**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

**Department of Islamic Studies and Shari’ah**

1. **A Shari’ah**

Proposed 30% Addition to Core Curriculum Minimum Academic Standard (CCMAS)

**Level 100**

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| --- | --- | --- | --- | --- | --- |
| **COURSE CODE** | **COURSE TITLE** | **UNIT** | **STATUS** | **LH** | **PH** |
| **BUK-SHA 110** | Introduction to non-Abrahamic Religion | 2 | C | 30 | - |
| **BUK-SHA 111** | Modern challenges to Muslim youths in Nigeria | 2 | C | 30 | - |
| **BUK-SHA 112** | Philosophy of Zakat of Unconventional wealth | 2 | C | 30 | - |
| **BUK-SHA 113** | **Relevance and importance of the study of Shari’ah in the contemporary world** | 2 | C | 30 | - |
|  |  | 8 |  |  |  |

**Level 200**

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| **COURSE CODE** | **COURSE TITLE** | **UNIT** | **STATUS** | **LH** | **PH** |
| **BUK-SHA 208** | Ibadat II | 2 | C | 30 | - |
| **BUK-SHA209** | Arabic Language Drills II | 2 | C | 30 | - |
| **BUK- SHA 210** | Quran and Tajweed | 2 | C | 30 | - |
| **BUK- SHA 211** | Saviors and Destructive Evils (*al-Munjiyat* & *al-Muhlikat*) in the Qur’an and Sunnah | 2 | C | 30 | - |
| BUK- **SHA 212** | Application of Shari’a in Nigeria before the Colonial Rule | 2 | C | 30 | - |
|  |  | 10 |  |  |  |

**Level 300**

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| --- | --- | --- | --- | --- | --- |
| **COURSE CODE** | **COURSE TITLE** | **UNIT** | **STATUS** | **LH** | **PH** |
| **BUK- SHA 309** | History of Islamic Legislation | 2 | C | 30 | - |
| **BUK- SHA 310** | Principles of Qur’anic Exegesis | 2 | E | 30 | - |
| **BUK- SHA 311** | Jurisprudential Maxims | 2 | C | 30 | - |
| **BUK- SHA 312** | Objectives and Goals of the Shari’ah | 2 | E | 30 | - |
| **BUK- SHA 313** | Islamic Law of Banking and Insurance | 2 | E | 30 | - |
| **BUK- SHA 314** | The Research Methods | 2 | C | 30 | - |
|  |  | 14 |  |  |  |

**Level 400**

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| **COURSE CODE** | **COURSE TITLE** | **UNIT** | **STATUS** | **LH** | **PH** |
| **BUK-SHA411** | Sokoto Caliphate Literature | 2 | E | 30 | - |
| **BUK-SHA412** | Modern Contributions to Hadith Studies | 2 | E | 30 | - |
| **BUK-SHA413** | Methods and Trends of Tafsir | 2 | E | 30 | - |
| **BUK-SHA414** | The Research Methods of Muslim Scholars | 2 | C | 30 | - |
| **BUK-SHA415** | Reasons for Juristic Differences | 2 | C | 30 | - |
| **BUK-SHA416** | Hadith Extraction (*takhrij*) and its Methodology | 2 | E | 30 | - |
| **BUK-SHA417** | Islam and Gender | 2 | E | 30 | - |
| **BUK-SHA 318** | Islamic Code of Judicial Conduct/Ethics (Legal Ethics in Islam) | 2 | C |  |  |
| BUK-SHA 419 | Islam and Enviromental Studies | **2** | E | 30 | - |
|  |  | 14 |  |  |  |

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**B.A Shari’ah**

**SHA110 Introduction to non-Abrahamic Religion (2 Units, Core: L= 30; P=0)**

**Senate Approved Relevance**

Producing high quality students, who are conversant with the history of non-Abrahamic religions, their emergence, development, norms and rituals, so that they would have exposure to the other world religions, and to promote peaceful co-existence among the citizens of Nigeria, and to evaluate the other religions in comparison to the religion of Islam.

**Overview**

The course introduces students to preliminary knowledge about non-Abrahamic Religion that exist in Nigeria and other parts of the world. This would widen the horizon of those who participate in da’awah activities.

It examines the emergence, development, norms, rituals and ceremonies of such religions. It also evaluates them in according to the principles of Islam and its fundamental beliefs.

**Objectives**

The objectives of the course are to:

1. Describe the major religions of Far East as well as traditional religions in Nigeria.
2. Trace the origins and places of such religions.
3. Clarify the beliefs of the followers of the revealed religion.
4. Identify the Differences between Abrahamic and non-Abrahamic religions.
5. Identify the characteristics and peculiarities of Islamic Religion.

**Learning Outcomes**

At the end of the course students should be able to:

1. Identify 5 major religions of Far East as well as traditional religions in Nigeria.

2. Identify 5 places where those religions originated.

3. Note the existence of other religions with billions of adherents.

4. State how Islam differs from non-Abrahamic religions

5. Identify the characteristics and peculiarities of Islamic Religion.

**Course Contents**

An overview of the Abrahamic Religions and their Leaders (Prophets). The Places and Times of each of the Abrahamic Religions. The Scriptures of each of the Abrahamic Religion. The Religions of Buddhism, Hinduism, Shinto and traditional religions in Nigeria. Brief biographies of the founders, Analysis of their sphere of influences. The role of monks and monasteries in their societies. Evaluation of the belief systems of the referred religions. How the referred religions impacted their societies. The relevance or otherwise of the religions in their societies. The system of disposing their deceased persons such as burying, cremation of corpses. The evaluation of the idea of transmigration of soul. Evaluation of these religions in relation to Islamic values.

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**SHA111 Modern Challenges to Muslim youths in Nigeria** **(2 Units, Core: L= 30; P=0)**

**Senate Approved Relevance**

Producing high quality graduates who would use internet, social media and other digital technologies positively in accordance with the Islamic teachings and perspectives. They would be acquainted with the logic of arguing with modern negative thoughts. The course will also produce graduates with high level of technological development in their fields of study.

**Overview**

This course addresses some of the modern challenges of electronic and print Medias, and recommends Islamic ways of solving the problems of immorality in Nigeria. It also shows the stand of Islam on the use of such Media.

The course will also guide students on using the Internet for developing their knowledge and meeting with experts and Academicians from different parts of the world, as well as coordinating Islamic events and activities.

**Objectives**

The objectives of the course are to:

1. Explain the stand of Islam in the use of Internet and Social media.
2. Identify 10 Software’s, Applications and Social Media Platforms of Useful to Islamic Students.
3. State how to use Social Media and other Techniques for *Da’awa* activities.
4. Explain to the students the knowledge and logic of Argument, in order to engage them in dialogue with atheist and other negative thoughts in the society.
5. Identify 10 and combat the new challenges of globalization.
6. Describe some methods of early Muslim scholars in sorting out the fake and authentic stories.

**Learning Outcomes**

At the end of the course, students should be able to:

1. Enumerate 7 advantages and disadvantages of using internet.

2. Identify 7 anti-Islamic and propaganda sites.

3. State how to use online sources positively.

4. Evaluate 10 effects of those books, radio and TV Programmes, NGOs and ceremonies at event centres in relation to Islamic values.

5. Describe some methods of early Muslim scholars in sorting out the fake and authentic stories.

6. Identify 10 and combat the new challenges of globalization.

**Course Contents**

Students should have exposure to; historical background of the invention of ICT system. The emergence and development of internet technology. The Globalization; Concept. Goal. Impact. Online sources including propaganda and anti-Islamic sites. Social media and fake stories. Pornographic sites. Fake news and stories that blackmail other people. Identification of Anti-Islamic sites as well as alternative educative sites. Chatrooms and their roles in promoting moral decadence among the youth. The Islamic Method of Sifting Fake Stories. The prohibition of circulating Scandals respecting the believers and warning against it. Evaluation of the positive ways of eradicating evil impact of unscrupulous sites which violate the teaching of Islam.

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**B.A Shari’ah**

**SHA112 Philosophy of Zakat of Unconventional Wealth (2 Units, Core: L= 30; P=0)**

**Senate Approved Relevance**

Producing graduates who are well-versed with the knowledge of the rules of Zakat and how it would be applicable to the existing wealth, be it conventional or unconventional, to educate the members of the society about the Islamic goal of eradicating poverty from the society and how it promotes helping one another and encourages self-reliance among its followers and their non-muslims neighbors.

**Overview**

This course provides students with a comprehensive Ideas about the rules and regulations of Zakat and how it covers some other unconventional wealth, such as large ginger farms, sesame farms, cocoa plantations, fishing, tea plantations, e.t.c.

It promotes the circulation of wealth among the members of society, which would develop the economic growth of the Nigerian society at large, and will minimize the rate of poverty in the country.

**Objectives**

The objectives of the course are to:

1. Identify 10 different types of Unconventional wealth with special reference to Nigeria.
2. Trace the origin and development of some major Digital currencies.
3. Evaluate 10 different types of Unconventional wealth and how it’s related to the system of Zakat.
4. Introduce the general rules of Zakat as applicable to the Unconventional wealth.
5. Analyse 7 appropriate ways of distributing the zakat of Unconventional wealth among its beneficiaries.

**Learning Outcomes**

At the end of the course, students should be able to:

1. Mention 10 items for zakat deductions,

2. Point out why it is better to pay *zakah* on those types of wealth.

3. Suggest ways of identifying more items for zakat deduction and to enlighten others about these developments.

4. Identify the minimum fix-rate of Unconventional wealth upon which zakat is due.

5. Discuss the role of zakat of Unconventional wealth in alleviating poverty in the Nigerian society.

**Course contents**

Students should have exposure to; historical background of the invention of ICT system. The emergence and development of internet technology. The Globalization; Concept. Goal. Impact. Online sources including propaganda and anti-Islamic sites. Social media and fake stories. Pornographic sites. Fake news and stories that blackmail other people. Identification of Anti-Islamic sites as well as alternative educative sites. Chatrooms and their roles in promoting moral decadence among the youth. The Islamic Method of Sifting Fake Stories. The prohibition of circulating Scandals respecting the believers and warning against it. Evaluation of the positive ways of eradicating evil impact of unscrupulous sites which violate the teaching of Islam.

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**B.A Shari’ah**

**SHA1206 RELEVANCE AND IMPORTANCE OF THE STUDY OF SHARI’A IN THE CONTEMPORARY WORLD (2 Units, Core: L= 30; P=0)**

**Senate Approved Relevance**

Producing students who are conversant with the knowledge of Shari’a, understanding its importance, and establish its necessity to maintain the life of mankind and his day to day activities, and to prove the incapacity of man-made law to settle their conflicts and disputes, and its inability to solve their social, economic and political problems.

**Overview**

This course would introduces students to the concept of Shari’a. It also introduces its historical background, importance and relevance in the contemporary world.

It establishes the incapacity of the man-made law to cater the needs of human being in solving his problems, social, economic and political problems, and provides a lasting solutions to the aforementioned problems. The course identifies the sources of Shari’a and illustrates its relevance to the contemporary world.

**Objectives**

The objectives of the course are to:

1. Recognize the concept of the Shari’a, its importance, nature and the scope.
2. Trace the development and evolution of Shari’a from the Prophetic period to the time of the Tabi’un.
3. Identify 4 schools of law and their founders.
4. Study 14 sources of shari’a.
5. Distinguish between Shari’a and man-made law.
6. Identify 7 relevance of the study of Shari’a in the contemporary world.

**Learning Outcomes**

At the end of the course, students should be able to:

1. Identify the concept of shari’a and its importance.
2. Appreciate the nature and scope of Shari’a.
3. Trace the history of Shari’a from the Prophetic period to the time of the four rightly guided Caliph.
4. Study the development of Shari’a during the time of the Tabi’un.
5. Identify the emergence and evolution of the schools of law.
6. Examine and analyses the sources of shari’a.

**Course contents**

The Nature compositions and scope of Shari’a. The history of the Shari’a. The Prophetic and rightly guided Caliph (Rashidun) periods. The Tabi’un and emergence of the schools of law. The Sources of Shari’a. The importance of Shari’a in the life of mankind. The relevance of the study of the Shari’a in the contemporary world. And the comparison between Shari’a and the man-made laws.

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**Level 200**

**BUK-SHA 208 *Ibadat* II**  **(2 Units, Core: L= 30; P=0)**

**Senate Approved-Relevance**

Training of high quality graduates who are knowledgeable in Ibadat/worships aspect of religion of Islam covering both classical and contemporary issues.

**Overview**

It is an approach to the study of Ibadat consisting of prayer, Zakah, fasting and pilgrimage. This course is designed to educate students on the worships from both classical and contemporary perspective.

In other words contemporary issues relating to prayer, Zakah, fasting and pilgrimage will be discussed. This would make the students to be well-versed.

**Objectives**

The Objectives of the Course are;

1. Define the issues relating to Salah both classical and contemporary.
2. Define the issues relating to Zakah both classical and contemporary.
3. Define the issues relating to Sawm both classical and contemporary.
4. Define the issues relating to Haj both classical and contemporary
5. Exposes students to the relevance of islam to all times and places

**Learning Outcomes**

At the end of this course, the students should be able to:

1. Explain *Salah, Zakah, Sawm* and *Hajj*.
2. Identify 7 integral element of each of *Salah, Zakah, Sawm* and *Hajj*
3. *Identify the spiritual lessens of Zakah, Sawn and Hajj*
4. *List the social and economic lessons of Zakah and Hajj.*
5. Identify and explain the contemporary issues relating to *Salah, Zakah, Sawm* and *Hajj*.

**Course Contents**

*Salah* and Contemporary issues. *Zakah* and Contemporary issues. *Sawm* and Contemporary issues. *Hajj* and Contemporary issues.

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**B.A Shari’ah**

**BUK-SHA209 Arabic Language Drills II (2 Unit: 2; Core; LH:30; P:0)**

**Senate Approved-Relevance**

Training of high quality graduates who are knowledgeable in Arabic grammar. The students should be well-trained in the basic Arabic grammar. Subjects like verbs, subjects and objects, inna and kana as well as their sisters should be well absorbed by the students.

**Overview**

It is an approach to the study of basic Arabic grammar rules. This course is designed to educate students on how the rules of Arabic language drills can be practicalised in both written and spoken Arabic communication.

The course would also expose the students how to compose essays in compliance with the laid down rules of Arabic Language. This would also help in understanding the Arabic text.

**Objectives**

The Objectives of the Course are to:

1. To study verbs and its types.
2. To study the subject and the object of the verbs
3. To study *inna* and *kana* and their sisters in relation to their subject and predicates.
4. To train students on the application of these rules into essay writing.
5. Appreciate the power of Arabic Grammar in understanding the Shariah texts.

**Learning Outcomes**

At the end of this course, the students should be able to:

1. Identify, differentiate and explain 5 different types of verbs.
2. Explain and differentiate between the subject and the object of the verbs.
3. Explain how *inna* and *kana* and their sisters are used in relation to their subject and predicates.
4. Write short essays and compositions and translation from Arabic to English and English to Arabic.
5. Apply the rules in a spoken communication

**Course contents**

Verbs. Its types: The Perfect Tense (*fi’l madhi)*. The Imperfect Tense (*fi’l mudhari’*). The Imperative Tense (*fi’l amr*). Verbal Subject/Doer (*al-fa’il*). The object (*maf’ul bih*). Nominal Subject and its predicate (*al-mubtada’ wa al-khbar*). *Kana* and its sisters (*kana wa akhwatuha*). *Inna* and its sisters (*inna wa akhwatuha*).

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**BUK-SHA 210 Quran and Tajweed**  **(2 Units, Core: LH 30; P=0)**

**Senate Approved-Relevance**

Training of high quality graduates who are knowledgeable in the Qur’an and Tajweed. It uses an approach through which rules of Tajweed such as *Nun as-Sakinah and Tanwin*, *Mim as-Sakinah*, *Ra’at and Lamat*, *Nun and Mim al- Mushaddadatain*, Elongations (*al-madd*), Attributes of Arabic letters (*siffat al-huruf*) and Articulation of Arabic letters (*makharij al-huruf* will be applied in recitation of *Juz’ Amma* using the recitation of *Imam Warsh* and *Hafs.*

**Overview**

It is an approach to the study of basic Arabic grammar rules. This course is designed to educate students on rules of Tajweed. It also exposes them how to apply these rules in recitation.

This rules include application of *Nun as-Sakinah and Tanwin*, *Mim as-Sakinah*, *Ra’at and Lamat*, *Nun and Mim al- Mushaddadatain*, Elongations (*al-madd*), Attributes of Arabic letters (*siffat al-huruf*) and Articulation of Arabic letters (*makharij al-huruf in the Qur’anic recition especially Juz Amma.*

**Objectives**

The Objectives of the Course are to:

1. Explain the virtues of the Qur’anic recitation and reciters.
2. Explain rules of Tajweed and their application in the recitation of Juz’u Amma using imam Warsh and Hafs Recitals.
3. Explain other rules relating to *al-mudud,* attributes of Arabic letters and articulation of Arabic letters.
4. Identify the different attributes of Arabic letters
5. Discuss articulation of Arabic letters.

**Learning Outcomes:**

At the end of this course the student should be able to:

1. State the virtues of the Qur’anic recitation and its reciters
2. Recite *Juz’ Amma* using the recitation of *Imam Warsh* and *Hafs* in line with the *tajweed* rules relating to (i) *Nun as-Sakinah and Tanwin* (ii) *Mim as-Sakinah* (iii) *Ra’at and Lamat* (iv) *Nun and Mim al- Mushaddadatain* (v) Elongations (*al-mudud*) ( vi)
3. State the Etiquettes of recitation and reciters.
4. Articulate of Arabic letters (*Makharij al-huruf*) correctly.
5. State the etiquettes of recitation and reciters.

**Course Contents:**

Virtues of the Qur’an and its reciters. The etiquettes of recitation and reciters.General rules of various aspects of *tajweed* relating to: *Nun as-Sakinah. Tanwin. Ra’at and La’amat. Nun and Mim mushaddadatain*. Elongations (*al-mudud*). Articulation of Arabic letters (*Makharj al-huruf*). Attributes of Arabic letters (*Sifat al-huruf)*.

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**BUK- SHA211 Saviors and Destructive Evils (*al-Munjiyat* & *al-Muhlikat*) in the Qur’an and Sunnah** **(2 Units, Core: LH 30; P=0)**

**Senate Approved-Relevance**

Training of high quality graduates who are knowledgeable in Islamic Sciences. This include knowledge in Saviors and Destructive Evils (*al-Munjiyat* & *al-Muhlikat*) in the Qur’an and Sunnah. It prepares students to learn the saviors and destructives so that they can guide and be guided.

**Overview**

It is an approach to the study of Saviors and Destructive Evils (*al-Munjiyat* & *al-Muhlikat*) in the Qur’an and Sunnah. It presents to the students the saviors such as Repentance. Patience. Gratitude, Hope and Fear of Allah. Poverty and Asceticism, Monotheism and Reliance on Allah.

It also teaches them the destructive evils such as Sexual passion, Tongue, Anger, Hatred and Envy World, Miserliness and Wealth. Power and Show-off as well as Pride and Self-praise

**Objectives**

The Objectives of the Course are to:

1. To study Saviors in Islam such as patience, gratitude, hope and fear of Allah and poverty.
2. To study destructive evils such as hatred and envy, world, miserliness and wealth, power and show-off.
3. Inspire how to embody the saviors
4. Learn to discourage from committing the destructives evils.
5. Learn to guide others to practice the saviors and avoid destructive evils.

**Learning Outcomes**

At the end of this course, the student should be able to:

1. List not less than saviors and Destructive evils from the Quran and Sunnah

2. Explain their meanings

3. Cite relevant verses and Hadiths relating to the Savors and Destructive evils.

4. Demonstrate 3 saviors and avoid the destructive evils in daily life.

5. **Explain the meanings of the 5 Saviors from the Quran and Sunnah**

**Course Contents**

Concepts of Munjiyat and Muhlikat. Savors: Repentance. Patience. Gratitude, Hope and Fear of Allah. Poverty and Asceticism, Monotheism and Reliance on Allah. Love Sociability and Satisfaction. Intention, Sincerity and Honesty. Accountability before Allah. Destructive Evils: Soul. Sexual passion. Tongue. Anger. Hatred and Envy. World. Miserliness and Wealth. Power and Show-off. Pride and Self-praise. Erroneous belief.

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**BUK-SHA 212 Application of Shari’a in Nigeria before the Colonial Rule**  **(2 Units, Core: LH 30; P=0)**

**Senate Approved-Relevance**

Training of high quality graduates who are knowledgeable in Shariah. Students will be trained how to apply Shariah in Nigeria. Exposing them to the history of the impact of colonial rule on the administration of Shariah, introduction of penal code as well as courts reforms will widen their horizons.

**Overview**

It is an approach to teaching the Shariah students the impact of colonial rule on the application of shariah and the introduction of penal code. It makes them to be rooted in the area.

In addition, the course exposes the student to the different courts reforms as well as establishment of the shariah courts of Appeal. It is to make sure that they acquire relevant knowledge.

**Objectives**

The Objectives of the Course are:

1. Study the impact of colonial rule on the administration of shariah.
2. Introduce the students to penal code
3. Give a background on the courts reforms
4. Discuss the establishment of shariah Courts of Appeal.
5. Discuss other relevant issues

**Learning outcomes**

At the end of this course, the students should be able to:

1. Describe the impact of colonial rule on the administration of Shariah.
2. explain penal code
3. identify and explain the courts reforms in Nigeria
4. Discuss the establishment of Shariah Courts of Appeal.
5. Identify other matters relating to this.

**Course Contents**

Impact of colonial rule on the administration of Shari’a. Introduction of Penal Code. Area Courts reform. Establishment of Shari’a Court of Appeal.

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Level 300

**BUK- SHA 309 History of Islamic Legislation (2 Units, Core: LH 30; P=0)**

**Senate Approved Relevance**

Training of high quality graduates who are knowledgeable in Shariah. Students will be trained how to apply Shariah in Nigeria. Exposing them to the history of Islamic legislation as well as its method during prophetic era, caliphate and post caliphate era.

**Overview**

The course is designed to educate students about the history of Islamic legislation from the prophetic era through the caliphate era. It also expose student to during the imams period through the era of taqlid (imitation).

It will expose them to the challenges and prospects Islamic legislation. It explain the method of Legislation during the time of the Prophet (buh) as well as during during the time of the four rightly-guided Caliphs

**Objectives:**

The Objectives of the Course are:

1. Definition of Shari’ah and identification of its major differences from constitutional and Customary Laws.
2. Description of the method of Legislation in the *Jahiliyyah* period
3. Explanation of the method of Legislation during the time of the Prophet (buh) as well as during the time of the four rightly-guided Caliphs
4. Description of the Legislation in the period of the Great Imams, in the period of Rigid Imitation (*Taqlid*) and also during the time of the formation of the Four Schools of Law.
5. Statement of the Prospect and Challenges of Legislation in the Contemporary World

**Learning Outcomes:**

At the end of this course, the students should be able to:

1. Define Shari’ah and identify its major differences between constitutionalLaw, Customary Law.
2. Describe the method of Legislation in the *Jahiliyyah* period
3. Explain the method Legislation during the time of the Prophet (buh)as well as during during the time of the four rightly-guided Caliphs
4. Describe the Legislation in the period of the Great Imams, in the period of Rigid Imitation (*Taqlid*) and also during the time of the formation of the Four Schools of Law.
5. State the Prospect and Challenges of Legislation in the Contemporary World

**Course Contents**

Introduction of the course and earnest need for it. A Definition of the Shari’ah and major differences between constitutional Law, Customary Law and the Shari’ah.The method of Legislation in the *Jahiliyyah* period. Legislation during the time of the Prophet (pbuh). Legislation during the time of the four rightly-guided Caliphs. Legislation during the time of the Younger Companions and their Disciples. Legislation in the period of the Great Imams. Legislation in the period of Rigid Imitation (*Taqlid*) and time of the formation of the Four Schools of Law. Legislation in the period of the decline of pure intellection. Legislation in the Contemporary World: Prospect and Challenges. The State of Jurisprudence and the Jurist in West Africa, with particular reference to the Sokoto Caliphate.

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**BUK- SHA 310** The Principles of Qur’anic Exegesis (Usul Al Tafsir) **(2 Units, Core: LH 30; P=0)**

**Senate Approved Relevance**

Training of high quality graduates who are knowledgeable in Qur’anic Exegesis (Usul Al Tafsir). Students will be trained conduct Tafsir in the best manner taking into consideration the different types of Tafsir.

It narrate the history of the inception and development of tafsir as well as list and explain the different types of Tafsir. This make them rooted in the area.

**Overview**

The course is designed to teach student the meaning of tafsir, its foundation, different types of Tafsir. The student will get to learn many fundamental aspects of tafsir and how they should be applied in order to have a proper and sound way of Tafsir conduct.

**Objectives:**

The Objectives of the Course are:

1. Trace the history of the inception and development of tafsir.
2. Identify 5 different types of Tafsir
3. Explain the opinions of Muslim scholars on tafsir by scientific data
4. Explain Tafsir by ishara and the views of Muslim Scholars
5. Elaborate 2 muslim scholars opnions on Isra’iliyyat.

**Learning Outcomes**

At the end of this course, the student should be able to:

1. Narrate the history of the inception and development of tafsir.
2. List and explain the different types of Tafsir
3. Explain the opinions of Muslim scholars on tafsir by scientific data
4. Explain Tafsir by ishara and the views of Muslim Scholars
5. Elaborate the muslim scholars opnions by Isra;iliyat.

Introduction to the principles of Commentary of the Qur'an, its inception and development: The Literature on the area. Principles: The Foundations of Tafsir: (a) Qur'an by Qur'an: brief by expansion, General by specific. Unrestricted and restricted. Abrogating and Abrogated. Reconciling between the seemingly conflicting verses. The clear and allegorical verses (*Muhkam* and *Mutashabih*) (b) Qur'an by *Sunnah:* Brief by expansion, General by Specific. Unrestricted and restricted, Abrogating and abrogated and explanation of some difficult phrases and words of the Qur'an etc (c) *Tafsir as Sahabah:* Establishing the authoritative nature of the *Tafsi*r of *Sahabah, t*he types of *Tafsi*r of the Companions. *Asbab an Nuzul*, explaining unclear verses, *Tafsir* *al Qur’an bi allughah al Arabiyyah.* Establishing the authority of this type of tafsir, the types of linguistic tafsir like Lexical, Semantic. Grammatical and Rhetorical exegeses of the Qur'an. (d) *Tafsir* bi *ar Ra'y:* Definition: its authoritativeness. Types and aspects. *Tafsir* by Scientific Data: Definition, its authoritativeness and the views of scholars; its types and aspects. Tafsir by Isha'rah: Definition and its authoritativeness, the views of scholars; its types and aspects. Tafsir by Isra’iliyyat: Definitions, its authoritativeness, the views of scholars; its types and aspects.

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

**Department of Islamic Studies and Shari’ah**

**B.A Shari’ah**

**BUK- SHA 311** **Jurisprudencial Maxims (*Qawa‘id Al Fiqhiyyah*): (2 Units, Core: LH 30; P=0)**

**Senate Approved Relevance**

Training of high quality graduates who are knowledgeable in Shariah through application of Jurisprudencial Maxims (*Qawa‘id Al Fiqhiyyah*). Students will be trained how these maxims are applied in fatwa issuance in order to guide the process of fatwa production

**Overview**

The course is designed to teach student the meaning of the application Jurisprudencial Maxims (*Qawa‘Id Al Fiqhiyyah*) in fatwa issuance. It is an approach through which the process of fatwa production will be guided.

This would help understanding and the Jurisprudencial Maxims (*Qawa‘Id Al Fiqhiyyah*). It will enhance correct application.

**Objectives:**

The Objectives of the Course are:

1. To explain the concept of Jurisprudencial Maxims
2. To narrate the developmental stages of Jurisprudencial Maxims
3. To study the general Jurisprudencial Maxims in brief.
4. To study the major Jurisprudencial Maxims in details
5. To guide hoe to the Jurisprudencial Maxims in fatwa production.

**Learning Outcomes**

At the end of this course, the student should be able to:

1. Define the concept of Jurisprudencial Maxims
2. Trace the developmental stages of Jurisprudencial Maxims
3. Examine the general Jurisprudencial Maxims in brief.
4. Study the major Jurisprudencial Maxims in details
5. Guide how to the Jurisprudencial Maxims in fatwa production.

**Course Contents:**

The Definition of *Qawa’id.* Evolution of Qawaid. Development of *Qawa’id*. Compilation of the *Qawa‘id* according the requirements/bases of different schools of law. Detail study of Main Jurisprudencial Maxims. The source Jurisprudencial Maxims. Detail study of major *Qawa‘id al* Fiqhiyyah.

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

**Department of Islamic Studies and Shari’ah**

**B.A Shari’ah**

**BUK- SHA 312 Objectives and Goals of Shari‘ah (2 Units, Elective: LH 30; P=0)**

Training of high quality graduates who are knowledgeable in Shariah through application of objectives and Goals of Shari‘ah. Students will be trained how these Objectives and Goals of Shari‘ah are applied in fatwa issuance in order to guide the process of fatwa production

**Overview**

The course is designed to teach student the meaning of the objectives and Goals of Shari‘ah in fatwa issuance. It is an approach through which the process of fatwa production will be guided.

**Objectives:**

The Objectives of the Course are:

1. To explain the concept of Objectives and Goals of Shari‘ah
2. To narrate the developmental stages of Objectives and Goals of Shari‘ah
3. To study the general Objectives and Goals of Shari‘ah
4. To study the major Objectives and Goals of Shari‘ah
5. To guide hoe to the Objectives and Goals of Shari‘ah in fatwa production.

**Learning Outcomes**

At the end of this course, the student should be able to:

1. Define the concept of Objectives and Goals of Shari‘ah
2. Trace the developmental stages of Objectives and Goals of Shari‘ah
3. Examine the general Objectives and Goals of Shari‘ah.
4. Study the major Objectives and Goals of Shari‘ah
5. Guide how to the Objectives and Goals of Shari‘ah in fatwa production.

**Course Contents**

The definition of Goals of the Shari‘ah and its importance. The Emergence, Development, and analysis of the main documented works in the domain. The ways of identifying the Goals of the Shari‘ah. The kinds of Goals: General and Specific Goals, Comprehensive and Partial Goals. The Relationship between Jurisprudential Maxims and Public Interest (Al-Masalih Al-Mursalah). The peculiarities of Public interest. The stages of Goals of the Shari‘ah: Essentials/Necessaries (*Daruriyyat*), needs (*Hajiyyat*) and luxuries (*Tahsiniyyaat*)

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

**Department of Islamic Studies and Shari’ah**

**B.A Shari’ah**

**BUK- SHA 313 Islamic Law of Banking and Insurance (2 Units, Elective: LH 30; P=0)**

**Senate Approved Relevance**

Training of high quality graduates who are knowledgeable in Islamic Law of Banking and Insurance. Students would be exposed to the legal issues relating to banking and insurance from Islamic perspective.

**Overview**

The course is designed to teach student Islamic law on Banking and Insurance. The history of modern banking and interest free banking would be given. Legal rules on resource allocation, wealth distribution, accquisition of banking capital among other things would be discussed.

**Objectives:**

The Objectives of the Course are to:

1. Explain the concept of banking and insurance
2. Explain Islamic banking and insurance
3. Elaborate the legal rule concerning Resources, allocation and distribution of wealth.
4. Describe the economics and legal bases of profit-sharing.
5. Narrate the origin, history and objectives of Islamic Development Bank (IDB)

**Learning Outcomes**

At the end of this course, the student should be able to:

1. define the concept of modern banking and insurance
2. elaborate Islamic banking and insurance
3. Elaborate the legal rule concerning Resources, allocation and distribution of wealth.
4. Describe the economics and legal bases of profit-sharing.
5. Narrate the origin, history and objectives of Islamic Development Bank (IDB)

**Course Contents:**

The history of modern Banking/Insurance. Banking in an Islamic framework. Interest, interest-free banking, profit-sharing and bank loans. Resources, allocation and distribution of wealth. Acquisitions of banking capital on the principles of Mudarabah system. The economics and legal bases of profit-sharing. The determination of Bankers and depositors profit ratio. The origin, history and objectives of Islamic Development Bank (IDB)

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

**Department of Islamic Studies and Shari’ah**

**B.A Islamic Studies**

**BUK-SHA 314** **The Research Methods (2 Units, Core: LH:30; p:0)**

**Senate Approved-Relevance**

Undoubtedly, research with its all types and dimentions is one of the BUK’s mission. This course is designed to achieve that goal. The students would be trained on how to write a good and presentable research.

**Overview**

The course is designed to analyze the concept of research and bring out its significance in the development of scholarship. The course went further to discuss the various types of research applicable to Islamic studies.

For the importance of library, the student are to be exposed to the use of library and other sources of information. Method of documentation relevant to the Islamic Studies as part of the discipline were designed to be taught.

**Objectives**

The objectives of the course are to:

The objectives of the course are to:

1. identify the needs for quality research in Islamic Studies
2. Analyse the verious sources of imformation
3. Explain the use of library in Islamic Studies research
4. Discuss the research methodoly adopted in Islamic Studies
5. Identify the challenges that face students of Islamic Studies in research

**Learning Outcomes:**

At the end of the course, the students should be able to:

1. Explain the concept of research, its objectives and importance in Islamic studies.
2. Identify 3 different types of research applicable to Islamic Studies.
3. State the sources of information.
4. Explain bit by bit how a research project can be undertaken in Islamic studies.

**Course contents.**

Introduction to the Concepts of research. Its objectives. Importance in the advancement of scholarship. The various types of research applicable to Islamic studies. Methodologies. Qualitative. Quantitative. Descriptive. Historical. Abstract. Chapterization: Introduction, Body and Conclusion. Foonote. Endnote. Bibliography. The use of library. Sources of information. Method of documentation. How to write a research project.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

**Department of Islamic Studies and Shari’ah**

**B.A Shari’ah**

Level 400

**BUK-SHA411 Sokoto Caliphate Literature (2 Units, Elective: LH 30; p:0)**

**Senate Approved-Relevance**

Producing students who are well-grounded in the circumstances that gave rise to the Sokoto Caliphate Literature cannot be overemphasized. The leading figures of the Caliphate are revered in the whole northern Nigeria and beyond. Acquainting students with their writings will give them insights into understanding how to relate and interact with many communities across the region.

**Overview**

The course aims to give further insights into the intellectual background and legacy of the Sokoto Caliphate. It acquaints students with the factors that led to the rise and decline of scholarship in the Caliphate. It also exposes them to areas of convergence and divergence vis-à-vis the issues confronted by its scholars and those of contemporary time.

The course is designed to highlight the need for the preservation of Sokoto Jihad Literature for posterity. It also shows the current effort made at preserving such literature through editing, translation and digitization.

**Objectives**

The objectives of the course are to:

1. State the nature and scope of Sokoto Jihad literature.
2. Analyze factors responsible for the rise and decline of scholarship in the Caliphate.
3. Compare the Sokoto Jihad literature and contemporary Islamic literature.
4. Assess the impact of the Sokoto Jihad literature.
5. Highlight the current efforts made towards its preservation, publishing, digitization and translation.

**Learning Outcomes**

At the end of the course, students should be able to:

1. State at least 5 broad areas of concern treated by Sokoto Jihad literature;
2. Analyze at least 5 factors responsible for the rise and decline of scholarship in the Caliphate;
3. Compare the Sokoto Jihad literature and contemporary Islamic literature in terms of their responsiveness to the need of their respective times;
4. Assess the impact of the Sokoto Jihad literature on the successive generations; and
5. Highlight the current efforts made by institutions and individuals towards the preservation, publishing, digitization and translation of the Sokoto Jihad Literature.

**Course Content**

The nature of Sokoto Jihad literature. Scope. Origin. Development. Rise of scholarship in the Caliphate. Decline of scholarship in the Caliphate. Comparative study of Sokoto Jihad literature and contemporary Islamic literature. Impact of Sokoto Jihad literature on the society. Manuscripts on Sokoto Jihad literature. Scope for research. Current efforts of preserving and publishing the manuscripts.

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

**Department of Islamic Studies and Shari’ah**

**B.A Shari’ah**

**BUK-SHA412 Modern Contributions to Hadith Studies (2 Units, Core: LH 30; p:0)**

**Senate Approved-Relevance**

The course will give Bayero University students an edge over their peers in confronting the challenges posed by modern scholarship in the field of Hadith studies. Students who are competent to respond to charges levelled against Hadith as the second foundational texts of Islam will be valued by their communities.

**Overview**

The course is designed to introduce students to classical and modern methods employed by scholars of Hadith in preserving its integrity and ensuring its abiding credibility. It highlights the criticisms directed against Hadith by certain orientalists. It further reveals their various methods and motives.

The course emphasizes the enormous contribution made by modern scholarship to the study of Hadith. It also reveals the influence exerted by orientalists on some Muslim writers and how Muslim intellectuals respond to that.

**Objectives**

The objectives of the course are to:

1. Explain efforts made at preserving hadith through criticism and scrutiny of its chain of transmission and content;
2. Identify the objectives, methods and critiques of orientalists in the Hadith Studies;
3. Examine the influence exerted by orientalists on modern Islamic scholarship; and
4. Highlight some of the recent works on hadith literature in both the Muslim World and the West.
5. Analyze hadiths whose contents are called into question by orientalists.

**Learning Outcomes**

At the end of the course, students should be able to:

1. Explain both early and contemporary efforts made at preserving hadith through criticism and scrutiny of its chain of transmission and content;
2. Identify at least 3 objectives and 2 methods employed by orientalists in the Hadith Studies;
3. Examine at least 3 areas where orientalists exerted enormous influence on modern Islamic scholarship; and
4. Highlight at least 5 recent works on hadith literature in both the Muslim World and the West.
5. Analyze at least 10 selected hadiths whose contents are called into question by some orientalists and western-trained scholars.

**Course Contents**

The preservation of hadith. Criticism of the chain of transmission and text (naqd as-sanad wa-l matn). Orientalism in Hadith Studies. Objectives. Methods. Criticism of orientalists on hadith. Influence of orientalists on some Muslim scholars (mustaghribun). Recent works on hadith literature in the Muslim World and the West. Muslim responses to Orientalism. Study of ten selected hadith.

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**B.A Shari’ah**

**BUK-SHA413 Methods and Trends of Tafsir (2 Units, Elective: LH 30 ; p:0)**

**Senate Approved-Relevance**

Lack of proper understanding of the Qur’an leads to all types of societal instabilities. Therefore, it is vital that Bayero University students are trained in methods and trends of tafsir so as to respond to the need of their society in a way that is consistent with authentic teaching of Islam.

**Overview**

The course attempts to trace the evolution of tafsir to the earliest time. It highlights the major landmarks in its development across regions and times. It also identifies the causes of disagreement among the practitioners and best method of reconciling such differences.

The course is designed to expose students to various approaches deployed by both classical and contemporary scholars in making their commentary. It also acquaints them with the major contributions made by contemporary scholars and new ways of approaching the Qur’an.

**Objectives**

The objectives of the course are to:

1. Describe the major centers, schools and leading scholars of tafsir in early Islam;
2. State later developments made in the field of tafsir.
3. Enumerate major causes of disagreement among the mufassirun;
4. Examine the main classical and contemporary trends in tafsir; and
5. Appreciate the innovative contribution made by contemporary Muslim scholars in the field of tafsir.

**Learning Outcomes**

At the end of the course, students should be able to:

1. Describe at least 3 major centers and 10 leading scholars of tafsir in early Islam;
2. State 3 pace-setters in the compilation of tafsir.
3. Enumerate 5 major causes of disagreement among the mufassirun;
4. Examine at least 3 main classical and 2 contemporary trends in tafsir; and
5. Identify 3 key innovative contributions made by contemporary Muslim scholars in the field of tafsir.

**Course Contents**

The concepts of tafsir. Ta’wil. Development of tafsir during the first three centuries. The commentators among the Sahaba. The commentators among the Tabi’un. Schools and centrers of tafsir. Later developments in the field of tafsir. Causes of disagreement among the commentators. Various trends in tafsir. Sectarian. Juristic. Linguistic. Reformative. Scientific. Thematic. Methods of their respective representatives.

**Bayero University, Kano**

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**B.A Shari’ah**

**BUK-SHA414** **The Research Methods of Muslim Scholars (2 Units, Core: LH; p:0)**

**Senate Approved-Relevance**

Producing students who are highly competent in learning and research aligns with the mission of Bayero University Kano. The students need to be properly train on how to conduct a research which will be globally acceptable and introduce something meaningful to the immediate sociaties in particular and the world in general.

**Overview**

This course is designed to equip BUK students with the right tools of research. The course aims to expose the students to the significance of producing solid and highly riched research in all Islamic branches of knowledge that would particularly be relevant to Nigerian society.

The course also identifies main tools of research in each branch of knowledge in Islamic Studies. The course draws the attention of the students to the Qur’anic guiding principles, which will be limelight to the researcher. It also acquaints them with the challenges facing the area and various tips were suggested to address them.

**Objectives:**

The objectives of the course are to:

1. identify 5 needs for studing methods of research in Islamic Studies
2. Analyse 5 verious sources of imformation
3. Explain the use of library in Islamic Studies research
4. Discuss the research methodology adopted in Islamic Studies
5. Identify 7 challenges that face students of Islamic Studies in research

**Learning Outcomes:**

At the end of the course, the students should be able to:

1. Identify 10 guiding principles of inquiry as stipulated by the Qur’an.
2. Explain the meaning, usefulness of research methods used by Muslim scholars.
3. Enumerate 7 approaches and characteristics of different disciplines in Islamic studies.
4. State 5 major challenges facing students of Usul Fiqh
5. Identify stength and weakness of some methods used by historians and mystics

**Course contents.**

The Qur’anic guiding methods of Inquiry. The research methods used by: *Al-Muhaddithun* (*Mustalah al Hadith*). Authentication of hadith. Acting according to the weak narration. Mukhtalaf al-hadith. *Al Fuqaha* (*Usul al Fiqh*). Preferences. Application of Usul Fiqh to modern legal challenges. *Al-Mutakallimun (Ilm al-Kalam).* Use of sense organs. Types of Khabr. Comparison between intellect and texts. *Sirah* and History (Historiography). Biography (*Tabaqat*), Bibliography (e.g the *Fihrist*). The Sufi method based on insight and intuition (*Basirah* and *Hads*).

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

**Department of Islamic Studies and Shari’ah**

**B.A Shari’ah**

BUK-SHA 415 Reasons For Juristic Differences **(2 Units, Core: L= 30; P=0)**

**Senate Approved-Relevance**:

It is BUK’s mission to train high quality graduates who are knowledgeable in deducting Islamic rulings and being inspired with the different views of Islamic scholars. This course would set students to be well-trained in knowing the actual causes of divergent opinions among Muslim scholars and trained to utilize them appropriately.

**Overview**

The course is designed to explain the concept of juristic differences which is seen in all main books of jurisprudence and known as an integral field in the Jurisprudence (Fiqh). The students are to be taught mechanisms that would half them distinquish between whimsical disagreements and the real juristic differences, which are based on pure understanding of the Shariah.

The course would open the horizon of the students to know where and how texts of the Qur’an and hadith are interpreted. It also explains the factors that are important in determining fatwa and the effects that lead to the change of fatwa due to changing of time, place, age and circumstances.

**Objectives**

The Objectives of the Course are to:

1-Analyse the concept of juristic differences

2-Differentiate between whimsical disagreement and intellectual ones

3-Identify 7 textual admissibility of different interpretation

4-Discuss the effects of changing of time, places, ages and circumstances in changing of fatwa

5-Evaluate 5 differences of opinion among the contemporary scholars on juristic issues.

**Course Outcomes:**

At the end of this course, the student should be able to:

1. Discuss the definition and concept of juristic differences
2. Analyze 10 causes of juristic differences
3. Identify 7 ethics and etiquettes of difference in opinion
4. Explain 7 textual admissibility of different interpretations
5. Evaluate 5 differences ways of juristic different interpretation

**Course contents**

The Concept and Definition of Juristic Differences. Comparison with other whimsical disagreements. The Justification of the differences of Juristic views. Its Ethics. Regulations. The Causes of Differences among the Jurists. Natural Causes like differences emanating from degree of disparities in intelligence. Conception of the text. Factors of differences: times. Places. Ages. Other factors. Intellectual Causes like application of principles and rules of deduction to the text. The textual admissibility of different interpretations, etc. The Differences for the cause of malicious motives like factionalism. Whims. Other divergences, etc. Effects of differences on the fatwa.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

**Department of Islamic Studies and Shari’ah**

**B.A Shari’ah**

BUK-SHA 416 Hadith Extraction (*Takhrij*) and Its Methodology **(2 Units, Core: LH 30; P:0)**

**Senate Approved-Relevance:**

It is BUK’s mission to produce high quality graduates who are best in dicipline and professionalism. This course would equip students with the knowledge of prophetic traditions that would make the student relevant in the immediate society.

**Overview**

The course is planned to expose the students to know the prophetic traditions are be found and which hadith collections are reliable and the ones are not. The course explains the empirical ways and practical observations that are needed in the extraction of hadith exercise.

The course will introduce the students to the collections that are very useful in the domain and have strongly grounded the issue of hadith extraction and expanded its practical aspects widely.

**Objectives**

The objectives of the course are to:

1. Discuss the meaning and scope of hadith extraction
2. Identify 5 stages and development of hadith extraction
3. Analyze 7 methods of extracting hadith
4. Elaborate on methodologies of 5 prominent books on hadith extraction
5. Explain 5 contemporary efforts in hadith extraction

**Learning Outcomes**

At the end of this course, the student should be able to:

1. define hadith extraction
2. Explain the principle guidelines of hadith extraction
3. Discuss the importance of the aspect of Consideration and investigation (*al I’tibar wa at-Tatabbu'*) in hadith extraction
4. Outline 7 ways of hadith extraction
5. State 5 important aspects of contemporary hadith extraction books.

**Course contents**

The meaning. Scope. Importance of Hadith extraction. The Flourishing. Stages and development of Hadith extraction as an independent science. The Principal guidelines. Methods of extracting Hadith. The Ways of extracting Hadith. Identifying the name of the narrator among the companions. Consideration and investigation (*al I’tibar wa at-Tatabbu'*) of the content of the Hadith. Its chain, etc. Studying methodology of some prominent books in the domain like *Nasab Ar-Rayaha* of az Zaila'i. *Al-Talkhisu al-Habir* of Ibn Hajar. *Irwa'u al Ghalil* of Albani, etc.

**Minimum Academic Standard**

BUK-SHA 417 Islam And Gender **(2 Units, Core: L= 30; P:0)**

**Senate Approved-Relevance:**

Training of high quality graduates who are inspired humility, sacrifice, integration and internationalisation are part and parcel of BUK’s core values. The course will expose the students to the meaning of gender in western perception and its real meaning in Islam. This will show the efforts put by BUK to integrate in discussion burning issues such gender in modern world.

**Overview**

The course is designed to prepare students to understand the Islamic provisions on gender and the guidelines it stipulates for gender issues. The status of women in history of other religions and cultures compared to Islam. Its is timely to study the heir rights. previllages and empowerment of women in Islam from all aspects: educationally, socially, economically, politically, etc.

The course will go deeply to study historical roots of feminism and feminists theories and compare it with the Islamic point of view. Issues of Child Marriage and Child Right’s Act are adequately treated. All these would be an eye-opener to the modern Islamic studies students in understanding moral issues in the changing world. They would actually benefit their immediate societies.

**Objectives**

The objectives of the course are to:

1. Discuss the key terms such as gender, gender discrimination. gender gap. gender and sex.
2. Analyse 7 differences between Islam and other cultures and religions regarding status of woman
3. Discuss at list 10 basic rights and privileges provided by Islam to woman
4. Outline 5 differences between gender equality and equity from the Islamic perspective
5. Identify 10 problems with the feminists theories

**Learning Outcomes:**

At the end of this course, the student should be able to:

1. Define gender and related words appropriately.
2. State the provision of Islam on the status of woman
3. Analyze the issues of Child Marriage and Child Right’s Act from the Islamic perspective
4. state the conditions laid down by Islam on the involvement of woman in politics and leadership
5. Apprraise the women’s movements in Nigeria

**Course contents**

Definitions and concepts of key terms: Gender. Gender discrimination. Gender Gap. Gender and Sex. Women’s Studies and Gender Studies, etc. Women in religions other than Islam. Women in Islam. Their rights and privileges. Empowerment of women in Islam: educationally, socially, economically, politically, etc. Gender Equality and Equity in Islam. Historical roots of feminism and feminists theories. Gender and the Sharia injunctions. Gender and population. Gender and family: Child Marriage. Child Right’s Act. Gender and International Relations. Gender and leadership and Politics. Women’s movements in Nigeria

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

**Department of Islamic Studies and Shari’ah**

**B.A Shari’ah**

BUK-SHA 418 Islamic Code of Judicial Conduct/Ethics (Legal Ethics And Islam) **(2 Units, Core: L= 30; P:0)**

**Senate Approved-Relevance:**

Training well-versed students in character and learning is one of the mission of BUK. This course would equip the students with the stipulated ethics which the Shari’ah student should be abide by. The course is meant to train the students on the use and importance of the code of judicial conduct. This will boast the integrity of the studnets after graduation.

**Overview**

The course is designed to introduce the students to the general ethics that are required for every Sharia’ah student. The importance of being independent, competent, impartiality, integrity and a host of others are to be imparted to the students.

This course is planned to familiarize the students to avoid misuse of the prestige of judicial office or disclose of confidential information. The student are be trained to be bold and fair to all cultural diversity and avoid all gender discrimination or manifestations of bias or prejudice by court staff, lawyers and general public.

**Objective**s

The objectives of the course are to:

1. Discuss the ethics used in the courtroom and outside courtroom
2. Outline 7 main ethics and moral that are required upon a Shari’ah student
3. State 10 importance benefits of observing morals and etiquettes of a Shari’ah students
4. Explain 5 in appropriateness of judging in accordance with personal knowledge
5. Evaluate the importance of punctuality and prompt disposition of court business.

Course Outcomes:

At the end of this course, the student should be able to:

1. Define 4 key terms: ethics, morals, ettiquittes and value
2. Analyze 7 main ethics required upon a Shari’ah student
3. Identify 5 importance of tranparency in the court-house and outside
4. State 5 benefits of avoiding corruption, nepotism and other vices inside and outside court-house
5. Relate these ethics to the Qur’an, the Sunnah and the wise sayings of early generation scholars.

**Course contents**

Ethical issues usually arise in the courtroom. Outside the courtroom. And in judgment writing. The definition of key terms. Value. Ethics. Morals and Etiquettes. Independence: resistance of pressure from the Executives and Legislature. Previous political connections. Interference by senior colleagues. Influence of the corporate sector. Effect of family or social relationships. IMPARTIALITY: strong personal feelings about the subject matter or the parties. Avoiding judging in accordance with personal knowledge, etc. INTEGRITY: conforming to community standards. Avoiding transgressing the law. Observance of good conduct in court. PROPRIETY: Misuse of the prestige of judicial office. Disclosure of confidential information. Participation in community activities. Acceptance of gifts, etc. EQUALITY: Fairness to all without positive responding to cultural diversity. Gender discrimination or manifestations of bias or prejudice by court staff and lawyers. COMPETENCE AND DILIGENCE: Maintaining professional competence. Punctuality and prompt disposition of court business. Delivery of reserved judgments. Transparency. Avoidance of corruption in the court-house and outside. Special reference is to be made to Lamiyat al-Zuqaq

**Minimum Academic Standards**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

**Department of Islamic Studies and Shari’ah**

**B.A Shari’ah**

BUK-SHA 419 Islam and Environmental Studies **(2 Units, Core: L= 30; P”0)**

**Senate Approved-Relevance:**

Training well-versed students in character and learning is one of the mission of BUK. This course would equip the students with the environmental issues that Shari’ah laid down rules and regulations on them. The course is meant to train the students on the use and importance of the natural resources and the better way of taking care of them. This will make the students benefit their immediate society after graduation.

**Overview**

The course is designed to introduce the students to the general knowledge that are required for every Shari’ah student to know about environmental studies from the Islamic perspective. The importance of its protection and the green theory and values are to be discussed with the students.

This course is planned to familiarize the students to the contemporary challenges of environment with globalization.  capitalism and consumer ethics. Considerations to the species and their extinction according to the Islamic perspective are all part of the studies.

**Objective**s

The objectives of the course are to:

1.Discuss the concept of environmental studies

2.Outline 7 main ethics and moral that are required upon a Shari’ah student towards protection of environment

3.State 10 importance benefits of observing sustainable development

4-Explain 5 moral status animals that should be protected

5- Analyze 5 importance of ecology and green values

Course Outcomes:

At the end of this course, the student should be able to:

1-Analyze the definition of environmental studies

2-Identify 7 importance of protection of the environment

3-State 5 benefits of avoiding corruption of natural resources

4- Appraise 7 contemporary challenges of environment with globalization and capitalism

5-Explain 3 major benefits of consumer ethics.

**Course contents**

Concept of environment. And its components. Islam and Protection of natural resources. Islam and Environmental degradation. Islam and sustainable development. The moral status of animals. Their equal considerations. Species and extinction. Ethics of respect for nature. Ecology. And green theory and values. The contemporary challenges of environment with globalization.  capitalism and consumer ethics.

**Minimum Academic Standard**