Programme Specification

I. Programme Details

Programme title	MA in Islamic Studies and Humanities	
Final award *(exit awards will be made as outlined in the [Taught Degree Regulations](#))*	**UG – FHEQ level 6**	**PGT – FHEQ level 7**
	BA ☐	MA ☒
	BSc ☐	MSc ☐
	LLB ☐	MRes ☐
		LLM ☐
	Other …	☐
	If other, please specify FHEQ level: …	
Mode of delivery	Distance-learning ☐	
	On-campus ☒	
Professional body accreditation *(if applicable)*	N/A	
Academic year this specification was created	2017-18	
Dates of any subsequent amendments	August 2022	

II. Programme Aims: What will the programme allow you to achieve?

1. To engender a critical yet sympathetic examination of many of the issues that contemporary Muslims face; from the debate amongst Muslim intellectuals regarding the re-examination of aspects of the Islamic heritage to the challenges contemporary Muslim societies face in their endeavour to modernize and develop.

2. To emphasize the analytical frameworks and critiques of the social sciences and humanities as they apply (or fail to apply) to the study of the phenomenon of religion in all its aspects.

3. To integrate pertinent disciplines – e.g. history, anthropology, political science, philosophical analysis, linguistic and literary criticism – in the study of Muslim societies in order to promote an approach in which the disciplines are intertwined at their roots, to produce an integrated analysis of the subject, conceived as broadly as possible.

4. To adopt a civilizational approach to the study of Islam. This premise has implications for the treatment of the subject matter. Instead of conventional divisions such as theology, law and mysticism, representing distinct religious interpretations of Islam, the programme treats these and other issues in the common framework of a cultural history. This means, first, that religious developments will be seen as part of the development of thought and culture in Muslim societies. Secondly, those aspects of culture, like art, poetry and architecture, which are not always treated on a par with doctrine, law or religious practice, will be so regarded in this programme. Thirdly, as culture cannot be studied in isolation from society, the programme will treat this interrelationship (of ideas and meanings to social and political forces) as one of the keys to an integrated understanding of the subject.

III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

Learning Outcomes: Knowledge	
1. **A civilizational understanding of Islam.** Demonstrate a systematic advanced understanding and knowledge of Islam from a civilisational perspective. 2. **Critical awareness of key debates and thinkers.** Demonstrate systematic knowledge and critical awareness of the key debates and thinkers (historical and contemporary) in the field of Islamic studies. 3. **Critical awareness of challenges in context.** Demonstrate a critical awareness of challenges facing contemporary Muslim societies in their diverse historical, political and socio-economic contexts. 4. **Understanding methods.** Demonstrate a systematic and comprehensive understanding of contemporary methodologies for the study of Islam in lived contexts.	
Typical Teaching Methods	**Typical Assessment Methods**
• Suggested readings and discussions in which they are applied • Lectures • Seminars/tutorials • Guest lecturers presenting case studies from their research area • Field research trip and study excursion	• Presentations • Essays on set questions • Essays on student-chosen questions • Oral exams • Research proposals (formative) • Dissertation

Learning Outcomes: Intellectual (thinking) skills	
1. **Making critical sense of materials.** Critically assess data and evidence from primary and secondary sources, and solve conflicts of facts and interpretations commensurably with the level expected of Master's graduates. 2. **Understanding materials critically.** Employ critical and at times original approaches and question established knowledge on the basis of reasoned interpretations of sources and evidence. 3. **Integrating materials.** Integrate findings from multiple sources in order to demonstrate and advance a critical understanding of topics under discussion. 4. **Making and reflecting on conclusions.** Make reasonable and substantiated conclusions independently in the light of research undertaken and evidence reviewed, and reflect on the implications of those and potential future directions.	
Typical Teaching Methods	**Typical Assessment Methods**
• Suggested readings and discussions in which they are applied • Analytical and reflective activities during lectures/seminars • Iterative activities and use of feedback on formative and summative work • Supervision of individual research	• Presentations and Q&A • Essays on set questions • Essays on student-chosen questions • Reflective essays • Book review • Oral exams • Research proposals (formative) • Dissertation

Learning Outcomes: Subject-based practical skills

1. **Finding materials.** Locate relevant materials and gather research data and/or evidence responsibly and ethically for the purpose of exploring and understanding a topic and/or preparing for assessment.
2. **Interpreting materials.** Summarise viewpoints and arguments from various sources of data and/or evidence, synthesising those where appropriate.
3. **Integrating interpretive approaches.** Integrate skills and/or approaches from different disciplinary areas for the purpose of exploring and understanding a topic/subject area in comprehensive and, where possible, original ways.
4. **Self-assessment and refining work produced.** Judging the merit of own work for the purpose of assessing its validity and appropriacy with regard to the subject matter, discipline and task at hand.

Typical Teaching Methods	Typical Assessment Methods
- Self-study and preparation for classes - Case study analysis - Primary source analysis - Interative activities and use of feedback on formative and summative work - Academic skills workshops - Library and bibliographic skills workshops - Research methods seminars and workshops - Supervision of individual research - Academic Adviser individual meetings - Language classes	- Skill-based tasks including writing a precis, book review, abstract, or essay plan. - Presentations and Q&A - Essays on set questions - Essays on student-chosen questions - Reflective essays - Oral exams - Research proposals (formative) - Dissertation

Learning Outcomes: Transferable skills

1. **Communication.** Communicate knowledgeably and critically in writing and speaking for the purpose of disseminating and contributing to the production of knowledge and to enable active participation in events such as seminars, conferences and symposia where current subject knowledge and approaches are being disseminated and debated.
2. **Working independently.** Demonstrate skills of research (finding and working with materials) and managing one's own learning in the service of working independently and responsibly.
3. **Working with others.** Work with others for the purpose of gathering and interpreting information, showing due regard for ethical considerations.

Typical Teaching Methods	Typical Assessment Methods
- Self-study and preparation for classes - Seminar discussions - Iterative activities and use of feedback on formative and summative work including oral presentations - Academic skills workshops - Research methods seminars and workshops - Supervision of individual research - Student research conferences - Field research trip - Leadership workshop - Academic Adviser individual meetings	- Skill-based tasks including writing a precis, book review, abstract, or essay plan. - Presentations and Q&A - Essays on set questions - Essays on student-chosen questions - Reflective essays - Oral exams - Research proposals (formative) - Dissertation

Structure and contact hours

The programme is a two-year full-time MA consisting of 360 credits, made up of:

- 16 taught subject modules of 15 credits each, taught over a 10-week term. All subject modules are compulsory, following a prescribed curriculum.
- 2 taught language modules of 30 credits each, as a guided option, taught over a 30-week academic year. This requirement is met by taking two language modules from a choice of five Arabic and three Persian modules.
- 10,000-word dissertation of 60 credits.

As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study such as reading and research, preparing coursework, revising for examinations and so on. Also included is class time, for example lectures, seminars and other classes. Language acquisition modules usually have more class time than others.

Most subject modules have a two-hour lecture and a one-hour seminar/tutorial every week, while most language modules have six hours of classes and a one-hour tutorial every week. More information can be found on individual module pages.

Appendix –Programme Structure

Year one	Length	Term	Credits
Language Requirement	30 weeks	1-3	30
The Qur'an: Context and Content	10 weeks	1	15
Ritual, Worship and Practice	10 weeks	1	15
Muslims in History I: Late Antiquity	10 weeks	1	15
The Qur'an: Debates and Reception	10 weeks	2	15
Muslims in History II: Middle Period	10 weeks	2	15
Key Moments in Shi'i History, Thought and Society	10 weeks	2	15
Muslims in History III: Modern and Contemporary	10 weeks	3	15
Key Moments in Ismaili History	10 weeks	3	15
Religion, Literature and Identity in South Asian Muslim Contexts	10 weeks	3	15
Year two	**Length**	**Term**	**Credits**
Language Requirement	30 weeks	1-3	30
Ismailis in Modern Times	10 weeks	1	15
Law, Ethics and Society I	10 weeks	1	15
Law, Ethics and Society II	10 weeks	2	15
Intellectual Traditions in the History of Muslims	10 weeks	2	15
Literature of the Islamic World	10 weeks	2	15
Art and Architecture in Islamic Societies	10 weeks	3	15
Prophet Muhammad and Imam Ali in the Discourse of Muslim Communities	10 weeks	3	15
Dissertation	10,000 words		60
Total			360