



## **Courses and Study Plan**

The following table details a sample template for the foundation's scholarship structure. A depth of knowledge and expertise in these areas will be required from returning scholarship recipients, such that they will be able to meet the intellectual and educational needs ranging from a more advanced and systematic knowledge in the religious sciences, to a comprehension of the Islamic tradition in its different areas of thought and practice.

Applicants will be responsible for formulating topics, courses etc based on the results and findings of their research.

<b>Specialisation</b>	<b>Descriptions</b>	<b>Examples of particular areas/topics of importance</b> <b>(incomplete, and in no particular order)</b>	<b>Applicants Identified</b>
Fiqh and Usul	1. Fiqh and Usul in	<ul style="list-style-type: none"><li>❖ Concept and goals of Worship</li><li>❖ Higher objectives of different areas of Islamic law (marriage, business transactions etc)</li></ul>	Main Applicant 1: <i>Mohamed Acharki</i>  Main Applicant 2:

	<p>different madhahbs</p> <ol style="list-style-type: none"> <li>2. Fiqh Al-Muqaran (Comparative Fiqh)</li> <li>3. Tareekh At-Tashree' (History of Islamic Law)</li> <li>4. Maqaasid (Higher Objectives)</li> <li>5. Qawaa'ed Fiqhiyya (Legal Maxims)</li> </ol>	<ul style="list-style-type: none"> <li>❖ Rulings (with their proofs) of different areas of Islamic Law</li> <li>❖ Trends in Islamic Jurisprudence (Literalism, Purposivism etc)</li> <li>❖ Islamic law and ethics</li> <li>❖ Processes and institutions involved in generation of Islamic law</li> </ul>	<p>Assisting Teacher 1:</p> <p>Assisting Teacher 2:</p>
<p>Hadith Sciences-</p>	<ol style="list-style-type: none"> <li>1. The science of Hadith (Riwayatan)</li> <li>2. The science of Hadith (Diraayatan)</li> </ol>	<ul style="list-style-type: none"> <li>❖ Movement of Hadith preservation (past and present)</li> <li>❖ Understanding Hadith (identifying admissible evidence, comprehension of Hadith contents and resolving conflict between various reports)</li> <li>❖ Comparing between the preservation of Islamic epistemic sources and that of other traditions (Christianity etc)</li> </ul>	<p>Main Applicant 1:</p> <p>Main Applicant 2:</p> <p>Assisting Teacher 1: Mohamed Acharki</p> <p>Assisting Teacher 2:</p>

	<ol style="list-style-type: none"> <li>3. Hadith Criticism (Jarh Wat-Ta'deel)</li> <li>4. Hadith Identification (Ilm At-Takhreej)</li> <li>5. Commentary on Hadith</li> </ol>	<ul style="list-style-type: none"> <li>❖ Modern challenges to the authenticity of the Hadith</li> </ul>	
Arabic Sciences	<ol style="list-style-type: none"> <li>1. Arabic Grammar, Morphology, Rhetoric</li> <li>2. Arabic Literature (Adab Al-'Arabiyy): Poetry and Prose</li> <li>3. Linguistics [Al-Lugha Wal-Mustalahaat])</li> </ol>	<ul style="list-style-type: none"> <li>❖ Arabic and the Islamic tradition</li> <li>❖ History of the Arabic language (development and preservation)</li> <li>❖ Importance of Arabic today</li> <li>❖ Arabic cannon</li> <li>❖ Theories and pedagogies of Arabic language acquisition</li> </ul>	<p>Main Applicant 1: Mohamed Acharki</p> <p>Main Applicant 2: -</p> <p>Assisting Teacher 1:</p> <p>Assisting Teacher 2:</p>
Theology	<ol style="list-style-type: none"> <li>1. Islamic Dogma</li> </ol>	<b>Analytic Theology:</b>	<p>Main Applicant 1: -</p>

	<p>2. Classical and Modern Theology</p> <p>3. Classical and Modern Logic</p> <p>4. Munaadhara wa Asaaliib Al-Hijaaaj, (Debate and the methods of argumentation)</p>	<ul style="list-style-type: none"> <li>❖ The discovery of theological arguments within the tradition and their recasting in terms of modern analytic theology</li> <li>❖ The identification of key concepts and debates in the branches of philosophy that bear on theological arguments.</li> <li>❖ Key thinkers and figures, both past and present, and their central ideas</li> </ul>	<p>Main Applicant 2: -</p> <p>Assisting Teacher 1: Mohamed Acharki</p> <p>Assisting Teacher 2:</p>
<p>Quran Studies</p>	<p>1. Foundational Topics (Gathering of the Quran)</p> <p>2. History of canonical readings and recitations</p> <p>3. Unambiguous and Ambiguous Texts [Muhkam Wal-Mutashabih],</p> <p>4. Abrogating and Abrogated Texts [An-Nashikh Wal-Mansukh], Ghareb Al-Quran etc)</p>	<ul style="list-style-type: none"> <li>❖ Arabic and Quranic Exegesis</li> <li>❖ Rules of Quranic interpretation (hermeneutics)</li> <li>❖ Historical development of tafsir</li> <li>❖ Different approaches to Quranic interpretation, invalid approaches</li> <li>❖ Comparative exegesis (between Islam and Christianity)</li> <li>❖ The Quran between Makkah and madinah (characteristics and themes)</li> <li>❖ Reading and Understanding the Quran (a practical approach for the western layman), stories of the prophets in the Quran</li> </ul>	<p>Main Applicant 1: Mohamed Acharki</p> <p>Main Applicant 2:</p> <p>Assisting Teacher 1:</p> <p>Assisting Teacher 2:</p>

	<p>5. Foundations of Tafseer (Usul At-Tafser)</p> <p>6. Major Approaches to Quranic exegesis (At-Tafseer Wa Manahijuhu)</p> <p>7. Miracle of the Quran (I'jaaz Al-Quran)</p>		
Fiqh Da'wa	APPEARS IN FINALISED STUDY TABLES	APPEARS IN FINALISED STUDY TABLES	
Seerah and Islamic History	<p>1. Pre-Islamic society</p> <p>2. Makkan and Madinan society in the time of the Prophet</p> <p>3. Major and minor events and themes of the Prophetic Seerah</p>	APPEARS IN FINALISED STUDY TABLES	<p>Main Applicant 1:</p> <p>Main Applicant 2:</p> <p>Assisting Teacher 1: Mohamed Acharki</p> <p>Assisting Teacher 2:</p>

	<ol style="list-style-type: none"><li>4. Period of Rightly Guided Caliphs</li><li>5. History of the field of the 'Seerah' (different approaches and methods to its writing etc),</li><li>6. Major epochs and events of the post-Prophetic era (Classical Approach: Ummayad Period, First and Second Period of Abbasids etc. Cultural Approach: Expansion out of Arabia, Encounter of Ancient Cultures, Early</li></ol>		
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	Development of Islamic Civilisation etc)		
Islam and Economics	<p>Provision of a depth of expertise that will enable:</p> <ul style="list-style-type: none"> <li>• The teaching of the history and unique characteristics of the Islamic Tradition's approach to Economics (), as well as within non-Islamic traditions</li> <li>• The ability to provide knowledge on influential knowledge claims originating from outside of the Islamic tradition () and direction</li> </ul>	APPEARS IN FINALISED STUDY TABLES	<p>Main Applicant 1:</p> <p>Main Applicant 2:</p> <p>Assisting Teacher 1:</p> <p>Assisting Teacher 2:</p>

	<p>and guidance on whether they can be accepted, should be rejected, possibilities for reconciliation etc</p> <ul style="list-style-type: none"> <li>• The ability to provide knowledge and guidance on novel research, projects and lines of inquiry arising out of the Islamic tradition ('Islamic Economics' etc)</li> </ul>		
<p>Islam and Education</p>	<p>Provision of a depth of expertise that will enable:</p>	<p>❖ Participating to the discourse and research of an Islamic Philosophy of Education</p>	<p>Main Applicant 1: Main Applicant 2:</p>



	<ul style="list-style-type: none"> <li>• The teaching of the history and unique characteristics of the Islamic Tradition's approach to Education(), as well as within non-Islamic traditions</li> <li>• The ability to provide knowledge on influential knowledge claims originating from outside of the Islamic tradition () and direction and guidance on whether they can be accepted, should be rejected, possibilities for</li> </ul>	<ul style="list-style-type: none"> <li>❖ Syncretism, Cross-disciplinary, and interdisciplinary studies</li> </ul>	<p>Assisting Teacher 1: Mohamed Acharki</p> <p>Assisting Teacher 2:</p>
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	<p>reconciliation etc</p> <ul style="list-style-type: none"> <li>The ability to provide knowledge and guidance on novel research, projects and lines of inquiry arising out of the Islamic tradition ()</li> </ul>		
Islam and Philosophy	<p>Provision of a depth of expertise that will enable:</p> <ul style="list-style-type: none"> <li>The teaching of the history and unique characteristics of the Islamic Tradition's approach to Philosophy (), as well as within non-Islamic traditions</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Defining the tradition:</b> <ul style="list-style-type: none"> <li>Islamic philosophy as a tradition which emerges in continuity with the Hellenistic philosophical tradition.</li> <li>Islamic Philosophy as an intellectual tradition which emerges from the primary resources of the religion itself.</li> </ul> </li> <li>❖ The identification of key concepts and debates in theology that bear on Islamic philosophy.</li> <li>❖ <b>Philosophy of Science:</b></li> </ul>	<p>Main Applicant 1: Main Applicant 2:  Assisting Teacher 1: Mohamed Acharki  Assisting Teacher 2:</p>

	<ul style="list-style-type: none"> <li>• The ability to provide knowledge on influential knowledge claims originating from outside of the Islamic tradition () and direction and guidance on whether they can be accepted, should be rejected, possibilities for reconciliation etc</li> <li>• The ability to provide knowledge and guidance on novel research, projects and lines of inquiry arising out of the Islamic tradition ()</li> </ul>	<p>Contribute to the original or continued development of the following</p> <ul style="list-style-type: none"> <li>• Hermeneutic for sound interpretation of Primary resources (Qur'an and hadith) that allude to natural phenomena</li> <li>• Philosophical framework to guide Applied Science and Technologies</li> <li>• Setting priorities in theoretical and applied research and development</li> </ul> <p>❖ Philosophical and interpretive framework needed for the assimilation and reconciliation of contemporary models and theories with the relevant Islamic position.</p>	
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<p>Islam and Science</p>	<p>Provision of a depth of expertise that will enable:</p> <ul style="list-style-type: none"> <li>• The teaching of the history and unique characteristics of the Islamic Tradition's approach to Science (), as well as within non-Islamic traditions</li> <li>• The ability to provide knowledge on influential knowledge claims originating from outside of the Islamic tradition () and direction and guidance on whether they can be</li> </ul>	<ul style="list-style-type: none"> <li>❖ Issues in bridging the gap between Islamic philosophies of science and research programs/scientific paradigms</li> <li>❖ Islam and the Biological Sciences: Topics in <ul style="list-style-type: none"> <li>• Evolution</li> <li>• Bioethics</li> <li>• Neuroscience and the Human Mind; debates in the philosophy of mind.</li> </ul> </li> <li>❖ Islam and the Physical Sciences: Topics in <ul style="list-style-type: none"> <li>• Quantum Physics</li> <li>• Cosmology &amp; Cosmogony</li> </ul> </li> </ul>	<p>Main Applicant 1:</p> <p>Main Applicant 2:</p> <p>Assisting Teacher 1:</p> <p>Assisting Teacher 2:</p>

	<p>accepted, should be rejected, possibilities for reconciliation etc</p> <ul style="list-style-type: none"> <li>• The ability to provide knowledge and guidance on novel research, projects and lines of inquiry arising out of the Islamic tradition ()</li> </ul>		
<p>Islam and History</p>	<p>Provision of a depth of expertise that will enable:</p> <ul style="list-style-type: none"> <li>• The teaching of the history and unique characteristics of the Islamic Tradition's approach to history (History as a</li> </ul>	<p>APPEARS IN FINALISED STUDY TABLES</p>	<p>Main Applicant 1: Main Applicant 2:  Assisting Teacher 1:  Assisting Teacher 2:</p>

	<p>set of signs[Ayat] and indications [‘lbar] etc), as well as within other non-Islamic traditions</p> <ul style="list-style-type: none"><li>• The ability to provide knowledge on influential knowledge claims originating from outside of the Islamic tradition (historical materialism etc) and direction and guidance on whether they can be accepted, should be rejected, possibilities for</li></ul>		
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	<p>reconciliation etc</p> <ul style="list-style-type: none"> <li>The ability to provide knowledge and guidance on novel research, projects and lines of inquiry arising out of the Islamic tradition (new frameworks for analysing history in general and islamic history in particular etc)</li> </ul>		
<p>Islam and the Social</p>	<p>Provision of a depth of expertise that will enable:</p> <ul style="list-style-type: none"> <li>The teaching of the history and unique characteristics of the Islamic Tradition's approach to</li> </ul>		<p>Main Applicant 1: Mohamed Acharki</p> <p>Main Applicant 2:</p> <p>Assisting Teacher 1:</p>

	<p>the Social (), as well as within non- Islamic traditions</p> <ul style="list-style-type: none"><li>• The ability to provide knowledge on influential knowledge claims originating from outside of the Islamic tradition () and direction and guidance on whether they can be accepted, should be rejected, possibilities for reconciliation etc</li><li>• The ability to provide knowledge and guidance on novel</li></ul>		Assisting Teacher 2:
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	<p>research, projects and lines of inquiry arising out of the Islamic tradition ( )</p>		
<p>Islam and the Political</p>	<p>Provision of a depth of expertise that will enable:</p> <ul style="list-style-type: none"> <li>• The teaching of the history and unique characteristics of the Islamic Tradition's approach to the Political ( ), as well as within non-Islamic traditions</li> <li>• The ability to provide knowledge on influential knowledge claims originating from outside of the Islamic</li> </ul>	<ul style="list-style-type: none"> <li>❖ Islamic Political Philosophy: <ul style="list-style-type: none"> <li>• The aim and scope of traditional investigations into the political</li> <li>• The old synthesis: Farabi's Virtuous City and Neoplatonic theorising</li> </ul> </li> </ul>	<p>Main Applicant 1:</p> <p>Main Applicant 2:</p> <p>Assisting Teacher 1:</p> <p>Assisting Teacher 2:</p>

	<p>tradition () and direction and guidance on whether they can be accepted, should be rejected, possibilities for reconciliation etc</p> <ul style="list-style-type: none"> <li>• The ability to provide knowledge and guidance on novel research, projects and lines of inquiry arising out of the Islamic tradition ()</li> </ul>		
<p>Islam and The Arts</p>	<p>Provision of a depth of expertise that will enable:</p> <ul style="list-style-type: none"> <li>• The teaching of the history and unique characteristics</li> </ul>	<p><b>APPEARS IN FINALISED STUDY TABLES</b></p>	<p>Main Applicant 1: Main Applicant 2:</p>

	<p>of the Islamic Tradition's approach to Art (), as well as within non-Islamic traditions</p> <ul style="list-style-type: none"><li>• The ability to provide knowledge on influential knowledge claims originating from outside of the Islamic tradition () and direction and guidance on whether they can be accepted, should be rejected, possibilities for reconciliation etc</li><li>• The ability to provide knowledge</li></ul>		<p>Assisting Teacher 1:</p> <p>Assisting Teacher 2:</p>
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	and guidance on novel research, projects and lines of inquiry arising out of the Islamic tradition ()		
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