

# 1603HUM

## Islam in the Modern World

### Semester 1 2010

Academic Organisation:	School of Humanities
Faculty:	Faculty of Humanities & Social Sciences
Credit point value:	10
Student Contribution Band:	Band 1
Course level:	Undergraduate
Campus/Location/Learning Mode:	Nathan / On Campus / In Person
Convenor/s:	Dr Halim Rane (Nathan)
Enrolment Restrictions:	Nil
This document was last updated:	28 January 2010

#### **BRIEF COURSE DESCRIPTION**

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This course introduces students to Islam and its adherents within contemporary global dynamics. It examines the thought of key Muslim intellectuals from the 19th Century till present and their attempts to come to terms with modernity as a Western project, while addressing critical issues facing Islam. Areas for consideration include: renewal and reform; the impact of colonialism and globalisation on Muslim discourse; independent judgment (ijtihad) versus emulation (taqlid); and issues associated with civil society. Students will also explore the challenge of shaping a Muslim identity in the modern world, in the context of key Muslim institutions and social movements.

This course will be taught online by Griffith University. It is offered to students of University of Melbourne, University of Western Sydney and Griffith University. Local tutorial support will be available at all three universities.

Incompatible with: 1603ART Islam in the Modern World

## SECTION A – TEACHING, LEARNING AND ASSESSMENT

### COURSE AIMS

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#### **Islam in the Modern World**

This subject provides students with an understanding of Islam and its adherents in the context of contemporary global dynamics. The first part of the course introduces students to the basics of Islam, provides an historical overview of the Islam and the Muslim world, and addresses some fundamental aspects of Islamic law and the question of Islamic states. It then examines the thoughts of key Muslim intellectuals from the modern era until the present and their attempts to come to terms with modernity in addressing critical issues facing Islam. The final part of the course deals with some most dominant contemporary issues, including the impact of colonialism and globalisation; Islam-West relations; conflict and peacebuilding; interpretation and reform; representation of Islam in the mass media; and issues associated with the state and civil society, including democracy, human rights, and gender equality.

### LEARNING OUTCOMES

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

- Understand historical developments in the Muslim world and their impact on contemporary contexts;
- Understand the origins, development, and diversity of Islamic thought on various contemporary issues;
- Deal more effectively with Muslim people, including within the context of complex debates; and
- Analyse and convey an informed opinion on matters pertaining to the contemporary Muslim world, including relations between Islam and the West.

### CONTENT, ORGANISATION AND TEACHING STRATEGIES

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**Islam in the Modern World**, provides –

- (1) 12 interactive lectures over a 12-week period; and
- (2) Tutorials and discussions which link theory to practice.

Each lecture is devoted to a specific topic. Lectures complement, highlight, and explain key concepts found in the readings. However, lectures are more than a review of the assigned reading material. They include additional concepts, examples, and knowledge concerning the topic under consideration. Lecturers will assume that students have read the assigned readings before coming to lectures and tutorials, so that they may actively participate in class discussions. Students may find that a particular subject holds special interest and will be encouraged and assisted in seeking out relevant reading material.

#### **Contact Summary**

In addition to attendance at lectures, students are also strongly encouraged to take part in classroom discussions of material introduced in the lectures and readings. In this context, students should see attendance at lectures as compulsory. Students should also seek advice from the lecturer during consultation hours on the subject material, including on the preparation of assessments.

### CONTENT SUMMARY

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## **Foundations**

### **Week 1: Islam and Muslims**

With so much focus on political Islam in contemporary times, the central beliefs and practices of the faith are often overlooked. This lecture provides a comprehensive overview of the Islamic religion. It defines Islam and explores its origins, beliefs, practices, basic laws, and relationship with other monotheistic faiths. This lecture discusses the sources of Islam and its essential teachings with a specific focus on the five pillars.

**Reading:** John Esposito and Dalia Mogahed, *Who Speaks for Islam?* p. ix-28 (Intro and Ch 1).

**Tutorial:** Documentary: *Islam: Empire of Faith (Part 1)*.

### **Week 2: Expansion, Developments, and Movements**

In order to understand the contemporary Muslim world, it is essential to study its origins and development. This lecture gives the historical background to Islam and the Muslim world. It begins with an overview of pre-Islamic Arabia and then examines the life of the Prophet Muhammad, in which Islam was established as a religion and the foundations were laid for the Islamic civilisation. This lecture explores the contributions of the companions and successors of the Prophet, focusing on the *Rashidun* Caliphate. It also discusses the subsequent Muslim empires, including the Umayyad, Abbasid, Safavid, Mughul, and Ottoman. Within this overview, this lecture highlights the origins of the various movements and developments that now characterise Islamic civilisation, including Sunnism, Shiism, Sufism, and the development of philosophy and science in the Muslim world. This lecture concludes with the legacy of colonialism, the break-up of the Ottoman empire, and the formation of modern Muslim states.

**Reading:** Karen Armstrong, *Islam: A Short History*, p.3-158 (Ch 1-5).

**Tutorial:** Documentary: *Islam and Science*

### **Week 3: Modern Developments in Muslim Thought**

The social, political, economic, and psychological impacts of European colonisation on the Muslim world are of profound importance for understanding the state of Islam and Muslims today. Colonisation presented unprecedented challenges for Muslims and was the catalyst for new thinking and reform. This lecture discusses the impact of colonialism on the Muslim world and explores the writings of some of the most influential Muslims of the 20<sup>th</sup> century. Of specific focus are the contributions of Hasan al-Banna (d.1949) on Muslim society, Abul A'la Mawdudi (d.1979) on the Islamic state, Sayyid Qutb (d.1966) on political Islam, and Ruhollah Khomeini (d.1989) on Islamic revolution. Independence from colonial rule did not mean an end to the challenges confronting the Muslim world. This lecture examines the writings of some of the most influential contemporary Muslim thinkers on some of the most critical issues currently debated within Islam. Of specific focus is the work of Fazlur Rahman (d.1989) on interpretation, AbdulHamid AbuSulayman on Muslim thought, Yusuf Qaradawi on Muslim extremism, and Tariq Ramadan on Islam-West relations.

#### **Readings:**

Zeenath Kausar, *Contemporary Islamic Political Thought*, p.113-153; 187-266.

Mansoor Moaddel and Karman Talattof, *Modernist and Fundamentalist Debates in Islam*, p.223-246, 247-262.

Fazlur Rahman, *Islam and Modernity*, p.1-11 (Introduction).

AbdulHamid AbuSulayman, *Crisis in the Muslim Mind*, p.1-34 (Ch.1).

Yusuf Qaradawi, *Islamic Awakening: Between Rejection and Extremism*, p.21-46 (Ch.1).

Tariq Ramadan, *Islam, the West and the Challenge of Modernity*, p.264-297 (Part 3, section III); 306-311 (Conclusion)

**Tutorial:** Documentary: *Edward Said: On Orientalism*

## Debates

### **Week 4: Issues in Legal Thought**

Law has always been considered as central to Islam and a binding force in Muslim societies, even in the absence of political unity. This lecture will explain the major concepts in Islamic law and jurisprudence as well as their development and evolution. It will discuss the source, nature, and objectives of Islamic law and address such contentious issues as the implementation of punishment. This lecture will also explore the issue of interpretation and will discuss the methods of contextualisation and *maqasid* or the objective-oriented approach.

**Reading:** Mohammad Hashim Kamali, *Shariah Law: An Introduction*, p.1-38; 123-140 (Ch 1, 2, and 6).

**Tutorial:** Discussion: 'Why Shariah?' by Noah Feldman - [http://www.nytimes.com/2008/03/16/magazine/16Shariah-t.html?\\_r=1](http://www.nytimes.com/2008/03/16/magazine/16Shariah-t.html?_r=1)

### **Week 5: Human Rights**

Women and human rights are two of the most contentious issues debated within Islam. This lecture examines the rights and status of women in Islam based on the Quran and Prophetic Traditions and contrasts them with the contemporary reality. It then proceeds to discuss the broader issue of human rights in Islam based on traditional and contemporary understandings. This lecture questions the extent to which gender equality and human rights are inherent in the Islamic tradition and explores the approaches most conducive to their realisation.

**Reading:** John Esposito and Dalia Mogahed, *Who Speaks for Islam?* p.99-134 (Ch 4).

**Tutorial:** Discussion: 'The Universal Declaration of Human Rights' - <http://www.un.org/en/documents/udhr/> versus 'The Cairo Declaration of Human Rights in Islam' - <http://www.religlaw.org/interdocs/docs/cairohrislam1990.htm>

### **Week 6: The Struggle for Democracy**

Islam is often regarded in the West as inherently incompatible with democracy. This lecture examines the competing perspectives on this question. It puts into context the absence of democracy in many parts of the Muslim world and explores the extent to which this phenomenon can be attributed to Islam or is best explained in terms of historical, economic, and political factors.

#### **Readings:**

John Esposito and Dalia Mogahed, *Who Speaks for Islam?* p.29-64 (Ch 2).

Mohammad Hashim Kamali, *Shariah Law: An Introduction*, p.199-224 (Ch 10).

**Tutorial:** Discussion: 'Building Bridges, Not Walls: Engaging with Political Islamists in the Middle East and North Africa' by Alex Glennie - <http://www.scribd.com/doc/20322587/Building-Bridges-Not-Walls-Engaging-with-political-Islamists-in-the-Middle-East-and-North-Africa>

### **Week 7: Short-answer test 1**

This exam will consist of 20 short-answer and multiple-choice questions based on the lectures, tutorials, and readings from weeks 1-6.

## Dilemmas

### **Week 8: Mediated Islam**

For most people in the West, the mass media is their primary source of information about Islam and Muslims. This lecture examines the representation of Islam and Muslim in the Western media and explores the extent to which it reflects reality or whether it has constructed a mediated version of reality. It proceeds to discuss the impact of media coverage of Islam and Muslims on the West in the context of both conflict and co-existence.

**Reading:** Edward Said, *Covering Islam*, p.xi-xlvi, xlix-lxx (Introductions).

**Tutorial:** Documentary: *Reel Bad Arabs: How Hollywood Vilifies a People*

### **Week 9: Jihad and Militancy in the Muslim World**

The infamy that Islam has attracted in the West is largely due to perceptions of Islam as a religion of violence and terrorism, usually expressed under the heading of jihad. This lecture defines jihad and examines its objectives and conditions within the context of the Quran and the life of the Prophet Muhammad. It reviews the historical evolution of jihad with specific reference to Muslim scholars and leaders since the beginning of Islam until the present, including Imam Shafi'i, al-Sarakhsi, Ibn Taymiyyah, Sayyid Qutb, Abdullah Azzam, and Osama bin Laden. This lecture also discusses the history, composition, and objectives of various militant Islamic groups, including Jamaat Al-Jihad, Hezbollah, Hamas, and Al-Qa'ida and examines the competing views of Muslim scholars on such tactics as suicide bombing.

#### **Readings:**

John Esposito and Dalia Mogahed, *Who Speaks for Islam?* p.65-98 (Ch 3).

Halim Rane, *Reconstructing Jihad amid Competing International Norms*, Ch 5.

**Tutorial:** Discussion: 'Putting Jihad into Context (Chapter 6)', *Reconstructing Jihad amid Competing International Norms* by Halim Rane.

### **Week 10: The Question of Palestine**

Israel-Palestine is widely acknowledged as the conflict most central to Muslim grievances with the West. This lecture discusses historical Palestine, the origins and dimensions of the conflict, and the failures of the peace process. It examines the issue of international law in the context of achieving a just peace and considers the implication of this conflict for Islam-West relations.

#### **Readings:**

Greg Philo & Mike Berry, *Bad News from Israel*, p.1-90 (Ch.1).

Halim Rane, *Reconstructing Jihad amid Competing International Norms*, Ch 1 and 2.

**Tutorial:** Documentary: Empire: 'What Future for Greater Israel?'

### **Week 11: Islam and the West**

This lecture discusses the Islam-West relationship in terms of its past, present, and future. It reviews the historical contexts that have defined relations, including co-operation, colonialism, and conflict. This lecture identifies the major issues currently characterising Islam-West relations, including the war on terror, perceptions of a clash of civilisations, and Muslim minorities in the West. It also explores the challenges and opportunities for the future in terms of the changes demanded of each by the other. An important feature of the post-colonial era is Muslims in the West. This lecture focuses on Islam and the Muslim community in Australia. It examines the history and settlement, contributions, institutions, and challenges

of Muslim Australians. This lecture discusses inter-community relations in the context of multiculturalism and broader issues concerning the Islam-West relationship.

**Readings:**

John Esposito and Dalia Mogahed, *Who Speaks for Islam?* p.135-166 (Ch 5).

Abdullah Saeed, *Muslim Australians: Their Beliefs, Practices, and Institutions*,

[http://www.amf.net.au/PDF/religionCulturalDiversity/Resource\\_Manual.pdf](http://www.amf.net.au/PDF/religionCulturalDiversity/Resource_Manual.pdf).

**Tutorial:** Discussion: ‘Remarks by the President [Obama] on a New Beginning’, Cairo, 4 June 2009 - [http://www.whitehouse.gov/the\\_press\\_office/Remarks-by-the-President-at-Cairo-University-6-04-09/](http://www.whitehouse.gov/the_press_office/Remarks-by-the-President-at-Cairo-University-6-04-09/)

<b>Week 12: Short-answer test 2</b>
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This exam will consist of 20 short-answer and multiple-choice questions based on the lectures, tutorials, and readings from weeks 7-11.

**ASSESSMENT**

Item	Assessment Task	Length	Weight	Total Marks	Relevant Learning Outcomes	Due Day and Time
1.	Short-Answer Test 1	20 questions	20%	100	1, 2	Week 7 (in class)
2.	Short-Answer Test 2	20 questions	20%	100	1, 2	Week 12 (in class)
3.	Attendance/Participation	10 points	10%	100	1, 2	Weeks 3-12
4.	Major Essay	2000 words	50%	100	1, 2, 3, 4	Week 12 (Fri, 5pm)

Assessment Details

There are three main assessments in this course: two short-answer tests and a major essay. Additionally, 10 points will be allocated for attendance and class participation. More specifically, points will be allocated based on the extent to which students are able to demonstrate their understanding and critical analysis of the readings. The short-answer tests are designed to assess students’ understanding of the foundational material of the course, specifically the lectures and readings from weeks 1 to 6 (test 1) and from weeks 6 to 11 (test 2). The essay is designed to assess students’ understanding of the course material, as well as their research, analytical, and writing skills. Essay topics will be announced during week 1 of the course.

Essay Criteria:

General requirements:

- Submitted on time
- Appropriate length
- Appropriate presentation (font type and size, margins, stapled)
- Free of spelling and grammatical errors
- Addresses one of the assigned topics

	1	2	3	4	5	
General requirements not met						General requirements completely met
Inadequate introduction, thesis and direction unclear						Captivating introduction, clear thesis and direction
Poorly written paper, incoherent and illogical						Excellently written paper, logical and lucid
Poor structure and organisation						Excellent structure and organisation
Low level critical thought and analysis						High level critical thought and analysis
Insufficiently researched						Thoroughly researched
Low level demonstrated knowledge of Islam/Muslims						High level demonstrated knowledge of Islam/Muslims
Inadequate conclusion						Excellent conclusion, all major points addressed
Insufficient response to topic; question(s) not answered						Paper thoroughly addresses topic/answers question(s)
Inadequate referencing of sources						Complete and accurate referencing of sources
	1	2	3	4	5	

## GRADUATE SKILLS

Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (interpersonal)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work in teams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creativity and innovation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responsible, effective citizenship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Professional Skills

At the successful completion of this course, students will understand the beliefs and practices of Muslims, the origins and development of Islam as well as the role content of its sacred texts. Students will be able to deal more effectively with Muslim people and will better comprehend historical developments in the Muslim world and their impact on contemporary realities. Students will have the ability to analyse issues of the modern Muslim world and convey an informed opinion on matters pertaining to the contemporary Islam and Muslims, particularly in the context of Islam-West relations. These skills will be useful to students in a range of fields including government, non-governmental organisations, social and community work, media, and international business, to name only a few.

## **TEACHING TEAM**

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### Course Convenor

<b>Convenor Details</b>	<b>Nathan</b>
Name	Dr Halim Rane
Email	<a href="mailto:h.rane@griffith.edu.au">h.rane@griffith.edu.au</a>
Office Location	Nathan Campus, Macrossan Building (N16), Room 2.08
Phone	(07) 3735 5160
Fax	(07) 3735 6985
Consultation times	Wednesdays 2:00-4:00 (or by appointment).

## **COURSE COMMUNICATIONS**

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The course lecturer has scheduled student consultation hours for this course. Students are strongly advised to use this service.

All course materials, including lecture outlines will be posted on the course website one week before the start of course website via Learning@Griffith. Students should consult it regularly as a study resource. The current website has a facility for lecturers to arrange mass e-mail contact which can only be directed to students' University e-mail accounts. Accordingly, students need to check their student e-mail service on a regular basis.

### **Lecturer Contact & E-mail**

Individual students and student groups are encouraged to discuss progress, projects and all other course matters during the convenor's normal consultation hours, or by appointment. E-mail is a convenient, fast and efficient way of communication. For security reasons, brought about by the proliferation of worms and viruses from non-university IT providers, we will not accept student e-mails unless they have been generated through the GU student e-mail service. Accordingly, E-mails sent from any non-university source will not be opened. It would be appreciated if you would keep your virus and security systems up-to-date.

## TEXTS AND SUPPORTING MATERIALS

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### Primary (Required reading):

Esposito, John and Mogahed, Dalia. (2008). *Who Speaks for Islam? What a Billion Muslims Really Think*. Gallup Press.

Kamali, Mohammad Hashim. (2008). *Shariah Law: An Introduction*. Oneworld Publications.

### Supporting (Recommended reading):

AbuSulayman, AbdulHamid, *Crisis in the Muslim Mind*, IIIT, Herndon.

Armstrong, Karen. (2002). *Islam: A Short History*. Modern Library.

Kausar, Zeenath. (2005). *Contemporary Islamic Political Thought: A Study of Eleven Islamic Thinkers*. Kuala Lumpur: International Islamic University Malaysia.

Manning, Peter. (2006) 'Australians Imagining Islam'. In E. Poole & J. Richardson (Eds), *Muslims and the News Media*. London: I.B. Tauris.

Moaddel, Mansoor. & Talattof, Kamran (Eds) (2000). *Modernist and Fundamentalist Debates in Islam. A Reader*. New York: St Martin's Press.

Philo, Greg. & Berry, Mike. (2004). *Bad News from Israel*. London: Pluto.

Qaradawi, Yusuf. (1998). *Islamic Awakening: Between Rejection and Extremism*, IIIT, Herndon.

Rahman, Fazlur. (2002), *Islam*. Chicago: Chicago University Press.

Rahman, Fazlur. (1984), *Islam and Modernity*, Chicago: Chicago University Press.

Ramadan, Tariq. (2001) *Islam, the West and the Challenge of Modernity*, Islamic Foundation, Leicester.

Rane, Halim. (2009). *Reconstructing Jihad amid Competing International Norms*, Palgrave Macmillan.

Saeed, Abdallah. (2004). *Muslim Australians: Their Beliefs, Practices, and Institutions*. Retrieved from, [http://www.amf.net.au/PDF/religionCulturalDiversity/Resource\\_Manual.pdf](http://www.amf.net.au/PDF/religionCulturalDiversity/Resource_Manual.pdf).

Said, Edward. (1997). *Covering Islam: How the Media and the Experts Determine How We See the Rest of the World*. London: Vintage.

## SECTION B – ADDITIONAL COURSE INFORMATION

### Key Dates

14 March	Last date for adding a course for Semester 1
28 March	Census date for Semester 1 – last date to drop a course without being liable for fees
30 April	Last date for withdrawal without failure (WF) from Semester 1 courses

### Submission of Items

All assessment items should be submitted to Off Campus & Assignment Handling Services (OC&AHS) unless instructed to do otherwise by the Course Convenor. **All assessment items must be presented on or before the due date.** Securely attach an *OC&AHS Assignment Cover Sheet* to the front of your assignment which can be obtained from OC&AHS or via the web (<http://www.gu.edu.au/ins/forms>). Do not submit assessment items in plastic folders, as we cannot guarantee that the folder will be returned to you. **You should also keep a copy of your assessment item in case the original is lost and you are requested to resubmit the item.**

Students who are submit their assignment on campus may do so at the following locations:

<b>Nathan Campus:</b>	Lending Services Counter, Nathan Library, Willet Centre (N53) during library hours only. After hours submission box located outside OC&AHS Office, (N53, 0.02) - opposite the Enternet Café.
<b>Gold Coast Campus:</b>	Lending Services Counter, Information Services (G10) during library hours. CMOH – Lending Services Counter (GH1, Level 5) during library hours.
<b>Logan Campus:</b>	Lending Services Counter, Logan Library (L03) during library hours. After hours submission box located outside OC&AHS Office, L03, 2.12.
<b>Mt Gravatt Campus:</b>	Lending Services Counter, Information Services Centre (M13) during library hours only.
<b>South Bank Campus</b>	Lending Services Counter, QCA Library and QCGU Library, during library hours. (S01_1.22)

### Late Submission

For students who require an extension of 1-5 days for medical and other legitimate reasons involving family or work problems—

- you do not need to apply to the Convenor/Tutor
- your assignment **MUST** be accompanied by documentary evidence AND a letter explaining the reasons for lateness. The evidence might take the form of a medical or other professional certificate, or a letter from an employer regarding last-minute emergency work.

If you do not provide documentary evidence with your letter you may be penalised. You may lose 5% of your final mark for each day\* that the item is late. *\*A weekend equates to one day.*

Students who require an extension of more than 5 days should make application for deferred assessment on the official form, supplying clear explanation and documentary evidence.

## Plagiarism/Academic Misconduct

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Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct which is contrary to these standards is academic misconduct for which the University may penalise a student.

It is YOUR RESPONSIBILITY to be familiar with the University Policy on Academic Misconduct. The misconduct most frequently encountered in the School of Humanities is plagiarism. **Plagiarism is the “knowing” presentation of the work or property of another person as if it were the student’s own.**

Examples of plagiarism include:

- Word for word copying of sentences or paragraphs from Internet sources, books, articles, or another student’s work, without clearly identifying the relevant passages as direct quotations, and disclosing their origin by appropriate referencing
- closely para-phrasing sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works;
- Using another person’s ideas, work or research data without appropriate acknowledgement.

The School regards plagiarism as serious and markers are asked to report all suspected cases. The School of Humanities uses search engines capable of tracing plagiarised material to all parts of the web. For further information, and an indication of the range of severe penalties that plagiarism can attract, all students are advised to refer to the Griffith University Policy on Academic Misconduct at <http://www62.gu.edu.au/policylibrary>

## Bibliography & Referencing

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All assessment items must be fully and correctly referenced throughout and accompanied by a bibliography. All students should obtain a copy of the School’s *Guide to Referencing*. This guide will be an essential resource for you when writing essays and compiling bibliographies throughout your academic career. Copies of the guide are available from the Reserve section of the Library, and the document will also be available on each course site in Learning@Griffith.

Other guides are available at the Learning Assistance Unit’s Self-Help Resources at

[http://www.gu.edu.au/ins/training/study/content\\_studyresources.html](http://www.gu.edu.au/ins/training/study/content_studyresources.html). Go to ‘eStudy Centre –

Allen & Unwin’ under General Study Skills, and ‘MLA style citation of electronic sources’ under Referencing. Consult your lecturers if unsure about appropriate citation and bibliographic conventions for oral and written work in the arts and humanities.

### Special Note

*Non-discriminatory language*

Please consult the University guidelines on the use of non-discriminatory language in the

pamphlet provided with your orientation materials and available from Student Administration. It is School policy that students avoid the use of sexist, racist and other discriminatory language in class work and assessment items. However, in certain circumstances where the appropriate use of such language is shown to be necessary it may be permitted.

## Grading Scale

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The School or Faculty Assessment Board determines the grade cut-off percentages and the grades awarded in this course. The final grade signifies the overall performance of the student in the course.

Students should not add up the marks awarded for each assessment to estimate their final grade. University policy is to use a criterion-based assessment system when staff grade work submitted for assessment. Staff will discuss with students the criteria that will be used to determine grades. They will be listed on each assignment sheet.

Grades awarded are as follows:

High Distinction  
Distinction  
Credit  
Pass  
Pass Conceded  
Fail

**SPECIAL NOTE:** To be awarded a grade of Pass Conceded or higher, students must have completed 85% or more of the weighted items, with marks above zero.

### **Description of Standard Grades:**

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**High Distinction (HD)** Exceptional performance indicating complete and comprehensive understanding of the subject matter; genuine mastery of relevant skills; demonstration of an extremely high level of interpretative and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

**Distinction (D)** Excellent performance indicating a very high level of understanding of the subject matter; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

**Credit (C)** Good performance indicating a high level of understanding of subject matter; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not fully achieved.

**Pass (P)** Satisfactory performance indicating an adequate understanding of most of the basic subject matter; partial development of relevant skills; adequate interpretive and analytical ability and achievement of all major objectives of the course; failure to achieve some minor objectives.

**Non-graded Pass (NGP)** Successful completion of a course assessed on a pass/fail basis, indicating satisfactory understanding of subject matter; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major objectives of the course.

**Pass Conceded (PC)** Limited performance indicating partial understanding of basic subject matter; partial development of relevant skills; some evidence of interpretive and analytical ability; achievement of most major objectives of the course; failure to achieve some minor objectives.

**Fail (F)** Unsatisfactory performance indicating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.

Other grades which may be awarded are:

**Fail, No Submission (FNS)** Did not present any work for assessment, to be counted as failure.

**Withdrawal with failure (WF)**

## **SECTION C – KEY UNIVERSITY INFORMATION**

### **ACADEMIC MISCONDUCT**

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Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
  1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
  1. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
    - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
    - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
  2. duplication of the same or almost identical work for more than one assessment item;
  3. copying ideas, concepts, research data, images, sounds or text;
  4. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
  5. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
  6. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the following web sites for further details:

[Institutional Framework for Promoting Academic Integrity among Students](#)  
[Academic integrity for students](#)

## **PLAGIARISM DETECTION SOFTWARE**

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The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

## **HEALTH AND SAFETY**

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Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from  
[http://www.griffith.edu.au/hrm/health\\_and\\_safety/](http://www.griffith.edu.au/hrm/health_and_safety/)

Information about Laboratory safety can be obtained from  
[http://www.griffith.edu.au/ots/secure/health/content\\_labsafety.html](http://www.griffith.edu.au/ots/secure/health/content_labsafety.html)

## **KEY STUDENT-RELATED POLICIES**

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All University policy documents are accessible to students via the University's Policy Library website at: [www.griffith.edu.au/policylibrary](http://www.griffith.edu.au/policylibrary). Links to key policy documents are included below for easy reference:

[Academic Calendar](#)

[Academic Standing, Progression and Exclusion Policy](#)

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

[Institutional Framework for Promoting Academic Integrity Among Students](#)

[Policy on Student Grievances and Appeals](#)

[Student Administration Policy](#)

[Student Charter](#)

## **UNIVERSITY SUPPORT RESOURCES**

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The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit <https://intranet.secure.griffith.edu.au/computing/student-computing/finding-available-computers>

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.