**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

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-ISS 109** | Special Prayers on Special Occasions | 2 | C | 30 | - |
| **BUK-ISS 110** | Introduction to non-Abrahamic Religion | 2 | C | 30 | - |
| **BUK-ISS 111** | Modern Challenges to Muslim youths in Nigeria | 2 | C | 30 | - |
| **BUK-ISS 112** | Philosophy of Zakat of Unconventional wealth | 2 | C | 30 | - |
|  |  | 8 |  |  |  |

**Level 200**

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| **COURSE CODE** | **COURSE TITLE** | **UNIT** | **STATUS** | **LH** | **PH** |
| **BUK-ISS 208** | Ibadat II | 2 | C | 30 | - |
| **BUK-ISS 209** | Arabic Language Drills II | 2 | C | 30 | - |
| **BUK-ISS 210** | Quran and Tajweed | 2 | C | 30 | - |
| **BUK-ISS 211** | Saviors and Destructive Evils (*al-Munjiyat* & *al-Muhlikat*) in the Qur’an and Sunnah | 2 | C | 30 | - |
|  |  | 8 |  |  |  |

**Level 300**

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| **COURSE CODE** | **COURSE TITLE** | **UNIT** | **STATUS** | **LH** | **PH** |
| **BUK-ISS309** | Advanced *Usul Al Fiqh* (Advanced Principles of Islamic Jurisprudence) | 2 | C | 30 | - |
| **BUK-ISS310** | Revivalism and Revivalist Movements | 2 | E | 30 | - |
| **BUK-ISS311** | Advanced Studies of *al-Tawhid* (Islamic Science of Unity) | 2 | C | 30 | - |
| **BUK-ISS312** | Comparative Studies of Religions | 2 | E | 30 | - |
| **BUK-ISS313** | the Contributions of West African Scholars to the Study of Islam | 2 | E | 30 | - |
| **BUK-ISS314** | Orientalism and Islamic Studies | 2 | E | 30 | - |
| **BUK-ISS315** | the *Sirah* and *Maghazi* Literature | 2 | E | 30 | - |
| **BUK-ISS316** | Research Methods | 2 | E | 30 | - |
|  |  | 14 |  |  |  |

**Level 400**

|  |  |  |  |  |  |
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| **COURSE CODE** | **COURSE TITLE** | **UNIT** | **STATUS** | **LH** | **PH** |
| **BUK-ISS408** | **Islamic Law of Inheritance** | 2 | C | 30 | - |
| **BUK-ISS409** | **Laws of *Wasiyyah* and *Waqf*** | 2 | C | 30 | - |
| **BUK-ISS410** | **Islam in Kanem-Borno** | 2 | E | 30 | - |
| **BUK-ISS411** | **Sokoto Caliphate Literature** | 2 | E | 30 | - |
| **BUK-ISS412** | **Modern Contributions to Hadith Studies** | 2 | E | 30 | - |
| **BUK-ISS413** | **Methods and Trends of Tafsir** | 2 | E | 30 | - |
| **BUK-ISS414** | **Islamic Literature in Vernacular** | 2 | E | 30 | - |
| **BUK-ISS415** | **The Research Methods of Muslim Scholars** | 2 | C | 30 | - |
|  |  | 16 |  |  |  |

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**Level 100**

**BUK-ISS 109 Special Prayers on Special Occasions (2 Units, Core: L= 30; P=0)**

**Senate Approved Relevance**

Bayero University, Kano is located in the north western region of Nigeria were the population is predominantly Muslim. This undoubtedly highlights the need to produce graduate who are well educated, knowledgeable and acquainted with the nature of performing prayers on special occasions, and all related matters. These includes preparing the dead body and executing the process of laying them to rest, leading other Muslims in prayer during draught, eclipse of the sun and the moon as well as and shortening prayers. Educating students on the best practice of special prayers on special occasions is in line with the University vision and mission.

**Overview**

This course is designed to expose students to understand the concept of special occasions in Islam and the nature of prayers on such special occasions and hoe they are been performed; this includes funeral prayer, prayer for rainfall, prayer for lunar and solar eclipses.

Many Muslims especially our youth of nowadays are uninformed of such prayers, the course could be an instrument by which the awareness on how to perform such prayers would be widely circulated among the Nigerian Muslim societies. Student of the course would contribute a lot to building a well-trained society spiritually.

**Objectives**

The objectives of the course are to:

1. Illustrate how to perform prayers on special occasions.
2. Explain how Islam dignified human being even when he is dead.
3. Describe how Muslims to taught to resort to the Almighty at any time, especially during the times of panic and instability.
4. To demonstrate how to prepare a dead body according Islamic teaching.
5. To identify the occasions on which special prayers are being performed

**Learning Outcomes**

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

1. Identify the three (3) best practice of preparing a corpse for *Janazah* prayers.
2. Explain the five (5) persons who has more responsibility in the process.
3. State the two (2) ways a Muslim corpse is laid to rest in the grave.
4. Explain the two (2) ways on how and when prayers seeking rainfall is performed.
5. State the condition upon which solar and lunar eclipses prayers are performed.

**Course Contents**

Funeral prayers (*Salat* *al* *Janazah*). Bathing the dead body. Shrouding the corpse for the prayers. Escorting the dead body to the graveyard. Rules in the graveyard. Prohibited acts while present in the graveyard. Prayers after laying the dead body. Burying the dead body. Rules of condolences. The legal status of condolence. The wording of condolence. Sitting for condolence. (*Salat* *al Istisqa*). Prayer for rainfall when there is draught. Prayer during the eclipse of the sun. prayers during eclipse of the moon (*Salat al Khusuf* and *Kusuf*). Dressing dooring draught prayers. *Salat al-Istikharah*, etc. Types of prayer for the elopes of the moon. Classification of dead body bathing.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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**B.A Islamic Studies**

**BUK-ISS 110 Introduction to non-Abrahamic Religion (2 Units, Core: L=30; P=0)**

**Senate Approved Relevance**

Training high quality graduates, who will be conversant with the history of non-Abrahamic religions, their emergence, development, norms and rituals is part of the vision and mission of the university. Students would have exposure to the other world religions, and promote peaceful co-existence among the citizens of Nigeria, and to evaluate other religions in comparison to the religion of Islam which will enhance interfaith dialogue.

**Overview**

The course introduces students to preliminary knowledge about non-Abrahamic Religion that exist in Nigeria and other parts of the world.

It examines the emergence, development, norms, rituals and ceremonies of such religions, and evaluates them as 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. Justify the characteristics and peculiarities of Islamic Religion.

**Learning Outcomes**

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

1. Identify 4 major religions of Far East as well as traditional religions in Nigeria.
2. Identify 3 places where those religions originated.
3. Identify the existence of 2 other religions with billions of adherents.
4. Explain how Islam differs from non-Abrahamic religions.
5. Compare Islam and 2 other non-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 the Abrahamic Religions. The major non Abrahamic Religions are: 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 religions. How the religions impacted their societies. The relevance or otherwise 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.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**BUK-ISS 111 Modern Information Technology and Islam**  **(2 Units, Core: L= ; 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 the northern region Nigeria at large. It also shows the stand of Islam on the use of such Media.

The course will also as a guide to 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 Software’s, Applications and Social Media Platforms of Useful to Islamic Students.
3. Demonstrate to use social media and other Techniques for *Da’awa* activities.
4. State the knowledge and logic of Argument, in order to engage the students in dialogue with atheist and other negative thoughts in the society.
5. Provide Students with the knowledge of current affairs and the stands of Islam on it.
6. Identify and combat the new challenges of globalization.
7. Apply 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 the 7 advantages and disadvantages of using internet.
2. Identify 10 anti-Islamic and propaganda sites.
3. State 5 ways on how to use online sources positively.
4. Evaluate the effects of those books, radio and TV Programmes, NGOs and ceremonies at event centres in relation to Islamic values.
5. Identify 3 Islamic ways of using social media handles.

**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. Goals. Impacts. 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.

**Minimum Academic Standard**

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**B.A Islamic Studies**

**BUK-ISS 112 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 will also focus on zakat promotes the circulation of wealth among the members of society, which would assist in developing 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 different types of Unconventional wealth with special reference to Nigeria.
2. Trace the origin and development of some major Digital currencies.
3. Evaluate the different types of Unconventional wealth and how it’s related to the system of Zakat.
4. Explain the general rules of Zakat as applicable to the Unconventional wealth.
5. State the appropriate ways of distributing the zakat of Unconventional wealth among its beneficiaries.
6. Identify the minimum fix-rate of Unconventional wealth upon which zakat is due.
7. Describe the role of zakat of Unconventional wealth in alleviating poverty in the Nigerian society.

**Learning Outcomes**

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

1. Mention 10 items for zakat deductions,
2. Identify 5 reasons why it is better to pay *zakah* on those types of wealth.
3. List 5 ways of identifying more items for zakat deduction and to enlighten others about these developments.
4. Identify 3 ways of institutionalization of zakat in northern Nigeria
5. Identify 5 best ways of Zakat collection and distribution
6. Identify 10 categories of people that are entitle to zakat.

**Course contents**

Items not mentioned in the classical *fiqh* books on which is to be deducted. The tubers. Large ginger farms. Sesame farms. Cocoa plantations. Marine resources. Tea plantations. Other forms of farming that bring huge fortunes. Zakah on incomes. Zakah on retirement benefits and grants. Zakah on rent and leasing properties. Zakah The views of modern scholars from different *madhahib* will be evaluated.

**Minimum Academic Standard**

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**B.A Islamic Studies**

**Level 200**

**BUK-ISS 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**

In a Muslim dominated society, educating people on the pillars of Islam is mandatory. Islam is built on its 5 pillars which are the guiding principles of ibadat.

It is an approach to the study of Ibadat consisting of prayer, Zakatb , 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.

**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. Explain how Salah, Zakah, Sawm and Hajj could be performed

**Learning Outcomes**

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

1. Extensively explain the 5 pillars of Islam
2. Enumerate 5 principle of *Salah,*
3. Identify 5 source of *Zakah,*
4. *Sawm* and *Hajj*.
5. Explain the 5 contemporary issues relating to *Salah, Zakah, Sawm* and *Hajj*.

**Course Contents**

*Concept of Salah. Types of salah. Conditions. Times for prayers. Congregational prayer. Combining two prayers. Prayer in a car. Prayer on board of a plane. Sitting on a chair.* *Concept of zakah*. Conditions of zakat. Zakat on gold, silver and notes. Zakat on livestock. Zakat on farm produce. Concept of fasting (Sawm). Conditions. People examples from fasting during Ramadan. Fasting of pregnant and breastfeeding mother. Concept of Hajj. Conditions. Umrah. Its conditions. Ruling on excuses during Hajj and Umrah.

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**B.A Islamic Studies**

**BUK-ISS 209 Arabic Language Drills II (2 Units, Core: L= 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 practicalized in both written and spoken Arabic communication.

The course will also drills into the comparative study of Arabic grammar with other two languages major Nigerian languages.

**Objectives**

The Objectives of the Course are;

1. To explain verbs and its types.
2. To explain the subject and the object of the verbs
3. To elaborate *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, explain and differentiate 10 types of verbs
2. Explain at least 3 subject and the object of the verbs.
3. 3 differences between the subject and the object of the verbs.
4. Explain how *inna* and *kana* and their sisters are used in relation to their subject and predicates.
5. Write short essays and compositions and translation from Arabic to English and English to Arabic

**Course contents**

Verbs and 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-ISS 210 Quran and Tajweed (2 Units, Core: L= 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 is also designed to to guide them on the proper application of these rules

The 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 recitation especially Juz Amma.*

**Objectives**

1. To explain the virtues of the Qur’anic recitation and reciters.
2. To explain rules of Tajweed and their application in the recitation of Juz’u Amma using imam Warsh and Hafs Recitals.
3. To 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) Attributes of Arabic letters (*siffat al-huruf*) (vii) Articulation of Arabic letters (*makharij al-huruf*) (viii)

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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**B.A Islamic Studies**

**BUK-ISS 211 Saviors and Destructive Evils (*al-Munjiyat* & *al-Muhlikat*) in the Qur’an and Sunnah (2 Units, Core: L= 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**

1. To explain saviors in Islam such as patience, gratitude, hope and fear of Allah and poverty.
2. To explain 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 5 saviors and Destructive evils from the Quran and Sunnah

2. Explain the meanings of the 5 Destructive evils from the Quran and Sunnah

3. Cite 10 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 Outlines**

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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**Level 300**

**BUK-ISS309 Advanced *Usul Al Fiqh* (Advanced Principles of Islamic Jurisprudence) (2 Units, Core: LH=30; p:0)**

**Senate Approved -Relavance**

Training of highly quality graduates who acquired vast knowledge in Principles of jurisprudence. This would make them competent to deduce Islamic rulings from the original sources and disseminate them in the immediate society, which is in line with the BUK’s mission in addressing religious needs and issueing valid fatwas regarding burning issues particularly in Nigeria.

**Overview**

The course is designed to educate students on the principles of jurisprudence and its role in understanding the commands of Allah as the ultimate Ruler. In other words the art of shariah rules deduction would be elaborated.

The course also emphasizes on practical ways that would equip students to deepen researches for proper deduction of Islamic rulings. This is to avoid unnecessary mistakes in conducting Ijtihad and elaboration of Shariah texts.

**Objectives:**

The objectives of the course are to:

1. Discuss the meaning and importance of Usul al-Fiqh
2. Analyse the relationship between Usul Fiqh and al-Qawa’id al-Fiqhiyyah
3. Describe and explain the stages of objectives of the Shari’ah
4. Expalin the emergence and development of main documented works on Maqasid
5. Emphasize on the efforts made by Usul scholars in setting solid guidelines for the proper deduction of different Islamic rulings.

**Learning outcomes**

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

1. Appreciate the jurisprudential methodologies followed by different Schools of Law.

2. Distinguish between *Usul fiqh, al-Qawa’id al-Fiqhiyyah and Maqasid al-Shari’ah*.

3. Identify the basic stages of of Maqasid al-Shari’ah.

4. Assess critically the efforts of the early jurists.

5-Develop the capacity to deploy expertise in the deduction of jurisprudential rulings.

**Course contents**

The definition of *Usul al Fiqh.* Its emergence and development. It compilation according to the methodology of schools of Jurists. The definition of *Qawa’id fiqhiyya.* Its evolution, development and compilation. A detailed study of major *Qawa’id al-Fiq’hiyyah*. The definition of the objectives of the Shari’ah. Its emergence, development and importance. Analysis of the main documented works on *Maqasid*. The steps/stages of the objectives of Shari’ah according to its degree: *daruriyyah* (essentials), *hajiyyat* (embellishments/comforts) and *tahsiniyyat* (complement luxuries). The relationship between Legal Maxims and public interest/unrestricted interest.

**Minimum Academic Standard**

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**B.A Islamic Studies**

**BUK-ISS310 Revivalism and Revivalist Movements (2 Units, Elective: L= ;)**

**Senate Approved -Relavance**

It is according to the core values of Bayero University to prepare students to be agile and apt. Hence, this course would inspire students with wisdom and mechanism that the great wise-men and god-fearing scholars followed in reforming their immediate societies. This would acquaint students of this course look closely to their respective societies and introduce meaningful development in order to put them on the proper and acceptable tract to the righteousness.

**Overview**

Revivalism is very important element of life. It is one of the glaring mission of BUK to connect past and present in a pedagogical manner. It is aimed at producing students with vast Islamic knowledge.

This course translates that mission into practice. It is well planned to attach the students with the traditions of great Muslim revivalists with hope to become well-versed students in the area.

**Objectives:**

The objectives of the course are to:

1. Asses the development and contibution of early revalist development of early revalists.
2. Explain the prophetic traditions on revivalism
3. Identify 10 contributions of early African revivalists
4. Describe the movements of Sheikh Uthman bn Fodio for revivalism
5. Evaluate the contemporary revivalist movements and challenges facing them

**Learning Outcomes**

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

1. Explain the concept of revivalism (*Tajdid*)

2. Identify 5 early revivalist leaders.

3- Trace the history of the development of revivalist movements.

4. Explore the underlying role of African revivalist movements.

5. Assess how the revivalist movements tackled the challenges they encountered

**Course contents**

The Concept of *Tajdid.* Its development and early revivalist leaders. The revivalist movements and their leaders in the 18th and 19th centuries West Africa. Life and contributions of great scholar such as Karomaku, Samoture, Sheikh Uthman bn Fodio. Contemporary revivalist’s movements such as al *Ikhwan al Muslimun* and Jama’ate Islami.

**Minimum Academic Standard**

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**BUK-ISS311 Advanced Studies of *al-Tawhid* (Islamic Science of Unity) (2 Units, Core: LH:30; p:0)**

**Senate Approved-Relevance**

Producing students with quality education and strong faith in their respective beliefs, is an integral part of the BUK vision. This course is prepared to build solid faith anchored with scientific facts in students minds. The course would pave the way for students to appreciate the efforts of different Muslim sects in order to develop an understanding society.

**Overview**

It is an approach to the study of faith (Iman) and relationship between Iman and other bodily acts. It studies “nature” and omnipotence of Allah in the context of different sectarian views. It also explores how Iman can increase or decrease based on the performance or otherwise of righteous acts.

It educates students on the unseen creations such as angels and jins. The significance of the course is to emphasize roles that Iman nourishes in one’s heart, prevents misunderstanding of tenets of faith and deter from conflicts between people from different faiths.

**Objectives:**

The objectives of the course are to:

1. define the concept of Iman
2. evaluate the views of different Muslim sects on Iman
3. Indicate the roles of finality of the Prophethood with Prophet Muhammad (S.A.W)
4. discuss the importance of Al-Shafa’ah to the Muslims
5. Emphasize on observance of good deeds and refraining from bad one as tools of Iman.

**Learning Outcomes**

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

1. Describe the nature of the Names and Attributes of Allah.

2. Explain the nature of the prophethood.

3. Explain the place of angels and Prophets in Islam.

4-Assess the views of different Muslim sects on Iman.

5-analyse the functions of the un-seen creatures

**Course contents**

The concept of *al Tawhid* in Islam: *al Tawhid* in theory. *AlTawhid* in practice. The concept of *al Iman* (belief) in Islam. It’s meaning according to the different schools of al- *Mutakallimun.* The distinction between *Mu’min* and *Muslim.* The creed *al Manzilah bayn al Manzilatayn*. God’s names and attributes (*Asma’ullah wa sifatuhu*). Self Attributes (*Sifat al dhat*). The Attributes of action (*Sifat al af’al*). The Qur’an and the word of God and the views of the *Ahl al Sunnah* and the *Mu’tazilah* on the Qur’an. The concept of God’s Justice. *Al Wa’ad wa al wa’id* (the promise and the action). The opinions of the *Qadariyyah*, the *Jabariyyah* and the *Ahl al Sunnah* on man’s actions. The creation of Good and Evil. The problem of *Salah wa al aslah.* The mercy of God. The concept of al *Nubuwwah wa al Risalah* (Prophood and the Message). What is *al Nubuwwah* (Prophood) and its qualifications. The Message of Prophet in general. The Message of Muhammad. *Al Shafa’ah* (Intercession of the Prophets): What is *al Shafa’ah* (Intercession). The concepts of *Ahl al Sunnah* and *Mu’tazilah* on *Shafa’ah. Al Sam’iyyat wa al Mughayyabat* (belief in the Unseen). The heavenly Angels. *Al Jinn* (belief in the existence of Spirits).The Resurrection (future life). The concept of torture and comfort in the grave.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**BUK-ISS312 Comparative Studies of Religions (2 Units, Elective: LH=30; P:0)**

**Senate Approved -Relevance**

Harmony and peaceful co-existence among followers of different faiths in Nigeria in order to build a conducive atmosphere for learning among the core values of BUK. This course is designed to promote such value. So that students would be tools of development and they would impart such values to people wherever they live.

**Overview**

The course is meant to expose students to the sources of the three main religions; Judaism, Christianity and Islam and how their respective scriptures should be studied. The course is aimed at comparative analysis of the basic themes with special reference to faith, worship, ethics, and contribution to human progress especially in the field of thought and science.

The works of prominent scholars in the field would be studied to acquaint the students with refined studies in the area. This would motivate them and instil the habit of profundity in seeking knowledge in them.

**Objectives**

The objectives of the course are to:

1. explain the concepts of religion and faith
2. evaluate 5 differences between different Christians Gospels and the Qur’an
3. explain 7 contributions of early Muslim scholars of comparative religions
4. discuss the importance of peaceful co-exixtence
5. Analyse the impact of Islam and Christianity in Nigeria

**Learning Outcomes**

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

1-Describe the history and nature of each of Judaism, Christianity and Islam

2-Identify 10 points of convergence and divergence of the three religions

3-Analyse 10 differences of the scripture of the three religions;

4-Assess the impact of both Islam and Christianity in Nigeria.

5-appreciate the contributions of 5 Muslim scholars on the comparative issues

**Course contents:**

Introduction to Judaism, Christianity and Islam**.** The sources of the three religions with special reference to the history of the texts of: a. The Old Testament. b. The New Testament c. The Gospel of Barnabas. d. Al-Qur'an**.** A comparative study of the basic themes with special reference to: a. Faith, b. Worship, c. Ethics, d. Contribution to human progress especially in the field of thought and science.Impact of both Islam and Christianity in Nigeria (especially in Education)**.** The place of African traditional religions vis-à-vis Islam and Christianity**.** A survey of the comparative studies of religions in Islamic thought e.g. Abu al Hasan al Amiri, al Biruni, Rahmatullah al-Hindi and Ahmad Deedat.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**BUK-ISS313 the Contributions of West African Scholars to the Study of Islam. (2 Units, Elective: LH=30; P:0)**

**Senate Approved-Relevance**

Training of high quality graduates who are inspired with the vast knowledge and wisdom of local scholars, is in line with the mission of BUK in combining between town and gown to achieve solid progress in education sector. The course would prepare students to understand the culture and needs of their immediate societies.

**Overview**

The course is designed to train the students on the contributions of indigenous scholars as well introducing them to the scholars’ immense contributions in interpreting Islam and working towards actualizing its mission. The students should be well-trained to identify the basic requisite knowledge for establishing informal institution of learning in African localities.

The course would look deeply into the impact of colonial rule on learning in West African societies and the efforts of local rulers and scholars to revive it during post rule and beyond.

**Objectives:**

The objectives of the course are to:

1. Analyse the introduction and development of Islam in West Africa
2. Explain 7 contributions of great West African scholars
3. examine 5 indigenous contributions to Islam
4. Discuss the impact of colonial rule on West African Muslims
5. Identify 10 modern challenges facing the development of Islam in West Africa

**Learning Outcomes**

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

1. Discuss the trends of scholarship in Africa.

2. Identify the contributions of scholars to the development of Islamic scholarship.

3. Analyse the historical data of the establishment of formal institutions.

4- Evaluate the challenges that Islamic scholarship encountered during the colonial and post-colonial rules.

5-illustrate the importance of formal and informal institutions of learning

**Course contents:**

The Introduction of Islam into West Africa. The Kunta *Ulama*. Shaikh Muhammad ibn Abdulkarim Al-Maghili. Abdullahi Suka, Dan Marina and Dan Masani. The Borno *Ulama,* Shaykh Muhammad Abd al- Rahman al-Barnawi, Shaykh Tahir Fairamma etc. The Rise of Shaykh Uthman Ibn Fudi and His School. Shaikh Umar al Futi and Shaykh Ahmad Al -Bakka’i etc. Islamic Scholarship in West Africa uunder Colonial rule. Islamic Scholarship in West Africa during the post-colonial rule. Islamic Scholarship in Formal Institutions.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**BUK-ISS314 Orientalism and Islamic Studies** **(2 Units, Elective: LH:30; p:0)**

**Senate Approved-Relevance**

It is among the mission of BUK to be among the world class universities. This course would be a huge step towards actualizing this mission. It is planned to familirize the students with the works of western scholars on Islamic Studies. This, of course, would open up an array of academic relationships between BUK and western universities, which will result in academic discussions and other relevant matters.

**Overview**

The course is designed to introduce the students to the general characteristics and main sources of Islam. The importance of seeking knowledge and duties upon a Muslim scholar are meant to be imparted to the students.

The works of western scholars formally known as “orientalists”, their motives for studying Islamic Studies are to be well explained. This would go along with the responses of local scholars to the issues raised by the orientalists against Islam.

**Objectives**

The objectives of the course are to:

1. Define the concept of orientalism
2. Discuss the motives of orientalists towards studying Islamic Studies
3. Analysze the nature of orientalists contributions to Islamic Studies
4. Appraise Muslim approches to the orientalists view on Islam
5. Identify modern orientalists and their works on Islamic Studies in general

**Learning Outcomes**

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

1. Demonstrate the concepts of orientalism;

2. Identify 7 advantages and disadvantages of studying orientalist views;

3. Assess the influence of orientalism on Muslims, faith and culture; and

4. Appreciate local and global Muslim responses to orientalism.

5. Analyse the Orientalists’ influence on some ‘modern’ Muslim scholars

**Course contents:**

Introduction: Islam and its general characteristics. The original sources of Islam:1. *al Qur'an* 2. *al Sunnah*. The concept of *'Ilm* (knowledge) in Islam. The qualification of *'Alim* (Muslim scholar)

The Orientalists and their approach to Islam: Their main motive and objectives of studying Islam. Their main qualifications. The Historical background. The Orientalists’ influence on some ‘modern’ Muslim scholars e.g. Ali Abd al Raziq: *al Islam wa usul al Hukm*. Taha Hussain: *Fi al-Shi’r al-Jahili*.Ahmad Amin: *Islamiyyat*. Critical evaluation of the main works of orientalist e.g. Gibb: Mohammadanism. Goldziher: Muslim Studies. Guillaume: Islam. Hitti: History of the Arabs. Lewis: The Arabs in History. Watt: Muhammad, Prophet and Statesman.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**BUK-ISS315 the *Sirah* and *Maghazi* Literature (2 Units, Elective: LH: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 noble character of Prophet Muhammad (pbuh). The course is meant to impart excellent characters to the student. By and large the societies would benefit greatly from the prophetic wisdom.

**Overview**

The course is planned to introduce the students to the efforts put by the early compilers of prophetic biography. This was supported by the analysis of the expansion and further discussion of subsequent generations on the same area of research.

To give clear illustration, the course has been widened to study indigenous contributions to the Sirah and Magazine. The orientalist’s works were fully looked at and analyzed.

**Objectives**

The objectives of the course are to:

1. identify 5 early compilers of Sirah and Maghazi literature
2. discuss the methodologies of 7 medieval writers on Sirah and Maghazi literature
3. Analyse the major contributions of contemporary writers of Sirah and Magahazi
4. Assess the indigenous writings on Sira and Maghazi
5. Assess the orientalists and their desciples approaches to the subject

**Learning Outcomes**

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

1. State the contributions of early compilers of the prophetic biography.
2. Explain the contributions of indigenous scholars.
3. Outline the orientalist’s trends with regards to the Sirah and Maghazi.

**Course Contents:**

Early writers and compilers of Sirah and Maghazi such as Ibn Ishaq, Al-Waqidi, Ibn Sa’ad. Later Developments in Sirah Writing such Ibn Jarir al-Tabari, Ibn Kathir, Ibn Sayyid an-Nas, etc. The Prophet’s Biography in Verse such as Al- Busiri, Al-Fazazi, Ahmad Shawqi, Aliyu Namangi of Zaria, etc. Contemporary Muslim writing on Sirah such as Muhammad Husayn Haykal, Shibli Nu’mani, Syed Suleiman Nadwi, etc. The Contributions of the Sokoto Jihad Leaders to Sirah. Orientalists on the Sirah, Especially the Works of William Muir,William M. Watt, Tor Andrae, Maxime Rodinson, etc.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**BUK-ISS316 Research Methods (2 Units, Core: LH:30; p:0)**

**Senate Approved-Relevance**

Undoubtedly, research with its all types and dimensions 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:

1. identify the needs for quality research in Islamic Studies
2. Analyze the various sources of information
3. Explain the use of library in Islamic Studies research
4. Discuss the research methodology 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.
5. Identify the challenges that face students of Islamic Studies in research

**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 Islamic Studies**

Level 400

**BUK-ISS408 Islamic Law of Inheritance (2 Units, Core: LH:30; P:)**

**Senate Approved-Relevance**

The course aligns with the mission of the University of producing quality students who would be relevant to their communities as Islamic law of inheritance is indispensable to adherents of Islamic faith. Students will be equipped with the right tools to compute and distribute the estate according to the teachings of Islam.

**Overview**

The course is designed to expose students to Islam’s peculiar method of dispensing the wealth of the deceased. It illustrates in details how the estate is shared among the rightful heirs and it outlines who the rightful heirs are and what percentage is due to each.

It also explains why the Islamic method of sharing inheritance is the best way to ensuring social justice and eliminating all forms of favoritism among relatives that are capable of undermining the cohesion and harmony of a Muslim family in particular and society at large.

**Objectives**

The objectives of the course are to:

1. Define Islamic Law of Succession.
2. Identify the significance of Islamic Law of Succession.
3. Explain the rationale behind the Islamic Law of Succession.
4. Analyze the elements of succession and impediments to inheritance.
5. State the rights and liabilities in the estate and various steps and formulae of its distribution.
6. Appraise the modern trends in inheritance.

**Learning Outcomes**

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

1. Define Islamic Law of Succession both literally and technically.
2. Identify at least 5 evidences from the Qur’an and Sunnah showing the significance of Islamic Law of succession.
3. Explain the rationale behind the Islamic Law of Succession from socio-economic perspective.
4. Analyze the elements of succession and impediments to inheritance at least from the viewpoint of the Maliki school of law.
5. State at least 5 rights and liabilities in the estate and 10 steps and formulae of its distribution.
6. Appraise at least 2 modern trends in inheritance.

**Course Contents**

Definition. Significance. Rationale behind the law of succession. Inheritance among various cultures. Inheritance among various faiths. Elements of succession (Arkān al-Mirāth). Impediments to inheritance. Rights and liabilities in the estate. Methods of distribution. Modern trends of inheritance. Inheritance of shares. Inheritance of investments.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**BUK-ISS409 Laws of *Wasiyyah* and *Waqf* (2 Units, Core: LH:30; P:0)**

**Senate Approved-Relevance**

Training students who are capable of driving financial development and wellbeing of their society is at the heart of the University core values. Students introduced to this course will be able to spur and inspire change of mindset in their communities with regard to how Islam emphasizes poverty reduction and fighting social inequality which will in its turn usher in peace and prosperity in the society.

**Overview**

The course focuses on Islamic social finance. It emphasizes shari’ah-based strategies for community welfare. It also highlights the extent to which the rationale of sharing, distribution, and cooperation affects the conceptualization of wealth as a vehicle to shared prosperity.

The course is also designed to pay special attention to awqaf (endowments), wasiyyah (will) and other philanthropic instruments. It shows the role of these instruments in overcoming the challenges of poverty and inequality in the society.

**Objectives**

The objectives of the course are to:

1. Explain the concept of wasiyyah and its main components;
2. Illustrate the legality of wasiyyah.
3. Enumerate the conditions for the validity of wasiyyah.
4. Define waqf.
5. Appraise the significance of waqf in Islam and its administration..
6. State the changing role and forms of waqf in contemporary times.

**Learning Outcomes**

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

1. Explain the literal and technical concept of wasiyyah and at least 3 of its main components.
2. Illustrate evidences from the Qur’an and Sunnah showing the legality of wasiyyah.
3. Enumerate at least 3 conditions laid down for the validity of wasiyyah.
4. Define waqf literally and technically.
5. Appraise the socio-economic impact of waqf on Muslim societies
6. Highlight 5 innovative forms of waqf in contemporary times.

**Course Contents**

Definition of wasiyyah (Will). Formation. Legality. Condition of validity. Effects of death on the validity of will. Definition of waqf. Significance. Conditions of validity. Administration. Terms of grantor (shurut al-waqif). Legal personality. Liquidation. Waqf in the contemporary times. Charitable foundations. Endowments for the community development, etc.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**BUK-ISS410 Islam in Kanem-Borno (2 Units, Elective: LH:30;P:0)**

**Senate Approved-Relevance**

This course falls in line with the mission and vision of the University because it seeks to expose students to the achievements of indigenous scholars in various fields of knowledge. This will undoubtedly lead to increased awareness among students about their recent past and how they can replicate such feat achieved by their ancestors.

**Overview**

The course provides students with an understanding of the rich tradition and scholarship in an ancient Islamic state. It highlights how the state played a great role in the spread of Islam in sub-Saharan Africa. It also focuses on the Islamization processes and various challenges encountered by its long reigning dynasties.

The course is also aimed at exposing students to the richness and multi-faceted nature of the works produced by scholars of the Kanem-Borno Empire. It also explores research opportunities in the extant manuscripts bequeathed by its illustrious scholars.

**Objectives**

The objectives of the course are to:

1. Analyze the introduction, spread and development of Islam in Kanem-Borno;
2. Assess Islamization process and Islamic scholarship under various dynasties;
3. Explain the origin, development, nature and scope of Islamic literature in the empire; and
4. Outline the richness of manuscripts produced by Borno scholars.
5. Identify potential areas of research in Bornoan manuscripts.

**Learning Outcomes**

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

1. Analyze the at least 5 factors responsible for the introduction, spread and development of Islam in Kanem-Borno.
2. Assess the role of 3 Mais (kings) in the Islamization process and Islamic scholarship under various dynasties;
3. Explain the scholarly exchanges between Islamic east and Islamic west vis-à-vis Kanem-Borno; and
4. Outline at least 10 themes treated by Borno scholars in their works.
5. Identify at least 5 potential areas of research in the Bornoan manuscripts.

**Course Content**

Introduction of Islam into Kanem-Borno. Development of Islam in Kanem-Borno. Factors for its spread. Islamization Processes. Dysnasties. Islamic scholarship and learning. The role of Mais (Kings). The origin and development of Islamic literature in Kanem-Borno. Nature. Scope. Manuscripts. Prospects for research.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**BUK-ISS411 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. Identify 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 Contents**

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.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**BUK-ISS412 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. Identify 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.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**BUK-ISS413 Methods and Trends of Tafsir (2 Units, Elective: LH:30; P:0)**

**Objectives**

**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 centres 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.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**BUK-ISS414 Islamic Literature in Vernacular (2 Units, Elective: LH:30; P:0)**

**Senate Approved-Relevance**

Producing students who are highly competent in making positive impact on their communities aligns with the mission of the University. There is dearth of Islamic literature in vernacular the vacuum of which is hoped to be filled by Bayero University students when properly equipped with the right tools. This course will do just that.

**Overview**

The course aims to expose students to the significance of producing Islamic literature in various indigenous languages such as Hausa, Fulfulde, Kanuri, Nupe, Yoruba, etc. It introduces students to the scope and types of such literature as presently constituted. It also shows how this literature is relevant to Nigerian society.

The course also identifies centers, libraries and individuals with huge investments of time and resources in developing the area. It also acquaints them with the challenges facing the area and various solutions proffered toward addressing them.

**Objectives**

The objectives of the course are to:

1. State the significance of producing Islamic literature in indigenous languages;
2. Explain the scope, types, and relevance of Islamic literature in vernacular to Nigerian society;
3. Analyze challenges facing the production of Islamic literature in vernacular in Nigeria; and
4. Examine some outstanding Islamic works produced by Nigerian scholars in vernacular.
5. Identify libraries and research centers with focus on Islamic literature in vernacular.

**Learning Outcomes**

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

1. State 5 reasons showing the significance of producing Islamic literature in indigenous languages;
2. Explain 5 broad topics often treated by Islamic literature in vernacular and their relevance to Nigerian society;
3. Analyze 5 main challenges facing the production of Islamic literature in vernacular in Nigeria; and
4. Examine 5 outstanding Islamic works produced by Nigerian scholars in vernacular.
5. Identify at least 3 libraries and 3 research centers with focus on Islamic literature in vernacular in Nigeria.

**Course Contents**

The imperative of producing Islamic works in Nigerian languages. Selected works on Islamic literature in vernacular. Scope. Devotional. Spiritual. Social. Economic. Political. Types. Original and translation. Importance. Relevance to daily life situations. Libraries and research centers with focus on Islamic literature in vernacular. Challenges facing Islamic literature in vernacular. Proffered solutions.

**Minimum Academic Standard**

**Bayero University, Kano**

**Faculty of Arts and Islamic Studies**

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

**B.A Islamic Studies**

**BUK-ISS415** **The Research Methods of Muslim Scholars (2 Units, Core: LH:30;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 studying methods of research in Islamic Studies
2. Analyze 5 various sources of information
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*).