

al-Hath-th 'Alaa Ijtimaa'i Kalimatil-Muslimeen

Wa Dhamm at-Tafarruq wal-Ikhtilaaf

A Treatise On Muslim Unity

And a Repudiation of Splitting and Differing

Ash-Shaykh Al-'Allaamah Abdur-Rahmaan ibn Naasir ibn Abdullaah as-Sa'dee (RaHimahullaah)

(1307 - 1376 AH)

Questionnaire-Study Guide: Lecture No. 1

1. Mention the author's (RaHimahullaah) *Kunyaa* & full *name*, including the name of his *father* and *grandfather*.
2. Mention the author's (RaHimahullaah) **place** of birth, and the **year** of his *birth* and *death*.
3. Mention something about the author's (RaHimahullaah) **parents**, early **upbringing** and **studies**.
4. Mention the **Shaykh** (RaHimahullaah) with whom he studied the most, and some of the **subjects** studied with him.
5. Discuss the author's (RaHimahullaah) **character & manners** with the people.
6. Mention two (2) of the author's (RaHimahullaah) most **well-known books**.
7. Mention two (2) of the author's (RaHimahullaah) most **well-known students**.
8. Mention the **title** of our book under study (Arabic/English), and the **significance** of this topic.
9. Mention something from the introduction by al-'Allaamah Abullaah ibn Abdul-Azeez ibn 'Aqeel (RaHimahullaah).
10. Discuss the author's **objective** in writing the many books that he has authored (RaHimahullaah).

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Questionnaire-Study Guide: Lecture No. 2

1. Allaah *created His creation* from nothing and *brought them into existence* after they were non-existent for.....?
2. The '**Dhikr**' of Allaah revolves around the **fulfillment of rights** (*Huqooq*) legislated by Allaah in the Qur'aan & Sunnah. [*Whose rights are intended here?*]
3. Discuss the **foundation** (of Sharee'ah) mentioned by the author related to **Maṣaaliḥ** (benefits) and **Mafaasid** (harms).
4. From the greatest of **divine commands** and **heavenly legislations** and **prophetic counsels** is.....
5. **Memorize** a **Daleel** (evidence) for the above mentioned divine command [Qur'aan, 3:102, 103].
6. Mention the *end result* of **at-Tanaazu'** (disputing & differing) [Qur'aan 8:46].
7. Mention a **Daleel** (3:159) which shows the importance of **leen** (gentleness) in **inviting** the people [to unity, etc.].
8. Mention **Allaah's description** of the **believers** who were with the Prophet (ﷺ) [Soorah al-Fath 48:29].
9. Mention Allaah's description of the Prophet (ﷺ) [found in Soorah at-Tawbah 9:128].
10. **Memorize** the Hadeeth of **Tameem ad-Daaree** (RadiyAllaahu anhu), reported by Muslim: 'The Religion is sincerity.....'

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Questionnaire-Study Guide: Lecture No. 3

1. *What* did the Prophet (ﷺ) say to those who consulted him about killing the hypocrites & *why*? [Explain]
2. **Memorize** the **advice** given by the Prophet (ﷺ) to those whom he sent to *propagate* Islaam & *teach* the Sharee'ah.
3. Discuss the meaning understood from the Hadeeth: 'Do not differ, or else your **hearts** will differ'. [Muslim]
4. Complete the Hadeeth: 'Indeed, those who came before you were destroyed because.....[al-Bukhaaree & Muslim]
5. **Memorize** a *Hadeeth* indicating the **obligation** of **hearing** and **obeying** the Muslim ruler, except in **Ma'siyah** (sin).
6. Mention a **Daleel** which shows how the Prophet (ﷺ) would sometimes abandon that which was **better & more perfect** and instead do that which was **less** than it, in **consideration** of the **hearts** of the people.
7. Explain what is meant by: [Striving to unite the Muslims & removing their differences] is from '**Furood al-A'yaan**'.
8. Mention the author's closing statement which shows the **importance** of this **principle** & its relationship to one's **Emaan**.

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Questionnaire-Study Guide: Lecture No. 4

1. Discuss the **basis** (reason/cause) for everything Allaah has **prohibited**, and *what necessitates* these prohibitions?
2. Mention the **first** [and foremost] of the harms and detriments of quarrelling, mutual hatred and differing.
3. List the first three **consequences** [mentioned by the author] which are **necessitated** by this neglect and disobedience.
4. A further **consequence** of differing & disputing is the **Muwaalaah** (Allegiance) & **Mu'aadaah** (Enmity) which **causes** the **Muslims** to become **Firaq**. [Explain]
5. Mention **two affairs** which are **abandoned** as a result of the gradual sowing of the seeds of **mutual alienation** and **boycotting** one another.
6. Summarize four/five of the great **benefits** mentioned by the author that **result** from **Muslim unity** and **mutual affection**.
7. Discuss the **definition** of **Emaan** according to **Ahlu-Sunnah wa Jamaa'ah**, as mentioned here by the author.
8. **Memorize** Aayah 4:114 and discuss what it is that the author is using it as a **Daleel** (evidence) for?
9. Which **act** did the Prophet (ﷺ) describe as being **more excellent than** [voluntary] **Siyaam** and **Qiyaam** and **Sadaqah**?
10. **Memorize** the Hadeeth: 'Wallaahi, you will not enter **Jannah** until you believe.....' [Reported by Muslim]

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Questionnaire-Study Guide: Lecture No. 5

1. Once the **harms** of splitting-up and the **benefits** of uniting are known - what is the **obligation** upon the Muslims?
2. How must those calling to unity of the Muslims **respond** to insults, hatred, harm, boycotting and not greeting them?
3. What was the **du'aa** of the Prophet (AlaihisSalaam) who was beaten by his people, causing him to bleed?
4. **Memorize** one of the *Aayaat* [16:126; 2:237; 42:40, 43] wherein Allaah encourages **pardoning** of the doer of evil.
5. Why do the **Ulamaa'** & **students of knowledge** have a **greater right** than other Muslims that their **faults** be covered?
6. Discuss '**Alaamatu Sa'aadatil-Insaan** (the sign of a person's good fortune, happiness, and success in the next life).
7. Discuss '**Alaamatu Shaqaawatil-'Abd** (the sign of a servant's ill fortune, misery, and loss in the next life).
8. **Memorize** a Hadeeth about **covering the faults of Muslims** and the good that comes to the one who does it.
9. Discuss *why* the **Ahlul-'Ilm** (scholars) are *most suitable* and *more likely* to achieve the **Wilaayah** of Allaah than others?
10. Discuss the author's **comparison** between those who devote their time to **Qeel wa Qaala**, defaming the scholars and religious people, etc and the *filthy animals* which abandon *good foods* and are attracted to the *carcass* and *despicable foods*.

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Questionnaire-Study Guide: Lecture No. 6

1. Discuss the *type* of **Ikhtilaaf** (differing) that would be a **cause** of splitting & dividing the hearts...
2. Did the **Salaf** used to make it **obligatory** upon the one who differed with them to follow their view or else be declared **astray**? Explain!
3. Explain: 'From the **Rahmah** of **Allaah** upon His servants is that He has made the **Ikhtilaaf** of this Ummah a **Rahmah**.'
4. That which is **Waaajib** upon the People of Knowledge is to exert their efforts in seeking the truth and the correct view and they must **not**.....the **Mukhaalif** (one who holds an opposing view).
5. Give some **examples** of **issues** in which the **statements** of the **Salaf** are opposed or contradictory to one another.
6. How should a clear **opposition** *from a scholar* - to a **clear sharee'ah evidence** - be handled by the other scholars?
7. Mention **five (5) matters** the author closes with, as being **obligatory** upon the **scholars** and **others**, including recognizing the truth and striving to carry it out.....

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Questionnaire-Study Guide: Lecture No. 7

1. Discuss the **Baab** (door, avenue) which the teacher should **open** for the student, leading to **unlimited religious benefits**.
2. Discuss briefly the **first religious benefit** achieved through opening the above mentioned **Baab** (door, avenue).
3. Explain what is meant by the author - in the second benefit - when he says: '**al-Is-tid-laal**' and '**at-Tar-jeeh**'...?
4. Discuss the **consequence** of the **teacher's neglect or disregard** for this important avenue to learning.
5. Discuss the **loss, harm and damage to the student** when the teacher neglects or disregards this avenue of learning.
6. Mention **three or four of the benefits** that the **teacher will lose out on** when he neglects or disregards this avenue.
7. What **harms** will come to the **teacher** if he knows that he will **not be opposed** or **confronted** no matter what he says?
8. Due to questioning from the students, the author says: the **teacher's Khuluq** (character/manners) will **improve**. [Explain]
9. What should be the **student's manner** of presenting a **view** which **opposes** the view of his teacher?