



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**  
**SCHOOL OF ART HISTORY, CLASSICS AND RELIGIOUS STUDIES**

**RELIGIOUS STUDIES**

**RELI 203 Civilisation and Cultures of Islam**

**20 POINTS**

**TRIMESTER 2 2016**

**Key dates**

**Trimester dates:** 11 July to 13 November 2016

**Teaching dates:** 11 July to 16 October 2016

**Mid-trimester break:** 22 August to 4 September 2016

**Study period:** 17–20 October 2016

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds).

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)).

**Class times and locations**

Lectures: Wednesday 15:10 – 17:00 HM 103

Tutorials: tba. Students should enrol in tutorials through myAllocator

**Names and contact details**

Course coordinator: Dr Eva Nisa KP14/104 463 7908 [eva.nisa@vuw.ac.nz](mailto:eva.nisa@vuw.ac.nz)

Administrator: Aliko Kalliabetos KP 14/203 463 5299 [aliki.kalliabetos@vuw.ac.nz](mailto:aliki.kalliabetos@vuw.ac.nz)

**Communication of additional information**

Religious Studies is located at 14 Kelburn Parade. The programme administrator, Aliko Kalliabetos, is in room 203 (463 5299), [aliki.kalliabetos@vuw.ac.nz](mailto:aliki.kalliabetos@vuw.ac.nz). Notices regarding the course or any information on changes will be posted on the notice board outside her office. Notices will also be communicated to students via emails sent from Blackboard. Students who do not use their assigned student.vuw.ac.nz email addresses should ensure that ITS has an up-to-date email address, and that they check this address regularly.

## Prescription

This course introduces the major religious and cultural dimensions of the Islamic world, both those that express its diversity and those that express its continuity. The course seeks to provide students with a better and deeper understanding of the Islamic past and through this, the Islamic world today.

## Course content

The course aims to teach students to think, argue and write in a critical, creative and theoretically informed manner about Islam and Muslims, as a case study in the broader problem of the study of religion in general. The course uses a mixture of lectures and small-group discussions to make connections between theory and lived religious experience. The course also aims to improve students' skills in critical thinking, creative thinking and communication.

## Course learning objectives (CLOs)

Students who pass this course should be able to:

1. explain key concepts related to Islam and faith, history, law, politics, art, ethics, gender, and culture.
2. engage with important features of Islamic history, doctrine, and practice.
3. advance academic skills in approaching and examining the subject critically, reading texts and evaluating scholarly sources critically.
4. demonstrate intermediate-level research and writing skills, ability to make and defend arguments, and critical understanding.

## Teaching format

This course is designed as an integral combination of lectures, readings, tutorials, and assigned work. These components are complementary with one another, not redundant; and ALL components of the course are necessary for students to do well. It is thus recommended in the strongest possible terms that students do the readings, attend all lectures and tutorials, and keep up with the required work for the course. Please see Appendix A for the Lecture Schedule, the tutorial timetable and details relating to the assessment for this course.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must attend at least 7 out of 9 tutorials in order to demonstrate the achievement of all CLOs in the course. This fosters for students the intended linkages between the lectures, tutorials and assigned readings, and allows students to learn cooperatively.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

## Workload

For 20 point courses, a student should spend on average 13 hours per week for preparation, reading and writing in addition to attendance at lectures and tutorials. The total workload for the course, including class time should be approximately 200 hours.

## Assessment

RELI 203 Assessment items and workload per item		%	CLO(s)	Due dates
1	1 short in-class test (recommended average time spent on this task: 20 hours)	15%	1, 2, 3	Wednesday 3 <sup>rd</sup> August 2016
2	1 essay of 2,000 words (recommended average time spent on this task: 40 hours)	30%	1, 2, 3, 4	Friday 19 <sup>th</sup> August 2016
3	1 essay of 2,000 words (recommended average time spent on this task: 40 hours)	30%	1, 2, 3, 4	Friday 23 <sup>rd</sup> September 2016
4	1 in-class test (recommended average time spent on this task: 100 hours)	25%	1, 2, 3, 4	Wednesday 12 <sup>th</sup> October 2016

### Marking criteria

Please note that essays will be marked according to the following **rubrics**:

(1) **Argument**: Does the writer establish a clearly stated, persuasive *argument* that is *supported* by evidence and sub-arguments? Does it reflect sophisticated engagement with readings using skills developed in class?

(2) **Writing Style and Clarity**: Is the writing lucid, cogent, and grammatically correct? Does it show evidence of revision and attention to detail?

(3) **Technical requirements**: Does the essay conform to the assignment, with the appropriate word-count and correct citation format? Please see the “Appendix to Course Outline” for more specific information about writing assignments and requirements.

### Submission and return of work

Essays are to be submitted to the **assignment box** outside the Religious Studies office (KP 14 / 203). Please make sure you sign the sheet to document that you submitted your assignment, and when. Essays are **also** to be **submitted electronically, via Blackboard**, in part so that student work can be checked for plagiarism via TurnItIn. **DO NOT EMAIL YOUR ESSAYS TO THE LECTURER OR TUTOR. No responsibility will be taken for assignments for which there is no record.** Students should keep a copy of all their work until it is returned. Marked assignments may be collected from the Religious Studies office 2 weeks from the date of submission.

### Extensions and penalties

#### Extensions

If a student requires an extension for any serious or medical reason they must apply for one as soon as practicably possible, and if possible, before the due date of the assessment in question.

#### Penalties

- 2 per cent per 24 hours will be deducted for late essays (including Saturdays and Sundays).
- Essays submitted late due to medical reasons must be given to the programme administrator accompanied by a doctor's certificate.

### Set texts

There is no set textbook. All readings shall be available on Blackboard via the Talis system.

*The Girl in the Tangerine Scarf*, Mohja Kahf, PublicAffairs; 60418th edition (September 12, 2006)

## Recommended reading

Please see the Lecture Programme in the Appendix to this Outline (to be distributed during the first lecture, and available on BlackBoard) for a full reading list for this course.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course.

## Student feedback

Student feedback has indicated that this course has been very well received in the past. This course shall be evaluated by CAD

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Special passes: refer to the *Assessment Handbook*, at [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)