ash Sharabasi



Tariq Ramadan



James Rachels

“Islamic Ethical Teachings are not effective for Muslims living today” Evaluate this statement

AO2 30 marks

A

[Dashed box for answer]

ExD/ EG

C

[Dashed box for answer]

ExD/ EG

E

[Dashed box for answer]

QL

A

[Dashed box for answer]

ExD/ EG

C

[Dashed box for answer]

ExD/ EG

E

[Dashed box for answer]

QL

A

[Dashed box for answer]

ExD/ EG

C

[Dashed box for answer]

ExD/ EG

E

[Dashed box for answer]

QL

CONC

**Flipped Learning**

*HW: Read p. 38 of info book and fill in this page*



# How effective are Islamic Ethical Teachings?

Not effective	Effective

**Flipped Learning**

*HW: Use p. 39 of info-book to fill in this page*



# Can Islamic teachings on punishment be applied today?

Yes	No

# Quotes, Examples, Disagreements and Scholars

As you go along the course, use this page to record any relevant quotes (from Qur'an or hadith), examples, diversity or opinion or disagreements and scholars views.

You might have noticed that to get TOP GRADES you need to be able to discuss scholars ideas, diversity of opinion and give quotes and egs.

Topic	Quote?	Examples?	Disagreements?	Scholar View?
<i>significance of the historical dispute</i>				
<i>death of Ali</i>				
<i>death of Hussein</i>				
<i>Shi'a &amp; the 5 Pillars</i>				
<i>Role and Status of Imam</i>				
<i>Mahdi</i>				
<i>Distinctive Shi'a beliefs</i>				

Topic	Quote?	Examples?	Disagreements?	Scholar View?
AO2: Is Islam divided or united?				
AO2: Is Shi'ism a unique form of Islam?				
<i>The Qutb, and The role of asceticism. he variety of sufi devotional practices</i>				
<i>The role of the teacher,</i>				
<i>the use of parables</i>				
<i>the direct personal relationship of teacher to pupil.</i>				
<i>The role of personal, mystical religious experience as a way</i>				

Topic	Quote?	Examples?	Disagreements?	Scholar View?
dhikr				
sama				
Muruqaba				
AO2: Is direct personal experience of God possible?				
AO2: Are sufi devotional practices valid?				
Islamic Teachings on Crime and Punishment				
Qisas				



Topic	Quote?	Examples?	Disagreements?	Scholar View?
tazir				
Hudud				
Death Penalty in Islam				
Shaykh Ahmad Ash Sharabasi's view				
Tariq Ramadan's view				
James Rachel's View				
AO2: How effective are Islamic ethical teachings for Muslims today?				
AO2: Can Islamic teachings on punishment be applied today?				

Spare page for notes, doodles, whatever. Use this to record any questions you have in general, or when reading, that you would like to ask me!