



Cambridge Muslim College

BA (Hons) in Islamic Studies



Module Specifications
Year 1

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 | | | |
|------------------------|------------------------------------|--|------------------------|
| Module title | Islamic Intellectual Foundations 1 | Level | 4 |
| Module tutor | Najah Nadi | Credit value | 10 |
| Module type | Taught | Notional learning hours: Contact/Independent learning | 66 (2 hrs per week)/60 |

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

This module introduces three main disciplines which form the rational foundations of the Islamic tradition: Arabic logic (*mantiq*), dialectical inquiry (*ādāb al-baḥṭh wa-l-munāzara*) and legal hermeneutics (*uṣūl al-fiqh*). Through studying the learning and research methodologies embodied in these disciplines, students are introduced to an essential part of Islamic intellectual history, crucial for the proper understanding and mastery of classical texts in all the religious sciences. Using a combination of classical Arabic primers on logic and dialectics together with secondary sources in English, this module presents students with the opportunity to develop foundational knowledge and skills in an essential field of study in classical and contemporary Islamic studies, as well as an understanding of its significance and historical development.

This module is a core Islamic Studies module (Group A) and provides the prerequisite foundations for further study of the subject at Level 5 (Islamic Intellectual Foundations 2) and Level 6 (Islamic Intellectual Foundations 3). It also provides essential analytical and critical skills for the core Islamic Law and Islamic Theology modules at Levels 5 and 6.

3. Aims of the module

- Introduce students to the intellectual foundations of the Islamic tradition, as represented in the three primary foundational rational disciplines, their historical formation and how they form the intellectual foundations of Islam.
- Introduce students to the basic concepts and structures of Arabic logic and dialectical inquiry through the comprehensive study of two primers, *Isāghijī* and *Risālat al-Ādāb*.
- Provide the necessary analytical tools for understanding and evaluating Islamic debates and views within their intellectual frameworks.
- Introduce students to key primary and secondary sources for the study of logic and dialectics, as well as a range of theories about their development in relation to other Islamic disciplines.

4. Pre-requisite modules or specified entry requirements

Successful completion of one-year Arabic course at the Qasid Institute or its equivalent. Native speakers of Arabic with an educational background in classical/modern standard Arabic may forgo this requirement.

| 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>A1: Demonstrate knowledge and understanding of the history and developments of the rational foundations of the Islamic intellectual tradition, including the classical etiquettes of learning and debating.</p> <p>A2: Understand the basic conditions for forming and interpreting sound arguments in order to evaluate arguments and interpretations found in classical Islamic texts within their intellectual framework.</p> <p>A3: Identify the underlying principles and critical concepts of selected classical debates through contextualising and connecting their intellectual foundations with their line of arguments.</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Reading of primary sources in their original language Reading of secondary sources</p> |
| B. Cognitive skills | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Identify and assess major intellectual methodologies and how they are applied in a selected number of texts.</p> <p>B2: Evaluate a selected number of debates within the Islamic tradition based on their underlying principles.</p> <p>B3: Construct simple and complex arguments using classical Islamic dialectical methods and formats.</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Reading of primary sources in their original language Reading of secondary sources Class group debates</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>C1: Demonstrate an awareness of the basic intellectual foundations of the Islamic sciences as developed in classical texts.</p> <p>C2: Use classical logical and dialectical foundations to structure and critique arguments.</p> | <p>Primary</p> <p>Lectures and tutorials Directed independent study</p> <p>Secondary</p> <p>Reading of primary sources in their original language Reading of secondary sources Class group debates</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>D1: Be able to communicate and argue their views with competence, clarity and persuasion</p> <p>D2: Demonstrate the ability to engage with different ideas and viewpoints in a balanced and fair manner</p> | <p>Primary</p> <p>Lectures and tutorials Directed independent study</p> <p>Secondary</p> <p>Reading of primary sources in their original language Reading of secondary sources Class group debates</p> |

| 6. Indicative content |
|---|
| <p>This module will use a combination of classical Arabic primers and secondary English literature. The focus and core texts of level 4 of this module will be on Arabic logic and dialectical inquiry while level 5 and 6 will be inclusive of the three disciplines. Level 4 will use two primers: <i>Isāghūjī</i>, a standard short manual of Arabic logic, and <i>Risālat al-Ādāb</i>, a beginners' guide to the Islamic dialectics. These two primers will provide the basic structure of the Arabic logic and dialectical inquiry and will pave the road for the third discipline, legal hermeneutics, which is developed with the interventions of logic and dialectical inquiry. The first of these primers outlines the types and prerequisites of the logical categories of knowledge (e.g. the conceptions and</p> |

6. Indicative content

assents), as well as the methods of their acquisition (e.g. definitions and proofs). The second primer will offer the basic concepts of the dialectical inquiries and the basic techniques of constructing and/or critiquing definitions and proofs.

The basic structure of the terms and classes of this module can be outlined as follows:

Week 1-2: Introduction to the Islamic history of sciences and approaches to their classification as part of the logical tradition.

Week 3-4: Key turns in the developments of Islamic theories of dialectics and argumentation.

Week 5-8: Mapping the Arabic logic traditions from Farābī to the pre-modern time & the debates of the subject matter of *mantiq*.

Week 9-11: The conceptions (*al-taṣawwūrāt*): the five universals.

Week 12-13: The conceptions (*al-taṣawwūrāt*): types of definitions and categorisations.

Week 14-16: The assents (*al-taṣḍīqāt*): types of premises (categorical, conditional, and relational premises).

Week 17-21: The assents (*al-taṣḍīqāt*): types of proofs & syllogisms.

Week 22-23: The rise and development of *adab al-baḥṭh wa-l-munāẓara* & its role in the *madrasa* system.

Week 24-27: Types of arguments: how to construct or respond to arguments for and against definitions.

Week 28-31: Types of arguments: how to construct or respond to arguments for and against propositions.

Week 32-33: Moral etiquettes of enquiry.

7. Assessment strategy, assessment methods and their relative weightings

Term 1 Coursework 1:

10% short essay (1000 words)

10% presentation (10-15 minutes)

Term 2 Coursework 2: 20% essay (1500-2000 words)

Term 3 Coursework 3: 20 %%% essay (1500-2000 words)

7. Assessment strategy, assessment methods and their relative weightings

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 | B1 | B2 | B3 | C1 | C2 | D1 | D2 | | | | | | |
| Coursework 1 | ✓ | | | ✓ | | | ✓ | | ✓ | ✓ | | | | | | |
| Coursework 2 | | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Coursework 3 | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Examination | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Classroom participation | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |

9. Teaching staff associated with the module

Name and contact details

Najah Nadi

E-mail: na@cambridgemuslimcollege.org

10. Key reading list

| Author | Year | Title | Publisher | Location |
|--|------|--|-------------------|----------|
| Athīr al-Dīn ibn ‘Umar Al-Abharī (d. 1265) | 1926 | <i>Isāghūjī (An Introductory Handbook of Arabic Logic)</i> | Maṭba‘at al-Nahḍa | Cairo |
| Muḥammad Muḥyy ‘Abd al-Ḥamīd | 2009 | <i>Risālat al-Adāb fī Adāb al-Baḥṭhwa-l-Munāzara</i> | Dār al-Ṭalā‘ī | Cairo |

| 10. Key reading list | | | | |
|--|-------------|--|---|-----------------|
| Author | Year | Title | Publisher | Location |
| Edward Ryan Moad | 2017 | <i>Logic and Critical Thinking: An Introduction for Muslim Students Paperback</i> | Kazi Publications | |
| Peter Kreeft | 2010 | <i>Socratic Logic: A Logic Text Using Socratic Method, Platonic Questions, & Aristotelian Principles</i> | St. Augustine's Press | |
| Walter Edward Young | 2016 | <i>The Dialectical Forge: Juridical Disputation and the Evolution of Islamic Law</i> | Springer International Publishing | |
| Khaled El-Rouayheb | 2015 | <i>Chapter II. A Discourse on Method: the Evolution of Ādāb al-Baḥth. In Islamic Intellectual History in the Seventeenth Century: Scholarly Currents in the Ottoman Empire and the Maghreb</i> | Cambridge University Press | New York, USA. |
| Khaled El-Rouayheb | 2012 | <i>Post-Avicennan Logicians on the Subject Matter of Logic: Some Thirteenth- and Fourteenth-Century Discussions</i> | Arabic Sciences and Philosophy 22 (2012): 69-90 | |
| George Makdisi | 2005 | <i>The Rise of Colleges. Institutions of learning in Islam and the West (chapters 2-3)</i> | Edinburgh University Press | Edinburgh |
| Mehmet Kadri | 2011 | <i>The development of dialectic and argumentation theory in post-classical Islamic intellectual history (chapter 1)</i> | McGill University thesis (ProQuest) | Canada |
| Maḥmūd Ḥasan, 'Abd al-Ḥamīd Khidr, Muḥammad Jād al-Mawlā | | <i>Al-mantiq al-mushajjar: kitāb al-ṭālib</i> | Al-Riwāq al-Azharī | Cairo |
| Adam Sabra | 1994 | <i>Avicenna on the subject matter of logic (article)</i> | Journal of Philosophy 77 (11): 746-764. | |

| 10. Key reading list | | | | |
|--------------------------------------|------|--|------------------------------|----------|
| Author | Year | Title | Publisher | Location |
| S Abed | 1991 | <i>Aristotelian logic and the Arabic language in Alfarabi</i> | University of New York Press | Albany |
| Rahman, S., T. Street, and H. Tahiri | 2008 | <i>The Unity of Science in the Arabic Tradition: Science, Logic, Epistemology and their Interactions (part II)</i> | Springer | Berlin |

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

Module Specification

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1. Factual information

| | | | |
|---------------------|--------------------------------|-------------------------------------|------------------------|
| Module title | Islamic Revealed Foundations 1 | Level | 4 |
| Module tutor | Dr Ramon Harvey | Credit value | 10 |
| Module type | Taught | Notional learning hours: | 66 (2 hrs per week)/60 |
| | | Contact/Independent learning | |

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

This module introduces students to the revealed sources of Islam, the Qur'an and Hadith. It explores key features of these sources in addition to developing familiarity with the foundational hermeneutical tools and disciplines used to study them, both within traditional and contemporary intellectual frameworks. Using a combination of classical Arabic primers on the sciences of Qur'an and Hadith, together with secondary sources in English, this module presents students with the opportunity to develop foundational knowledge and skills in an essential field of study in classical and contemporary Islamic Studies, as well as an understanding of its significance and historical development.

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

The module is a core Islamic Studies module (Group A), and lays the foundation for more advanced study of the subject (Islamic Revealed Foundations 2 and Islamic Revealed Foundations 3). It also introduces students to essential primary textual sources that are central to all the modules under the Core Islamic Studies grouping.

3. Aims of the module

- Introduce students to the revealed sources of the Islamic tradition, the Qur'an and Hadith, as well as classical and contemporary approaches to their study
- Introduce students to a selection of classical texts relevant to Qur'an and Hadith studies, and develop their ability to read and analyse such classical texts
- Develop knowledge and understanding of basic principles and concepts in Qur'anic exegesis and Hadith classification
- Familiarise students with key themes in contemporary scholarship in Quran and Hadith studies
- Develop elementary hermeneutical, analytical and dialectical skills relevant to the exegesis, analysis and translation of the revealed sources of the Islamic tradition
- Provide an appreciation of the importance of the revealed sources to the Islamic scholarly tradition and its application to past and present problems

4. Pre-requisite modules or specified entry requirements

Successful completion of one-year Arabic course at the Qasid Institute or its equivalent. Native speakers of Arabic with an educational background in classical/modern standard Arabic may forgo this requirement.

| 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>A1: Demonstrate knowledge and understanding of the basic principles and concepts in Qur'an studies</p> <p>A2: Demonstrate knowledge and understanding of the basic principles and concepts in Hadith studies</p> <p>A3: Demonstrate a broad understanding of main features, special terminology and concerns of selected classical introductory texts in Qur'an and Hadith studies</p> <p>A4: Show familiarity with the key themes of contemporary scholarship in Qur'an and Hadith studies</p> | <p>Primary</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>Secondary</p> <p>Student presentations</p> <p>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>B1: Identify and assess different approaches to the application of basic principles and concepts in Qur'anic exegesis and Hadith classification</p> <p>B2: Provide textual criticism and analysis of selected classical introductory texts in Qur'an and Hadith studies</p> <p>B3: Identify and assess different major viewpoints within contemporary scholarship in Qur'an and Hadith studies</p> | <p>Primary</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>Secondary</p> <p>Student presentations</p> <p>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>C1: Demonstrate awareness of the significance of the study of the revealed sources to their wider application within the field of Islamic Studies</p> | <p>Primary</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> |

| C. Practical and professional skills | Learning and teaching strategy |
|--|--|
| <p>C2: Conduct independent research on well-defined and well-known issues or problems in classical and contemporary Qur'an and Hadith studies</p> | <p>Secondary Student presentations 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>D1: Communicate key ideas and concepts in Qur'an and Hadith studies effectively using appropriate styles and language</p> <p>D2: Demonstrate the ability to engage with different ideas and viewpoints in a balanced and fair manner</p> | <p>Primary Lectures and tutorials Directed independent study Reading of primary sources in original language as well as in translation</p> <p>Secondary Student presentations Guest lectures</p> |

| 6. Indicative content |
|--|
| <p>a) Basic principles and concepts in Qu'ran Studies Focus: Qur'anic exegesis To include: <i>asbāb al-nuzūl</i> (occasions of revelation), <i>naskh</i> (abrogation), <i>qirā'āt</i> (variant readings), <i>i'jāz</i> (inimitability) and <i>sūra</i> (chronology)</p> <p>b) Basic principles and concepts in Hadith Studies Focus: the classification of Hadith reports To include: genres of Hadith and their functions, terminology related to the <i>isnād</i> (transmission chain) and <i>matn</i> (content) of Hadith reports</p> <p>c) Key themes in the contemporary academic study of the Qur'an Focus: analysis and formation of arguments To include: content, context, <i>sūra</i> structure, semantics, style, narratives and translation into English</p> <p>d) Key themes in the contemporary academic study of Hadith</p> |

6. Indicative content

Focus: analysis and formation of arguments

To include: classification of content, style and translation into English

e) **Reading and commentary on a selection of classical texts in their original language**

Focus: main features, special terminology and concerns of the texts

To include: reading selections from key introductory works to the classical sciences of Qur'an and Hadith

The breakdown of classes is as follows:

Term 1

Weeks 1-3: *sura* chronology and content

Weeks 4-5: *asbāb al-nuzūl* (occasions of revelation)

Weeks 6-7: *naskh* (abrogation)

Weeks 8-9: *qirā'āt* (variant readings)

Week 10-11: *i'jāz* (inimitability)

Term 2

Weeks 12-13: genres of Hadith books and content

Weeks 14-15: frequency of transmission in the *isnād*

Weeks 16-17: termination/interruption of the *isnād*

Weeks 18-20: narrator classification of the *isnād*

Weeks 21-22: flaws/inconsistencies within the *matn*

Term 3

Weeks 23-24: context of revelation

Weeks 25-26: Qur'anic semantics

6. Indicative content

Weeks 27-28: Qur'anic narratives

Weeks 29-30: Qur'anic style and translation into English

Weeks 31: introduction to academic studies of Hadith

Weeks 32-33: Hadith style and translation into English

7. Assessment strategy, assessment methods and their relative weightings

Book Review: Due first week of Term 2 (25%) – 1500-2000 words

Essay: Due first week of Term 3 (25%) – 1500-2000 words

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

8. Mapping of assessment tasks to learning outcomes

| Assessment tasks | Learning outcomes | | | | | | | | | | | | | | | |
|------------------|-------------------|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|
| | A1 | A2 | A3 | A4 | B1 | B2 | B3 | C1 | C2 | D1 | D2 | | | | | |
| Book review | ✓ | | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | | | | | |
| Essay | | ✓ | ✓ | | | ✓ | | | ✓ | ✓ | ✓ | | | | | |
| Examination | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |

9. Teaching staff associated with the module

Name and contact details

Dr. Ramon Harvey

Email: rh@cambridgemuslimcollege.org

| 10. Key reading list | | | | |
|-----------------------------|-------------|---|----------------------------|---------------------------|
| Author | Year | Title | Publisher | Location |
| Abdel Haleem, M. A. S. | 2010 | <i>The Qur'an: English Translation and Parallel Arabic Text</i> | Oxford University Press | Oxford |
| Burton, John | 1994 | <i>An Introduction to the Ḥadīth</i> | Edinburgh University Press | Edinburgh |
| Draz, M. A. | 2011 | <i>Introduction to the Qur'an</i> | I. B. Tauris | London |
| Gade, Anna | 2010 | <i>The Qur'an: An Introduction</i> | Oneworld | Oxford |
| Saeed, Abdullah | 2008 | <i>The Qur'an: An Introduction</i> | Routledge | Abingdon |
| Abdel Haleem, M. A. S. | 2011 | <i>Understanding the Qur'an: Themes and Style</i> | I. B. Tauris | London |
| Brown, Jonathan A. C. | 2009 | <i>Hadith: Muḥammad's Legacy in the Medieval and Modern World</i> | Oneworld | Oxford |
| Kamali, Mohammad Hashim | 2005 | <i>A Textbook of Ḥadīth Studies</i> | The Islamic Foundation | Markfield, Leicestershire |
| Siddiqi, Muhammad Zubayr | 1961 | <i>Ḥadīth Literature: Its Origin, Development, Special Features and Criticism</i> | Calcutta University Press | Calcutta |
| Al-Sabūnī, Muḥammad 'Alī | 1985 | <i>Al-Tibyān fī 'ulūm al-qur'ān</i> | Dār al-Qalam | Mecca |
| Al-Ṭaḥḥān, Maḥmūd | 2004 | <i>Taysīr muṣṭalaḥ al-ḥadīth</i> | Maktabat al-Ma'ārif | Riyadh |
| Al-Suyūṭī, Jalāl al-Dīn | 2004. | <i>Al-Itqān fī al-ulūm al-qur'ān</i> , ed. Aḥmad b. 'Alī, 4 vols. | Dār al-Ḥadīth | Cairo |
| Ibn al-Ṣalāḥ, Abū 'Amr, | 1986 | <i>Muqaddima</i> , ed. Nūr al-Dīn 'Itr | Dār al-Fīkr | Damascus |
| Madigan, Daniel A, | 2001 | <i>The Qur'an's Self-Image: Writing and Authority in Islam's Scripture</i> | Princeton University Press | Princeton |
| Shah, Mustafa (ed.) | 2009 | <i>The Hadith: Articulating the Beliefs and Constructs of Classical Islam</i> | Routledge | London |
| Qadhi, Yasir | 1999 | <i>An Introduction to the Sciences of the Qur'aan</i> | Al-Hidaayah Publishers | Birmingham |

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

www.altafsir.com

www.corpus.quran.com

www.sunnah.com

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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

| | | | |
|---------------------|---------------|--|--------------------------|
| Module title | Islamic Law 1 | Level | 4 |
| Module tutor | Sohail Hanif | Credit value | 20 |
| Module type | Taught | Notional learning hours: Contact/Independent learning | 132 (4 hrs per week)/120 |

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

This module is an introduction to the discipline of Islamic Law. It explores basic concepts and principles within Islamic law as well as the broader historical context of its formation, focusing primarily on the ritual law of the Ḥanafī school of law (*madhhab*). Through the comprehensive study of the ritual law sections of a classical legal text, the *Mukhtār* of al-Mawṣilī (d. 683/1284), together with secondary sources in English, this module resents students with the opportunity to develop foundational 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 foundation for more advanced study of the subject in Islamic Law 2 and Islamic Law 3.

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

Due to its centrality to Muslim learning through the ages, Islamic law is arguably the primary discipline among the Islamic religious sciences. A strong grounding in Islamic law will enable students to understand references to Islamic legal thought that pervade Islamic writings from Qur'anic exegesis and Hadith commentary to Islamic history. Exposure to its epistemological foundations will provide them with methods of thought, reasoning and approaching classical Islamic texts that can be applied to other disciplines. In addition, the study of Islamic law has historical value, serving as a window onto pre-modern Muslim societies and their concerns. More specifically, through the study of ritual law in Ḥanafī school, students will not only be able to see how law is connected to wider spiritual-moral and social goals, but also become familiar with a legal tradition that is significant to a majority of Muslims in British society.

3. Aims of the module

- Introduce students to the discipline of Islamic law, including its primary institutions and historical foundations
- Provide students with knowledge of the ritual law of the Ḥanafī school of legal thought through the comprehensive study of a classical legal text in its original language
- Introduce students to selected basic concepts and principles of legal theory (*uṣūl al-fiqh*)
- Demonstrate the connection between legal rulings and the broader historical, social and moral-spiritual contexts behind them
- Familiarise students with the main debates among contemporary historians regarding the historical development of Islamic law, especially the development of the schools of law (*madhhabs*)

4. Pre-requisite modules or specified entry requirements

Successful completion of one-year Arabic course at the Qasid Institute or its equivalent. Native speakers of Arabic with an educational background in classical/modern standard Arabic may forgo this requirement.

| 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>A1: Demonstrate knowledge and understanding of the basic concepts and principles of Islamic law</p> <p>A2: Show an awareness of key issues in the historical development of Islamic law and the schools of law</p> <p>A3: Demonstrate knowledge and understanding of Ḥanafī ritual law, its historical contexts and social and spiritual-moral dimensions</p> <p>A4: Demonstrate a contextualised understanding of the ritual law sections of the core module text, the <i>Mukhtār</i> of al-Mawṣilī</p> | <p>Primary</p> <p>Lectures and tutorials</p> <p>Reading of primary sources in translation</p> <p>Directed independent study</p> <p>Secondary</p> <p>Guest lectures</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>B1: Analyse selected legal rulings and cases in Ḥanafī ritual law, showing where relevant how they are connected to basic principles of legal theory</p> <p>B2: Provide effective basic analysis of the sections of ritual worship from the module core text, <i>al-Mukhtār</i> to specialist and non-specialist audiences</p> <p>B3: Evaluate different theories related to the historical formation of Islamic law, the rise of <i>madhhabs</i>, and developments of the <i>madhhabs</i> as legal institutions.</p> | <p>Primary</p> <p>Lectures and tutorials</p> <p>Reading of primary sources in translation</p> <p>Selected case studies</p> <p>Directed independent study</p> <p>Secondary</p> <p>Guest lectures</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>Primary</p> <p>Lectures and tutorials</p> <p>Classroom discussions</p> |

| C. Practical and professional skills | Learning and teaching strategy |
|---|--|
| <p>C1: Adapt acquired knowledge of Islamic ritual law and its spiritual-moral and social dimensions to practical issues related to religious practice in contemporary British Muslim society</p> <p>C2: Conduct independent research on well-defined and well-known issues or problems in Islamic Law</p> | <p>Directed independent study</p> <p>Secondary</p> <p>Guest lectures</p> <p>Reading of primary sources in translation</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>D1: Communicate key ideas and concepts in Islamic law effectively using appropriate styles and language</p> <p>D2: Demonstrate the ability to engage with different ideas and viewpoints in a balanced and fair manner</p> | <p>Primary</p> <p>Lectures and tutorials</p> <p>Classroom discussions</p> <p>Directed independent study</p> <p>Secondary</p> <p>Guest lectures</p> <p>Reading of primary sources in translation</p> <p>Selected case studies</p> |

| 6. Indicative content |
|---|
| <ol style="list-style-type: none"> 1. Rules of ritual worship. Students will undertake a complete study of the relevant topics of the <i>Mukhtār</i> of al-Mawṣilī. 2. Principles of Ḥanafī legal thought. Students will be introduced to, in the course of studying the above topics, a number of central principles of Ḥanafī legal theory, to enable a more in-depth appreciation of the topics covered, the ability to use what is learnt to propose answers to questions not covered in light of the underlying logic of this legal system, and to lay a foundation for a profound study of the more worldly/legal topics of Islamic Law 2 and 3. 3. Critical historical studies. These are studied to acquaint students with the wider debates in the secondary literature pertaining to Islamic law and for them to be able to fittingly situate their text and classroom discussions into these wider debates. |

6. Indicative content

Breakdown of Indicative Content

Weeks 1-5:

(Ritual Worship) Book of Purity: ritual ablution, ritual bath, water, wells, dry ablution, wiping footgear, menstruation, cleaning filth
(Historical Studies): Introduction to Islamic law; Islamic legal thought in the formative period

Weeks 6-11:

(Ritual Worship) Book of Prayer: prayer times, call to prayer, integrals and recommended acts of prayer, group prayer, disliked matters and invalidators, supererogatory prayers, eclipse and rain prayers, prayer of the sick and traveller, Friday and Eid prayers, prayer of fear, funeral prayers
(Historical Studies) The formation of the *madhhabs*; Debates on *ijtihād* and *taqlīd*

Weeks 12-17:

(Ritual Worship) Book of Obligatory alms: alms of livestock, gold and silver, and land produce; alms collectors, alms on minerals, alms recipients
(Historical Studies) The *madhhab* in the High Middle Period; The Sunnī Revival; Legal Plurality under the Mamlūks

Weeks 18-22:

(Ritual Worship) Book of Fasting: Invalidators of fast, expiation, worship by staying in a mosque (*i'tikāf*)
(Historical Studies) The *madhhab* in the Gunpowder Empires; The Ḥanafī School and the Ottoman Empire

Weeks 23-28:

(Ritual Worship) Book of Pilgrimage: Greater and lesser Pilgrimage, forms of pilgrimage, penalties and expiations, sacrificial animals
(Historical Studies) Islamic legal authority in the modern era; Debates on the role of the *madhhab*

6. Indicative content

Weeks 29-33:

(Personal Religious Duties) The Book of Lawful and Unlawful (*al-haḏr wa-al-ibāḥ*): Rules of dress, conduct, eating, and leisure
 (Historical Studies) Review

7. Assessment strategy, assessment methods and their relative weightings

Coursework 1: 25% (Term 1): 10% Book review (1000 words); 10% Essay (1000 words); 5% Written Content Summary (Ritual law) (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 (1000 words); 5% Written Content Summary (Ritual law) (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 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 |
| Sohail Hanif Email: sh@cambridgemuslimcollege.org |

| 10. Key reading list | | | | |
|---|------|--|----------------------------|-----------|
| Author | Year | Title | Publisher | Location |
| 'Abd Allāh b. Maḥmūd b. Mawdūd al-Mawṣilī | n.d. | <i>Al-Ikhtiyārli-ta'līl al-Mukhtār</i> | Al-Maktaba al-'Umariyya | Cairo |
| Ahmed El Shamsy | 2015 | <i>Encyclopaedia of Islam, 3rd Edition, c.v. "Fiqh, faqīh, fuqabā"</i> | Brill | Leiden |
| Ignaz Goldziher and Joseph Schacht | | <i>Encyclopaedia of Islam, 2nd Edition, c.v. "Fiqh"</i> | Brill | Leiden |
| Wael Hallaq | 2009 | <i>An Introduction to Islamic Law</i> | Cambridge University Press | Cambridge |
| Joseph Schacht | 1982 | <i>An Introduction to Islamic Law</i> | Clarendon Press | New York |
| Wael Hallaq | 2009 | <i>Shari'a: Theory, Practice, Transformations</i> | Cambridge University Press | Cambridge |
| Wael Hallaq | 2004 | <i>Authority, Continuity and Change in Islamic law</i> | Cambridge University Press | Cambridge |
| Norman Calder | 2010 | <i>Islamic Jurisprudence in the Classical Era</i> | Cambridge University Press | Cambridge |
| Behnam Sadeghi | 2013 | <i>The Logic of Law Making in Islam: Women and Prayer in the Legal Tradition</i> | Cambridge University Press | Cambridge |
| Sherman Jackson | 1996 | <i>Islamic law and the state: the constitutional jurisprudence of Shibāb al-Dīn al-Qarāfī.</i> | Brill | Leiden |
| Talal al-Azem | 2016 | <i>Rule-Formulation and Binding Precedent in the Madhhab-Law Tradition: Ibn Quṭlūbughā's Commentary on The Compendium of Qudūri.</i> | Brill | Leiden |
| Christopher Melchert | 1997 | <i>The Formation of the Sunni Schools of Law: 9th-10th centuries CE.</i> | Brill | Leiden |
| Guy Barak | 2015 | <i>The Second Formation of Islamic Law: The Hanafi School in the Early Modern Ottoman Empire.</i> | Cambridge University Press | Cambridge |

| 10. Key reading list | | | | |
|----------------------|------|--|------------------------------|----------|
| Author | Year | Title | Publisher | Location |
| Brannon Wheeler | 1996 | <i>Applying the Canon in Islam: The Authorization and Maintenance of Interpretive Reasoning in Hanafi Scholarship.</i> | State University of New York | 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.
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

| | | | |
|---------------------|--------------------|-------------------------------------|-------------------------|
| Module title | Islamic Theology 1 | Level | 4 |
| Module tutor | Yasser Qureshy | Credit value | 20 |
| Module type | Taught | Notional learning hours: | 132 (4 hours per week)/ |
| | | Contact/Independent learning | 120 |

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

This module introduces the student to Islamic Theology, looking at key elements of Islamic doctrine as well as the discipline of *'ilm al-kalam*. It explores key theological terms, paradigms, ideas and concepts, as well as the historical development of key theological ideas within various traditions and schools of thought. Using a primer made from a selection of classical theological texts in Arabic, together with secondary sources in English, this module presents students with the opportunity to develop foundational 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 foundation for more advanced study of the subject in Islamic Theology 2 and Islamic Theology 3, where the focus shifts

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

to understanding detailed rational proofs which classical theologians have made in support of Islamic doctrines.

3. Aims of the module

- Introduce students to the key elements and themes of Islamic doctrine
- Introduce students to the discipline of Islamic Theology, *'ilm al-kalām* (philosophical theology), as well as basic concepts, ideas and vocabulary
- Provide students with an understanding of the historical context of the foundation and development of Islamic doctrine according to various sectarian traditions and schools of thought, as well as major thinkers and their works
- Develop basic knowledge and analytical skills relevant to the study of Islamic Theology through reading a selection of passages from primary classical theological texts in Arabic as well as secondary sources in English
- Familiarise students with the main questions and issues in Islamic Theology, enabling them to conduct further study and independent research on a selected range of well-defined topics in the field

4. Pre-requisite modules or specified entry requirements

Successful completion of one-year Arabic course at the Qasid Institute or its equivalent. Native speakers of Arabic with an educational background in classical/modern standard Arabic may forgo this requirement.

| 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>A1: Demonstrate knowledge and understanding of key concepts and major developments in Islamic Theology.</p> <p>A2: Demonstrate knowledge and understanding of basic concepts and principles in the discipline of <i>'ilm al-kalām</i> (philosophical theology).</p> <p>A3: Demonstrate a broad understanding of the main features, special terminology and concerns of selected classical introductory texts in Islamic Theology contained in the course reader.</p> <p>A4: Show an awareness of the historical context behind the development of Islamic doctrine and the discipline of <i>'ilm al-kalām</i> (philosophical theology).</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary 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>B1: Identify and assess different doctrinal viewpoints in relation to competing theological paradigms.</p> <p>B2: Provide effective basic analysis of selected classical introductory texts in Islamic Theology contained in the course reader.</p> <p>B3: Identify and assess different applications of basic concepts and principles in the discipline of <i>'ilm al-kalām</i> (philosophical theology).</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Case studies Reading of primary sources 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>C1: Demonstrate awareness of the significance of the study of Islamic Theology and its wider application within the field of Islamic Studies.</p> <p>C2: Conduct independent research on well-defined and well-known issues or problems in Islamic Theology.</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary</p> |

| C. Practical and professional skills | Learning and teaching strategy |
|--------------------------------------|--|
| | 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>D1: Communicate key ideas and concepts in Islamic Theology effectively using appropriate styles and language.</p> <p>D2: Demonstrate the ability to engage with different ideas and viewpoints in a balanced and fair manner</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Selected case studies Reading of primary sources Guest lectures</p> |

| 6. Indicative content |
|--|
| <ul style="list-style-type: none"> • History and development of the major schools of Islamic Philosophical Theology. • A clear and detailed presentation of important terms, concepts, and ideas. • Key primary and secondary sources. • Key theories regarding the development of Islamic Theology. <p>Week 1-2: General Introduction to Islamic Philosophical Theology</p> <p>Week 3-4: Overview of Early Islamic Theological Sects and the Earliest Theological Disputes</p> <p>Week 5-20: An analytical study of al-Ghazali's <i>Qawā'id al-'Aqā'id</i> (Principles of Faith), with relevant contextual readings. This text provides a summary of Muslim Creed up to the end of the classical period, and will provide foundational knowledge of key concepts, beliefs, and debates. Topics to be covered include: God's Ontological Oneness, Transcendence, Life, Omnipotence, Omniscience, and Ontological Independence.</p> |

6. Indicative content

Also, what does it mean for God to be “All- Hearing”, and “All-Seeing”? How do Muslims understand God’s involvement in His creation?

Week 21-33: An Analytical Study of al-Sanūsī’s *Umm al-Barahīn*. This work builds on the previous text, and offers a summary of Muslim Creed up to the pre-modern period, taking in to account developments in Islamic Theology as it begins to take on a more philosophical character.

7. Assessment strategy, assessment methods and their relative weightings

Coursework 1: 25% 1500-2000 words. Due: First week of term 2: This will be a gobbet style essay which asks students to analyse a piece of theological writing, focussing on a set of key questions. (750-1000 words x2)

Coursework 2: 25% 1500-2000 words. Due: First week of Term 3

Project: 10%: A diachronic-synchronic mapping of the classical period of the Ash‘arī School of Islamic Theology, including names and dates of major School figures, student-teacher chronology, and bibliographies (Due end of term 3)

Examination: One three-hour exam. 40% (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 | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | | | | | |

| 9. Teaching staff associated with the module |
|---|
| Name and contact details |
| Yasser Qureshy Email: yq@cambridgemuslimcollege.org |

| 10. Key reading list | | | | |
|--|------|---|--------------------------------|---------------|
| Author | Year | Title | Publisher | Location |
| Tilman Nagel | 2006 | The History of Islamic Theology | Markus Wiener Publishers | Princeton, NJ |
| Timothy Winter (Ed.) | | The Cambridge Companion to Islamic Theology | Cambridge University Press | Cambridge |
| Josef Van Ess | 2006 | The Flowering of Muslim Theology | Harvard University Press | Harvard |
| Josef Van Ess John O’Kane (Trans.) | 2016 | Theology and Society in the Second and Third Century of the Hijra, Vol. 1 | Brill | Leiden |
| Peter Adamson & Richard C. Taylor (Eds.) | 2011 | The Cambridge Companion to Arabic Philosophy | Cambridge University Press | Cambridge |
| Montgomery Watt | 2002 | The Formative Period of Islamic Thought | Oneworld Publications | Oxford |
| Montgomery Watt | 1985 | Islamic Philosophy and Theology: An Extended Survey | Edinburgh University Press | Edinburgh |
| Montgomery Watt | 1994 | Islamic Creeds: A Selection | Edinburgh University Press | Edinburgh |
| Richard McCarthy | 1953 | The Theology of al-Ash’ari | Primerie Catholique | Beirut |
| Sabine Schmidtke (Ed.) | 2016 | The Oxford Handbook of Islamic Theology | Oxford University Press | Oxford |
| Khaled el-Rouayheb & Sabine Schmidtke (Eds.) | 2016 | The Oxford Handbook of Islamic Philosophy | Oxford University Press | Oxford |
| John Renard | 2014 | Islamic Theological Themes: A Primary Source Reader | University of California Press | Berkeley |

| 10. Key reading list | | | | |
|--------------------------|------|---|---|-----------------------|
| Author | Year | Title | Publisher | Location |
| Abu Hamid al-Ghazali | | Kitab Qawa'id al-Aqa'id | Various publishers | ISBN 9781941610169 |
| Abu al-Ma'ali al-Juwayni | 1987 | Luma'u al-Adilla | 'Alam al-Kutub | Beirut |
| Abu Bakr al-Baqillani | 2000 | Kitab al-Insaf | al-Maktaba al-Azhariyya li-l-turath | Cairo |
| Wesley Williams | 2002 | Aspects of the Creed of Imam Ahmad ibn Hanbal. A Study of Anthropomorphism in Early Islamic Discourse | Internal Journal of Middle Eastern Studies 34: 441-63 | |
| Livnat Holtzman | | Anthropomorphism | Encyclopaedia of Islam Three | Leiden: Brill |
| Claude Gilliot | | Attributes of God | Encyclopaedia of Islam Three | Leiden: Brill |

| 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.
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

| | | | |
|---------------------|-------------------------------------|--|-------------------------|
| Module title | The Western Philosophical Tradition | Level | 4 |
| Module tutor | Yasser Qureshy | Credit value | 10 |
| Module type | Taught | Notional learning hours: Contact/Independent learning | 66 (2 hrs per week)/ 60 |

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

This module is an introduction to the philosophical tradition of the Western world. It explores the history of philosophy of the Western world, looking at key figures, ideas and schools of thought that have shaped the intellectual and cultural landscape of the West since ancient Greece up to the beginning of Industrial Revolution. In addition to this, through classroom discussions and the study of a selection of key philosophical texts, students are introduced to different modes of philosophical and scientific thinking and their application to a broad range of theoretical and practical issues.

The module forms part of the Contextual Studies module group (Group B), and provides the foundations for the study of more focused modules related to intellectual history, as well as necessary broader context relevant for the core Islamic Studies modules, Islamic Theology 1, 2 & 3.

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

By introducing students to a wide variety of philosophical systems and intellectual traditions, it also provides important context for the study of the practical application of the Islamic tradition to contemporary issues.

3. Aims of the module

- Introduce students to the Western philosophical tradition, its key figures, ideas and schools of thought, up to the Industrial Revolution
- Introduce students to different modes of philosophical and scientific thinking and their application to a broad range of theoretical and practical issues
- Provide students with an appreciation of the importance of the study of Philosophy and the History of Philosophy, and its relevance to the modern world
- Develop knowledge and skills related to analysis and comparison of difference major philosophical schools, as well as selected key philosophical texts of the West

4. Pre-requisite modules or specified entry requirements

None.

| 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>A1: Demonstrate basic knowledge and understanding of the history, key figures and schools of thought of the Western philosophical tradition from ancient Greece up to the Industrial Revolution</p> <p>A2: Demonstrate basic knowledge and understanding of major practical and theoretical issues involved in the study of philosophy and comparing different philosophical thinkers and schools of thought</p> <p>A3: Show an awareness of the significance of the study of Philosophy and the History of Philosophy in understanding the development of science and scientific methodology</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Case studies Reading of primary sources 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>B1: Use and adapt acquired knowledge of key modes of philosophical thinking to comparative analysis of different major philosophical systems</p> <p>B2: Identify and assess different philosophical arguments</p> <p>B3: Analyse the ways in different philosophical approaches are presented in selected philosophical texts</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Case studies Reading of primary sources 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>C1: Draw on philosophical texts and scholarly literature on the history of</p> | <p>Primary Lectures and tutorials</p> |

| C. Practical and professional skills | Learning and teaching strategy |
|---|---|
| <p>philosophy in order to analyse and compare different major philosophical systems</p> <p>C2: Conduct independent research on well-defined and well-known issues or problems in the study of philosophy and the history of philosophy</p> | <p>Directed independent study</p> <p>Secondary</p> <p>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>D1: Communicate key ideas and concepts in the study of philosophy effectively using appropriate styles and language</p> <p>D2: Demonstrate the ability to engage with different ideas and viewpoints in a balanced and fair manner</p> | <p>Primary</p> <p>Lectures and tutorials Directed independent study</p> <p>Secondary</p> <p>Case studies Reading of primary sources Guest lectures</p> |

| 6. Indicative content |
|---|
| <p>Broad history, key teachings, figures, schools of thought and texts of the Western philosophical tradition from ancient Greece up to the Industrial Revolution</p> <p>Key modes of philosophical thinking and their application</p> <p>Key primary and secondary sources for the study of Western philosophy</p> <p>The impact of philosophy on the development of science and scientific methodology in the Western tradition</p> <p>Week 1-2: A general Introduction to Philosophy: Historical overview, main branches, and major figures.</p> <p>Week 3-4: An introduction to philosophical analysis.</p> |

6. Indicative content

Week 5: Plato's Theory of Forms

Week 6: Primary source reading on the Theory of Forms from Plato's *Republic*

Week 7: Aristotle's Ten Categories

Week 8: Aristotle's Four Causes

Week 9: Primary source reading from Aristotle's *Organon*

Week 10: An Introduction to Medieval Philosophy

Week 11: Boethius and the Problem of Prescience

Week 12: Primary source reading from Boethius' *Consolation of Philosophy*

Week 13: Thomas Aquinas and the Five Ways

Week 14: Primary source reading from Aquinas

Week 15: Anselm's Ontological Argument for the Existence of God

Week 16: Primary source reading from Anselm

Week 17: The Enlightenment

Week 18: An Introduction to Modern Philosophy

Week 19: Empiricism and Rationalism

Week 20: Descartes and *Cogito Ergo Sum*

Week 21: Primary source reading from Descartes' *Meditations*.

Week 22: John Locke on Primary and Secondary Qualities, including primary source reading

Week 23: George Berkley on Idealism, including primary source reading

Week 24: David Hume on Causation

Week 25: Hume: Primary source reading

Week 26: Leibniz and Monadology

Week 27: Baruch Spinoza

Week 28: Kant and the Critique of Pure Reason

Week 29: Friedrich Nietzsche

Week 30: Karl Marx

Week 31: Logical Positivism

Weeks 32-33: Review and recap

7. Assessment strategy, assessment methods and their relative weightings

Coursework 1: 25% (Term 1) – 1500-2000 words, due beginning of term 2

Coursework 2: 25% (Term 2) – 1500-2000 words, due beginning of term 3

Project: 10% (Due: end of Term 3)

Examination: 40% (Term 3) – 2 hour

8. Mapping of assessment tasks to learning outcomes

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

9. Teaching staff associated with the module

Name and contact details

Yasser Qureshy

Email: yq@cambridgemuslimcollege.org

| 10. Key reading list | | | | |
|-----------------------------|-------------|---|-------------------------|-----------------|
| Author | Year | Title | Publisher | Location |
| Kenny, Anthony | 2005 | <i>A New History of Western Philosophy</i> | Oxford University Press | Oxford |
| Marenbon, John | 2006 | <i>Medieval Philosophy: An historical and philosophical introduction</i> | Routledge | Abingdon |
| Warburton, Nigel | 2012 | <i>Philosophy: The Basics (5th edition)</i> | Routledge | Abingdon |
| Chalmers, Alan | 2012 | <i>What is this thing called Science? (4th edition)</i> | Hackett | Indianapolis |
| Blackburn, Simon | | <i>Think: A Compelling Introduction to Philosophy</i> | Oxford University Press | Oxford |
| Russell, Bertrand | | <i>The Problems of Philosophy</i> | Oxford University Press | Oxford |
| Cottingham, John (ed.) | 2008 | <i>Western Philosophy: An Anthology</i> | Wiley-Blackwell | New Jersey |
| Scruton, Roger | 1997 | <i>Modern Philosophy: An Introduction and Survey</i> | Arrow | London |
| A.C Grayling (ed.) | 2007 | <i>Philosophy 1: A Guide Through the Subject</i> | Oxford University Press | Oxford |
| Stella Cottrell | 2011 | <i>Critical Thinking Skills: Developing Effective Analysis and Argument</i> | Palgrave Macmillan | London |
| John Hospers | 1997 | <i>An Introduction to Philosophical Analysis</i> | Routledge | London |

| 11. Other indicative text (e.g. websites) |
|---|
| https://historyofphilosophy.net/ https://plato.stanford.edu/ http://www.iep.utm.edu/ |

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. 1. Factual information | | | |
|----------------------------------|---|--|---------------------------|
| Module title | Islamic History | Level | 4 |
| Module tutor | Dr Timothy Winter / Dr Harith Bin Ramli | Credit value | 10 |
| Module type | Taught | Notional learning hours: Contact/Independent learning | 66 (2 hours per week)/ 60 |

| 2. Rationale for the module and its links with other modules |
|---|
| <p>This module is an introduction to Islamic History, exploring key political, social and cultural developments in societies of the Islamic world from rise of Islam in the sixth century CE to the fall of the Ottoman empire in the early twentieth century CE. It forms part of the core Islamic Studies module group (Group A), and provides the necessary contextual background for the study of individual disciplines in the Islamic tradition. By introducing students to the historical background to present-day issues and challenges facing the Muslim world, it also provides the foundations for the study of the practical application of the Islamic tradition to contemporary society.</p> |

| |
|---|
| 3. Aims of the module |
| <ul style="list-style-type: none">- Introduce students to major developments in Islamic history, including the rise and fall of major empires, important political, social and cultural institutions, movements and figures, and the ways in which Islam spread to various parts of the globe- Introduce students to key historical sources and ideas related to the study of Islamic history, including classical historical texts and contemporary theories related to its major developments- Provide students with the foundations for an understanding of the relationship between the development of the Islamic tradition and its historical context |
| |

| |
|---|
| 4. Pre-requisite modules or specified entry requirements |
| None. |

| 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>A1: Demonstrate knowledge and understanding of key themes and major developments in Islamic history</p> <p>A2: Demonstrate an awareness of the main historical sources for the study of Islamic history</p> <p>A3: Demonstrate an awareness of key classical and modern theories relating to the development of Muslim society</p> | <p>Primary</p> <p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Secondary</p> <p>Case studies</p> <p>Reading of primary sources in translation</p> <p>Guest lectures</p> <p>Visits to Islamic history collections in museums</p> |
| B. Cognitive skills | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Analyse and compare different trends across Islamic history</p> <p>B2: Identify and assess key classical and modern theories relating to the development of Muslim society</p> <p>B3: Provide commentary on selected key primary historical sources</p> | <p>Primary</p> <p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Secondary</p> <p>Case studies</p> <p>Reading of primary sources</p> <p>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>Primary</p> <p>Lectures and tutorials</p> <p>Directed independent study</p> |

| C. Practical and professional skills | Learning and teaching strategy |
|--|--|
| <p>C1: Use and adapt acquired knowledge of key theories in Islamic history to the comparative and contextual analysis of major historical developments and trends</p> | <p>Secondary Case studies Reading of primary sources in translation Guest lectures Visits to Islamic history collections in museums</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>D1: Communicate key ideas and concepts in Islamic history effectively using appropriate styles and language</p> <p>D2: Demonstrate the ability to engage with different ideas and viewpoints in a balanced and fair manner</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Case studies Reading of primary sources in translation Guest lectures Visits to Islamic history collections in museums</p> |

| 6. Indicative content |
|--|
| <p>Major social, political, and cultural developments in Islamic history, from the lifetime of the Prophet Muhammad to the modern era (to include an understanding of Islam in the context of Late Antiquity)</p> <p>Key dynasties, states, figures, movements and institutions</p> <p>Reading of selection of primary and secondary historiographical sources</p> <p>Key theories regarding the development of Muslim societies and the spread of Islam</p> |

6. Indicative content

In Term 1, over the course of the first two lectures, students will be provided a general introduction to the subject and study of Islamic History, including a brief overview of major theories, historians and schools of thought. This will be followed by lectures and tutorials on the following topics (given in two-three weekly cycles):

Weeks 3-6: the rise of Islam up to the Abbasid Revolution – Islam and Late Antiquity – early Muslim archaeology

Weeks 7-9: the High Abbasid Caliphate up to the Buyid ascendancy (mid-10th century) – Islam as a “world civilisation” – the world history of Ṭabarī

Weeks 10-11: Society and culture in the early and classical Islamic world –the *ṭabaqāt* literature as resource

In Term 2, lectures and tutorials will cover the following topics:

Weeks 1-3: Shi’ite dynasties and the “Sunni revival” – gender in Islamic historiography – debates over the “Sunni revival”

Weeks 4-6: The Crusades – Christian and Muslim sources - Usāma b. Munqidh’s *Kitāb al-itib’ār*

Weeks 7-9: The Mongol invasions and the collapse of the Abbasid Caliphate – the Maragha observatory and the Islamic history of science – debates over the notion of post-Abbasid “decline”

Weeks 10-11: Society and culture in late Abbasid age – Ibn Khaldūn’s *Muqaddima*

In Term 3, lectures and tutorials will cover the following topics:

Weeks 1-3: The rise of the Gunpowder Empires – Indo-Persian historiography – technological determinism in Islamic history

Weeks 4-6: The spread of Islam in the late medieval age – Sufi orders – Sufi hagiographies

Weeks 7-9: The Ottoman Empire 1 – the Ottoman Empire 2 - the Ottoman decline thesis

Weeks 10-12: Society and culture in the Ottoman Empire – Islamic history and the notion of modernity

7. Assessment strategy, assessment methods and their relative weightings

Coursework 1: Literature review 25% (Term 1) – 1500-2000 words

Coursework 2: Essay 25% (Term 2) – 1500-2000 words

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

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

| 9. Teaching staff associated with the module |
|--|
| Name and contact details |
| Dr Timothy Winter Email: ahm@cambridgemuslimcollege.org |
| Dr Harith Bin Ramli Email: hbr@cambridgemuslimcollege.org |

| 10. Key reading list | | | | |
|----------------------|------|--|-----------------------------|-----------|
| Author | Year | Title | Publisher | Location |
| Hodgson, Marshall | 1974 | <i>Venture of Islam: Conscience and History in a World Civilization, Vol.1: The Classical Age of Islam</i> | University of Chicago Press | Chicago |
| Hodgson, Marshall | 1977 | <i>Venture of Islam: Conscience and History in a World Civilization, Vol.2: The Expansion of Islam in the Middle Periods</i> | University of Chicago Press | Chicago |
| Hodgson, Marshall | 1977 | <i>Venture of Islam: Conscience and History in a World Civilization, Vol.2: The Gunpowder Empires and Modern Times</i> | University of Chicago Press | Chicago |
| Lapidus, Ira | 2002 | <i>A History of Islamic Societies</i> | Cambridge University Press | Cambridge |
| Khalidi, Tarif | 1994 | <i>Arabic Historical Thought in the Classical Period</i> | Cambridge University Press | Cambridge |

| 10. Key reading list | | | | |
|----------------------|------|---|----------------------------|---------------|
| Author | Year | Title | Publisher | Location |
| Ibn Khaldun | 1967 | <i>The Muqaddimah: an introduction to history in three volumes, translated from the Arabic by Franz Rosenthal, abridged and edited by N.J. Dawood</i> | Princeton University Press | Princeton, NJ |
| Bulliet, Richard | 1994 | <i>Islam: the view from the edge</i> | Cambridge University Press | Cambridge |
| Esposito, J. L. | 1998 | Chapter 2 'The Muslim Community in History' in <i>Islam The Straight Path</i> | Oxford University Press | Oxford |
| Waines, D. | 2003 | Chapter 7 'The Heartlands and Beyond' 'in <i>An Introduction to Islam</i> | Cambridge University Press | Cambridge |
| Armstrong, K. | 2001 | <i>Islam: A Short History</i> | Phoenix | |
| Ansary. T. | 2010 | <i>Destiny Disrupted</i> | PublicAffairs | |

| 11. Other indicative text (e.g. websites) |
|--|
| http://www.oxfordislamicstudies.com http://referenceworks.brillonline.com/cluster/Encyclopaedia%20of%20Islam http://www.iranicaonline.org/ https://islamichistorycommons.org/ |

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

| | | | |
|---------------------|---------------------|--|------------------------|
| Module title | World Religions | Level | 4 |
| Module tutor | Dr Harith Bin Ramli | Credit value | 10 |
| Module type | Taught | Notional learning hours: Contact/Independent learning | 66 (2 hrs per week)/60 |

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

This module is an introduction to major world religions and the modern study of religion. It explores the history, key teachings, practices, institutions and texts of major world religions and belief systems (including atheism and agnosticism). It also explores the concept of religion itself and how it used in the context of the academic study of religion and interfaith relations. In addition to this, students are also introduced to different major theories, trends and schools of thought within the field of Religious Studies.

The module forms part of the Contextual Studies module group (Group B), and provides the foundations for the study of more focused modules related to religion and interfaith relations at later levels, as well as necessary broader context relevant for the core Islamic Studies modules, Islamic Theology 1, 2 & 3. This is not a theology module, and does not assume normative stances on matters of belief. By introducing students to a wide variety of belief systems and theories related

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

to religion, it also provides important context for the study of the practical application of the Islamic tradition to contemporary issues.

3. Aims of the module

- Introduce students to major world religions and belief systems, including their historical developments, key teachings, practices, institutions and texts
- Introduce students to the study of religion, including different major theories and schools of thought in Religious Studies
- Provide the student with an appreciation of the importance of the study of world religions and modern Religious Studies
- Develop knowledge and skills related to analysis and comparison of difference religious traditions and phenomena, as well as engagement with in interfaith relations

4. Pre-requisite modules or specified entry requirements

None.

| 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>A1: Demonstrate basic knowledge and understanding of history, key teachings and texts of major world religions and belief systems</p> <p>A2: Demonstrate basic knowledge and understanding of major practical and theoretical issues involved in the study of religion and comparing different religious traditions and belief systems</p> <p>A3: Show an awareness of key thinkers, schools of thought and theories in the field of Religious Studies</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Case studies Reading of primary sources Guest lectures Visits to religious institutions/houses of worship</p> |
| B. Cognitive skills | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Use and adapt acquired knowledge of key theories in Religious Studies to the comparative analysis of different major world religions and belief systems</p> <p>B2: Identify and assess key theories relating to the study of religious traditions and phenomena</p> <p>B3: Analyse the ways in which basic elements of different religious traditions and belief systems are expressed through texts and practice</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Case studies Reading of primary sources 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>C1: Draw on secondary sources and translated primary sources in order to analyse and compare different major religious traditions and belief systems</p> <p>C2: Conduct independent research on well-defined and well-known issues or problems in the study of religion and interfaith relations</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary</p> |

| C. Practical and professional skills | Learning and teaching strategy |
|--------------------------------------|--|
| | Case studies Reading of primary sources Guest lectures Visits to religious institutions/houses of worship |

| D Key transferable skills | Learning and teaching strategy |
|---|--|
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Communicate key ideas and concepts in the study of religion effectively using appropriate styles and language</p> <p>D2: Demonstrate the ability to engage with different ideas and viewpoints in a balanced and fair manner</p> | <p>Primary</p> Lectures and tutorials Directed independent study |
| | <p>Secondary</p> Case studies Reading of primary sources Guest lectures Visits to religious institutions/houses of worship |

| 6. Indicative content. |
|---|
| <ul style="list-style-type: none"> • General history, key teachings, practices, institutions and texts of major world religions and belief: Hinduism, Buddhism, Judaism, Christianity, Atheism and Humanism • Major theories and schools of thought in the modern study of religion • Key primary and secondary sources for the study of religion • The concept of “religion” and how it influenced the modern study of religion <p>In Term 1, over the course of the first two lectures, students will be provided a general introduction to the subject and study of Religious Studies, including a brief overview of major theories, figures and schools of thought in the development of the field since the 19th century. The first lectures will</p> |

6. Indicative content.

also touch on the idea of religion in the Ancient World. This will be followed by lectures and tutorials on the following topics (given in two-three weekly cycles):

Weeks 3-6: Judaism (History – Beliefs – Practices)

Weeks 7-9: Hinduism (History – Beliefs – Practices)

Weeks 10-11: Guest lectures on Judaism and Hinduism

In Term 2, lectures and tutorials will cover the following topics:

Weeks 1-3: Pre-Reformation Christianity (History – Beliefs – Practices)

Weeks 4-6: Buddhism (History – Beliefs – Practices)

Weeks 7-9: Guest lectures on Catholic and Orthodox Christianity

Weeks 10-11: Guest lectures on Buddhism

In Term 3, lectures and tutorials will cover the following topics:

Weeks 1-3: Reformed Christianity (History – Beliefs – Practices)

Weeks 4-6: Atheism and Humanism

Weeks 7-9: Guest lectures on Reformed Christianity

Weeks 10-12: Guest lectures on Atheism and Humanism

7. Assessment strategy, assessment methods and their relative weightings

Literature Review: 25% (Term 1) – 1500-2000 words, due beginning of term 2

Essay: 50% (Term 2) – 1500-2000 words, due beginning of term 3

Presentation: 25% (Term 3) – 15 minutes

| 8. Mapping of assessment tasks to learning outcomes | | | | | | | | | | | | | | | | |
|---|-------------------|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|
| Assessment tasks | Learning outcomes | | | | | | | | | | | | | | | |
| | A1 | A2 | A3 | B1 | B2 | B3 | C1 | C2 | D1 | D2 | | | | | | |
| Literature Review | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Essay | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Presentation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |

| 9. Teaching staff associated with the module |
|--|
| Name and contact details |
| Dr Harith Bin Ramli Email: hbr@cambridgemuslimcollege.org |

| 10. Key reading list | | | | |
|------------------------|------|---|-------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| McCuthcheon, Russel T. | 2007 | <i>Studying Religion: an introduction</i> | Routledge | Abingdon |
| Lawrence, Sullivan | 2012 | <i>Religions of the World: an introduction to culture and meaning</i> | Fortress Press | Minneapolis |
| Martin, Craig | 2014 | <i>A Critical Introduction to the Study of Religion</i> | Routledge | Abingdon |
| Olson, Carl | 2002 | <i>Theory and Method in the Study of Religion</i> | Cengage Learning | Boston, MA |
| Van Voorst, Robert E. | 2016 | <i>Anthology of World Scriptures</i> | Wadsworth | Belmont, CA |
| Pals, Daniel L. | 2014 | <i>Nine Theories of Religion</i> | Oxford University Press | Oxford |
| Pals, Daniel L. | 2008 | <i>Introducing Religion: Readings from the Classical Theorists</i> | Oxford University Press | Oxford |
| Nogbri, Brent | 2013 | <i>Before Religion: A History of a Modern Concept</i> | Yale University Press | New Haven |
| Leaman, Oliver | 2011 | <i>Judaism: An Introduction</i> | I.B Tauris | New York |

| 10. Key reading list | | | | |
|--|-------------|---|----------------------------|------------------|
| Author | Year | Title | Publisher | Location |
| Knott, Kim | 1998 | <i>Hinduism: A Very Short Introduction</i> | Oxford University Press | Oxford; New York |
| Ehrman, Bart D. & Jacobs, Andrew S. | 2004 | <i>Christianity in Late Antiquity: A Reader</i> | Oxford University Press | Oxford; New York |
| Woodhead, Linda | 2004 | <i>An Introduction to Christianity</i> | Cambridge University Press | Cambridge |
| McCulloch, Diarmaid | 2010 | <i>A History of Christianity: The First Three Thousand Years</i> | Penguin | London |
| Cowell, E.B., Muller, Max F., Takakusu, J. | 1894 | <i>Buddhist Mahayana Texts</i> | Clarendon Press | Oxford |
| Harvey, Peter | 2012 | <i>An Introduction to Buddhism: Teachings, History and Practices (Second Edition)</i> | Cambridge University Press | Cambridge |
| Herrick, Jim | 2005 | <i>Humanism: An Introduction</i> | Prometheus Books | New York |
| Gaskin, J.C.A | 1988 | <i>Varieties of Unbelief: From Epicurus to Satre</i> | Pearson | Cambridge |
| Hinnells, J. (Ed.) | 1997 | <i>The Penguin Dictionary of Religions</i> | Prentice Hall | London |
| Hinnells, J. | 2010 | <i>The New Penguin Handbook of the World's Living Religions</i> | Penguin | London |
| Keown, D. | 2013 | <i>Buddhism A Very Short Introduction</i> | Oxford University Press | Oxford |
| Lipner, J. | 2009 | <i>Hindus</i> | Routledge | London |

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

Module Specification

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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

| | | | |
|---------------------|---|--|-------------------------|
| Module title | World History | Level | 4 |
| Module tutor | Rodrigo Garcia-Velasco Bernal Ollie Finnegan | Credit value | 10 |
| Module type | Taught | Notional learning hours: Contact/Independent learning | 66 (2 hrs per week)/ 60 |

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

This module is an introduction to World History and the study of history. It explores key political, social and cultural developments in human societies, focusing on the rise and fall of major world civilisations from the rise of ancient river-valley civilisations up to the modern age. In addition, students are introduced to different theories and ideas about history and how it is studied and interpreted.

The module forms part of the Contextual Studies module group (Group B), and provides the foundations for the study of more focused modules related to history at later levels, as well as necessary broader historical context relevant for all core and contextual modules. In particular, it complements the ‘world history/global history’ approach taken in the Level 4 Core Islamic Studies module, Islamic History, which runs concurrently with it. By introducing students to the historical

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

background to past and present-day global issues, it also provides the foundations for the study of the practical application of the Islamic tradition to contemporary society.

3. Aims of the module

- Introduce students to major developments in world history, including the rise and fall of major world civilisations, important political, social and cultural institutions, movements and figures
- Introduce students to the study of history, including key historiographical methods and sources and different theories and ideas related to the study of history
- Provide the student with an appreciation of the importance of the study of history, especially world history
- Develop knowledge and skills related to analysis of historical events and an understanding of the development and interaction of major civilisations

4. Pre-requisite modules or specified entry requirements

None.

| 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>A1: Demonstrate knowledge and understanding of key themes and major developments in world history</p> <p>A2: Demonstrate knowledge and understanding of major practical and theoretical issues involved in the study of world history</p> <p>A3: Show an awareness of key thinkers, schools of thought and theories regarding the development of human civilisation</p> | <p>Primary</p> <p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Secondary</p> <p>Case studies</p> <p>Reading of primary sources</p> <p>Guest lectures</p> <p>Visits to history collections in museums</p> |
| B. Cognitive skills | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Use and adapt acquired knowledge of key theories in world history to the comparative analysis of major historical developments and trends</p> <p>B2: Identify and assess key theories relating to major developments of world history, especially the rise and fall of major civilisations</p> <p>B3: Analyse secondary and primary sources for the study of world history</p> | <p>Primary</p> <p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Secondary</p> <p>Case studies</p> <p>Reading of primary sources</p> <p>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>C1: Draw on secondary sources and translated primary sources in order to analyse major historical trends, developments and events</p> | <p>Primary</p> <p>Lectures and tutorials</p> <p>Directed independent study</p> |

| C. Practical and professional skills | Learning and teaching strategy |
|---|---|
| <p>C2: Conduct independent research on well-defined and well-known issues or problems in world history</p> | <p>Secondary Case studies Reading of primary sources Guest lectures Visits to history collections in museums</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>D1: Communicate key ideas and concepts in world history effectively using appropriate styles and language</p> <p>D2: Demonstrate the ability to engage with different ideas and viewpoints in a balanced and fair manner</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Case studies Reading of primary sources Guest lectures Visits to history collections in museums</p> |

| 6. Indicative content |
|---|
| <ul style="list-style-type: none"> • Major developments in world history, from the rise of ancient civilisations to the modern age • Major civilisations, states, figures, movements and institutions • Key primary and secondary historiographical sources • Key theories regarding the development of human civilisation and the more specific rise and fall of major civilisations <p>In Term 1, over the course of the first two lectures, students will be provided a general introduction to the subject and study of World History, including a brief overview of major theories, figures and schools of thought. This will be followed by lectures and tutorials on the following topics (given in two-three weekly cycles):</p> |

6. Indicative content

Weeks 3-6: Prehistory and the “Birth of Civilisation”

Weeks 7-9: Ancient Empires up to the Hellenistic Age

Weeks 10-11: “The Axial Age” in India, China and the Mediterranean

In Term 2, lectures and tutorials will cover the following topics, roughly covering the period between 300BCE and 1500CE:

Weeks 1-3: Rome and its aftermath

Weeks 4-6: Medieval India

Weeks 7-9: Medieval China

Weeks 10-11: Sub-saharan Africa, the Pacific and the Pre-Columbian Americas in World History – non-written historical sources

In Term 3, lectures and tutorials will cover the following topics:

Weeks 1-3: Beginnings of the modern global system (1500CE-1800CE) – Immanuel Wallerstein and World-Systems Analysis

Weeks 4-6: The Industrialisation and Nationalism (1800CE-1945CE) – Spengler’s *Decline of the West*, Modernization theory and its critics

Weeks 7-9: The Post-WW2 Global Order (1945CE-present) – Fukuyama and the End of History, Samuel Huntingdon and the Clash of Civilizations thesis

7. Assessment strategy, assessment methods and their relative weightings

Literature Review: 25% (Term 1) – 1500-2000 words, due beginning of term 2

Essay: 50% (Term 2) – 1500-2000 words, due beginning of term 3

Presentation: 25% (Term 3) – 15 mins

| 8. Mapping of assessment tasks to learning outcomes | | | | | | | | | | | | | | | | |
|---|-------------------|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|
| Assessment tasks | Learning outcomes | | | | | | | | | | | | | | | |
| | A1 | A2 | A3 | B1 | B2 | B3 | C1 | C2 | D1 | D2 | | | | | | |
| Literature Review | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Essay | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Presentation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |

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

| 10. Key reading list | | | | |
|---|------|--|----------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| Adler, Phillip J. & Pouwels, Randall L. | 2016 | <i>World Civilizations, Volume 1: to 1700 (8th edition)</i> | Cengage Learning | Boston, MA |
| Adler, Phillip J. & Pouwels, Randall L. | 2016 | <i>World Civilizations, Volume 1: from 1500 (8th edition)</i> | Cengage Learning | Boston, MA |
| C. A. Bayly | 2004 | <i>The Birth of the Modern World</i> | Wiley-Blackwell | Oxford |
| Manning, Patrick | 2003 | <i>Navigating World History: Historians create a global past</i> | Palgrave-Macmillan | New York |
| Bulliet, Richard | 2014 | <i>The Earth and its Peoples: a global history (6th edition, 2 vols.)</i> | Wadsworth | Belmont, CA |
| Hodgson, Marshall; Burke III, Edmund (ed.) | 1993 | <i>Rethinking World History: Essays on Europe, Islam and World History</i> | Cambridge University Press | Cambridge |
| Arnason, Johann P.; Eisenstadt, S.N. & Wittrock, Bjorn (eds.) | 2005 | <i>Axial Civilizations and World History</i> | Brill | Leiden |

| 10. Key reading list | | | | |
|---|-------------|--|---------------------------|-------------------|
| Author | Year | Title | Publisher | Location |
| Roberts, J.M. | 2004 | <i>Ancient History: From the First Civilizations to the Renaissance</i> | Duncan Baird | London |
| Bulliet, Richard | 2004 | <i>The Case for Islamo-Christian Civilization</i> | Columbia University Press | New York |
| Le Goff, Jacques; Barrow, Julia (trans.) | | <i>Medieval Civilization (400.A.D – 1500.A.D)</i> | | |
| Darwin, John | 2009 | <i>After Tamerlane: The Rise and Fall of Global Empires, 1400-2000</i> | Bloomsbury Press | London |
| Stearns, Peter | 2012 | <i>The Industrial Revolution in World History (4th edition)</i> | Westview Press | Boulder, Colorado |
| Hopkins, A. G. | 2002 | <i>Globalization in World History</i> | W.W. Norton | New York |
| Smith, Bonnie G.; De Mieroop, Marc; von Glahn, Richard; Lane, Kris (eds.) | 2012 | <i>Crossroads and Cultures, Combined Volume: A History of the World's Peoples</i> | Bedford/St. Martin's | Boston, New York |
| Miles-Morillo, Lynne (ed.); Morillo, Stephen (ed.) | 2014 | <i>Sources for Frameworks of World History: Networks, Hierarchies, Culture, Volume 1: to 1550</i> | Oxford University Press | Oxford |
| Miles-Morillo, Lynne (ed.); Morillo, Stephen (ed.) | 2014 | <i>Sources for Frameworks of World History: Networks, Hierarchies, Culture, Volume 1: from 1350</i> | Oxford University Press | Oxford |
| Andrea, Alfred J. (ed.); Overfield, James H. (ed.) | 2011 | <i>The Human Record: Sources of Global History, Volume I: to 1500</i> | Wadsworth Publishing | Boston |
| Andrea, Alfred J. (ed.); Overfield, James H. (ed.) | 2011 | <i>The Human Record: Sources of Global History, Volume II: from 1500</i> | Wadsworth Publishing | Boston |
| Cole, Adrian | 2014 | <i>Thinking Past: Questions and Problems in World History to 1750</i> | Oxford University Press | Oxford |
| Stearns, Justin (ed.) | 2008 | <i>World History in Documents: A Comparative Reader</i> | NYU Press | New York |
| Toynbee, Arnold J.; Somervell, D.C. | 1987 | <i>A Study of History, Vol.1: Abridgment of Volumes I-VI & Vol2: Abridgment of Volumes VII-X</i> | Oxford University Press | Oxford |
| Spengler, Oswald | 1991 | <i>The Decline of the West: An Abridged Edition</i> | Oxford University Press | Oxford |

| 10. Key reading list | | | | |
|-----------------------------|-------------|---|-------------------------------------|------------------------|
| Author | Year | Title | Publisher | Location |
| Voegelin, Erik | 2000-2001 | <i>Order and History, Volumes 1-5</i> | University of Missouri Press | Missouri |
| Wallerstein, Immanuel | 2004 | <i>World Systems Analysis: An Introduction</i> | Duke University Press | Durham, North Carolina |
| Bayly, C. | 2012 | 'History and World History', in U. Rublack (ed.), <i>A Concise Companion to History</i> , pp.3-27 | Oxford University Press | Oxford |
| Hodgson, M. | 2010 | <i>Rethinking World History</i> , ch. 1 'The Interrelations of Societies in History' | Cambridge University Press | Cambridge |
| Millar, F. | 1998 | <i>Looking East from the Classical World: Colonialism, culture and trade from Alexander the Great to Shapur I'</i> | The International History Review 20 | |
| Abu-Lughod, J. | 2007 | <i>World System in the Thirteenth Century: Dead End or Precursor' in S. Khagram and P. Levitt, The Transnational Studies Reader</i> | Routledge | London |
| Bentley, J. H. (Ed.) | 2011 | <i>The Oxford Handbook of World History</i> | Oxford University Press | Oxford |

| 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.
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

| | | | |
|---------------------|---------------------|--|--------------------------|
| Module title | The Social Sciences | Level | 4 |
| Module tutor | Dr Atif Imtiaz | Credit value | 10 |
| Module type | Taught | Notional learning hours: Contact/Independent learning | 66 (2 hours per week)/60 |

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

This module is an introduction to the social sciences, focusing on three disciplines: psychology, sociology and anthropology. It explores the historical development of the social sciences, as well as the specific development of the three disciplines, looking at the emergence of major schools of thought within each discipline. In addition to this, students are introduced to different major theories and methodologies employed by social scientists, drawing on a wide variety of case studies to show how they can be applied.

The module forms part of the Contextual Studies module group (Group B), and provides the foundations for the study of more focused modules related to society and politics at later levels, as well as necessary broader context relevant for the core Islamic Studies modules, Islamic Law 1, 2 & 3. By introducing students to a wide variety of methodologies that can be applied to social analysis,

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

it also provides important context for the study of the practical application of the Islamic tradition to contemporary issues.

3. Aims of the module

- Introduce students to the history and general methodology of the social sciences
- Introduce students to the focused study of the three major disciplines of psychology, sociology and anthropology, including different major theories and schools of thought within each discipline
- Provide the student with an appreciation of the importance of the study of the different social sciences
- Develop knowledge and skills related to analysis and comparison of different individuals, cultures and societies, as well as the application of the social sciences and its methodologies to practical issues

4. Pre-requisite modules or specified entry requirements

None.

| 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>A1: Demonstrate basic knowledge and understanding of the history of the social sciences and the specific development of psychology, anthropology and sociology</p> <p>A2: Demonstrate basic knowledge and understanding of major practical and theoretical issues involved in the study of psychology, anthropology and sociology</p> <p>A3: Show an awareness of key thinkers, schools of thought, theories and methodologies in psychology, anthropology and sociology</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Case studies Reading of primary sources Guest lectures Field work</p> |
| B. Cognitive skills | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Adapt acquired knowledge of psychology, anthropology and sociology to the comparative analysis of different individuals, societies and cultures</p> <p>B2: Identify and assess key theories relating to the study of psychology, anthropology and sociology</p> <p>B3: Analyse the ways in which basic principles, concepts and methodologies are applied in well-known case studies</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary Case studies Reading of primary sources 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>C1: Draw on social sciences research and specific case studies in order to analyse and compare different social trends and phenomena</p> <p>C2: Conduct independent research on well-defined and well-known issues or problems in the study of psychology, anthropology and sociology</p> | <p>Primary Lectures and tutorials Directed independent study</p> <p>Secondary</p> |

| C. Practical and professional skills | Learning and teaching strategy |
|--------------------------------------|--|
| | Case studies Reading of primary sources Guest lectures Field work |

| D Key transferable skills | Learning and teaching strategy |
|---|---|
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Communicate key ideas and concepts in the study of psychology, anthropology and sociology effectively using appropriate styles and language</p> <p>D2: Demonstrate the ability to engage with different ideas and viewpoints in a balanced and fair manner</p> | <p>Primary</p> <p>Lectures and tutorials Directed independent study</p> <p>Secondary</p> <p>Case studies Reading of primary sources Guest lectures Field work</p> |

| 6. Indicative content |
|---|
| <p>Weeks 1-3: An Introduction to the history of Social Sciences 1850-1950</p> <p>Weeks 4-6: Focus on the history of psychology including the different methodological approaches to studying human mind and behaviour.</p> <p>Weeks 7-10: Focus on the history of sociology with classes on Durkheim, Marx and Weber.</p> <p>Weeks 11-14: Focus on the history of anthropology with an examination of the contribution of Malinowski, Levi-Strauss and Geertz.</p> <p>Weeks 15-20: Different social scientific approaches to religion taking from all three social sciences.</p> <p>Weeks 21-25: Different social scientific approaches to the study of Islam taking from all three social sciences.</p> <p>Weeks 26-30: Different social scientific approaches to the study of British Muslims taking from all three social sciences.</p> <p>Weeks 31-33: Review and summary</p> |

7. Assessment strategy, assessment methods and their relative weightings

Book Review: 25% (Term 1) – 1500-2000 words, due beginning of term 2
Literature Review: 25% (Term 2) – 1500-2000 words, due beginning of term 3
Oral Presentation: 50% (Term 3) – 15 mins

8. Mapping of assessment tasks to learning outcomes

| Assessment tasks | Learning outcomes | | | | | | | | | | | | | | | |
|-------------------|-------------------|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|
| | A1 | A2 | A3 | B1 | B2 | B3 | C1 | C2 | D1 | D2 | | | | | | |
| Book Review | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Literature Review | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Oral Presentation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |

9. Teaching staff associated with the module

Name and contact details

Dr. Atif Imtiaz

Email: ai@cambridgemuslimcollege.org

10. Key reading list

| Author | Year | Title | Publisher | Location |
|---|------|--|----------------------------|-----------|
| Hunt, Elgin F. | 2013 | <i>Social Science: An introduction to the study of society</i> | Routledge | Abingdon |
| Walsh, Richard T. G., Teo, Thomas & Baydala, Angelina | 2014 | <i>A Critical History and Philosophy of Psychology</i> | Cambridge University Press | Cambridge |
| Giddens, Anthony | 2007 | <i>Sociology (6th edition)</i> | Polity Press | Cambridge |
| Hamilton, Malcolm B. | 1995 | <i>The Sociology of Religion: Theoretical and Comparative Perspectives</i> | Routledge | New York |

| 10. Key reading list | | | | |
|-----------------------------|-------------|---|-----------------------------|-----------------|
| Author | Year | Title | Publisher | Location |
| Castells, Manuel | 1978 | <i>City, Class and Power</i> | Palgrave | London |
| Geertz, Clifford | 1997 | <i>The Interpretation of Cultures</i> | Basic Books | New York |
| Adam, K. | 1996 | <i>Anthropology and Anthropologists: The Modern British School</i> | Routledge | London |
| Manicas, P. | 1989 | <i>A History and Philosophy of the Social Sciences</i> | John Wiley | London |
| Geertz, C. | 1971 | <i>Islam Observed</i> | University of Chicago Press | Chicago |
| Gellner, E. | 1992 | <i>Postmodernism, Reason and Religion</i> | Routledge | London |
| Giddens, A. | 1973 | <i>Capitalism and Modern Social Theory</i> | Cambridge University Press | Cambridge |
| Gilliat-Ray, S. | 2010 | <i>Muslims in Britain</i> | Cambridge University Press | Cambridge |
| Kreinath, J. | 2011 | <i>The Anthropology of Islam Reader</i> | Routledge | London |
| Gross, R. | 1997 | <i>Psychology: The Science of Mind and Behaviour</i> | Psychology Press | |
| Eriksen, T. H. | 2015 | <i>Small Places, Large Issues – An Introduction to Social and Cultural Anthropology</i> | Pluto Press | London |
| Browne, K. | 2011 | <i>An Introduction to Sociology</i> | Polity Press | London |

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

Module Specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

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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

| | | | |
|---------------------|--------------|-------------------------------------|-----------------------|
| Module title | Arabic 1 | Level | 4 |
| Module tutor | Sohail Hanif | Credit value | 10 |
| Module type | Taught | Notional learning hours: | 66 (2 hours per week) |
| | | Contact/Independent Learning | / 60 |

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

This module consolidates and builds upon the students' command of classical Arabic acquired from the year abroad at the Qasid Institute (or its equivalent). It focuses on improving reading and writing competency, both through the application of classical Arabic grammar and morphology (*al-naḥw wa'l-ṣarf*) to the reading of classical texts in addition to developing familiarity with specific composition styles employed in classical Arabic scholarly writing. Using a selection of classical Arabic texts from different scholarly and literary genres, 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 more advanced study of the subject in Arabic 2 and Arabic 3, where classical Arabic rhetoric is

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

introduced, alongside a more comprehensive introduction to classical Arabic literature. It also serves as a complementary module to the other core Islamic Studies modules, aimed at boosting the students' command of classical Arabic to facilitate their reading of the core primary texts in these modules.

3. Aims of the module

- Consolidate and build upon the students' existing command of classical Arabic, including vocabulary, reading and writing
- Introduce students to a wide selection of classical texts, genres and composition styles and develop their ability to read and analyse classical Arabic texts
- Further develop knowledge and understanding of basic principles and concepts in Arabic grammar and morphology and their application
- Develop elementary linguistic skills relevant to the exegesis, analysis and translation of classical Arabic texts
- Provide an appreciation of the importance of the study of different compositional styles, genres, and the study of classical Arabic literature as a whole

4. Pre-requisite modules or specified entry requirements

Successful completion of one-year Arabic course at the Qasid Institute or its equivalent. Native speakers of Arabic with an educational background in classical/modern standard Arabic may forgo this requirement.

| 5. Intended learning outcomes | |
|--|--|
| A. Knowledge and understanding | Learning and teaching strategies |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Demonstrate knowledge and understanding of basic principles and concepts in classical Arabic grammar and morphology</p> <p>A2: Demonstrate command of classical Arabic sufficient for the reading of selected classical Arabic texts</p> <p>A3: Show familiarity with the main features of genre, special terminology and compositional styles of selected classical Arabic texts</p> <p>A4: Demonstrate command of classical Arabic sufficient for the composition of short essays</p> | <p>Primary</p> <p>Lectures and tutorials Directed independent study Reading of primary sources in Classroom discussions</p> <p>Secondary</p> <p>Student presentations Guest lectures</p> |
| B. Cognitive skills | Learning and teaching strategies |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Identify and assess different possible approaches to the grammatical and morphological analysis of classical Arabic texts</p> <p>B2: Use context and linguistic analysis to solve problems of interpretation within classical Arabic texts</p> <p>B3: Show ability to draw on acquired knowledge and understanding in the creative production of original compositions in classical Arabic</p> | <p>Primary</p> <p>Lectures and tutorials Directed independent study Reading of primary sources in Classroom discussions</p> <p>Secondary</p> <p>Student presentations Guest lectures</p> |
| C. Practical and professional skills | Learning and teaching strategies |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Apply grammatical and morphological analysis to selected classical Arabic texts</p> <p>C2: Write short original compositions in classical Arabic</p> <p>C3: Apply command of classical Arabic to the translation of selected classical Arabic texts</p> | <p>Primary</p> <p>Lectures and tutorials Directed independent study Reading of primary sources in Essay writing exercises</p> <p>Secondary</p> <p>Student presentations Guest lectures</p> |
| D Key transferable skills | Learning and teaching strategies |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: communicate and translate simple ideas in writing using appropriate vocabulary, styles and language</p> | <p>Primary</p> <p>Lectures and tutorials Directed independent study Reading of primary sources in Essay writing exercises</p> <p>Secondary</p> <p>Student presentations Guest lectures</p> |

6. Indicative content

- Linguistic analysis and interpretation of selected classical Arabic texts through the application of grammar and morphology
- Basic compositional styles and strategies in classical Arabic scholarly and literary writing
- Translation of selected classical Arabic texts
- Writing of short original compositions in classical Arabic (no longer than 1000 words)
- Reading of selection of classical Arabic texts in the classroom, representing different styles and genres

Term 1: A legal commentary

Term 2: A theological commentary

Term 3: A literary work

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 1000 words

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

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 sh@cambridgemuslimcollege.org

Yasser Qureshy yq@cambridgemuslimcollege.org

Najah Nadi na@cambridgemuslimcollege.org

10. Key reading list

| Author | Year | Title | Publisher |
|--|------|---|--------------------------|
| Muḥammad ibn Hishām al-Anṣārī | 2004 | <i>Sharḥ Qaṭr al-nadā wa-ball al-ṣadā</i> | Dār al-Kutub al-‘Ilmiyya |
| Muḥammad ibn Hisham al-Anṣārī | 1991 | <i>Mughnī al-labīb ‘an kutub al-a‘arib</i> | Al-Maktaba al-‘Ilmiyya |
| Muṣṭafā al-Ghalayīnī | 1994 | <i>Jāmi‘ al-durūs al-‘arabiyya</i> | Al-Maktaba al-‘Ilmiyya |
| ‘Abd al-Ghanī Daqar | 1986 | <i>Mu‘jam al-naḥw</i> | Mu‘assasat al-Risāla |
| ‘AbdAllāh b. Maḥmūd b. Mawdūd al-Mawṣilī | n.d. | <i>Al-Ikhtiyārli-ta‘līl al-Mukhtār</i> | Al-Maktaba al-‘Ilmiyya |
| Badī‘ al-Zamān al-Hamadḥānī | 2005 | <i>Maqāmāt Badī‘ al-Zamān al-Hamadḥānī</i> | Dār al-Kutub al-‘Ilmiyya |
| Haywood, J.A. & Nahmad, H. M. | 1990 | <i>New Arabic Grammar of the Written Language</i> | Lund Humphries |
| Wright, W. | 1996 | <i>A Grammar of the Arabic Language (2 vols.)</i> | Libarie du Liban |

| 10. Key reading list | | | |
|-----------------------------|-------------|--|------------------|
| Author | Year | Title | Publisher |
| Several authors | 1983-2000 | <i>The Cambridge History of Arabic Literature (6 vols.)</i> | Cambridge Univ |
| Lane, Edward William | 2011 | <i>An Arabic-English Lexicon, derived from the best and most copious sources</i> | Cosimo |

| 11. Other indicative text (e.g. websites) |
|---|
| http://www.tyndalearchive.com/tabs/lane/ |

