1. **Title of the module**

RSST3400 (TH340) – Introduction to Judaism and Islam

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA Religious Studies (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Assess the importance of the Jewish and Islamic faiths for believers today;

8.2 Demonstrate knowledge of the history, thought, culture and scriptures of these two monotheistic faiths;

8.3 Demonstrate appreciation of what it means to be a Jew or Muslim today;

8.4 Demonstrate understanding of the meaning of religious beliefs and practices in the two faiths;

8.5 Demonstrate understanding the broad historical development of Jewish and Muslim religion.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate communication skills, organising information in a clear and coherent fashion and developed writing and organising skills;

9.2 Apply methodological approaches that are applicable beyond the discipline and adapt to the rules of new institutions.

1. **A synopsis of the curriculum**

This course investigates the beliefs and practices of Jews and Muslims in the world today. Topics in Judaism include the life and work of the Patriarchs, the concept of the 'chosen people', the Promised Land, the Torah, synagogue, Jewish festivals and the Jewish home. In the case of Islam, topics include the life and work of Muhammad, the Five Pillars, the Qur'an and Hadith, Sunni and Shi'ite Muslims, Sufism, the Shariah and the Islamic contribution to the arts and sciences.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Armstrong, K. (2001) *Islam: A Short History*. London: Phoenix

Ayoub, M. (2004) *Islam: Faith and History*, London: Oneworld

De Lange, N. (2009) *An Introduction to Judaism*, 2nd edn, Cambridge: Cambridge University Press

Esposito, J. (2004) *Islam - The Straight Path*, Oxford: Oxford University Press

Satlow, M. (2006) *Creating Judaism: History, Tradition, Practice*, New York: Columbia University Press

Wright, MJ. (2012) *Studying Judaism: The Critical Issues*, London: Continuum

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay 1 (2,000 words) – 50%
* Essay 2 (2,000 words) – 50%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module addresses Judaism and Islam as transnational religions in ways that explore their global contexts and diversity, across both contemporary and historical perspectives.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 26/01/17 | Major | September 2017 | 1, 5, 9, 11-14 | No |
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| Revised FSO Jan 2018 |