



# Cambridge Muslim College

*BA (Hons) in Islamic Studies*



Module Specifications  
*Year 3*



## Module Specification

### **IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM**

1. The module learning outcomes in section 6 should be aligned with the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 6 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriated to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 7 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by The Open University but institutions may add other information for internal use if required.

#### **1. Factual information**

<b>Module title</b>	Islamic Intellectual Foundations 3	<b>Level</b>	6
<b>Module tutor</b>	Najah Nadi	<b>Credit value</b>	20
<b>Module type</b>	Taught	<b>Notional learning hours:</b> <b>Contact/Independent learning</b>	132 (4 hrs per week)/120

#### **2. Rationale for the module and its links with other modules**

Building on the foundations laid down in Islamic Intellectual Foundations 1 and 2, and exploration of key aspects of the study of the Qur'an and Hadith formative period in Islamic Revealed Foundations 2, this module focuses on advanced and complex debates in the disciplines covered in previous modules: Arabic logic (*mantiq*), dialectical inquiry (*ādāb al-baḥṭh wa-l-munāzara*) and legal hermeneutics (*uṣūl al-fiqh*). This module is largely comparative and thematic; it compares the different classical approaches of selected cross-studied themes within the three foundational disciplines; it also compares the application of these foundations within other Islamic disciplines, as well as comparing the contemporary Western and Arabophone discourses regarding the significance and application of these instrumental disciplines in modern scholarships (e.g. modern theories on logic, philosophy, and hermeneutics).

## **2. Rationale for the module and its links with other modules**

Through analysis of a number of classical texts related to the three disciplines, students will explore how different logical and argument forms were systematically applied to complex debates within the Islamic intellectual tradition. They will also assess modern approaches to the developments of these various fields, including the various developments taking place within contemporary academic Islamic studies.

This module presents students with the opportunity to develop advanced knowledge and skills in a central field of study in classical and contemporary Islamic Studies, as well as an understanding of its significance and historical development.

The module is a core Islamic Studies Module (Group A), and lays the foundations for more advanced study of the subject at postgraduate level. The formation and development of the intellectual foundations of Islam and the various genres of scholarly literature related to them is a central aspect of the classical and contemporary scholarly traditions, and therefore complements the study of various Islamic disciplines in all the Core Islamic Studies modules.

## **3. Aims of the module**

- Develop students' detailed knowledge and systematic understanding of complex debates within classical Arabic logic, dialectical inquiry and legal hermeneutics.
- Develop knowledge and analytical skills relevant to the advanced study of classical Arabic logic, dialectical inquiry and legal hermeneutics through reading of classical texts in Arabic as well as secondary sources in English.
- Familiarise students with complex questions and issues in the contemporary academic study of the intellectual foundations of Islamic thought, enabling them to conduct further study and independent research in the area with awareness of recent developments, limitations and ambiguities in the field of knowledge.

## **4. Pre-requisite modules or specified entry requirements**

Islamic Intellectual Foundations 1 and 2, Islamic Revealed Foundations 2.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate detailed knowledge and systematic understanding of key concepts and issues in Arabic logic, dialectics, and legal hermeneutics</p> <p><b>A2:</b> Demonstrate a systematic understanding of the application of the foundational intellectual disciplines to complex debates in pre-modern Islamic thought</p> <p><b>A3:</b> Demonstrate a systematic understanding of the application of the foundational intellectual disciplines of the Islamic scholarly tradition to complex debates in the contemporary Muslim intellectual sphere, including engagement with developments in modern philosophy</p> <p><b>A4:</b> Show a critical awareness and understanding of key viewpoints and approaches in academic research on the intellectual foundations of Islamic thought</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p> <p>Reading of primary sources in original language as well as in translation Guest lectures</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Systematically analyse different complex debates using a critical and detailed knowledge of concepts and principles in Arabic logic, dialectics and legal hermeneutics</p> <p><b>B2:</b> Provide critical textual and conceptual analysis and comparison of selected advanced-level texts in the field of classical Arabic logic, dialectics and legal hermeneutics, read in classical Arabic</p> <p><b>B3:</b> Draw on knowledge of the classical tradition and contemporary context in order to systematically assess selected key examples of contemporary efforts to revise, reformulate or reinterpret the intellectual foundations of Islamic thought</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p> <p>Case studies Reading of primary sources in translation Guest lectures</p>

<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Demonstrate critical awareness of the significance of the study of the intellectual foundations of Islamic thought and its wider impact on contemporary Muslim thought and practice</p> <p><b>C2:</b> Conduct independent research on complex issues of controversy in Arabic logic, dialectics and legal hermeneutics, showing awareness of recent developments, limitations and unresolved aspects in contemporary academic and normative Islamic discourse</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p> <p>Case studies Reading of primary sources in translation Guest lectures</p>
<b>D Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Communicate advanced ideas and concepts in Arabic logic, dialectics and legal hermeneutics effectively using appropriate styles and language</p> <p><b>D2:</b> Demonstrate the ability to critically engage with different ideas and viewpoints in a balanced and fair manner, with self-awareness about one's own commitments as well as limitations and ambiguities in the field of knowledge</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p> <p>Case studies Reading of primary sources in translation Guest lectures</p>

## 6. Indicative content.

In the first term, students will take selected themes and problems of these interrelated foundations and investigate the similarities and differences between how they are approached/solved by selected classical scholars and texts. These topics will also be tackled through secondary academic works to highlight their historical contexts.

The second term focuses on investigating the application of the intellectual foundations in other Islamic disciplines, including theology, law and Qur'anic exegesis. Students will also take a critical survey to contemporary arguments regarding the significance and potential development of these foundational disciplines within the larger field of Islamic intellectual history. The emphasis for this term will be to highlight the dynamism and interconnectivity of Islamic sciences through the intellectual foundations in the pre-modern period.

In Term 3, students will read contemporary academic developments and debates in Islamic thought in relation to the classical foundations, the extent of their influence by pre-Islamic scholarship, and the degree to which they are challenged by developments in contemporary philosophy. They will also be introduced to the wider academic field of modern theories on philosophical, linguistic and Scriptural hermeneutics.

**Term 1:** topics are covered through the three disciplines: logic, hermeneutics and dialectics)

Week 1-4: The problem of knowledge and knowledge acquisition (Debating characteristics and sources of knowledge)

Week 5-7: Theories of transmission: authenticating reports through logic and dialectics

Week 8-11: Causality and the different modes of reasoning (*istidlāl*)

**Term 2:** Intellectual foundations across Islamic disciplines

Week 12-13: Intellectual foundations in theology: textual and contextual analysis of chosen texts

Week 14-16: Intellectual foundations in law: textual and contextual analysis of chosen texts

Week 17-18: Intellectual foundations in Quranic exegesis: textual and contextual analysis of chosen texts

Week 19-21: Investigating the Western and Arabophone academic discourses for developing foundational and/or general theories to understand the Islamic intellectual foundations

**Term 3:** Contemporary developments of the wider field of philosophical, linguistic and Scriptural hermeneutics

Week 22-25: Philosophy and logic (e.g. challenges, critiques, and developments of formal logic and philosophy of sciences)

Week 26-29: Language and philology

Week 30-33: Scriptural hermeneutics

### 7. Assessment strategy, assessment methods and their relative weightings

**Term 1 Coursework:**

10% short essay (1000 words)

10% presentation (10-15 minutes)

**Term 2 Coursework:** 20% essay (2500-3000 words)

**Term 3 Coursework:** 20 %%% essay (2500-3000 words)

**Classroom participation and group project:** 10 % (Term 1, 2, and 3)

**Examination:** 30% (Term 3) – 3 hours

### 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	D1	D2					
Coursework 1	✓				✓	✓				✓	✓	✓					
Coursework 2		✓			✓		✓			✓	✓	✓					
Group Project	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓					
Examination	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓					

### 9. Teaching staff associated with the module

**Name and contact details**

Najah Nadi

Email: [na@cambridgemuslimcollege.org](mailto:na@cambridgemuslimcollege.org)

### 10. Key reading list

Author	Year	Title	Publisher	Location
Al-Ījī, al-Qāḍī ‘Aḍud al-Dīn	1984	<i>Sharḥ Mukhtaṣar al-muntabā al-uṣūlī</i>	al-Maṭba‘a al-amīriyya-bulāq	Cairo



10. Key reading list				
Author	Year	Title	Publisher	Location
Al-Taftāzānī, Sa‘d al-Dīn ‘Umar ibn Mas‘ūd.	2011	<i>Sharḥ al-Risāla al-shamsiyya</i>	Dār al-Nūr al-Mubīn	Amman
Al-Isnawī, Jamāl al-Dīn ‘Abd al-Raḥīm b. al-Ḥasan	1980	<i>al-Tambīd fī takbrīj al-furū‘ ‘alā al-uṣūl</i>	Mu’assasat al-Risāla	Beirut
Al-Maḥbūbī, Ṣadr al-Dīn ibn Mas‘ūd	1883	<i>Al- Tawḍīḥ ‘alā al-Tanqīḥ</i>	Al-Maṭba‘a al-imberātūriyya	Kazan, Russia
Ahmed, Rumea		<i>Narratives of Islamic Legal Theory</i>	Oxford University Press	Oxford
Vishanoff, David R.	2011	<i>The Formation of Islamic Hermeneutics: How Sunni Legal Theorists Imagined a Revealed Law</i>	American Oriental Society	New Haven, Conn
Weiss, Bernard G.	1992	<i>The Search for God's Law: Islamic Jurisprudence in the Writings of Sayf al-Dīn al-Amīdī.</i>	University of Utah Press	Utah
Al-Nashār, ‘Alī Sāmī	1984	<i>Manābij al-baḥth ‘ind mufakkirī al-Islām</i>	Dār al-Ma‘rifa	Alexandria
al-Kātibī al-Qazwīnī ‘Alī b. ‘Umar. Sprenger, Aloys (trans).	1854	<i>Logic of the Arabians [al-Risāla al-Shamsiyya]; First Appendix to the Dictionary of the Technical Terms used in the Sciences of the Mussulmans</i>	Bengal Military Orphan Press	Calcutta
Sherman, A. Jackson	2002	<i>“Fiction and Formalism: Toward A Functional Analysis of Uṣūl al- Fiqh.” In Studies in Islamic Legal Theory, edited by Bernard G. Weiss</i>	Brill	Leiden; Boston [Mass.]
Adanali, Ahmet Hadi	1995	<i>“Dialectical Methodology and its Critique: Ghazālī as a Case Study.”</i>	Diss, University of Chicago	Chicago
Belhaj, Abdessamad	2016	<i>“Disputation is a Fighting Sport: Munāzara according to Ibn Qayyim al-Jawziyya.” Mamluk Studies Review 18.1</i>	University of Chicago	Chicago
Belhaj, Abdessamad	2015	<i>“Ṭāshköprüzāde’s Ādāb al-baḥth wa-l-munāzara: Intersection of Ethics, Logic, and Law.” In M. Reinkowski, M. Winet, S. Yasargil, eds., Arabic</i>	Peeters	Leuven

10. Key reading list				
Author	Year	Title	Publisher	Location
		<i>and Islamic Studies in Europe and Beyond / Études arabes et islamiques en Europe et au-delà</i>		
Makdisi, George	1974-78	" <i>Dialectic and Disputation. The relation between the Texts of Qirgisani and Ibn 'Aqil.</i> " in P. Salmon (ed.): <i>Mélanges d'islamologie. Volume dédié à la mémoire de Armand Abel. 3 vols.</i>	Brill	Leiden
Belhaj, Abdessamad	2012	" <i>Dialectics of the Qur'an through Q 2:258.</i> " <i>Islamic Studies</i> 51.3	Islamic Research Institute	Islamabad
El-Sheikh, Salah.	2003	" <i>Al-Mujadalah and Al-Mujadilah then and Now: Kalam, Dialectical Argument, and Practical Reason in the Qur'an.</i> " <i>The Muslim World</i> 93.1	Wiley-Blackwell & the Macdonald Center, Hartford Seminary	Oxford
Seyed-Gohrab, Asghar	2014	" <i>The Rose and the Wine: Dispute as a Literary Device in Classical Persian Literature.</i> " <i>Iranian Studies</i> 47.1	Taylor & Francis	New York
Street, Tony	2011	' <i>Medieval and Modern Interpretations of Avicenna's Modal Syllogistic</i> ', in D. Reisman & F. Opwis (eds), <i>Islamic Philosophy, Science, Culture and Religion</i>	Brill	Leiden
El-Rouayheb, Khaled	2010	<i>Relational syllogisms and the history of Arabic logic, 900-1900</i>	Brill	Leiden
Street, Tony	2010	" <i>Katibi (d. 1277), Tahtani (d. 1365), and the Shamsiyya</i> " in <i>The Oxford Handbook of Islamic Philosophy. Edited by Khaled El-Rouayheb and Sabine Schmidtke</i>	Oxford University Press	Oxford
Mehmet Kadri	2011	<i>The development of dialectic and argumentation theory in post-classical Islamic intellectual history</i>	McGill University thesis (ProQuest)	Canada

11. Other indicative text (e.g. websites)

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6. This form covers the minimum set of information required by The Open University but institutions may add other information for internal use if required.

#### **1. Factual information**

<b>Module title</b>	Islamic Revealed Foundations 3	<b>Level</b>	6
<b>Module tutor</b>	Dr Ramon Harvey	<b>Credit value</b>	10
<b>Module type</b>	Taught	<b>Notional learning hours:</b> <b>Contact/Independent learning</b>	66 (4 hrs per week)/60

#### **2. Rationale for the module and its links with other modules**

Building on the foundations laid down in Islamic Revealed Foundations 1, and the exploration of key aspects of the study of the Qur'an and Hadith formative period in Islamic Revealed Foundations 2, this module completes this programme pathway by examining more closely classical and contemporary methods for the interpretation of the Qur'an and Hadith. Through analysis of extracts from classical exegetical literature, as well as Hadith texts and commentaries, students will explore how scripture and tradition was systematically understood within the Islamic intellectual tradition. They will also assess modern hermeneutical approaches that have sought to derive new meanings from these source texts, including various developments taking place within contemporary academic Islamic studies.

## **2. Rationale for the module and its links with other modules**

Using a primer made from a selection of texts in classical Arabic, together with secondary sources in English, this module presents students with the opportunity to further develop knowledge and skills in a central field of study in classical and contemporary Islamic Studies, as well as an understanding of its significance and historical development.

The module is a core Islamic Studies Module (Group A), and lays the foundations for more advanced study of the subject at postgraduate level. The formation and development of the revealed sources of Islam and the various genres of scholarly literature related to them is a central aspect of the classical and contemporary scholarly traditions, and therefore complements the study of various Islamic disciplines in all the Core Islamic Studies modules.

## **3. Aims of the module**

- Develop students' detailed knowledge and complex understanding of major classical and contemporary approaches to the interpretation of the Qur'an and Hadith, including different genres of Qur'an exegesis and Hadith commentary.
- Provide students with a critical understanding of important figures and schools in the development of Qur'an and Hadith interpretation and commentary throughout the history of Islamic thought, as well as the historical context behind its key trends and movements.
- Develop the students' ability to critically understand and systematically assess selected classical aspects and methods of the interpretation of the Qur'an and Hadith in relation to contemporary efforts to reinterpret the Qur'an.
- Develop knowledge and analytical skills relevant to the advanced study of Qur'an and Hadith interpretation through reading a selection of passages from primary classical texts in Arabic as well as secondary sources in English.
- Familiarise students with key questions and issues in contemporary academic and normative study of Qur'an exegesis, enabling them to conduct further study and independent research in the area with awareness of recent developments, limitations and ambiguities in the field of knowledge.

## **4. Pre-requisite modules or specified entry requirements**

Islamic Revealed Foundations 1, Islamic Revealed Foundations 2.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate detailed knowledge and systematic understanding of key concepts and issues in classical Qur'an exegetical works, as represented by key figures and major schools of thought</p> <p><b>A2:</b> Demonstrate a systematic understanding of key concepts and issues in classical Hadith commentary works, as represented by key figures and major schools of thought</p> <p><b>A3:</b> Demonstrate a critical and systematic understanding of key features, technical terminology and historical context of selected texts in classical Arabic contained in the course reader</p> <p><b>A4:</b> Show a critical awareness and systematic understanding of key developments in contemporary Islamic thought in relation to the interpretation of Qur'an, including developments in academic research in this field</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Reading of primary sources in original language as well as in translation Guest lectures</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Systematically analyse different pre-modern and contemporary approaches to Qur'an and Hadith exegesis and commentary</p> <p><b>B2:</b> Provide critical textual and conceptual analysis and comparison of selected advanced-level texts in the field of Qur'an exegesis, read in classical Arabic</p> <p><b>B3:</b> Provide critical textual and conceptual analysis and comparison of selected commentaries of the canonical Hadith collection, <i>Ṣaḥīḥ al-Bukhārī</i></p> <p><b>B4:</b> Draw on knowledge of the classical tradition and contemporary context in order to systematically assess selected key examples of contemporary</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Case studies Reading of primary sources in translation Guest lectures</p>

<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
efforts to revise, reformulate or reinterpret the Qur'an and Hadith as a response to modern challenges and developments	

<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Demonstrate critical awareness of the significance of the study of Qur'an and Hadith interpretation and its wider impact on contemporary Muslim thought and practice</p> <p><b>C2:</b> Conduct independent research on complex issues of controversy in Qur'an and Hadith interpretation, showing some awareness of recent developments, limitations and unresolved aspects in contemporary academic and normative Islamic discourse</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p> <p>Case studies Reading of primary sources in translation Guest lectures</p>

<b>D Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Communicate advanced ideas and concepts in Qur'an and Hadith interpretation effectively using appropriate styles and language</p> <p><b>D2:</b> Demonstrate the ability to critically engage with different ideas and viewpoints in a balanced and fair manner, with self-awareness about one's own commitments as well as limitations and ambiguities in the field of knowledge</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p> <p>Case studies Reading of primary sources in translation Guest lectures</p>

## 6. Indicative content

### Term 1:

The focus will be on understanding the methodological approach of a diverse range of classical and modern *tafsīrs* for unlocking the meaning of the Qur'an by reading extracts from works that highlight their special features. Major areas to be covered include the following modes of exegesis: juristic; rhetorical; theological; traditionist; and modernist. The study of primary sources will be supported with academic material gauging the form, function and development of *tafsīr*.

### Term 2:

The second term concentrates on the analysis of the most significant book of Sunnī Hadith, *Ṣaḥīḥ al-Bukhārī*, using various commentary works where appropriate. Familiarity with the complexities of this text will open up for students the other five more straightforward canonical Hadith texts. The aim will be for students to appreciate and assay multiple aspects of the *Ṣaḥīḥ*, including the following: assessment of *isnāds*; the question of al-Bukhārī's 'conditions'; use of chapter headings; sorting of hadiths; and other special features. Academic works will be used to supplement the primary texts.

### Term 3:

In the third term, students will read contemporary academic interventions in the interpretation of Muslim scripture, especially those that offer new methodological proposals to rethink, or reformulate, previous paradigms in the light of contemporary experience. This will prepare students to engage with active theological discourse within the subject of the revealed sources, as well as its formal and historical dimensions. Areas of study include: authority and gender; Qur'anic hermeneutics; the 'ethical turn'; and the literary study of scripture.

The classes will be taught as follows:

### Term 1

Weeks 1-3: juristic *tafsīr*

Weeks 4-5: rhetorical *tafsīr*

Weeks 6-7: theological *tafsīr*

Weeks 8-9: traditionist *tafsīr*

Week 10-11: modernist *tafsīr*



## 6. Indicative content

### Term 2

Weeks 12-14: al-Bukhārī's *isnads* and his 'conditions'

Weeks 15-16: al-Bukhārī's structure and chapter headings

Weeks 17-22: close reading of al-Bukhārī with commentary literature

### Term 3

Weeks 23-24: perspectives in contemporary Qur'anic hermeneutics

Weeks 25-26: perspectives in contemporary Hadith studies

Weeks 27-28: the literary study of scripture

Weeks 29-30: authority and gender

Weeks 31-33: the 'ethical turn'

## 7. Assessment strategy, assessment methods and their relative weightings

**Annotated Bibliography:** Due first week of Term 2 (25%) – up to 2000 words

**Essay:** Due first week of Term 3 (25%) – 2000-2500 words

**Examination:** End of Term 3 (50%) – 3 hours

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	D1	D2					
Bibliography				✓													
Essay		✓			✓		✓			✓	✓	✓					
Examination	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓					

9. Teaching staff associated with the module
Name and contact details
Dr Ramon Harvey Email: <a href="mailto:rh@cambridgemuslimcollege.org">rh@cambridgemuslimcollege.org</a>

10. Key reading list				
Author	Year	Title	Publisher	Location
Abou El Fadl, Khaled	2001	<i>Speaking in God's Name: Islamic Law, Authority and Women</i>	Oneworld	Oxford
Ali, Kecia	2006	<i>Sexual Ethics and Islam: Feminist Reflections on Qur'an, Hadith and Jurisprudence</i>	Oneworld	Oxford
Al-'Asqalānī, Ibn Ḥajar	2001	<i>Fath al-bārī bi-sharḥ ṣaḥīḥ al-Bukhārī</i>	'Abd al-Qādir Shaybat al-Ḥamd	Riyadh
Al-Bukhārī, Muḥammad b. Ismā'īl		<i>Ṣaḥīḥ al-Bukhārī</i>	Thesaurus Islamicus Foundation	Vaduz
Harvey, Ramon	2017	<i>The Qur'an and the Just Society</i>	Edinburgh University Press	Edinburgh
Nasr, Seyyed Hossein, Caner K. Dagli, Maria Massi Dakake, Joseph Lumbard	2015	<i>The Study Qur'an: A New Translation and Commentary</i>	HarperCollins	
Al-Rāzī, Fakhr al-Dīn	1938	<i>Al-Tafsīr al-kabīr</i>	Al-Maṭba'at al-Bahiyat al-Miṣriyya	Cairo
Riḍā, Muḥammad Rashīd	1948	<i>Tafsīr al-manār</i>	Dār al-Manār	Cairo
Al-Zamakhsharī, Maḥmūd b. 'Umar	2009	<i>Al-Kashshāf 'an ḥaqā'iq al-tanzīl wa- 'uyūn al-aqāmīl fī wujūh al-ta'wīl</i>	Dār al-Ma'rifa	Beirut

<b>10. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Görke, Andreas, and Johanna Pink	2013	<i>Tafsīr and Islamic Intellectual History: Exploring the Boundaries of a Genre</i>	Oxford University Press	Oxford
Bauer, Karen. Gender Hierarchy in the Qur'ān: Medieval Interpretations, Modern Responses. Cambridge: Cambridge University Press, 2015.	2015	<i>Gender Hierarchy in the Qur'ān: Medieval Interpretations, Modern Responses</i>	Cambridge University Press	Cambridge
Hidayatullah, Aysha A.	2014	<i>Feminist Edges of the Qur'an</i>	Oxford University Press	Oxford
Shah, Mustafa Akram Ali (ed.)	2012	<i>Tafsir: Interpreting the Qur'an, vol. 4.</i>	Routledge	Abingdon, Oxon
Saeed, Abdullah	2005	<i>Interpreting the Qur'an: Towards a Contemporary Approach</i>	Routledge	New York

<b>11. Other indicative text (e.g. websites)</b>



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3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 7 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by The Open University but institutions may add other information for internal use if required.

#### **1. Factual information**

<b>Module title</b>	Islamic Law 3	<b>Level</b>	6
<b>Module tutor</b>	Sohail Hanif	<b>Credit value</b>	20
<b>Module type</b>	Taught	<b>Notional learning hours:</b> <b>Contact/Independent learning</b>	132 (4 hrs per week)/120

#### **2. Rationale for the module and its links with other modules**

Building on the foundations laid down in Islamic Law 1 and the exploration of key aspects of Islamic law that relate to social transactions in Islamic Law 2, this module completes the ‘Islamic Law’ pathway by tackling a range of topics pertaining to Islam, society and the state that have generally been the subject of controversy in the modern period. These topics include Islamic law of warfare, slavery, criminal justice and, more generally, the place of Islamic law within the legal and constitutional framework of modern states. As in the previous modules, these topics will be explored through a close study of the Ḥanafī primer, the *Mukhtār* of ‘Abd Allāh b. Maḥmūd al-

## 2. Rationale for the module and its links with other modules

Mawṣilī, together with readings from the commentary *al-Ikhtiyār li-ta'āl al-Mukhtār* by the same author. Students will not only systematically explore these complex issues in Islamic law in relation to their sociohistorical context, but also the different ways in which contemporary jurists have attempted to redefine or readapt these laws to the modern world.

The module is a core Islamic Studies module (Group A), and lays the foundations for more advanced study of the subject at postgraduate level. Islamic Law 3 builds on the wider context of *madhhab*-law texts and the specific epistemological underpinnings of the Ḥanafī legal school studied in Islamic Law 1 and the practical and social considerations of Islamic legal practice that were studied in Islamic Law 2. By exploring in more detail aspects of Islamic Law that are relevant to contemporary social and political issues, it draws on the students' knowledge of the development of the modern world and modern Britain acquired from the range of modules provided in the Contextual Knowledge module group (Group B).

## 3. Aims of the module

- Further develop students' detailed knowledge and complex understanding of key aspects of Islamic law, focusing in particular on a selected number of topics pertaining to Islamic law, society and the state.
- Develop systematic knowledge and analytical skills relevant to the advanced study of Islamic law through a comprehensive study of the development and articulation of these topics in the Ḥanafī school as represented on the text the *Mukhtār* of al-Mawṣilī, supplemented with readings from its major commentary.
- Familiarise students with key debates related to the application and redefinition of Islamic law in the context of modern society and the modern state, enabling them to conduct further study and independent research in the area with awareness of recent developments, limitations and ambiguities in the field of knowledge.

## 4. Pre-requisite modules or specified entry requirements

Islamic Law 1, Islamic Law 2.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate detailed knowledge and systematic understanding of the Islamic law of warfare, slavery and criminal justice, including the sociohistorical context of its development, key differences between different schools of thought, and the pre-modern court system</p> <p><b>A2:</b> Demonstrate a systematic understanding of key features, technical terminology, historical contexts and ethical dimensions of Ḥanafī law of warfare, slavery and criminal justice, as represented in the key text, the <i>Mukhtār</i>, and selected passages from its main commentary</p> <p><b>A3:</b> Show comprehensive awareness and systematic understanding of key issues and relevant case studies in the contemporary application of the Islamic law of warfare, slavery and criminal justice, including major attempts to redefine and reinterpret these laws to the modern world and developments in academic research on this field</p>	<p>Lectures and readings</p> <p>A complete study of the text with active classroom discussions to ensure accurate understanding of the cases at hand. Ḥanafī law texts are organised to explain the topics in a particular chapter as expressions of one or more higher principle, or legal meaning, through which all the cases are understood. The classroom study of the text and the classroom discussions will be conducted in a fashion to make these meanings prominent, with students encouraged to use these meanings to propose answers to questions not raised in the teaching text.</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Systematically analyse case studies in the pre-modern Islamic law of warfare, slavery and criminal justice in order to demonstrate how they are defined by their specific historical and cultural contexts</p> <p><b>B2:</b> Systematically assess and compare different arguments for the reinterpretation or redefinition of the Islamic law of warfare, slavery and criminal justice to the modern world, taking into account differences between pre-modern and contemporary political systems and legal</p>	<p>Classroom discussions and essays</p> <p>A complete study of the text with active classroom discussions to ensure accurate understanding of the cases at hand</p>

B. Cognitive skills	Learning and teaching strategy
<p>frameworks</p> <p><b>B3:</b> Provide detailed analysis of the sections of the Islamic law of warfare, slavery and criminal justice law from the module core text, <i>al-Mukhtar</i>, to specialist and non-specialist audiences</p>	
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Demonstrate critical awareness of how systematic understanding of Islamic law and its development can be used to effectively solve problems related to the adaptation of Muslim religious practice to life in the modern world and address misunderstanding inside and outside the Muslim community</p> <p><b>C2:</b> Conduct independent research on complex issues of controversy in Islamic law, showing awareness of recent developments, limitations and unresolved aspects in contemporary academic and normative Islamic discourse</p>	<p>Regular set essays</p> <p>Lectures, classroom discussions and essays</p>
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Communicate advanced ideas and concepts in Islamic law effectively using appropriate styles and language</p> <p><b>D2:</b> Demonstrate the ability to critically engage with different ideas and viewpoints in a balanced and fair manner, with self-awareness about one's own commitments as well as limitations and ambiguities in the field of</p>	<p>Classroom discussions and essays</p>

D Key transferable skills	Learning and teaching strategy
knowledge	

6. Indicative content.
<p>The strands of content are: 1) rules of topics pertaining to pre-modern social and political structures, 2) historical contextualisation of these rules, 3) study of contemporary debates pertaining to these and modern attempts to reinterpret, redefine and explain these</p>
<p><b>Breakdown of Indicative Content</b></p> <p>Weeks 1-7:            Classical Law of War: Jihad, rebellions, martyrs, apostasy            Contemporary Debates: Jihad and international law; the status of modern popular rebellions;            History: Jihad in early Islam</p> <p>Weeks 8-14:            Classical Law of Slavery: Runaway slaves, manumission, slave-women who bear children for their masters, slaves working for their freedom, clients, hermaphrodites            Contemporary Debates: Slavery in Islam, slavery in the modern world            History: Slavery and manumission in the ancient near east</p> <p>Weeks 15-21:            Classical Law of Judiciary: Conduct of judges, financial restraining orders, compulsion, claims, admittance, testimonies, settlements, found children, endowments            Contemporary Debates: Islamic laws of testimony; Developments in Islamic political theory</p> <p>Weeks 22-28:            Classical Law of Punishments: Adultery, false accusation of adultery, drinking alcohol, theft, retaliation, blood-money and indemnity            Contemporary Debates: Hudud in the modern world;</p> <p>Weeks 29-33</p>



**6. Indicative content.**

Miscellaneous Topics of Classical Law: Hunting, cultivating deserted land, oaths, water rights.

**7. Assessment strategy, assessment methods and their relative weightings**

**Coursework 1:** 25% (Term 1): 10% book review (1000 words); 10% essay (2500-3000 words); 5% content summary) (a summary of the main legal cases of each chapter of law covered; may take the form of translation, diagram, table, or other creative method – not more than four A4 pages)

**Coursework 2:** 25% (Term 2): 10% book review (1000 words); 10% essay (2500-3000 words); 5% content summary) (a summary of the main legal cases of each chapter of law covered; may take the form of translation, diagram, table, or other creative method – not more than four A4 pages)

**Examination:** 50% (Term 3) – 3 hour exam

Assessment tasks	A1	A2	A3	B1	B2	B3	C1	C2	D1	D2				
	Coursework 1		✓	✓	✓	✓		✓	✓	✓	✓			
Coursework 2	✓	✓					✓	✓	✓	✓				
Final examination	✓	✓	✓	✓	✓	✓	✓		✓	✓				

**9. Teaching staff associated with the module****Name and contact details**

Sohail Hanif

Email: [sh@cambridgemuslimcollege.org](mailto:sh@cambridgemuslimcollege.org)

<b>10. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
‘Abd Allāh b. Maḥmūd b. Mawdūd al-Mawṣilī	n.d.	Al-Ikhtiyār li-ta‘līl al-Mukhtār	Al-Maktaba al-‘Umariyya	Damascus
Rudolph Peters	1980	Islam and Colonialism: The Doctrine of Jihad in Modern History	De Gruyter	Berlin
Edited by Ghazi Muhammad, Ibrahim Kalin and Mohammad Hashim Kamali	2013	War and Peace in Islam: The Uses and Abuses of Jihad	Islamic Texts Society	Cambridge
Sandra Joshel	2010	Slavery in the Roman World	Cambridge University Press	Cambridge
David W. Jones	2004	Reforming the Morality of Usury: A Study of the Differences that Separated the Protestant Reformers	University of America Press	Maryland
Mohammad Hashim Kamali	2000	Punishment in Islamic Law: An Enquiry into the Hudud Bill of Kelantan	Ilmiah Publishers	Kuala Lumpur
John Esposito ed.	1997	Political Islam: Revolution, Radicalism or Reform?	Lynne Rienner Publications	London
Olivier Roy	1994	The Failure of Political Islam	Harvard University Press	Cambridge, M.A.
John Esposito	2002	Unholy War: Terror in the Name of Islam	Oxford University Press`	Oxford
Muhammad Khalid Masud, Rudolph Peters and David Powers	2006	Dispensing Justice in Islam: Qadis and Their Judgements	Brill	Leiden
Khaled Abou El Fadl	2006	Rebellion and Violence in Islamic Law	Cambridge University Press	Cambridge
Robert Gleave	2015	Violence in Islamic Thought from the Qur’an to the Mongols	Edinburgh University Press	Edinburgh

<b>11. Other indicative text (e.g. websites)</b>



## Module Specification

### **IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM**

1. The module learning outcomes in section 6 should be aligned with the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 6 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriated to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 7 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by The Open University but institutions may add other information for internal use if required.

#### **1. Factual information**

<b>Module title</b>	Islamic Theology 3	<b>Level</b>	6
<b>Module tutor</b>	Yasser Qureshy	<b>Credit value</b>	20
<b>Module type</b>	Taught	<b>Notional learning hours: Contact/Independent learning</b>	132 (4 hrs per week)/120

#### **2. Rationale for the module and its links with other modules**

Building on the foundations laid down in Islamic Theology 1 and exploration of key aspects of the classical theological tradition in Islamic Theology 2, this module completes this programme pathway by looking more closely at its development as a tradition of philosophical theology in the post-classical period and its relevance to contemporary intellectual developments and challenges. It explores key epistemological and metaphysical concepts and issues in post-classical Islamic theology, comparing the views of several key thinkers and the major schools of *kalām*, while also broadening the horizons of study by situating these concepts and issues within the broader

## 2. Rationale for the module and its links with other modules

framework of post-classical Islamic thought and modern science and philosophy. In particular, it introduces students to the argument forms used by Islamic theologians in the post-Avicennan era, demonstrating also how the Islamic theological tradition can engage with modern developments in philosophy.

Using a primer made from a selection of post-classical theological texts in Arabic, together with secondary sources in English, this module presents students with the opportunity to further develop knowledge and skills in a central field of study in classical and contemporary Islamic Studies, as well as an understanding of its significance and historical development.

The module is a core Islamic Studies Module (Group A), and lays the foundations for more advanced study of the subject at postgraduate level. By exploring in more detail aspects of *'ilm al-kalām* that are relevant to contemporary philosophy, it also complements the study of the Western philosophical tradition in the Contextual Knowledge modules: The Western Philosophical Tradition (Level 4), and British Intellectual History (Level 5).

## 3. Aims of the module

- Develop students' detailed knowledge and complex understanding of key epistemological and metaphysical concepts and issues in post-classical Islamic theology up to the modern era
- Provide students with a critical understanding of important figures and schools of post-classical Islamic thought (*kalām*, Falsafa and Sufism) as well as the historical context behind its key developments.
- Develop the students' ability to critically understand and systematically assess selected Islamic doctrines in relation to contemporary issues in philosophy and science.
- Develop systematic knowledge and analytical skills relevant to the advanced study of Islamic Theology through reading a selection of passages from primary classical theological texts in Arabic as well as secondary sources in English, including key argument forms used in post-classical *kalām*
- Familiarise students with key epistemological and metaphysical questions and issues in post-classical Islamic thought, enabling them to conduct further study and independent research in the area with awareness of recent developments, limitations and ambiguities in the field of knowledge.

## 4. Pre-requisite modules or specified entry requirements

Islamic Theology 1 and Islamic Theology 2.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate systematic knowledge and coherent, detailed understanding of key epistemological and metaphysical concepts and issues in post-classical and contemporary Islamic theology, as represented by key figures and major schools of thought</p> <p><b>A2:</b> Demonstrate a sound understanding of the main features, special terminology and concerns of selected post-classical texts in Islamic theology contained in the course reader</p> <p><b>A3:</b> Demonstrate an understanding of different theological approaches and methods of conceptual analysis and inquiry</p> <p><b>A4:</b> Show an awareness of the broader historical context of classical Islamic thought and how this relates to key epistemological and metaphysical concepts and issues in classical Islamic theology</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Reading of primary sources in original language as well as in translation Guest lectures</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Identify and analyse, in a critically informed way, different viewpoints in post-classical Islamic thought in relation to key epistemological and metaphysical issues</p> <p><b>B2:</b> Provide critical analysis of selected advanced level theological texts in their primary language, as well as in translation</p> <p><b>B3:</b> Understand the nature of complex systematic thinking used by Islamic theologians, and to have acquired a broad range of conceptual and analytical skills to allow further independent research</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Case studies Reading of primary sources in translation Guest lectures</p>

C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Demonstrate critical awareness of the significance of the study of Islamic Theology and its wider application within the study of post-classical Islamic thought</p> <p><b>C2:</b> Conduct independent research on epistemological and metaphysical issues or problems in post-classical Islamic Theology</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p> <p>Case studies Reading of primary sources in translation Guest lectures</p>

D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Communicate advanced ideas and concepts in Islamic theology effectively using appropriate styles and language</p> <p><b>D2:</b> Demonstrate the ability to critically engage with different ideas and viewpoints in a balanced and fair manner, with self-awareness about one's own commitments as well as limitations and ambiguities in the field of knowledge</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p> <p>Case studies Reading of primary sources in translation Guest lectures</p>

6. Indicative content
<p>Readings from key advanced texts from the later period of Islamic Theology.</p> <p>How Islamic theologians incorporated and developed philosophical positions from the Aristotelian tradition.</p> <p>Relating questions of Islamic Theology to more cognate contemporary philosophical problems.</p> <p>Week 1-2: An overview of the later period of Islamic Philosophical Theology</p>

## 6. Indicative content

Week 3-18: Critical readings of sections one and five from Aḏūḏ al-Dīn al-Ījī's *al-Mawāqif fī 'Ilm al-Kalām*. In many ways, this text represents one of the high points of Islamic Philosophical Theology. Section one discusses General Epistemology, which will be read against more modern epistemological discussions; section five takes a detailed look at the nature of God's attributes, focussing on the philosophy underpinning the theory of attributes in later Islamic Philosophical Theology.

Week 19-33: Engaging modern philosophical and scientific challenges. Topics to include: Evolution; the challenge of Quantum Physics and an indeterminate world; the nature of scientific inquiry; the challenge of Logical Positivism.

## 7. Assessment strategy, assessment methods and their relative weightings

**Coursework 1:** 25% (2500-3000 words. Due: First week of term 2)

**Coursework 2:** 25% (2500-3000 words. Due: First week of Term 3)

**Project:** 10% (Due: End of Term 3): A diachronic-synchronic mapping of the Mu'tazilī and Māturīdī Schools of Islamic Theology, including names and dates of major School figures, teacher-student chronology, and bibliographies.

**Examination:** 40%. One three-hour exam. (End of Term 3)

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A1	A2	A3	A4	B1	B2	B3	C1	D1	D2						
Coursework 1	✓				✓				✓	✓						
Coursework 2	✓	✓	✓		✓	✓			✓	✓						
Project	✓			✓												
Examination	✓	✓	✓				✓	✓	✓	✓						

<b>9. Teaching staff associated with the module</b>
<b>Name and contact details</b>
Yasser Qureshy Email: <a href="mailto:yq@cambridgemuslimcollege.org">yq@cambridgemuslimcollege.org</a>

<b>10. Key reading list</b>				
Author	Year	Title	Publisher	Location
Fakhr al-Dīn al-Rāzī		<i>Ma'ālim fī Uṣūl al-Dīn</i>	Dār al-Ḍiyā'	Kuwait
Abū 'Alī Ibn Sīna S. Dunya (Ed.)	1947-8	<i>Al-Ishārāt wa-l-Tanbihāt</i>	Dār al-Ma'ārif	Cairo
'Abd al-Karīm al-Shahrastānī. T. Mayer & W. Madelung (Eds. & Trans.)	2001	<i>Kitāb al-Muṣara'a; Struggling with the Philosopher: A Refutation of Avicenna's Metaphysics</i>	I.B. Tauris	London
Aḥmad Ibn Taymiyya		<i>Dar' Ta'arūḍ al-'Aql wa-l-Naql</i>	Dār al-kunūz al-adabiyya	Riyadh
Maḥmūd Ibn al-Malāhimī W. Madelung (Ed.)	1991	<i>Al-Mu'tamad fī Uṣūl al-Dīn</i>		London
Ibn Rushd		<i>Faṣl al-Maqāl</i>	Various editions	
Dimitri Gutas	2014	<i>Avicenna and the Aristotelian Tradition</i>	Brill	Leiden
Yasin Ceylan	1996	<i>Theology and Tafsir in the Major Works of Fakhr al-Dīn al-Rāzī</i>	International Institute of Islamic Thought and Civilization	Kuala Lumpur

<b>11. Other indicative text (e.g. websites)</b>
Stanford Encyclopaedia of Philosophy



## Module Specification

### **IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM**

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2. Learning outcomes in section 6 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriated to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 7 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by The Open University but institutions may add other information for internal use if required.

#### **1. Factual information**

<b>Module title</b>	The Global World	<b>Level</b>	6
<b>Module tutor</b>	TBC	<b>Credit value</b>	10
<b>Module type</b>	Taught	<b>Notional learning hours:</b>	66 (2 hrs per week)
		<b>Contact/Independent learning</b>	/60

#### **2. Rationale for the module and its links with other modules**

Building on the Level 4 and Level 5 Contextual Knowledge modules in the 'History' and 'Social Sciences' pathways, this module completes this component of the programme by examining key political, economic and social developments that have formed the current geopolitical climate from the nineteenth century onwards. It focuses on three major areas:

- a) European colonialism and anti-colonial resistance, including Islamist movements and global jihadism
- b) The Israeli-Palestinian conflict

## **2. Rationale for the module and its links with other modules**

- c) The Cold War and debates about the post-Cold War future, including the Clash of Civilisations theory, neoliberalism and resurgent nationalism

The module is a Contextual Knowledge module (Group B), and lays the foundations for more advanced study of the subject at postgraduate level. Understanding the formation and development of the global world and its key institutions is key to the contemporary application of the Islamic scholarly tradition to current worldwide issues, and therefore its study complements the study of various Islamic disciplines in all the Core Islamic Studies modules at Level 6.

## **3. Aims of the module**

- Develop students' detailed knowledge and complex understanding of key political, economic and social developments that have formed the current geopolitical climate.
- Develop the students' ability to critically understand and systematically assess selected issues and problems in global modern political history and current global affairs.
- Develop knowledge and analytical skills relevant to the advanced study of global political history and current global affairs.
- Familiarise students with selected key questions and issues in contemporary academic research in global political history, enabling them to conduct further study and independent research in the area with awareness of recent developments, limitations and ambiguities in the field of knowledge.

## **4. Pre-requisite modules or specified entry requirements**

World History (Level 4), The Social Sciences (Level 4), British History (Level 5), Islam in Britain (Level 5).

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate detailed knowledge and systematic understanding of the history of European colonialism and anti-colonial resistance, especially in the Muslim world</p> <p><b>A2:</b> Demonstrate a systematic understanding of key developments and issues in the Israeli-Palestinian conflict and its wider implications on Middle Eastern geopolitics</p> <p><b>A3:</b> Demonstrate a critical and systematic understanding of the Cold War and its end</p> <p><b>A4:</b> Show a critical awareness and understanding of key approaches in the study of global political history and current affairs</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p> <p>Reading of primary sources Guest lectures</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Systematically analyse selected key events in global political history and current affairs</p> <p><b>B2:</b> Provide analysis and comparison of different viewpoints in the study of global political history and current affairs</p> <p><b>B3:</b> Draw on knowledge of global political history and current affairs in order to analyse current events</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p> <p>Case studies Reading of primary sources Guest lectures</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Demonstrate critical awareness of the significance of the study of global political history and current affairs</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p>

C. Practical and professional skills	Learning and teaching strategy
<p><b>C2:</b> Conduct independent research on complex issues of controversy, showing awareness of recent developments, limitations and unresolved aspects in contemporary academic and normative Islamic discourse</p>	<p><b>Secondary</b> Case studies Reading of primary sources Guest lectures</p>

D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Communicate advanced ideas and concepts effectively using appropriate styles and language</p> <p><b>D2:</b> Demonstrate the ability to critically engage with different ideas and viewpoints in a balanced and fair manner, with self-awareness about one's own commitments as well as limitations and ambiguities in the field of knowledge</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Case studies Reading of primary sources Guest lectures</p>

6. Indicative content.
<p><b>Term 1</b> The 19th century to World War II: colonialism and anti-colonial movements, modernisation and its advocates, Islamist movements, 9/11 to the present: global jihadism</p> <p>Weeks 1-5: The experience of colonialism across the Muslim world Weeks 6-7: Anti-colonial movements Weeks 8-10: Islamist movements and Islamic modernism Weeks 11-12: The global jihad movement</p>

## 6. Indicative content.

### Term 2

The Israel-Palestine conflict: roots in nationalism, religious fundamentalism, the British Mandate, World War II and its aftermath, the Arab-Israeli Wars, the Peace Process, international involvement

Weeks 1-3: The Sykes-Picot Agreement

Weeks 4-5: The Balfour Declaration

Weeks 6-7: The establishment of Israel

Weeks 8-10: The Arab-Israeli wars

Weeks 11-12: The peace process

### Term 3

The Cold War and its end: the clash of civilisations theory, US neo-colonialism, the financial crisis, climate change

Weeks 1-3: The end of the Second World war and the Cold war

Weeks 4-5: The fall of the Berlin wall and its aftermath

Weeks 6-8: The clash of civilisations theory and globalisation

Weeks 9-10: Global crises such as the financial crisis and climate change

Weeks 11-12: Global reconfiguration and the rise of the East

## 7. Assessment strategy, assessment methods and their relative weightings

**Coursework 1:** 25% - 2500-3000 words due beginning of term 2

**Coursework 2:** 25% - 2500-3000 words due beginning of term 3

**Examination:** 50% (End of Term 3) – 2 hours

8. Mapping of assessment tasks to learning outcomes															
Assessment tasks	Learning outcomes														
	A1	A2	A3	A4	B1	B2	B3	C1	C2	D1	D2				
Coursework 1	✓			✓	✓				✓	✓	✓				
Coursework 2		✓		✓		✓			✓	✓	✓				
Examination	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓				

9. Teaching staff associated with the module
Name and contact details
TBC

10. Key reading list				
Author	Year	Title	Publisher	Location
Hobsbawm, Eric	1998	<i>On History</i>	Abacus	London
Jordanova, Ludmilla	2006 (2 <sup>nd</sup> edition)	<i>History in Practice</i>	Bloomsbury	London
Green, Anna & Troup, Kathleen	1999	<i>The Houses of History: A Critical Reader in Twentieth Century History and Theory</i>	Manchester University Press	Manchester
Bayly, C.A.	2004	<i>The Birth of the Modern World, 1780-1914: Global Connections and Comparisons</i>	Wiley-Blackwell	Oxford
Mazower, Mark	2012	<i>Governing the World: The History of an Idea</i>	Allan Lane	London
Black, Jeremy	2015	<i>Geopolitics and the Quest for Political Dominance</i>	Indiana University Press	Bloomington
Calvocoressi, Peter	2013 (9 <sup>th</sup> edition)	<i>World Politics since 1945</i>	Routledge	Abingdon
Westad, Odd Arne	2005	<i>The Global Cold War</i>	Cambridge University Press	Cambridge

<b>10. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Kilcullen, David	2016	<i>Blood Year: The Unravelling of Western Counterterrorism</i>	Oxford University Press	Oxford
Calomiris, Charles W. & Haber, Stephen W.	2014	<i>Fragile by Design: The Political Origins of Banking Crises and Scarce Credit</i>	Princeton University Press	New Jersey
Held, David & Maffettone, Pietro (eds.)	2016	<i>Global Political Theory</i>	Polity Press	Cambridge
Burgat, F.	2002	<i>Face to Face with Political Islam</i>	I. B. Tauris	London
Fanon, F.	2001	<i>The Wretched of the Earth</i>	Penguin	London
Barr, J.	2012	<i>A Line in the Sand</i>	Simon and Schuster	London
Huntington, S.	2002	<i>The Clash of Civilisations</i>	Simon and Schuster	London
Davies, H.	2010	<i>Financial Crisis: Who is to Blame?</i>	Polity	London
Jacques, M.	2012	<i>When China rules the World</i>	Penguin	London
Lovelock, J.	2006	<i>The Revenge of Gaia</i>	Allen Lane	London

<b>11. Other indicative text (e.g. websites)</b>

## Module Specification

### **IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM**

1. The module learning outcomes in section 6 should be aligned with the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 6 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriated to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 7 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by The Open University but institutions may add other information for internal use if required.

#### **1. Factual information**

<b>Module title</b>	Religion and Modern Society	<b>Level</b>	6
<b>Module tutor</b>	TBC	<b>Credit value</b>	10
<b>Module type</b>	Taught	<b>Notional learning hours:</b> <b>Contact/Independent learning</b>	66 (2 hrs per week)/60

#### **2. Rationale for the module and its links with other modules**

Building on the Level 4 and Level 5 Contextual Knowledge modules in the 'Religion' and 'Social Sciences' pathways, this module completes this component of the programme by examining the nature of religious practice in modern society. It will focus on the secularisation thesis, examining it in relation to a number of selected topics, including:

- a) The trends of religious orthodoxy and reform amongst British Jews
- b) Muslim identity in the United States in the recent period
- c) The transfer of Buddhism to the West, especially America
- d) The decline of religious observance amongst Anglicans in Britain.



## **2. Rationale for the module and its links with other modules**

The module is a Contextual Knowledge module (Group B), and lays the foundations for more advanced study of the subject at postgraduate level. Understanding the formation and development of secularisation and its impact on religious practice is key to the contemporary application of the Islamic scholarly tradition to current worldwide issues, and therefore its study complements the study of various Islamic disciplines in all the Core Islamic Studies modules at Level 6.

## **3. Aims of the module**

- Develop students' detailed knowledge and complex understanding of key changes and developments in religious practice in modern society.
- Develop the students' ability to critically understand and systematically assess selected issues and topics in the study of secularisation and religious practice.
- Develop knowledge and analytical skills relevant to the advanced study of religion in modern society.
- Familiarise students with selected key questions and issues in contemporary academic research in religion in modern society, enabling them to conduct further study and independent research in the area with awareness of recent developments, limitations and ambiguities in the field of knowledge.

## **4. Pre-requisite modules or specified entry requirements**

World Religions (Level 4), Interfaith Relations and Tolerance (Level 5).

5. Intended learning outcomes	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate detailed knowledge and systematic understanding of the changing nature of religious practice in selected topics</p> <p><b>A2:</b> Demonstrate a systematic understanding of key issues relating to religion and modern society</p> <p><b>A3:</b> Show a critical awareness and understanding of the secularisation theory and different definitions of secularism</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p> <p>Reading of primary sources in original language as well as in translation Guest lectures</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Systematically analyse selected key examples of changing religious practice due to secularisation</p> <p><b>B2:</b> Provide analysis and comparison of different viewpoints in the study of changing religious practice</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p> <p>Case studies Reading of primary sources Guest lectures</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Demonstrate critical awareness of the significance of the changes in religious practice</p> <p><b>C2:</b> Conduct independent research on complex issues of religious change, showing awareness of how different religious traditions are adapting to the</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p>

C. Practical and professional skills	Learning and teaching strategy
modern world	Case studies Reading of primary sources Guest lectures

D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Communicate advanced ideas and concepts effectively using appropriate styles and language</p> <p><b>D2:</b> Demonstrate the ability to critically engage with different ideas and viewpoints in a balanced and fair manner, with self-awareness about one's own commitments as well as limitations and ambiguities in the field of knowledge</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b></p> <p>Case studies Reading of primary sources Guest lectures</p>

6. Indicative content
<p>The module will cover the secularisation thesis in its various forms, and specifically how it can be applied to particular religious communities in the modern world such as British Jews, American Muslims, American Buddhists and British Christians. The module will therefore show how certain religious communities continue to practice their faith in the modern world and how the practice of that faith has changed within the modern context. It will also consider how gender has played a part in this transformation of religious practice. It will begin with a focus on the secularisation thesis and the nature of secularity and hence it will seek to answer the following questions: How has the modern world affected religion and religious practice? How has religious practice changed at the level of the individual, and also at the level of the institution and the nation-state? How does this impact on notions of gender? The module will therefore cover the changing nature of the individual, the changing nature of religious practice and observance, the relationship between the state and religious authority and also different descriptions of secularism itself.</p> <p>The secularisation thesis suggested that religious observance and practice would decrease with time, especially as societies became more modern. The module will examine this thesis by considering the first expositors of the thesis such as Durkheim and Weber and then the evidence base for decreasing</p>

## 6. Indicative content

religiousness or otherwise. Having outlined the general theories of secularisation, the module will examine various religious communities to consider the extent to which this thesis can be confirmed. The classes will be taught as follows:

Weeks 1-11: The Secular Age

Weeks 12-17: The trends of religious orthodoxy and reform amongst British Jews

Weeks 18-22: Muslim identity in the United States in the recent period

Weeks 23-27: The transfer of Buddhism to the West, especially America

Weeks 28-33: The decline of religious observance amongst Anglicans in Britain

## 7. Assessment strategy, assessment methods and their relative weightings

**Coursework 1:** 25% - 2500-3000 words due beginning of term 2

**Coursework 2:** 25% - 2500-3000 words due beginning of term 3

**Examination:** 50% (End of Term 3) – 2 hours

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes														
	A1	A2	A3	A4	B1	B2	B3	C1	C2	D1	D2				
Coursework 1	✓			✓	✓				✓	✓	✓				
Coursework 2		✓		✓		✓			✓	✓	✓				
Examination	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓				

9. Teaching staff associated with the module
Name and contact details
TBC

10. Key reading list				
Author	Year	Title	Publisher	Location
B. Turner	2011	Religion and Modern Society	Cambridge University Press	Cambridge
F. Rahman	1984	Islam and Modernity	Chicago University Press	Chicago
C Taylor	2007	A Secular Age	Harvard University Press	Cambridge
G. Davie	1994	Religion in Britain since 1945	John Wiley	London
A. Kershen and J. Romain.	1995	Tradition and Change: History of Reform Judaism in Britain, 1840-1995.	Valentine Mitchell	London
D. Taylor	2006	British Chief Rabbis: 1664-2006.	Valentine Mitchell	London
C. Brown	2009	The Death of Christian Britain	Routledge	London
J. Hammer (ed.)	2013	The Cambridge Companion to American Islam	Cambridge University Press	Cambridge
L. Ahmed	1993	Women and Gender in Islam	Yale University Press	New Haven
S. Mitchell	2016	Buddhism in America.	Bloomsbury	London
C. S Prebish	1999	Luminous Passage: The Practice and Study of Buddhism in America.	University of California Press.	California
S. J. D. Green	1996	Religion in the Age of Decline	Cambridge University Press	Cambridge
M. Persoff	2008	<i>Faith Against Reason: Religious reform and the British Chief Rabbinate, 1840-1990</i>	Valentine Mitchell	
R. Fields	1999	How the Swans came to the Lake	Shambhala Publications	
Z. Grewal	2013	<i>Islam is a Foreign Country: American Muslims and the Global Crisis of Authority</i>	New York University Press	New York

11. Other indicative text (e.g. websites)

## Module Specification

### **IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM**

1. The module learning outcomes in section 6 should be aligned with the overall programme outcomes listed in the programme specification.
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3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 7 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by The Open University but institutions may add other information for internal use if required.

#### **1. Factual information**

<b>Module title</b>	Arabic 3	<b>Level</b>	4
<b>Module tutor</b>	Sohail Hanif	<b>Credit value</b>	10
<b>Module type</b>	Taught	<b>Notional learning hours:</b> <b>Contact/Independent learning</b>	66 (2 hrs per week)/60

#### **2. Rationale for the module and its links with other modules**

This module further builds upon the students' command of classical Arabic acquired from the year abroad at the Qasid institute (or its equivalent) and the modules Arabic 1 and classical Arabic rhetoric in Arabic 2, through a selection of classical Arabic texts. At the same time, through the study of the primer, the *Khaṣā'is* of Ibn Jinnī (d.1002), it introduces students to foundational elements in classical Arabic linguistics. Using a selection of landmark texts of classical Arabic literature, this module presents students with the opportunity to further develop knowledge and skills in an essential field of study in classical and contemporary Islamic Studies.

The module is a core Islamic Studies module (Group A), and lays the foundation for advanced study of classical Arabic at postgraduate level. It also serves as a complementary module to the

**2. Rationale for the module and its links with other modules**

other core Islamic Studies modules, aimed at enhancing the students' command of classical Arabic to facilitate their reading of the core primary texts in these modules.

**3. Aims of the module**

- Further consolidate and build upon the students' existing command of classical Arabic, including vocabulary, reading and writing
- Introduce students to a representative selection of classical literary texts in order to develop their familiarity with the classical Arabic literary tradition
- Introduce and develop knowledge and understanding of basic principles and concepts in classical Arabic linguistics and intermediate principles and concepts in classical Arabic rhetoric
- Develop advanced language skills relevant to the analysis and translation of classical Arabic texts
- Provide an appreciation of the importance of the study of classical Arabic literature

**4. Pre-requisite modules or specified entry requirements**

Arabic 1, Arabic 2.



5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate knowledge and understanding of basic principles and concepts in classical Arabic linguistics, and intermediate principles and concepts in Arabic rhetoric</p> <p><b>A2:</b> Demonstrate command of classical Arabic sufficient for the reading of selected classical Arabic texts</p> <p><b>A3:</b> Show familiarity with the main features of genre, themes and compositional styles of selected classical Arabic texts</p> <p><b>A4:</b> Demonstrate command of classical Arabic sufficient for the writing of short compositions, employing knowledge of principles and concepts in classical Arabic linguistics and rhetoric</p>	<p><b>Primary</b></p> <p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Reading of primary sources in original language as well as in translation</p> <p><b>Secondary</b></p> <p>Classroom discussions</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Identify and assess different possible approaches to the rhetorical and linguistic analysis of classical Arabic texts</p> <p><b>B2:</b> Use textual and linguistic analysis to solve problems of interpretation within classical Arabic texts</p> <p><b>B3:</b> Show ability to draw on acquired knowledge and understanding of basic concepts and principles of classical Arabic rhetoric and linguistics in the creative production of original compositions in the language</p>	<p><b>Primary</b></p> <p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Reading of primary sources in original language as well as in translation</p> <p><b>Secondary</b></p> <p>Classroom discussions</p>

C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Apply classical rhetorical and linguistic analysis to selected classical Arabic texts</p> <p><b>C2:</b> Write short original compositions in classical Arabic, using a variety of styles and methods indicating rhetorical complexity</p> <p><b>C3:</b> Apply command of classical Arabic, classical Arabic rhetoric, and classical Arabic linguistics to the translation of selected classical Arabic texts</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study Reading of primary sources in original language as well as in translation</p> <p><b>Secondary</b></p> <p>Classroom discussions</p>

D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Communicate and translate advanced ideas in writing using appropriate vocabulary, styles and language</p>	<p><b>Primary</b></p> <p>Lectures and tutorials Directed independent study Reading of primary sources in original language as well as in translation</p> <p><b>Secondary</b></p> <p>Classroom discussions</p>

6. Indicative content
<p>a) Linguistic analysis and interpretation of selected classical Arabic texts through the application of intermediate concepts in classical Arabic rhetoric</p> <p>b) Analysis of themes and advanced compositional styles and strategies in classical Arabic literature</p> <p>c) Translation of selected classical Arabic texts</p> <p>d) Writing of short compositions in classical Arabic (no longer than 3000 words)</p> <p>e) Reading of a selection of classical Arabic texts in the classroom, representing different styles and genres:</p> <p><b>Term 1:</b> A primer to the study of classical Arabic linguistics, the <i>Khaṣā'is</i> of Ibn Jinnī (d.1002).</p>

## 6. Indicative content

**Term 2:** A classical Arabic text or selection of texts representing the application of concepts and principles of classical Arabic rhetoric and linguistics (TBC).

**Term 3:** A classical Arabic text or selection of passages representing the application of concepts and principles of classical Arabic rhetoric and linguistics (TBC).

## 7. Assessment strategy, assessment methods and their relative weightings

**Coursework 1:** 15% Arabic essay of not more than 1000 words, 10% Arabic oral presentation of not more than 10 minutes

**Coursework 2:** 15% Arabic essay of not more than 1000 words, 10% Arabic oral presentation of not more than 10 minutes

**Examination:** 50% (End of Term 3) – 3 hour exam

## 8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2				
Coursework 1	✓			✓			✓		✓		✓					
Coursework 2	✓			✓			✓		✓		✓					
Examination	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				

## 9. Teaching staff associated with the module

Name and contact details

Sohail Hanif

**Email:** [sh@cambridgemuslimcollege.org](mailto:sh@cambridgemuslimcollege.org)

Yasser Qureshy

**Email:** [yq@cambridgemuslimcollege.org](mailto:yq@cambridgemuslimcollege.org)

9. Teaching staff associated with the module
Name and contact details
<b>Najah Nadi</b> Email: <a href="mailto:na@cambridgemuslimcollege.org">na@cambridgemuslimcollege.org</a>

10. Key reading list				
Author	Year	Title	Publisher	Location
Several authors	1983-2000	<i>The Cambridge History of Arabic Literature (6 vols.)</i>	Cambridge University Press	Cambridge
Lane, Edward William	2011	<i>An Arabic-English Lexicon, derived from the best and most copious sources</i>	Cosimo	New York
Ibn Jinnī	1913	<i>Al-Khaṣā'is</i>	Al-Hay'a al-Miṣriyya al-‘Āmma li’l-Kitāb	Cairo
Al-Zawzanī	2002	<i>Sharḥ al-Mu‘allaqāt al-sab‘</i>	Dār Iḥyā’ al-Turāth al-‘Arabī	Beirut
Al-Murtaḍā al-Zabīdī	n.d.	<i>Tāj al-‘arus</i>	Dār al-Hidāya	
Ibn Manẓūr	1994	<i>Lisān al-‘arab</i>	Dār Ṣādir	Beirut
Muṣṭafā al-Ghalaynī	1994	<i>Jamī‘ al-durus al-‘arabiyya</i>	Al-Maktaba al-‘aṣriyya	Beirut
‘Abd al-Ghanī Daqar	1986	<i>Mu‘jam al-naḥw</i>	Mu’assasat al-risāla	Beirut

11. Other indicative text (e.g. websites)

## Module Specification

### **IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM**

1. The module learning outcomes in section 6 should be aligned with the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 6 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriated to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
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6. This form covers the minimum set of information required by The Open University but institutions may add other information for internal use if required.

#### **1. Factual information**

<b>Module title</b>	Independent Research Project	<b>Level</b>	6
<b>Module tutor</b>	TBC	<b>Credit value</b>	20
<b>Module type</b>	Research	<b>Notional learning hours</b>	252 hrs

#### **2. Rationale for the module and its links with other modules**

The module is a core Islamic Studies Module (Group A), and provides the student with the opportunity to engage in an independent research project on a topic of their choice that will allow them to demonstrate their accumulated knowledge and skills in the core Islamic Studies and Contextual Knowledge subjects. The research project (expected length 10,000 words) should focus on an area (or number of interrelated areas) of Islamic Studies, and its contemporary understanding or application, and draw on both secondary sources in English and primary sources in classical Arabic. Students will receive support in the form of monthly supervisions and lectures on general research skills and methodology, as well as opportunities to present their research each term to an audience of peers and College teaching staff.

This module builds on the accumulated cognitive skills and research skills acquired from all previous modules at Level 4 and Level 5, and as the sole module in the programme most comprehensively focused on independent research, provides students with the opportunity to

**2. Rationale for the module and its links with other modules**

develop their research abilities for further study at postgraduate level.

**3. Aims of the module**

- Develop students' knowledge and understanding of a chosen field of Islamic Studies and its contemporary understanding or application
- Provide students with an opportunity to further develop, refine and demonstrate their research and communication skills
- Familiarise students with key aspects of research methodology, including the effective use of resources and time management

**4. Pre-requisite modules or specified entry requirements**

All Core and Contextual modules at Levels 4 and 5.

5. Intended learning outcomes	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate systematic knowledge and critical understanding of a chosen field of Islamic Studies and its contemporary understanding or application, as represented by key figures and major schools of thought</p> <p><b>A2:</b> Show an understanding of key aspects of research methodology</p>	<p><b>Primary</b> Directed independent study Presentations of research</p> <p><b>Secondary</b> Lectures and tutorials on research skills and methodology Independent Research Project workshops Peer review</p>
<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Identify and analyse, in a critically informed way, different viewpoints in a chosen field of Islamic Studies and its contemporary understanding or application</p> <p><b>B2:</b> Provide critical analysis of primary sources in classical Arabic which are relevant to the research topic</p>	<p><b>Primary</b> Directed independent study Presentations of research</p> <p><b>Secondary</b> Lectures and tutorials on research skills and methodology Independent Research Project workshops Peer review</p>
<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Demonstrate critical awareness of the significance of the selected topic of study and its wider impact on contemporary Muslim thought and practice</p> <p><b>C2:</b> Conduct independent research on complex issues in Islamic Studies and its contemporary understanding or application, showing awareness of any</p>	<p><b>Primary</b> Directed independent study Presentations of research</p> <p><b>Secondary</b></p>

<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
limits of knowledge at the forefront of the discipline	Lectures and tutorials on research skills and methodology Independent Research Project workshops Peer review

<b>D Key transferable skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Communicate advanced ideas and concepts effectively using appropriate styles and language</p> <p><b>D2:</b> Demonstrate the ability to critically engage with different ideas and viewpoints in a balanced and fair manner, with self-awareness about one's own commitments as well as limitations and ambiguities in the field of knowledge</p>	<p><b>Primary</b></p> <p>Directed independent study Presentations of research</p> <p><b>Secondary</b></p> <p>Lectures and tutorials on research skills and methodology Independent Research Project workshops Peer review</p>

<b>6. Indicative content.</b>
<p><b>Term 1</b> Four lectures on research skills and methodology; student presentations of their research at the end of term, followed by an Independent Research Project workshop</p> <p><b>Term 2</b> Student presentations of their research at the end of term, followed by an Independent Research Project workshop</p> <p>Students choose their topic within the first two weeks of Term 1, and submit the Independent Research Project at the beginning of Term 3. The project length is expected to be 10,000 words. Individual meetings with research project supervisors are held at least once a month.</p>



**7. Assessment strategy, assessment methods and their relative weightings**

**Term 1 Presentation** (10%) – 10 minutes  
**Term 2 Presentation** (10%) – 10 minutes  
**Independent Research Project** (80%) – 10,000 words

**8. Mapping of assessment tasks to learning outcomes**

Assessment tasks	Learning outcomes															
	A1	A2	A3	B1	B2	B3	C1	C2	D1	D2						
Term 1 Presentation	✓			✓	✓		✓	✓	✓	✓						
Term 2 Presentation		✓		✓	✓		✓	✓	✓	✓						
Independent Research Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						

**9. Teaching staff associated with the module**

**Name and contact details**

TBC

**10. Key reading list**

Author	Year	Title	Publisher	Location
TBC				

**11. Other indicative text (e.g. websites)**

