

## Module specification

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

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate 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 9 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/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information			
<b>Module title</b>	Arabic 1		
<b>Module tutor</b>	Wim Van Ael/ Najah Nadi	<b>Level</b>	4
<b>Module type</b>	Taught	<b>Credit value</b>	20
<b>Mode of delivery</b>	Face-to-face		
<b>Notional learning hours:</b>	81 (3hrs per week)/119		
<b>Contact/Independent</b>			

### 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 CMC pre-requisite Arabic programme (or its equivalent). It focuses on improving reading competency through the application of classical Arabic grammar and morphology (*al-naḥw wa'l-ṣarf*) to classical texts in addition to developing familiarity with specific composition styles employed in classical Arabic scholarly writing. The module uses two intermediate-beginner level primers of Arabic grammar and morphology, *al-Ajrumiyya* and *Shadbā al-'urf*, as well as a selection of classical Arabic texts from different scholarly and literary genres. As such, this module helps students further their knowledge of formal Arabic grammar and morphology and offers them ample opportunities to practice rules learned through linguistically analysing and parsing Arabic classical text. This module presents students with the opportunity to further develop knowledge and skills in

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

an essential field of study in classical Islamic Studies.

This module lays the foundation for more advanced study of the subject in Arabic 2 and Arabic 3, where classical Arabic rhetoric is introduced, alongside a more comprehensive introduction to classical Arabic literature. It also serves as a complementary module to the other 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.
- Mastering of two classical primers of Arabic grammar and morphology, *al-Ājurrumīyya* and *Shadhā al-'urf*.
- 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 as presented in the other core modules of the BA Islamic Studies programme.
- 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 the Arabic programme offered by Cambridge Muslim College or demonstrating the achievement of a similar level of Arabic through prior learning and study.

## 5. Is the module compensatable?

Yes

## 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate knowledge and understanding of basic principles and concepts in classical Arabic grammar and morphology.</p> <p><b>A2:</b> Demonstrate command of classical Arabic for the reading of selected classical Arabic texts and the composition of short-essays.</p> <p><b>A3:</b> Show familiarity with the main features, special terminology and compositional styles of selected classical Arabic texts.</p>	<p>A4.1</p> <p>A4.3</p> <p>A4.4</p> <p>A4.5</p>	<p><b>Primary</b></p> <p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Reading of primary sources in original language as well as in translation</p> <p>Classroom discussions</p> <p><b>Secondary</b></p> <p>Student presentations</p> <p>Guest lectures</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Analyse and translate classical Arabic texts, as well as resolve problems of interpretation, using linguistic analysis and grammatical and morphological principles.</p> <p><b>B2:</b> Show the ability to compose basic Arabic material.</p>	<p>B4.1</p> <p>B4.2</p> <p>B4.6</p> <p>B4.7</p>	<p><b>Primary</b></p> <p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Reading of primary sources in original language as well as in translation</p> <p>Classroom discussions</p> <p><b>Secondary</b></p> <p>Student presentations</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		Guest lectures

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Communicate and translate simple ideas in writing using appropriate vocabulary, styles and language.</p>	C4.1	<p><b>Primary</b> Lectures and tutorials Directed independent study Reading of primary sources in original language as well as in translation Classroom discussions</p> <p><b>Secondary</b> Student presentations Guest lectures</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Read and analyse basic material from a variety of Arabic sources.</p> <p><b>D2:</b> Independently plan, manage, and carry out specified tasks effectively within defined guidelines.</p>	D4.1 D4.3	<p><b>Primary</b> Lectures and tutorials Directed independent study Reading of primary sources in original language as well as in translation</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		Classroom discussions  <b>Secondary</b> Student presentations Guest lectures

8. Indicative content.
<ul style="list-style-type: none"> <li>• The basic principles laid out in the two primers of Arabic grammar and morphology, <i>al-Ājurrumiyya</i> and <i>Shadhā al-ʿurf</i>.</li> <li>• Basic compositional styles and strategies in classical Arabic scholarly and literary writing</li> <li>• Translation of selected classical Arabic texts related to the subject of the core modules of the BA</li> <li>• Linguistic analysis and interpretation of selected classical Arabic texts through the application of basic concepts in classical Arabic grammar and morphology</li> <li>• Reading of selection of classical Arabic texts in the classroom, representing different styles and genres</li> </ul>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
There are two types of assessments for this module: (a) Translation and parsing and (b) Exam.				
Translation and parsing will involve the translation and grammatical analysis of Arabix texts. It will assess the ability of the students to apply basic concepts in classical grammar and morphology. Examinations will take place at the end of the year and will assess students on their understanding of the entire module.				
Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/ %)	Module Learning Outcome(s) the assessment task maps to

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes													
There are two types of assessments for this module: (a) Translation and parsing and (b) Exam.													
Translation and parsing will involve the translation and grammatical analysis of Arabix texts. It will assess the ability of the students to apply basic concepts in classical grammar and morphology. Examinations will take place at the end of the year and will assess students on their understanding of the entire module.													
				A1	A2	A3	B1	B2	C1	D1	D2		
Translation & Parsing Assignment (1000 words)	30%	Beginning of Term 3	Must attain 40% to pass an assessment	✓	✓	✓	✓	✓	✓	✓	✓		
Exam (2 hrs)	70%	End of Term 3		✓	✓	✓	✓	✓	✓	✓			

10. Teaching staff associated with the module
Name and contact details
<p><b>Najah Nadi</b>  <a href="mailto:nn@cambridgemuslimcollege.ac.uk">nn@cambridgemuslimcollege.ac.uk</a></p> <p><b>Wim Van Ael</b>  <a href="mailto:wva@cambridgemuslimcollege.ac.uk">wva@cambridgemuslimcollege.ac.uk</a></p>

11. Key reading list				
Author	Year	Title	Publisher	Location
Ibn Ajurrum		al-Ājurrumiyya	Any edition	
Al-Hamalawī		Shadha al-‘urf	Any edition	
Muḥammad ibn Hishām al-Anṣārī	2004	Sharḥ Qaṭr al-nadā wa-ball al-ṣadā	Dār al-Kutub al-‘Ilmiyya	Beirut
Muḥammad ibn Hisham al-Anṣārī	1991	Mughnī al-labīb ‘an kutub al-a‘ārīb	Al-Maktaba al-‘aṣriyya	Beirut
Muṣṭafā al-Ghalayīnī	1994	Jāmi‘ al-durūs al-‘arabiyya	Al-Maktaba al-‘aṣriyya	Beirut

<b>11. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
‘Abd al-Ghanī Daqar	1986	Mu‘jam al-naḥw	Mu‘assasat al-risāla	Beirut
‘AbdAllāh b. Maḥmūd b. Mawdūd al-Mawṣilī	n.d.	Al-Ikhtiyārli-ta‘līl al-Mukhtār	Al-Maktaba al-‘Umariyya	Damascus
Badī‘ al-Zamān al-Hamadhānī	2005	Maqāmāt Badī‘ al-Zamān al-Hamadhānī	Dār al-Kutub al-‘Ilmiyya	Beirut
Haywood, J.A. & Nahmad, H. M.	1990	New Arabic Grammar of the Written Language	Lund Humphries Publishers	London
Wright, W.	1996	A Grammar of the Arabic Language (2 vols.)	Libarie du Liban	Beirut
Several authors	1983-2000	The Cambridge History of Arabic Literature (6 vols.)	Cambridge University Press	Cambridge
Lane, Edward William	2011	An Arabic-English Lexicon, derived from the best and most copious sources	Cosimo	New York

<b>12. Other indicative text (e.g. websites)</b>

<b>13. List of amendments since last (re)validation</b>		
<b>Area amended</b>	<b>Details</b>	<b>Date Central Quality informed</b>
Module credits, learning outcomes, indicative content, assessments	This module is now a 20-credit module instead of a 10-credit module. The learning outcomes have been rewritten to align with the new programme learning outcomes. Indicative content and assessments have been revised.	

## Module specification

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

1. The module learning outcomes in [section 7](#) should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in [section 7](#) are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate 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 9](#) 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/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
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	Classical Logic 1		
Module tutor	Najah Nadi	Level	4
Module type	Taught	Credit value	10
Mode of delivery	Face-to-face		
Notional learning hours:	30 (1.5 hours per week)/70		
Contact/Independent			

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

This module introduces students with two inter-linked Islamic rational disciplines, Arabic logic (*manṭiq*) and ontological categories (*maqūlāt*). It offers an Islamic view of the interconnection between ontology and epistemology and shows the traditional attempts to harmonise the two realms. Through studying the reason-based methodologies embodied in these disciplines, students are introduced to an essential part of Islamic intellectual tradition, crucial for the proper understanding and mastery of classical texts in all the religious sciences.

This module deepens the discussion on the significant contributions of the ancient Aristotelian and Platonic traditions to the Islamic paradigms of logic and ontology. It investigates the extent through which one may claim the Islamic tradition has drawn from a purely Aristotelian, purely Platonic, or a fusion of two ontologies to develop a uniquely defined Islamic onto-epistemology. Using a combination of classical Arabic primers on logic and ontology, *Isāghūjī* by al-Abharī (d. 1265) and *al-Maqālāt fī al-maqūlāt* by al-Mudarris (d. 2005), 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 dedicated to the study of the Arabic



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

logical-ontological traditions and the mastery of the rational tools they offer.

This module provides the prerequisite foundations for further study of subjects at Level 5 (e.g., Islamic Theology and The Art of Dialectic) and Level 6 (Islamic Theology). It also provides essential analytical and critical skills for the Islamic Law modules at Levels 5 and 6.

## 3. Aims of the module

- Introduce students to the basic concepts and structures of Arabic logic through a detailed study of a classical logical primer, *Isāghūjī* by the Arabic logician and philosopher Athīr al-Dīn ibn ‘Umar Al-Abharī (d. 1265)
- Introduce students to the basic concepts and structures of the categories of being through selected chapters from the traditionally-informed contemporary *maqūlāt* manual, *al-Maqālāt fī al-maqūlāt* by the late Iraqī scholar ‘Abd al-Karīm al-Mudarris (d. 2005)
- Provide the necessary analytical tools for understanding and evaluating Islamic debates and views within their logical and ontological frameworks.
- Introduce students to key primary and secondary sources for the study of logic and ontology, as well as a range of theories about their development in relation to other Islamic disciplines.
- Introduce students to the logical modes of thinking and develop their ability to logically analyse classical arguments.
- Introduce students to the relationship between logic and ontology in the classical Islamic tradition and their Aristotelian and/or Platonic origins.

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

Successful completion of the Arabic programme offered by Cambridge Muslim College or demonstrating the achievement of a similar level of Arabic through prior learning and study.

## 5. Is the module compensatable?

Yes

## 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate basic knowledge and understanding of the history, developments, and key figures of the Arabic logical tradition</p> <p><b>A2:</b> Demonstrate foundational knowledge and understanding of the contents and special terminology of key text in Arabic logic and ontology.</p> <p><b>A3:</b> Identify the underlying principles and critical concepts of selected classical debates through contextualising and connecting their epistemological and ontological foundations with their line of arguments.</p>	<p>A.4.1 A.4.3 A.4.4</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study Reading of primary sources</p> <p><b>Secondary</b> Reading of primary sources Reading of secondary sources Guest lecturers</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Identify and analyse main logical modes of reasoning in a selected number of texts.</p> <p><b>B2:</b> Use classical logical and ontological concepts to understand, structure and critique arguments and evaluate debates within the Islamic tradition based on their underlying principles.</p>	<p>B4.1 B4.4 B4.5</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Reading of primary sources in their original language Reading of secondary sources Guest lecturers</p>
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p>		<p><b>Primary</b></p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><b>C1:</b> Communicate the principles and methods of classical logic in a structured and coherent manner</p> <p><b>C2:</b> Demonstrate the ability to work productively as part of a team to carry out tasks within concise guidelines, demonstrating self-awareness and openness to the views of others.</p>	<p>C4.1 C4.3</p>	<p>Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Reading of primary sources in their original language Reading of secondary sources Guest lecturers</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Be able to communicate and argue their views with competence, clarity and persuasion</p> <p><b>D2:</b> Demonstrate the ability to engage with different ideas and viewpoints in a balanced and fair manner</p>	<p>D4.1 D4.2</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Reading of primary sources in their original language Reading of secondary sources Guest lecturers</p>

8. Indicative content.
<p>This module will use a combination of textual study of Arabic primers and contextual study of historical and secondary literature. The two aspects will be presented simultaneously for a better chance of integrating the classical and academic understanding of the concepts studied, as well as their contemporary application. For the textual study, this module will depend on beginner manuals of Arabic logic, <i>Isāghūji</i> by Athīr al-Dīn Al-Abharī (d. 1265) and ontology, <i>al-Maqālāt fī al-maqūlāt</i> by the Iraqī scholar ‘Abd al-Karīm al-Mudarris (d. 2005), to introduce students to the basic concepts and structures studied in these manuals and how they relate together. Topics covered in these two manuals include:</p> <p><b>Term 1:</b></p>

## 8. Indicative content.

- The Problem of Being
- The Aristotelian Categories of being
- The Category of Quality as an ontological structure of knowledge
- The Category of Quantity and modern logic/science
- The Platonic idea of metaphysical necessities
- The Platonic forms
- Identifying the Aristotelian and Platonic influences of the Islamic tradition
- Review

### Term 2

- The Problem of knowledge
- The logical classification of knowledge into simple apprehension and assents
- The hierarchies of knowledge
- Knowledge and beliefs: the problem of justifications
- The five predicables/universals
- Realist and nominalist definitions
- Types of propositions
- Syllogistic reasoning
- Induction and analogy
- Review

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

**Assessment Strategy:** To pass this module a student must demonstrate familiarity with logical modes of thinking; ability to logically analyse classical arguments, and critically understand the relationship between logic and ontology in the classical Islamic tradition, and how this relationship impacted the trajectory of other Islamic disciplines.

Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/ %)	Module Learning Outcome(s) the assessment task maps to										
				A1	A2	A3	B1	B2	C1	C2	D1	D2		
SAQ's: Text Syllogizing Quiz (x2)	40%	End of Term 1 Middle of Term 2		✓	✓	✓	✓	✓	✓			✓		

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes														
<b>Assessment Strategy:</b> To pass this module a student must demonstrate familiarity with logical modes of thinking; ability to logically analyse classical arguments, and critically understand the relationship between logic and ontology in the classical Islamic tradition, and how this relationship impacted the trajectory of other Islamic disciplines.														
Group Project (case study)	60%	End of Term 2	Must attain 40% to pass an assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

10. Teaching staff associated with the module
Name and contact details
Najah Nadi E-mail: nn@cambridgemuslimcollege.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Athīr al-Dīn ibn ‘Umar Al-Abharī (d. 1265)	1926	Īsāghūjī (An Introductory Handbook of Arabic Logic)	Maṭba‘at al-Nahḍa	Cairo
Mahmoud Hasan al-Mahnīsī	2003	Mughnī al-Ṭullāb (a commentary on Abharī’s Īsāghūjī)	Dar al-Fīkr	Syria
Peter Kreeft	2010	Socratic Logic: A Logic Text Using Socratic Method, Platonic Questions, & Aristotelian Principles	St. Augustine’s Press	
Abd al-Karīm al-Mudarris	2019	al-Maqālāt fī al-maqūlāt	Dār al-Rayāhīn	Beirut
Leila Haparanta and Heikki J. Koskinen (editors)	2012	Categories of being	Oxford University Press	Oxford
Khaled El-Rouayheb	2012	Post-Avicennan Logicians on the Subject Matter of Logic: Some Thirteenth- and Fourteenth-Century Discussions	Arabic Sciences and Philosophy 22 (2012): 69-90	
Mehmet Kadri	2011	The development of dialectic and argumentation theory in post-classical Islamic intellectual history	McGill University thesis (ProQuest)	Canada

11. Key reading list				
Author	Year	Title	Publisher	Location
		(chapter 1)		
Maḥmūd Ḥasan, ‘Abd al-Ḥamīd Khiḍr, Muḥammad Jād al-Mawlā		Al-manṭiq al-mushajjar: kitāb al-ṭālib	Al-Riwāq al-Azharī	Cairo
Hans Daiber	2018	The Category of Relation in Arabic-Islamic	Enrahonar. An International Journal of Theoretical and Practical Reason 61, 2018 91-106	
Adam Sabra	1994	Avicenna on the subject matter of logic (article)	Journal of Philosophy 77 (11): 746-764.	
S Abed	1991	Aristotelian logic and the Arabic language in Alfarābī	University of New York Press	Albany
Rahman, S., T. Street, and H. Tahiri	2008	The Unity of Science in the Arabic Tradition: Science, Logic, Epistemology and their Interactions (part II)	Springer	Berlin
Eichner, Heidrun	2013	“The Categories in Avicenna: Material for developing developmental account?”. In: Aristotle’s Categories in the Byzantine, Arabic and Latin Tradition. Copenhagen: The Royal Danish Academy of Sciences and Letters, 59-86.		Copenhagen
12. Other indicative text (e.g. websites)				
<a href="https://plato.stanford.edu/entries/aristotle-categories/">https://plato.stanford.edu/entries/aristotle-categories/</a> <a href="https://www.oxfordreference.com/view/10.1093/acref/9780198662242.001.0001/acref-9780198662242-e-683">https://www.oxfordreference.com/view/10.1093/acref/9780198662242.001.0001/acref-9780198662242-e-683</a> <a href="https://plato.stanford.edu/entries/plato-metaphysics/">https://plato.stanford.edu/entries/plato-metaphysics/</a>				
13. List of amendments since last (re)validation				
Area amended	Details		Date Central Quality informed	
This is a new module				

--	--	--

## Module specification

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

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate 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 9 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/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

### **1. Factual information**

<b>Module title</b>	Quranic Studies 1		
<b>Module tutor</b>	Muhammad Kazi	<b>Level</b>	4
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	100% face-to-face		
<b>Notional learning hours (Contact/Independent):</b>	54 (2hrs per week)/96		

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

This module introduces students to the discipline of Qur'anic Studies with a focus on the text of the Qur'an, the exegesis (*tafsīr*) and the intellectual tools required for its study (*'ulūm al-qur'ān*). Students will begin by studying the first sura (*al-Fātiḥa*) in detail as an introduction to the Qur'an. Thereafter, there will be a focus for the remainder of the module on selected portions of the final ten sections (*ajzā'*) of the text (suras *al-Ankabūt* to *al-Nās*) and its commentary tradition, covering the themes of the Qur'anic ethico-religious message and eschatology. The following topics of *'ulūm al-qur'ān* will be studied in context and with reference to contemporary academic debates: revelation, occasions of revelation, Meccan and Medinan suras, oaths, and sura unity. By reading selections of classical exegesis in Arabic, supplemented by translations and 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.



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

The module lays the foundation for more advanced study of the subject in Qur'anic Studies 2 and Qur'anic Studies 3. It connects with Hadith 1 and Theology 1.

## 3. Aims of the module

- Provide students with an introduction to the Qur'an by a detailed exegetical treatment of sura *al-Fāṭiḥa*
- Introduce students to the themes of the Qur'anic ethico-religious message and eschatology in the last ten sections (*ajzā'*) of the text
- Provide students with a contextual understanding of the topics of revelation, occasions of revelation, Meccan and Medinan suras, oaths, and sura unity
- Develop basic knowledge and analytical skills relevant to the study of the Qur'an by reading selections of the Qur'an, Arabic exegesis and English translations, and secondary sources in English
- Familiarise students with the main questions and issues in Qur'anic studies, enabling them to conduct further study and guided independent research on a selected range of pre-defined topics in the field

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

Successful completion of the Arabic programme offered by Cambridge Muslim College or demonstrating the achievement of a similar level of Arabic through prior learning and study.

## 5. Is the module compensatable?

Yes

## 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate foundational knowledge and understanding of the Qur'anic themes of the ethico-religious message and eschatology.</p> <p><b>A2:</b> Demonstrate foundational knowledge and understanding of basic concepts and principles in the discipline of Qur'anic studies, including where ideas are open to debate.</p> <p><b>A3:</b> Demonstrate a foundational understanding of the main features, special terminology and concerns of Qur'anic exegetical texts, including their linguistic and stylistic features.</p>	<p>A4.1 A4.3 A4.4 A4.7</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Reading of primary sources in original language as well as in translation Guest lectures</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Identify and analyse the Qur'anic presentation of core themes.</p> <p><b>B2:</b> Provide analysis of short Qur'anic suras and extracts of classical exegesis.</p> <p><b>B3:</b> Identify and analyse different applications of basic concepts and principles in the discipline of Qur'anic studies</p>	<p>B4.1 B4.2 B4.6 B4.7</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Case studies Reading of primary sources Guest lectures</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Demonstrate the ability to communicate information about Qur’anic studies in a structured and coherent manner both orally and in writing according to established academic standards.</p> <p><b>C2:</b> Conduct research on Qur’anic studies by identifying sources, gathering and organizing material, and showing awareness of appropriate research tools and methods within defined guidelines.</p>	<p>C4.1 C4.2</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Reading of primary sources Guest lectures</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Be able to gather, analyse and evaluate information from a variety of sources.</p> <p><b>D2:</b> Be able to independently plan, manage, and carry out specified tasks effectively within defined guidelines.</p>	<p>D5.1 D5.2 D5.3</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Selected case studies Reading of primary sources</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		Guest lectures

### 8. Indicative content.

Week 1: Introduction to the Qur'an

Weeks: 2-6: Sūrat al-Fātiḥa

Weeks 7-11: Ethico-religious message through the final ten *ajzā'*

Weeks 12-15: Revelation and occasions of revelation through the final ten *ajzā'*

Weeks 16-20: Eschatology through the final ten *ajzā'*

Weeks 21-27: Meccan and Medinan suras, oaths and sura unity through the final ten *ajzā'*

### 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

**Assessment Strategy:** To pass this module a student must demonstrate familiarity with the final ten sections of the Quranic text, including the ability to read, interpret, and analyse the text of the Qur'an with reference to exegesis, *asbab al-nuzūl*, ethic-religious themes, and text-coherency and unity.

Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/ %)	Module Learning Outcome(s) the assessment task maps to										
				A1	A2	A3	B1	B2	B3	C1	C2	D1	D2	
Oral Presentation (10-15 mins)	40%	Beginning of Term 2	Must attain 40%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes													
<b>Assessment Strategy:</b> To pass this module a student must demonstrate familiarity with the final ten sections of the Quranic text, including the ability to read, interpret, and analyse the text of the Qur'an with reference to exegesis, <i>asbab al-nuzul</i> , ethic-religious themes, and text-coherency and unity.													
Essay (2000-2500 words)	60%	Middle of Term 3	to pass	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

10. Teaching staff associated with the module
Name and contact details
Muhammad Kazi
Email: <a href="mailto:mk@cambridgemuslimcollege.ac.uk">mk@cambridgemuslimcollege.ac.uk</a>

11. Key reading list				
Author	Year	Title	Publisher	Location
M. A. S. Abdel Haleem	2010	<i>The Qur'an: English Translation and Parallel Arabic Text</i>	Oxford University Press	Oxford
M. A. S. Abdel Haleem	2011	<i>Understanding the Qur'an: Themes and Style</i>	I. B. Tauris	London
Anna Gade	2010	<i>The Qur'an: An Introduction</i>	Oneworld	Oxford
Abdullah Saeed	2008	<i>The Qur'an: An Introduction</i>	Routledge	Abingdon
Daniel A. Madigan	2001	<i>The Qur'an's Self-Image: Writing and Authority in Islam's Scripture</i>	Princeton University Press	Princeton
Yasir Qadhi	1999	<i>An Introduction to the Sciences of the Qur'aan</i>	Al-Hidaayah Publishers	Birmingham
M. A. Draz	2011	<i>Introduction to the Qur'an</i>	I. B. Tauris	London
Fakhr al-Dīn al-Rāzī, trans.	2018	<i>The Great Exegesis: Al-Tafsir</i>	The Islamic Texts Society	Cambridge

11. Key reading list				
Author	Year	Title	Publisher	Location
Sohaib Saeed		<i>al-Kabir, Volume 1: The Fātiḥa</i>		
Seyyed Hussain Nasr (ed.)	2015	<i>The Study Qur'an</i>	Harper One	New York
Michael Sells	2007	<i>Approaching the Qur'an: The Early Revelations, 2<sup>nd</sup> edn</i>	White Cloud Press	Ashland, OR
Neal Robinson	2004	<i>Discovering the Qur'an, 2<sup>nd</sup> edn</i>	Georgetown University Press	Washington DC
Michel Cuypers	2018	<i>A Qur'anic Apocalypse: A Reading of Thirty-Three Last Surahs of the Qur'an</i>	Lockwood Press	Columbus, GA

12. Other indicative text (e.g. websites)
<a href="http://www.al-tafsir.com">www.al-tafsir.com</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
New module		

## Module specification

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

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate 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 9 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/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

### **1. Factual information**

<b>Module title</b>	Hadith Studies 1		
<b>Module tutor</b>	Wim Van Ael	<b>Level</b>	4
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	Face-to-face		
<b>Notional learning hours (Contact/Independent):</b>	54 (2hrs/week)/96		

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

This module introduces students to one of the two revealed sources of Islam, the hadith. It explores key features of this source in addition to developing familiarity with the foundational tools and disciplines used to study them. This level 4 course: (a) familiarizes students with the grammar, language, style, and interpretation of hadith through the study of a basic hadith text, such as *Kitāb al-Arbāʿin* of al-Nawawī, (b) provides an overview of the basic historiography of hadith and some of its major genres, and (c) offers an introduction to the classical science of hadith classification (*muṣṭalah*) through the study of a key primer in *muṣṭalah al-ḥadith*.

This module lays the foundation for more advanced study of the subject (Hadith Studies 2, Hadith Studies 3). It introduces students to essential primary texts and presents them with the opportunity to develop foundational knowledge and skills in an essential field of study in classical and contemporary Islamic Studies, including Islamic Theology, Law, and Hadith.

**3. Aims of the module**

- Introduce students to one of the main revealed sources of the Islamic tradition, the hadith, in its original language
- Introduce students to the classical science of hadith classification, its function, and the historical context within which it developed
- Familiarize students with the basic stylistic and linguistic features of hadith through readings of a basic hadith text
- Develop students' basic reading, hermeneutical and analytical skills relevant to the exegesis, analysis and translation of hadith through readings of a basic hadith text
- Provide students with a basic history of the development of hadith and its sciences, including major genres of hadith

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

Successful completion of the Arabic programme offered by Cambridge Muslim College or demonstrating the achievement of a similar level of Arabic through prior learning and study.

**5. Is the module compensatable?**

Yes

**6. Are there any PSRB requirements regarding the module?**

No



7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate foundational knowledge and understanding of the basic meaning and interpretation of hadith, including linguistic and stylistic features of hadith and translation.</p> <p><b>A2:</b> Demonstrate foundational knowledge and understanding of key principles, concepts and methods in the science of hadith classification, including their historical development.</p> <p><b>A3:</b> Demonstrate foundational knowledge and understanding of the contents and terminology of basic classical texts in the hadith sciences.</p>	<p>A4.1 A4.3 A4.4</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study Reading of primary sources</p> <p><b>Secondary</b> Student presentations Guest lectures</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>B1:</b> Translate, analyse and interpret basic hadith.</p> <p><b>B2:</b> Analyse the concepts, principles, and methods in the science of hadith classification.</p> <p><b>B3:</b> Answer established questions in the discipline of hadith using pre-defined frameworks and methods.</p>	<p>B4.1 B4.2 B4.6 B4.7</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study Reading of primary sources</p> <p><b>Secondary</b> Student presentations Guest lectures</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Demonstrate the ability to communicate the meaning of hadith, as well as the essential concepts, principles, and methods of hadith classification, in a sound and coherent manner, in writing and/or orally.</p>	C4.1	<p><b>Primary</b> Lectures and tutorials Directed independent study Reading of primary sources</p> <p><b>Secondary</b> Student presentations Guest lectures</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Be able to gather and analyse information from primary and secondary sources in the discipline of hadith.</p> <p><b>D2:</b> Independently plan, manage, and carry out specified tasks effectively within defined guidelines</p>	D4.1 D4.2 D4.3	<p><b>Primary</b> Lectures and tutorials Directed independent study Reading of primary sources</p> <p><b>Secondary</b> Student presentations Guest lectures</p>

8. Indicative content.
<p><b>Term One</b></p> <p>- Reading, translation, explanation, and basic analysis of a short hadith text, such as <i>Kitab al-Arba'in</i> of al-Nawawī.</p> <p><b>Term Two &amp; Three</b></p>

## 8. Indicative content.

- Introduction to the basic historiography of hadith and its sciences – Debates on the authority of the *sunna* and hadith – Basic overview of major genres of hadith: *musannafāt*, *masānīd*, *siḥāḥ*, and *sunan*.

- Reading, explanation, and basic analysis of an introductory text in the science of hadith classification (*muṣṭalah*) [options include *al-Tadhkīra* of Ibn Mulaqqin; *al-Muqīza* of al-Dhahabī; *Nukhbā* of Ibn Ḥajar; among others]

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

**Assessment Strategy:** There are two types of assessments for this module: (a) Source analysis and (b) End-of-year exam

A source analysis will assess the ability of a student to translate, explain, analyse and interpret a text(s) or piece(s) of information. In this module, the source selected for examination should ideally be one or more hadith.

The end-of-year exam will primarily assess a student's understanding of the core module text, including whether a student has a basic understanding of the content, terminology, and principles that have been covered. At the discretion of the lecturer, the examination may also assess other material covered in the module.

Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/%)	Module Learning Outcome(s) the assessment task maps to								
				A1	A2	A3	B1	B2	B3	C1	D1	D2
Source analysis (hadith): 2000-2500 words	50%	Middle of Term 2	Must attain 40% to pass an assessment	✓		✓	✓		✓	✓	✓	
Examination (hadith classification/core text): 2 hour.	50%	End of Term 3			✓	✓		✓	✓	✓		

## 10. Teaching staff associated with the module

Name and contact details

TBC

11. Key reading list				
Author	Year	Title	Publisher	Location
al-Nawawī, Yahyā b. Sharaf	2009	Kitāb al-Arbaʿīn	Dār al-Minhāj	Jeddah, Saudi Arabia
Ibn Mulaqqin, ʿAlī b. Aḥmad		Al-Tadhkhira		
Al-Dhahabī, Muḥammad b. Aḥmad	1995	Al-Mūqīza, ed. Abū Ghudda	Dār al-Bashāʿir	Beirut, Lebanon
Ibn Mulaqqin, ʿAlī b. Aḥmad Ibn Ḥajar, ʿAlī b. Muḥammad	2015	Hadith Nomenclature Primers	Islamosaic	Abu Dhabi, UAE
Al-Nawawī, Yahyā b. Sharaf	2018	Riyad as-Salihin: The Meadows of The Righteous - Abridged and Annotated	Turath Publishing	London, UK
Ibn Ṣalāḥ, ʿUthmān b. ʿAbd al-Raḥmān		An Introduction to the Science of Hadith: <i>Kitāb Maʿrifat anwāʿ ʿilm al-ḥadīth</i>	Garnet Publishing	Reading, UK
Abd al-Rauf, Muhammad	1983	Ḥadīth Literature—I: The Development of the Science of Ḥadīth	Cambridge University Press	London, UK
Brown, Jonathan A. C.	2009	Hadith: Muḥammad's Legacy in the Medieval and Modern World	Oneworld	Oxford, UK
Kamali, Mohammad Hashim	2005	A Textbook of Ḥadīth Studies	The Islamic Foundation, Markfield	Leicester, UK
Burton, John	1994	An Introduction to the Ḥadīth	Edinburgh University Press	Edinburgh, UK
Siddiqi, Muhammad Zubair	1961	Ḥadīth Literature: Its Origin, Development, Special Features and Criticism	Calcutta University Press	Calcutta, India

12. Other indicative text (e.g., websites)
<a href="http://www.sunnah.com">www.sunnah.com</a> <a href="https://alnawawiforty.com">https://alnawawiforty.com</a>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
This is a new course.	The study of hadith was offered under the module Revealed Foundations. This module studied both Quran and hadith. However, these are properly two distinct subjects, which is why two different lecturers taught the Revealed Foundations module. This module has now been split into Quranic studies and Hadith studies.	

## Module specification

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

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate 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 9 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/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

### **1. Factual information**

<b>Module title</b>	Islamic Law 1		
<b>Module tutor</b>	Salman Younas	<b>Level</b>	4
<b>Module type</b>	Taught	<b>Credit value</b>	20
<b>Mode of delivery</b>	Face-to-face		
<b>Notional learning hours: (Contact/Independent)</b>	81 (3hrs per week)/119		

### **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 rulings, concepts and principles within Islamic law, as well as the broader historical context of its formation, focusing primarily on ritual law (*‘ibādāt*) in the Ḥanafī school of law (*madhhab*). Through the study of the ritual law sections of a classical legal text, such as the *Mukhtār* of ‘Abd Allāh b. Maḥmūd al-Mawṣilī (d. 683/1284), 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.

This module lays the foundation for more advanced study of the subject in Islamic Law 2 and Islamic Law 3. Islamic law is arguably the primary discipline among the Islamic religious sciences. A

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

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 legal theory and history. Exposure to its epistemological foundations will provide them with methods of thought and reasoning and 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 the 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 study of an introductory classical legal text in its original language
- Introduce students to the basic concepts and principles of the discipline of Islamic law based on the classical Ḥanafī school of thought, including relevant discussions from 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*)
- Acquaint students with a particular epistemology of Islamic law based on the classical Ḥanafī school of thought and train them to reason through problems of scriptural application, and the various interfaces between law, society and the natural world

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

Successful completion of the Arabic programme offered by Cambridge Muslim College or demonstrating the achievement of a similar level of Arabic through prior learning and study.

## 5. Is the module compensatable?

Yes

## 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate foundational knowledge and understanding of the basic rulings, concepts and principles of Islamic law, specifically as it relates to the Ḥanafī school and the law of ritual worship</p> <p><b>A2:</b> Demonstrate foundational knowledge and understanding of Ḥanafī ritual law, its historical contexts and social and spiritual-moral dimensions</p> <p><b>A3:</b> Demonstrate foundational knowledge of the contents and special terminology of the core module text</p> <p><b>A4:</b> Demonstrate awareness of where rulings, concepts and principles are open to debate in Islamic law, specifically as it relates to the Ḥanafī school and the law of ritual worship</p>	<p>A4.1</p> <p>A4.2</p> <p>A4.3</p> <p>A4.7</p>	<p><b>Primary</b></p> <p>Lectures and tutorials</p> <p>Reading of primary sources</p> <p>Directed independent study</p> <p><b>Secondary</b></p> <p>Guest lectures</p> <p>Classroom discussions</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Identify and analyse the essential concepts, principles, and methods in the ritual worship sections of the core module text.</p> <p><b>B2:</b> Read and interpret the ritual worship sections of the core module text.</p>	<p>B4.1</p> <p>B4.2</p> <p>B4.4</p>	<p><b>Primary</b></p> <p>Lectures and tutorials</p> <p>Reading of primary sources</p> <p>Directed independent study</p>



B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><b>B3:</b> Answer established questions and evaluate arguments and well-known case studies in the law of ritual worship</p>	B4.6	<p><b>Secondary</b> Guest lectures Classroom discussions</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Demonstrate the ability to communicate key ideas, principles, and concepts in the ritual worship sections of the core module text in a structured and coherent manner according to academic standards.</p>	C4.1	<p><b>Primary</b> Lectures and tutorials Classroom discussions Directed independent study</p> <p><b>Secondary</b> Guest lectures Reading of primary sources</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p>		<p><b>Primary</b> Lectures and tutorials</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><b>D1:</b> Read and analyse various sources in Islamic law, engaging different ideas and viewpoints.</p> <p><b>D2:</b> Independently plan, manage, and carry out specified tasks effectively within defined guidelines.</p>	<p>D4.1 D4.2 D4.3</p>	<p>Reading of primary sources Classroom discussions Directed independent study</p> <p><b>Secondary</b> Guest lectures</p>

### 8. Indicative content.

#### Term 1-3

- Introduction to Islamic law – Islamic law in the formative period – The formation of the legal schools (*madhhab*) – The Ḥanafī school of law
- Book of Purification (*kitāb al-ṭahārah*): ablution, the ritual-bath, *tayammum*, wiping over *khuffs*, menstruation, cleaning filth.
- Book of Prayer (*kitāb al-ṣalāt*)
- Book of Charity (*kitāb al-ṣakāh*) - relevant sections and rulings.
- Book of Fasting (*kitāb al-ṣawm*)
- Book of Pilgrimage (*kitāb al-ḥajj*) – relevant sections and rulings.

### 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

**Assessment Strategy:** There are two types of assessments for this module: (a) Primary source analysis and (b) Exams.

Primary source analysis – whether as an oral presentation or a written piece – will assess a students understanding of the module text. Students will be provided a paragraph(s) from the module text and asked to explain and analyse it. Source analysis of 2000 words or more should allow engagement with the details of the text (e.g., difference of opinion, methods, evidence, etc.). The module lecturer has discretion concerning the content of these assessments but is advised to provide students with clear instructions regarding how to go about with this task, including potential formats and the

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes												
questions and issues they should aim to address.												
Exams are intended to test the students' knowledge of the entire module. This includes understanding and analysis the rulings, definitions, concepts, terminology, and principles discussed during their reading of the module text. Questions should ideally be a mix of short-answer questions and essay questions.												
Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/ %)	Module Learning Outcome(s) the assessment task maps to								
				A1	A2	A3	A4	B1	B2	B3	C1	D1
Source analysis (2000-2500 words)	50%	Beginning of Term 2	Must attain 40 percent to pass	✓	✓	✓	✓	✓	✓	✓	✓	✓
Exam (2 hours)	50%	Term 3		✓	✓	✓	✓	✓	✓	✓	✓	✓

10. Teaching staff associated with the module
Name and contact details
Salman Younas Email: sy@cambridgemuslimcollege.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
ʿAbd Allāh b. Maḥmūd b. Mawdūd al-Mawṣilī	2009	al-Ikhtiyār li-taʿlīl al-Mukhtār	Muʿassasat al-Risāla	Beirut, Lebanon
ʿAbd al-Ghanī al-Maydānī	2014	al-Lubāb fī sharḥ al-kitāb	Dār al-Bashāʿir	Beirut, Lebanon
Abū Ikhlaṣ al-Shurunbulālī	2010	Ascent to Felicity, tr. Faraz Adam	White Thread Press	London, UK
Ahmed El Shamsy	2015	Encyclopaedia of Islam, 3 <sup>rd</sup> Edition, <i>c.v.</i> "Fiqh, faqīh, fuqahā"	Brill	Leiden, Netherlands
Ignaz Goldziher and Joseph		Encyclopaedia of Islam, 2 <sup>nd</sup> Edition, <i>c.v.</i>	Brill	Leiden, Netherlands

11. Key reading list				
Author	Year	Title	Publisher	Location
Schacht		“Fiqh”		
Joseph Schacht	1982	An Introduction to Islamic Law	Clarendon Press	New York, USA
Wael Hallaq	2009	An Introduction to Islamic Law	Cambridge University Press	Cambridge, UK
Wael Hallaq	2009	Shari‘a: Theory, Practice, Transformations	Cambridge University Press	Cambridge, UK
Wael Hallaq	2004	Authority, Continuity and Change in Islamic law	Cambridge University Press	Cambridge, UK
Christopher Melchert	1997	The Formation of the Sunni Schools of Law: 9th-10th centuries CE.	Brill	Leiden, Netherlands
Talal al-Azem	2016	Rule-Formulation and Binding Precedent in the Madhhab-Law Tradition: Ibn Quṭlūbughā’s Commentary on The Compendium of Qudūrī.	Brill	Leiden, Netherlands
Sohail Hanif	2017	A Theory of Early Classical Ḥanafism: Authority, Rationality and Tradition in the <i>Hidāyah</i> of ‘Alī ibn Abī Bakr al-Marghīnānī (d. 593/1197)	DPhil diss., University of Oxford	Oxford, UK
Brannon Wheeler	1996	Applying the Canon in Islam: The Authorization and Maintenance of Interpretive Reasoning in Hanafi Scholarship.	State University of New York	New York

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

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Learning outcomes and assessments.	Learning outcomes have been revised in light of the new programme outcomes. Assessments have been revised entirely to reflect the new programme policy and assessment load.	

## Module specification

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

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate 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 9 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/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

### **1. Factual information**

<b>Module title</b>	Islamic Theology 1		
<b>Module tutor</b>	Ramon Harvey	<b>Level</b>	4
<b>Module type</b>	Taught	<b>Credit value</b>	20
<b>Mode of delivery</b>	Face-to-face		
<b>Notional learning hours</b>	81 (3hrs per week)/119		

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

This module introduces students to Islamic Theology, looking at key elements of Islamic doctrine ('*aqida*'). It explores important theological terms, paradigms, ideas and concepts, as well as the historical development of theological ideas within various traditions and schools of thought. Working through a classical Arabic creedal text(s), 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.

This module lays the foundation for more advanced study of the subject in Islamic Theology 2 and Islamic Theology 3, where the focus shifts to understanding the rational and scriptural arguments that classical theologians have made in support of Islamic doctrines.

### 3. Aims of the module

- Provide students with a complete survey of the elements and themes of Islamic doctrine
- Introduce students to the discipline of *'ilm al-kalām* (philosophical theology), as well as its basic concepts, ideas and vocabulary
- Provide students with an understanding of the historical context of the 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 by reading a through studying a complete Arabic *'aqida* text(s), 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 guided independent research on a selected range of well-defined topics in the field

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

Successful completion of the Arabic programme offered by Cambridge Muslim College or demonstrating the achievement of a similar level of Arabic through prior learning and study.

### 5. Is the module compensatable?

Yes

### 6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate foundational knowledge and understanding of major developments in Islamic theology, including the historical context behind the development of Islamic doctrine and the discipline of <i>'ilm al-kalām</i> (philosophical theology).</p> <p><b>A2:</b> Demonstrate foundational knowledge and understanding of basic concepts and principles in the discipline of Islamic theology.</p> <p><b>A3:</b> Demonstrate a foundational understanding of the main features, special terminology and concerns of a complete Arabic <i>'aqida</i> text(s).</p>	<p>A4.1</p> <p>A4.2</p> <p>A4.3</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Reading of primary sources in original language as well as in translation Guest lectures</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Identify and analyse different applications of basic concepts and principles in the discipline of <i>'ilm al-kalām</i> (philosophical theology), as well as different doctrinal viewpoints in relation to competing theological paradigms.</p> <p><b>B2:</b> Provide analysis of a complete Arabic <i>'aqida</i> text(s).</p> <p><b>B3:</b> Answer established questions in the discipline of <i>'ilm al-kalām</i> and</p>	<p>B4.1</p> <p>B4.2</p> <p>B4.4</p> <p>B4.6</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Case studies Reading of primary sources Guest lectures</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
evaluate basic arguments.		

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Demonstrate the ability to communicate information about Islamic theology in a structured and coherent manner both orally and in writing according to established academic standards.</p> <p><b>C2:</b> Conduct research on Islamic theology by identifying sources, gathering and organizing material, and showing awareness of appropriate research tools and methods within defined guidelines.</p>	C4.1 C4.2	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Reading of primary sources Guest lectures</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Be able to gather, analyse and evaluate information from a variety of sources, engaging with different ideas and viewpoints in a balanced and fair manner.</p> <p><b>D2:</b> Be able to independently plan, manage, and carry out specified tasks effectively within defined guidelines.</p>	D4.1 D4.2 D4.3	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Selected case studies Reading of primary sources</p>



D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		Guest lectures

8. Indicative content.
<p>Weeks: 1-2: Introduction to <i>'aqīda</i></p> <p>Weeks 3-10: The formative period of Islamic theology (early sects, schools and polemics)</p> <p>Weeks 11-12: Introduction to <i>'ilm al-kalām</i></p> <p>Weeks 13-20: The classical and late classical periods of Islamic theology (the consolidation of major schools and the 'philosophical turn')</p> <p>Weeks 21-7: Modern challenges and Islamic responses in context</p> <p>Alongside:</p> <p>Weeks 1 – 20: Complete study of an Arabic <i>'aqīda</i> text(s)</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes														
<p>Assessment Strategy:</p> <p>Essays are intended to build a student's writing and research skills, including writing in a structured and coherent manner according to academic standards, engaging information critically, and the ability to analyse and research topics in <i>'aqīda</i>. Essay questions will be assigned by the module lecturer and will require students to engage in an analysis of credal issues covered in the lectures, core module text, and relevant secondary literature.</p> <p>The end-of-year exam will test the students' knowledge of the entire module, including the ability to read and analyse the core module text.</p>														
Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/ %)	Module Learning Outcome(s) the assessment task maps to										
				A1	A2	A3	B1	B2	B3	C1	C2	D1	D2	

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes															
Assessment Strategy:															
Essays are intended to build a student's writing and research skills, including writing in a structured and coherent manner according to academic standards, engaging information critically, and the ability to analyse and research topics in 'aqida. Essay questions will be assigned by the module lecturer and will require students to engage in an analysis of credal issues covered in the lectures, core module text, and relevant secondary literature.															
The end-of-year exam will test the students' knowledge of the entire module, including the ability to read and analyse the core module text.															
Essay: 2000-2500 words	50%	Beginning of Term 3	Must attain 40% to pass an assessment	✓	✓		✓		✓	✓	✓	✓	✓	✓	
Examination: 2 hour exam	50%	End of Term 3		✓	✓	✓	✓	✓	✓	✓					

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

11. Key reading list				
Author	Year	Title	Publisher	Location
Tilman Nagel	2006	<i>The History of Islamic Theology</i>	Markus Wiener Publishers	Princeton, NJ
Josef Van Ess	2006	<i>The Flowering of Muslim Theology</i>	Harvard University Press	Harvard
Montgomery Watt	2002	<i>The Formative Period of Islamic Thought</i>	Oneworld Publications	Oxford
Montgomery Watt	1985	<i>Islamic Philosophy and Theology: An Extended Survey</i>	Edinburgh University Press	Edinburgh
Montgomery Watt	1994	<i>Islamic Creeds: A Selection</i>	Edinburgh University Press	Edinburgh
Sabine Schmidtke (Ed.)	2016	<i>The Oxford Handbook of</i>	Oxford University Press	Oxford

11. Key reading list				
Author	Year	Title	Publisher	Location
		<i>Islamic Theology</i>		
Al-Hakīm al-Samarqandī		<i>Kitāb sawād al-a‘zam</i>		
John Renard	2014	<i>Islamic Theological Themes: A Primary Source Reader</i>	University of California Press	Berkeley, CA
Abū Ḥāmid al-Ghazali		<i>Kitāb Qawā'id al-Aqā'id</i>	Various publishers	
Hamza Yusuf	2008	<i>The Creed of Imam al-Tahawi</i>	Zaytuna	Berkeley, CA
Abu al-Muntaha al-Maghnisawi, trans Abdur-Rahman Ibn Yusuf	2007	<i>Imam Abu Hanifa's Al-Fiqh al-Akbar Explained</i>	Whitethread Press	London

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

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Rationale, Aims and Indicative Content	The focus in the first year in terms of primary texts will be on Islamic creed ( <i>'aqida</i> ) and reading an entire text(s), rather than a selection of materials from <i>'ilm al-kalām</i> .	

## Module specification

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

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate 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 9 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/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

### **1. Factual information**

<b>Module title</b>	Islamic History		
<b>Module tutor</b>	Talal Al Azem	<b>Level</b>	4
<b>Module type</b>	Taught	<b>Credit value</b>	10
<b>Mode of delivery</b>	Face-to-face		
<b>Notional learning hours</b>	40 (2 hours per week)/60		

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

This module is an introduction to Islamic History, exploring key political, social and cultural developments in societies of the Islamic world from the rise of Islam in the sixth century CE to the Ottomans. By familiarizing students with historical events, figures, and developments from the rise of Islam to the modern period, this module provides the foundations for the study of core Islamic disciplines within their historical context.

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

- 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

**3. Aims of the module**

- 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**

Successful completion of the Arabic programme offered by Cambridge Muslim College or demonstrating the achievement of a similar level of Arabic through prior learning and study.

**5. Is the module compensatable?**

Yes

**6. Are there any PSRB requirements regarding the module?**

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate general knowledge and understanding of Islamic history, including key social, cultural and political developments, as well as historical sources.</p> <p><b>A2:</b> Demonstrate foundational knowledge of key ideas, approaches and theories in the study of Islamic history and Muslim societies.</p>	<p>A4.6 A4.8</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Case studies Reading of primary sources Guest lectures</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Identify and analyse key ideas, approaches and theories in the study of Islamic history and Muslim societies.</p> <p><b>B2:</b> Answer questions about key social, cultural, and political developments in Islamic history by collecting and synthesizing information from relevant sources.</p>	<p>B4.3 B4.6</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Case studies Reading of primary sources Guest lectures</p>

<b>C. Practical and professional skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Communicate information about key social, cultural, and political developments in Islamic history, as well as theories, in a structured and coherent manner both orally and in writing according to established academic standards.</p> <p><b>C2:</b> Conduct research in the discipline of Islamic history by identifying sources, gathering and organizing material, and showing awareness of appropriate research methods.</p>	<p>C4.1</p> <p>C4.2</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Case studies Reading of primary sources Guest lectures</p>

<b>D Key transferable skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Gather, analyse and evaluate key ideas, theories and concepts in Islamic history from a variety of sources, engaging with different ideas and viewpoints in a balanced and fair manner.</p> <p><b>D2:</b> Self-assess and evaluate their own work and participation in the classroom.</p> <p><b>D3:</b> Independently plan, manage, and carry out specified tasks effectively within defined guidelines.</p>	<p>D4.1</p> <p>D4.2</p> <p>D4.3</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Case studies Reading of primary sources Guest lectures</p>

<b>8. Indicative content.</b>
<b>Term 1:</b>

## 8. Indicative content.

- General introduction to the subject and study of Islamic History, including a brief overview of major theories, historians and schools of thought.
- Arabia and Arabs in Late Antiquity – Islam and Late Antiquity
- The Prophet Muhammad – Early Life – The coming of Islam – Major events during the life of the Prophet Muhammad – The *Rāshidūn* era – The early Islamic conquests – Dissension and early schisms
- The Umayyads – State, society, and religion under the Umayyads
- The revolution of the ‘Abbasids – State, society, and religion under the ‘Abbasids (e.g., the *mihna* – caliphal authority– Shi‘ism) – The High ‘Abbasid caliphate - Fragmentation of the empire – Breakaway dynasties

### Term 2:

- Society and culture in the early and classical Islamic world – Shi‘ite dynasties and the ‘Sunni revival’
- The Crusades – The Mongols – The collapse of the ‘Abbasid Caliphate
- The Ottoman Empire

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

**Assessment Strategy:** The main assessment for this module is an essay, which is intended to build a student’s academic writing and research skills. To pass this module a student must demonstrate familiarity with relevant historical events during the periods covered in the lectures, as well as the ability to engage in basic historical enquiry, analyse and interpret historical information and sources, apply appropriate research methods, and engage relevant secondary sources.

Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/ %)	Module Learning Outcome(s) the assessment task maps to									
				A1	A2	B1	B2	C1	C2	D1	D2	D3	
Class participation (structured self-evaluation)	10%	End of Term 2	Must attain 40% to pass an assessment									✓	
Essay: 2500-3000 words	90%	End of Term 2		✓	✓	✓	✓	✓	✓	✓			



<b>10. Teaching staff associated with the module</b>
<b>Name and contact details</b>
Talal Al Azem taa@cambridgemuslimcollege.ac.uk

<b>11. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Berkey, Jonathan	2003	The Formation of Islam: Religion and Society in the Near East 600-1800	Cambridge University Press	Cambridge, UK
Bosworth, Clifford E.	2004	The New Islamic Dynasties	Edinburgh University Press	Edinburgh, UK
Brown, Jonathan	2011	Muhammad	Oxford University Press	Oxford, UK
Bulliet, Richard	1994	Islam: the view from the edge	Cambridge University Press	Cambridge, UK
Esposito, J. L.	1998	“The Muslim Community in History” in Islam the Straight Path	Oxford University Press	Oxford, UK
Hodgson, Marshall	1974	Venture of Islam: Conscience and History in a World Civilization, Vol.1: The Classical Age of Islam	University of Chicago Press	Chicago, USA
Hodgson, Marshall	1977	Venture of Islam: Conscience and History in a World Civilization, Vol.2: The Expansion of Islam in the Middle Periods	University of Chicago Press	Chicago, USA
Hodgson, Marshall	1977	Venture of Islam: Conscience and History in a World Civilization, Vol.2: The Gunpowder Empires	University of Chicago Press	Chicago, USA

<b>11. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
		and Modern Times		
Hoyland, Robert G.	1997	Seeing Islam as Others Saw it: A Survey & Evaluation of Christian, Jewish, and Zoroastrian Writings on Early Islam	Darwin Press	Princeton, NJ, USA
Ibn Khaldūn	1967	The Muqaddimah: an introduction to history in three volumes, translated from the Arabic by Franz Rosenthal, abridged and edited by N.J. Dawood	Princeton University Press	Princeton, NJ, USA
Kennedy, Hugh	2004	The Prophet and the Age of the Caliphate	Routledge	New York, USA
Khalidi, Tarif	1994	Arabic Historical Thought in the Classical Period	Cambridge University Press	Cambridge, UK
Lapidus, Ira	2002	A History of Islamic Societies	Cambridge University Press	Cambridge, UK
Lings, Martin	1991	Muhammad: His Life Based on the Earliest Sources	The Islamic Texts Society	Cambridge, UK
al-Ṭabarī, Muḥammad b. Jarīr	1977	The History of al-Tabari, tr. various translators	SUNY Press	New York, USA
Waines, D.	2003	“The Heartlands and Beyond” in An Introduction to Islam	Cambridge University Press	Cambridge, UK
Various Authors	2010	The New Cambridge History of Islam	Cambridge University Press	Cambridge, UK

<b>12. Other indicative text (e.g. websites)</b>

<b>13. List of amendments since last (re)validation</b>		
<b>Area amended</b>	<b>Details</b>	<b>Date Central Quality informed</b>
Learning outcomes, assessments and key reading list	Learning outcomes have been modified to align with the new programme learning outcomes. Certain key readings have been replaced. Assessments have been modified.	

## Module specification

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

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate 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 9 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/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <https://www.qaa.ac.uk/glossary>
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

### **1. Factual information**

<b>Module title</b>	The Social Sciences		
<b>Module tutor</b>	Amin El-Yousfi	<b>Level</b>	4
<b>Module type</b>	Taught	<b>Credit value</b>	10
<b>Mode of delivery</b>	Face to Face		
<b>Notional learning hours: Contact/Independent learning</b>	30 (1.5 hours per week)/70		

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

This module presents an introduction to the social sciences, focusing on the intricate relationship between the emergence of philosophical ideas and schools of thought in the West and the development of disciplines like sociology and anthropology through their various theories and methods of inquiry. The module focuses particularly on the study of religion (notably Islam) and the secular not only as one of the central branches of these disciplines, but also as the epistemological root of discourses, such as naturalism, humanism and secularism. In addition, the students are introduced to a wide variety of social debates and case studies to show the scope of application of the social sciences.

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

The module 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 classical Islamic disciplines. By introducing students to a wide variety of methodologies that can be applied to social analysis, 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 historical and philosophical foundations of the social sciences.
- Introduce students to the general methodology of the social sciences
- Introduce students to the focused study of sociology and anthropology, including different major theories and schools of thought within each discipline
- 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**

Successful completion of the Arabic programme offered by Cambridge Muslim College or demonstrating the achievement of a similar level of Arabic through prior learning and study.

## **5. Is the module compensatable?**

Yes

## **6. Are there any PSRB requirements regarding the module?**

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1:</b> Demonstrate basic knowledge and understanding of the history of the social sciences and the specific development of anthropology and sociology.</p> <p><b>A2:</b> Demonstrate basic knowledge and understanding of major practical and theoretical issues involved in the study of anthropology and sociology.</p> <p><b>A3:</b> Show an awareness of key thinkers, schools of thought, theories and methodologies in anthropology and sociology.</p>	<p>A4.6 A4.7</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Case studies Reading of primary sources Guest lectures Field work</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1:</b> Adapt knowledge of anthropology and sociology to the comparative analysis of different individuals, societies and cultures.</p> <p><b>B2:</b> Identify and assess key theories relating to the study of anthropology and sociology.</p> <p><b>B3:</b> Analyse the ways in which basic principles, concepts and methodologies are applied in well-known case studies.</p>	<p>B4.3 B4.4 B4.6</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Case studies Reading of primary sources Guest lectures</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1:</b> Communicate key ideas and concepts in the study of anthropology and sociology effectively using appropriate styles and language.</p> <p><b>C2:</b> Conduct research on well-defined and well-known issues or problems in the study of anthropology and sociology.</p>	<p>C4.1 C4.2</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Case studies Reading of primary sources Guest lectures Field work</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>D1:</b> Demonstrate the ability to gather and analyze information from a variety of sources, engaging with different ideas and viewpoints in a balanced and fair manner.</p> <p><b>D2:</b> Be able to independently plan, manage, and carry out specified tasks effectively within defined guidelines.</p>	<p>D4.1 D4.2 D4.3</p>	<p><b>Primary</b> Lectures and tutorials Directed independent study</p> <p><b>Secondary</b> Case studies Reading of primary sources Guest lectures Field work</p>

## 8. Indicative content.

### Term 1

Week 1: General Introduction

#### Philosophical and Structural Foundations

Week 2: Was Ibn Khaldun a sociologist? Was al-Bayruni an anthropologist?

Week 3: The Church, Cartesianism and Scientific Realism

Week 4: The state and its people: Hobbes, Lock and Rousseau

Week 5: Auguste Comte's positivism and Spencer's Social Darwinism

#### The need to understand the modern subject

Week 6: Marx, class, and capital

Week 7: Durkheim, between the sacred and the profane

Week 8: Weber, the disenchantment of the world

Week 9: Simmel's theory of conflict

Week 10: Bourdieu's theory of practice

### Term 2

#### Cultural and Social Anthropology

Week 11: Anthropology and scientific racism (case of Seligman)

Week 12: Malinowski, the functionalist fieldworker

Week 13: Radcliff Brown, structural functionalism and co-adaptation

Week 14: Evans-Pritchard, towards a natural science

Week 15: Levi Strauss and the savages' *bricolage*

Week 16: Gellner and the Muslim Society

Week 17: Geertz and studying Islam as a culture

Week 18: The Asadian post-colonial turn

Week 19: The Ontological Turn

Week 20: An anthropology of Islam or an Islamic anthropology?

## 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

**Assessment Strategy:** There are two forms of assessment for this module.



### 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

A literature review will require students to collect, study, compare and evaluate current knowledge of a topic in the field of Social Sciences that has been covered in the module. Students should have a focused aim and scope for the review that evaluates relevant literature and draws accurate and credible conclusions.

The second assessment is an oral presentation. The module lecturer may allow students to select their own topic or question for this presentation. Students should be also given the option to base their presentation on their literature review (note: the assessment cannot simply be a presentation of the literature review itself). The oral presentation will evaluate a student's ability to analyse and compare different ideas, peoples, cultures, and societies, as well as the application of the methods of the social sciences when engaging in such analysis.

Assessment Task	Weighting	Week submitted	Grading (Pass/ Fail/ %)	Module Learning Outcome(s) the assessment task maps to									
				A1	A2	A3	B1	B2	B3	C1	C2	D1	D2
Literature Review (1500 words)	50%	Beginning of Term 2	Must attain 40% to pass an assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Oral Presentation (10-15 mins)	50%	End of Term 2		✓	✓	✓	✓	✓	✓	✓		✓	✓

### 10. Teaching staff associated with the module

#### Name and contact details

Dr Amin El-Yousfi  
[ae@cambridgemuslimcollege.ac.uk](mailto:ae@cambridgemuslimcollege.ac.uk)

### 11. Key reading list

Author	Year	Title	Publisher	Location
Hunt, Elgin F.	2013	Social Science: An introduction to the study of society	Routledge	Abingdon

<b>11. Key reading list</b>				
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>	<b>Location</b>
Walsh, Richard T. G., Teo, Thomas & Baydala, Angelina	2014	A Critical History and Philosophy of Psychology	Cambridge University Press	Cambridge
Giddens, Anthony	2007	Sociology (6 <sup>th</sup> edition)	Polity Press	Cambridge
Hamilton, Malcolm B.	1995	The Sociology of Religion: Theoretical and Comparative Perspectives	Routledge	New York
Castells, Manuel	1978	City, Class and Power	Palgrave	London
Geertz, Clifford	1997	The Interpretation of Cultures	Basic Books	New York
Adam, K.	1996	Anthropology and Anthropologists: The Modern British School	Routledge	London
Asad, T.	1986	The Idea of an Anthropology of Islam	Center for Contemporary Arab Studies	
Asad, T.	1993	Genealogies of Religion: Disciplines and Reasons of Power in Christianity and Islam	Johns Hopkins University Press	London
Manicas, P.	1989	A History and Philosophy of the Social Sciences	John Wiley	London
Mahmood, Saba	2005	Politics of Piety: The Islamic Revival and the Feminist Subject	Princeton University Press	Princeton
Geertz, C.	1971	Islam Observed	University of Chicago Press	Chicago
Gellner, E.	1992	Postmodernism, Reason and Religion	Routledge	London
Giddens, A.	1973	Capitalism and Modern Social Theory	Cambridge University Press	Cambridge
Kreinath, J.	2011	The Anthropology of Islam Reader	Routledge	London
Gross, R.	1997	Psychology: The Science of Mind and Behaviour	Psychology Press	
Eriksen. T. H.	2015	Small Places, Large Issues – An Introduction to Social and Cultural Anthropology	Pluto Press	London
Browne, K.	2011	An Introduction to Sociology	Polity Press	London
Rosenberg, A	2012	Philosophy of Social Science	Westview Press	
Straus, A.L., and Corbin J.M.	1990	Basics of Qualitative Research: Grounded Theory Procedures and Techniques	Sage Publications	California

11. Key reading list				
Author	Year	Title	Publisher	Location
Weber, M	1971	The Sociology of Religion. Translated by Ephraim Fischhoff	Social Science Paperbacks	London

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

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Indicative content, learning outcomes and assessments	This module is now 10 credits. Learning outcomes have been modified to align with the new programme outcomes. Assessments have been modified.	