

## Programme Specification

### I. Programme Details

<b>Programme title</b>	Islamic Intellectual History Islamic Intellectual History & Intensive Language
<b>Final award</b> ( <i>exit awards will be made as outlined in the <a href="#">Taught Degree Regulations</a></i> )	BA <input type="checkbox"/> MA <input checked="" type="checkbox"/> BSc <input type="checkbox"/> MSc <input type="checkbox"/> Other <input type="checkbox"/>
<b>Mode of delivery</b>	Distance-learning <input type="checkbox"/> On-campus <input checked="" type="checkbox"/>
<b>Professional body accreditation</b> ( <i>if applicable</i> )	n/a
<b>Academic year this specification was created</b>	2016/17
<b>Dates of any subsequent amendments</b>	May 2018 and Dec 2018 for 2019/20 intake

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

<ol style="list-style-type: none"> <li>1. The programme offers in-depth study of the intellectual and religious history of the Islamic world, past and present, and of wider socio-political contexts. It has a broad and inclusive scope, encompassing different regions and subjects.</li> <li>2. The programme equips students with the intellectual and research tools, including critical-historical thinking, to conduct research in the intellectual and religious history of the Islamic world.</li> <li>3. The programme equips students with a grasp of discipline-specific methods and approaches.</li> <li>4. In the two-year Intensive Language pathway, the student will also be expected to achieve a certain level of language proficiency, depending on the language chosen and entry level.</li> </ol>
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### III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

Learning Outcomes: Knowledge	
<ol style="list-style-type: none"> <li>1. Students will learn how to assess data and evidence critically, locate and synthesise source materials, critically evaluate conflicting interpretations and sources, use research resources (library catalogues, journal databases, citation indices) and other traditional sources.</li> <li>2. Subject specific skills, for instance, critical-historical approaches, text analysis, familiarity with different areas in the academic study of the religious and intellectual history of Islam, and familiarity with various regional and historical contexts of Islam.</li> <li>3. Aspects of literature in the study of various spheres of intellectual and religious activity in the Islamic world, and their wider impact on Muslim societies.</li> </ol>	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> <li>• Students are required to attend lectures and seminars. They are expected in addition to study extensively on their own and to prepare non-assessed work on a regular basis.</li> </ul>	

<ul style="list-style-type: none"> <li>The relevant paths for each individual option are set out in the relevant module-descriptors.</li> </ul>	
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<b>Learning Outcomes: Intellectual (thinking) skills</b>	
<ol style="list-style-type: none"> <li>Students will learn to become precise and cautious in their assessment of evidence and should also come to understand through practice what documents can and cannot tell us.</li> <li>Students will develop the capacity to discuss questions concerning intellectual history in an articulate, informed, and intellectual manner.</li> <li>Students will learn to present complex theoretical arguments clearly and creatively.</li> <li>Students will learn to question interpretations, however authoritative, and reassess evidence for themselves.</li> <li>Communicate effectively in writing.</li> </ol>	
<b>Typical Teaching Methods</b>	<b>Typical Assessment Methods</b>
<ul style="list-style-type: none"> <li>All modules will introduce information that will need to be assessed critically and will demonstrate how conflicting interpretations might arise from the same information. In this way relevant skills will be imparted.</li> </ul>	

<b>Learning Outcomes: Subject-based practical skills</b>	
<ol style="list-style-type: none"> <li>Academic writing</li> <li>IT-based information retrieval and processing</li> <li>Presentational skills</li> <li>Independent study skills and research techniques</li> <li>Reflexive learning</li> <li>Students on the two-year Intensive Language pathway will learn the chosen language at the appropriate level.</li> </ol>	
<b>Typical Teaching Methods</b>	<b>Typical Assessment Methods</b>
<ul style="list-style-type: none"> <li>The writing of long essays and the dissertation will hone writing ability</li> <li>Preparation and planning the necessary essays and dissertation will hone skills in retrieval and selection</li> <li>Presentation of, and discussion within, seminars will result in acquisition of these skills</li> <li>Observance of deadlines for submitted work will hone this self-disciplinary aspect of research-work</li> <li>Students on the two-year Intensive Language pathway will practise speaking, reading and writing in the said language</li> </ul>	<ul style="list-style-type: none"> <li>By a mixture of unseen examination, dissertation, long essay and coursework</li> </ul>

<b>Learning Outcomes: Transferrable skills</b>
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<ol style="list-style-type: none"> <li>1. Write concisely and with clarity.</li> <li>2. Effectively structure and communicate ideas (oral and written).</li> <li>3. Explore and assess a variety of sources for research purposes.</li> <li>4. Work to deadlines and high academic standards.</li> <li>5. Assess the validity and cogency of arguments.</li> <li>6. Make judgements involving complex factors.</li> <li>7. Develop self-reflexivity.</li> <li>8. Develop an awareness of the ethical complexity of representational practices.</li> <li>9. Question the nature of social and cultural constructs.</li> </ol>	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> <li>• Practice at writing long essays, coursework and the dissertation tests the skill</li> <li>• Participation in presentation and discussion of seminars hones the skill</li> </ul>	<ul style="list-style-type: none"> <li>• Totality of skills assessed in unseen examinations, long essays, coursework and the dissertation</li> </ul>

<b>Learning Outcomes: Linguistic skills (in the Intensive Language pathway)</b>	
<ol style="list-style-type: none"> <li>1. To acquire/develop skills in a relevant language to the level specified in the respective programme specifications.</li> <li>2. To demonstrate awareness of the conceptual and communicative underpinnings of a relevant language and through this inter-linguistic and inter-cultural understanding.</li> <li>3. Communicate in written and spoken medium in a relevant language.</li> <li>4. Engage with people from different linguistic and cultural backgrounds, understand the role of different frames of reference.</li> </ol>	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> <li>• Acquisition of a spoken and written modern language through intensive language study.</li> <li>• Ability to read and process a modern written language on a variety of topics</li> <li>• Ability to speak and understand that language to an intermediate or advanced level (depending on entry level)</li> <li>• Experience of living and studying in that language during period of study abroad.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment through unseen examinations, coursework, long essays and a dissertation, together with the incorporation of materials in the language in coursework and exams.</li> </ul>

<b>General statement on contact hours – postgraduate programmes</b>
<p>Masters programmes (with the exception of two-year full-time MAs) consist of 180 credits, made up of taught modules of 30 or 15 credits, taught over 10 or 20 weeks, and a dissertation of 60 credits. The programme structure shows which modules are compulsory and which optional.</p> <p>As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see <a href="https://www.soas.ac.uk/admissions/ug/teaching/">https://www.soas.ac.uk/admissions/ug/teaching/</a>) 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. Some subjects may have more class time than others – a typical example of this are language acquisition modules.</p> <p>At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every week, but this does vary.</p> <p>More information can be found on individual module pages.</p>

## MA Islamic Intellectual History

	<b>Core Module</b>		<b>Dissertation</b>			
<b>credits</b>	15		60			
<b>module code</b>			15PNMC995			
<b>module title</b>	Approaches in Islamic Intellectual History		Dissertation in Islamic Intellectual History			
<b>status</b>	core module		compulsory module			
	<b>Taught Component</b>		<b>Taught Component</b>		<b>Taught Component</b>	
<b>credits</b>	45		30	+	30	
<b>module code</b>	from List A		from Lists A or B	+	from Lists A or B or C or from the open options list	
<b>module title</b>						
<b>status</b>	guided option*		guided option*		guided option*	

A minimum of 45 credits must be taken from List A.  
A maximum of 30 credits may be taken from List C or from the Postgraduate Open Options List.

### \*List of modules (subject to availability)

Code	Title	Credits
<b>Core Module</b>		
	Approaches in Islamic Intellectual History	15
<b>List A</b>		
15PNMC388	Medieval Arabic Thought	15
	The Islamic Manuscript Tradition	15
15PHIH044	Islam in South Asia	15
15PNMC228	Modern Trends in Islam	30
15PLAC121	Islamic Law (MA/LLM)	30
15PHIH045	The Origin of Islam: Sources and Perspectives	15
15PHIH039	The Early Development of Islam: Emerging Identities and Contending Views	15
15PHIH042	Iran and the Persianiade world, 1400 to 1800	15
15PHIH043	Iran and the Persianiade world, 1800 to 1979	15
15PHIH049	The End of Empire in the Middle East and the Balkans II	15
<b>List B</b>		
15PNMC378	Reading Classical Arabic Historians: Themes and Trends in Islamic Historiography	30
15PPOH006	Islam and Politics	15
15PHIH031	Modernity and the Transformation of the Middle East I	15
15PHIH032	Modernity and the Transformation of the Middle East II	15
15PSRC175	Christians and Muslims in Syriac Texts	30
15PNMC037	Islamic Legal Texts in Arabic	30
15PARH034	Islam and the West: Artistic and Cultural Contacts	15
15PARH035	Art and Architecture of the Fatimids	15
15PSRC158	Muslim Britain: Perspectives and Realities	30
15PSRC052	Zoroastrianism: Historical and Contemporary Perspectives	30
<b>List C (Language Modules):</b>		
15PNMH012	Introduction to Standard Modern Arabic A (PG)	15
15PNMH013	Introduction to Standard Modern Arabic B (PG)	15
15PNMC407	Intermediate Standard Modern Arabic	30
15PNMC382	Arabic 2 (PG)	30
15PNMC402	Advanced Standard Modern Arabic	30
15PNMC391	Arabic 4 (PG)	30
15PNMH016	Elementary Written Persian A (PG)	15
15PNMH017	Elementary Written Persian B (PG)	15
15PNMC033	Intermediate Persian Language (PG)	30
15PNMC408	Persian Language 3 (PG)	30
15PNMC422	Persian for Readers of Arabic Script	30
15PNMC401	Classical Persian Poetry: Texts and Traditions (PG)	30
15PNMC384	Elementary Persian Texts (PG)	30
15PSRC034	Pahlavi Language	30
15PNMH014	Elementary Written Turkish A (PG)	15
15PNMH015	Elementary Written Turkish B (PG)	15
15PNMC383	Intermediate Modern Turkish Language (PG)	30
15PNMC427	Advanced Turkish Language (PG)	30
15PNMC397	Ottoman Turkish Language (PG)	30
15PNMC385	Classical Ottoman Literature (Masters)	30
15PSEC032	Indonesian Language 1 (PG)	30
15PSEC033	Indonesian Language 2 (PG)	30
15PSEC034	Indonesian Language 3 (PG)	30
15PSEC035	Indonesian Language 4 (PG)	30
15PSAC300	Urdu Language 1 (PG)	30
15PSAC301	Urdu Language 2 (PG)	30
15PAFC140	Swahili 1 (PG)	30
15PAFC141	Intermediate Swahili 2A (PG)	30
15PAFC142	Swahili 3 (PG)	30
15PSRC033	Avestan I	30