

TH6111 ISLAM

1.	Module code:	TH6111
2.	Title:	ISLAM
3.	Credit points:	20
4.	FHEQ level:	6
5.	Semester:	<i>Onsite:</i> TBC <i>Distance:</i> Semester TBC
6.	Module leader:	Peter Riddell
7.	Accredited by:	MDX
8.	Module restrictions:	
	(a) Pre-requisite	Level 4 and 5 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Aims:	To study the religion of Islam, its doctrines, law, and diverse expressions in engaging with the modern world, as well as multiple dimensions to the Christian-Muslim relationship: history, apologetics and dialogue. To build on study of world religions and Christian engagement with contemporary culture at Levels 4 and 5 and complement related study of theology and mission at Level 6.
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. identify and critically evaluate the key features of Islamic identity and diversity within Islam (A3) 2. understand and synthetically analyse the historical dynamics of Christian-Muslim interactions (A2) 3. critically identify and evaluate the nature and complexity of Christian-Muslim relations in the contemporary world (A2, A3) <p>Skills On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 4. address issues of Islamic identity and Muslim interaction with the contemporary world and the Christian church in a critical, synthetic, empathetic, reflective and theologically astute manner (B1, B2) 5. engage empathetically with different scholarly methods and opinions, anticipate divergent problems, possibilities and consequences, apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3, B4, B5) 6. organise, communicate and apply their own learning effectively, use information and computer technology to access and divulge information, and engage creatively in problem solving (B6, B7, B8)
11.	Syllabus:	The origins and history of Islam; Islamic scripture, doctrine and law; the development of varieties of Muslim thought and practice; key events in the history of Muslim-Christian relations; revivalist and liberal Islam in the contemporary world, including Britain and Europe; methods of engagement in contemporary Christian-Muslim relations.
12.	Learning and teaching strategy:	

	<p>Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. Onsite education will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). Distance education through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. Both onsite and distance students will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.</p>																																																	
13.	<p>Assessment scheme:</p> <p>1. Formative assessment scheme</p> <p>Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</p>																																																	
	<p>2. Summative assessment scheme</p> <table border="1" data-bbox="180 768 1320 1696"> <tr> <td colspan="5" data-bbox="180 768 1320 831">Task:</td> </tr> <tr> <td data-bbox="180 831 342 932">Weighting</td> <td data-bbox="342 831 625 932">Specification e.g., word count / duration / no. of pages</td> <td data-bbox="625 831 792 932">LO mapped to</td> <td data-bbox="792 831 1000 932">Anonymously marked</td> <td data-bbox="1000 831 1320 932">Ethics approval required</td> </tr> <tr> <td data-bbox="180 932 342 1079">25%</td> <td data-bbox="342 932 625 1079"><i>Onsite: 5 reflections (300 words each) Distance: 5 forum posts (300 words each)</i></td> <td data-bbox="625 932 792 1079"><i>All LOs</i></td> <td data-bbox="792 932 1000 1079"><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td data-bbox="1000 932 1320 1079"><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> <tr> <td colspan="5" data-bbox="180 1079 1320 1142">Task:</td> </tr> <tr> <td data-bbox="180 1142 342 1243">Weighting</td> <td data-bbox="342 1142 625 1243">Specification e.g., word count / duration / no. of pages</td> <td data-bbox="625 1142 792 1243">LO mapped to</td> <td data-bbox="792 1142 1000 1243">Anonymously marked</td> <td data-bbox="1000 1142 1320 1243">Ethics approval required</td> </tr> <tr> <td data-bbox="180 1243 342 1390">25%</td> <td data-bbox="342 1243 625 1390"><i>Essay (1500 words)</i></td> <td data-bbox="625 1243 792 1390"><i>All LOs</i></td> <td data-bbox="792 1243 1000 1390"><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td data-bbox="1000 1243 1320 1390"><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> <tr> <td colspan="5" data-bbox="180 1390 1320 1453">Task:</td> </tr> <tr> <td data-bbox="180 1453 342 1554">Weighting</td> <td data-bbox="342 1453 625 1554">Specification e.g., word count / duration / no. of pages</td> <td data-bbox="625 1453 792 1554">LO mapped to</td> <td data-bbox="792 1453 1000 1554">Anonymously marked</td> <td data-bbox="1000 1453 1320 1554">Ethics approval required</td> </tr> <tr> <td data-bbox="180 1554 342 1696">50%</td> <td data-bbox="342 1554 625 1696"><i>Essay (3000 words)</i></td> <td data-bbox="625 1554 792 1696"><i>All LOs</i></td> <td data-bbox="792 1554 1000 1696"><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td data-bbox="1000 1554 1320 1696"><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> ▪ 00-34 is considered a fail. ▪ 35-39 is considered a compensatable pass (where appropriate and after re-assessment). ▪ 40-49 is considered a third-class pass 					Task:					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	25%	<i>Onsite: 5 reflections (300 words each) Distance: 5 forum posts (300 words each)</i>	<i>All LOs</i>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Task:					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	25%	<i>Essay (1500 words)</i>	<i>All LOs</i>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Task:					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	50%	<i>Essay (3000 words)</i>	<i>All LOs</i>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
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<ul style="list-style-type: none"> ▪ 50-59 is considered a lower second-class pass. ▪ 60-69 is considered an upper-second-class pass. ▪ 70+ is considered a first-class pass. <p>In order to pass the module, the student is required to achieve a mark of 40+ in each module element, except where compensation applies (if appropriate) or if the learning outcomes are met by the achievement of a 40+ mark in another module element.</p> <p>Therefore, please delete the statement which does not apply to this module:</p> <ol style="list-style-type: none"> 1. In order to pass the module, the student will be required to achieve a mark of 40+ in each module element except where compensation applies (if appropriate). 2. In order to pass the module, the student will be required to achieve an aggregate mark of 40+ across all module elements, except where compensation applies. <p>Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.</p>	
Seen examination	%
Unseen examination	%
Coursework (no examination)	100%
14. Timetabled examination required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
15. Length of exam	
16. Learning materials	<p><i>Essential</i></p> <p>Abdel-Haleem, M. A. S. (tr.), <i>The Qur'an: A New Translation</i> (Oxford 2004)</p> <p>* Peters, F.E., <i>Islam: A Guide for Jews and Christians</i> (Princeton, N.J.: Princeton University Press, 2003)</p> <p>Calder, N. Jawid Mojaddedi, and Andrew Rippin eds. & trans., <i>Classical Islam: A Sourcebook of Religious Literature</i> (2nd ed.), (London: Routledge, 2013)</p> <p><i>Recommended</i></p> <p>Azumah, J., <i>The Legacy of Arab-Islam: A Quest for Inter-Religious Dialogue</i> (Oxford: Oneworld, 2001)</p> <p>Beaumont, M., <i>Christology in Dialogue with Muslims</i> (Carlisle: Paternoster, 2005)</p> <p>Bennett, C., <i>Understanding Christian-Muslim Relations</i> (London: Continuum, 2008)</p> <p>Berkey, J., <i>The Formation of Islam: Religion and Society in the Near East, 600-1800</i>, (Cambridge 2003)</p> <p>Brown, D., <i>A New Introduction to Islam</i> (Chichester: Wiley-Blackwell, 2009)</p> <p>Chapman, C., <i>Cross and Crescent: Responding to the Challenges of Islam</i> (Nottingham: IVP, 2007)</p> <p>Esposito, J. <i>Islam: The Straight Path</i> (Oxford University Press, 2011)</p>

al-Faruqi, I., *Islam and Other Faiths* (Leicester: The Islamic Foundation, 1998)

Glaser, I. & John, N., *Partners or Prisoners? Christians thinking about Women and Islam* (Carlisle: Solway, 1998)

Goddard, H., *A History of Christian-Muslim Relation* (Edinburgh: EUP, 2000)

Greenlee, D.H., (ed), *From the Straight Path to the Narrow Way* (Milton Keynes: Authentic, 2006)

Ipgrave, M., *Scriptures in Dialogue* (London: Church House, 2004)

Moucarry, C. *Faith to Faith: Christianity and Islam in Dialogue* (Leicester: IVP, 2001)

Rahman, F., *Islam* (Chicago, IL: Chicago University Press, 2002)

Riddell, P.G. & Cotterell, P., *Islam in Conflict* (Leicester: IVP, 2003)

Ridgeon, L. (ed), *Islamic Interpretations of Christianity*, (London: Routledge, 2011)

Rippin, A., *Muslims: Their Religious Beliefs and Practices* (London: Routledge, 4th edn. 2012)

Singh, D.E. (ed.), *Jesus and the Cross* (Oxford: Regnum, 2008)

Sonn, T. *A Brief History of Islam* (Oxford: Blackwell, 2004)

Wadud, A., *Inside the Gender Jihad: Women's Reform in Islam* (Oxford: Oneworld, 2006)

Zahniser, A.H.M., *The Mission and Death of Jesus in Islam and Christianity* (New York: Orbis, 2008)

*available as eBook

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	UNISTATS - assessment	
	Please indicate summary of the following assessment types:	
	COURSEWORK	100%
	EXAM%
18.	UNISTATS – learning and teaching	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits are 300 hours).	
	Scheduled Teaching (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	<i>Onsite:</i> 48 <i>Distance:</i> N/A
	The proposed number of scheduled teaching hours:	
	Assessment Proposed number of hours for the assessments.	<i>Onsite:</i> 40 <i>Distance:</i> 40
Placement Activity (e.g., placement, work-based learning or year abroad).		
Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):		