**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational program "International law and Islam"**

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| **ID** **and name****of course** | **Independent work** **of the student****(IWM)** | **Number of credits** | **General****number** **of credits** | **Independent work** **of the student****under the guidance** **of a teacher (IWMT)** |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| International law and Islam [102904] | 5 | 15 | 30 | 0 | 5 | 7 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** |
| **Learning Format** | **Cycle,****component** | **Lecture** **types** | **Types** **of practical classes** | **Form and platform final control** |
| *Offline*  | UC | Problematic, analytical, provocativeconference | Discussion, analysis, case solving | Oral offline standard examination  |
| **Lecturer - (s)** | Otynshiyeva A.A. |
| **e-mail :** | Aidana-best91@mail.ru  |
| **Phone :** | +7 701 091 44 55 |
| **ACADEMIC COURSE PRESENTATION** |
| **Purpose****of the course** | **Expected Learning Outcomes (LO) \***  | **Indicators of LO achievement (ID)** |
| **The discipline forms the ability to analyze and evaluate the processes of international legal regulation of relations with Islamic states. The discipline considers the following issues: determining the place of Muslim law in the modern world legal order, the peculiarities of Islam as a religious and legal system; legal aspects of international relations of Islamic states, humanitarian aspects of the Islamic world order.** | 1.Use the conceptual and terminological apparatus to obtain an adequate understanding of Islam as a religion, law, culture, and international political and economic order | * 1. Explain the basic concepts and components of Islam as a religion, legal system, and political force
 |
| * 1. Classify the features, sources, and features of Muslim law
 |
| 1.3 Determine the objects of international legal regulation of international relations in Islam |
| 2. Conduct a comparative analysis of the norms of public international law with Muslim law to assess their compliance | 2.1 Conduct a comparative analysis of the norms of public international law with Muslim law |
| 2.2 Carry out legal expertise and interpretation of Islamic international legal regulations |
| 2.3 Determine the features of the legal systems of the countries of the Islamic world |
| 3. Analyze the legal aspects of the Islamic model of the world economic order to obtain significant conclusions for the development of economic cooperation with Islamic countries | 3.1 Compare the economic base of Muslim countries |
| 3.2 Analyze international documents of the OIC in the field of economic relations |
| 3.3 Analyze the legal aspects of the Islamic banking system |
| 4. Identify similarities and differences between universal and Muslim standards in the field of humanitarian law in order to conclude that they comply with jus-cogens norms | 4.1 Critically analyze the problem of Islamic States' compliance with humanitarian law |
| 4.2 Consider the essence of the Islamic concept of human rights |
| 5. Evaluate the influence of the Islamic world on international political and legal processes to obtain practical conclusions | 5.1 Interpret and analyze the contractual practice of the Republic of Kazakhstan with Islamic States |
| 5.2 Analyze and evaluate the processes of international legal regulation of relations with Islamic States |
| **Prerequisites** | Prerequisites Theory of state and law, Constitutional law of the Republic of Kazakhstan and foreign countries |
| **Postrequisites** | Post-requisites Diplomatic and consular law, private International law, international civil procedure, international penitentiary law |
| **Learning Resources** | **Literature:** main, additional. 1. Muslim Law (domestic and international legal norms): Textbook/ Edited by M.A.Sarsembaev. – Almaty, 1999. – 256 p.2. Religion and traditions – Almaty, 2014. – 208 p.3. Sukiyainen L.R. Sharia and Muslim legal culture. - M.: Institute of State and Law of the Russian Academy of Sciences, 1997. – 48s.4. GorelovA.A. History of world religions (textbook). – M.: Flint, 2011.5. The Koran and modern science. Science, religion and human rights. – Almaty, 2007. – 240 p.6. Secularism and Islam in the modern state: what unites them?/Materials of the international round table. – Almaty, 2008. – 296 p.7. Kutb S. War, peace and Islamic jihad [Electronic resource] // Domestic notes. 2003. No. 5 (14). URL: http://www.strana-oz.ru/2003/5/voyna-mir-i-islamskiy-dzhihad (date of application: 04.15.2019).**Internet resources** 1. <http://elibrary.kaznu.kz/ru> 2. Our World /Republican socio-political newspaper. www.nm2000.kz2. www.islam-info.ru – Website of the Union of Muslim Journalists of Russia3. www.islam.ru – Islamic Information Site4. www.koran.ru |

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| **Academic****course policy** | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf) Documents are available on the main page of IS Univer .**Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWMT, IWM, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.**Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.**Аcademic honesty.** Practical/laboratory classes, IWM develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".Documents are available on the main page of IS Univer.**Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.All students, especially those with disabilities, can receive counseling assistance by phone / e-mail aidana-best91@mail.ru or via video link in MS Teams [https://teams.microsoft.com/l/meetup-join/19%3ad468695d3ea14195bf84e179593975fb%40thread.tacv2/1694063904429?context=%7b%22Tid%22%3a%22b0ab71a5-75b1-4d65-81f7-f479b4978d7b%22%2c%22Oid%22%3a%22f7f27e31-33e7-48cb-95d2-f66e7d87d8fd%22%7d](https://teams.microsoft.com/l/meetup-join/19%3Ad468695d3ea14195bf84e179593975fb%40thread.tacv2/1694063904429?context=%7b%22Tid%22%3a%22b0ab71a5-75b1-4d65-81f7-f479b4978d7b%22%2c%22Oid%22%3a%22f7f27e31-33e7-48cb-95d2-f66e7d87d8fd%22%7d) .**Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule. **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** |
| **Score-rating letter system of assessment of accounting for educational achievements** | **Assessment Methods** |
| **Grade** | **Digital****equivalent****points** | **points,****% content** | **Assessment according to the traditional system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.**Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.**Summative assessment** -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course.Conducted 3-4 times per semester when performing IWM. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. |
| A | 4.0 \_ | 95-100 | Great |
| A- | 3.67 | 90-94 |
| B+ | 3.33 | 85-89 | Fine |
| B | 3.0 | 80-84 | **Formative and summative assessment** | **Points % content** |
| B- | 2.67 | 75-79 | Activity at lectures | 0 |
| C+ | 2.33 | 70-74 | Work in practical classes | 42 |
| C | 2.0 | 65-69 | Satisfactorily | Independent work | 18 |
| C- | 1.67 | 60-64 | Design and creative activity | 0 |
| D+ | 1.33 | 55-59 | Final control (exam) | 40 |
| D | 1.0 | 50-54 | TOTAL | 100 |
| FX | 0,5 | 25-49 | Unsatisfactory |
| F | 0 | 0-24 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** |

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| **A week** | **Topic name** | **Number of hours** | **Max.****ball** |
| **MODULE 1. Islam and Law** |
| **1** | **L 1.** The emergence of the religion of Islam and the Muslim legal system. |  |  |
| **PC 1.** Characteristics of Islam as a religious and legal system |  |  |
| **2** | **L 2.** Sources of Muslim law. |  |  |
| **PC 2.** Main and secondary sources of Muslim law. |  |  |
| **IWS 1.** Sharia and Muslim legal culture |  |  |
| **3** | **L 3.** Law schools of Muslim law |  |  |
| **PC 3.** The main directions of Islam and sects. |  |  |
| **IWST 1.** Consultation on IWM 1. |  |  |
| **4** | **L 4.** The system of Muslim law. |  |  |
| **PC 4.** Islam as a special legal system. |  |  |
| **5** | **L 5.** Islam in the history of Kazakhstan and Central Asia. |  |  |
| **PC 5.** Spread of Islam in Central Asia. KR-Colloquium on the material passed |  |  |
| **MODULE 2. International law and the Islamic concept of the world order** |
| **6** | **L 6.** International legal aspects of the Islamic concept of solidarity and world order. |  |  |
| **PC 6.** Legal aspects of international relations of Islamic States. |  |  |
| **IWST 2.** Consultations on the implementation of **IWS 2**  |  |  |
| **7** | **L 7. I**nternational legal framework of the OIC. |  |  |
| **PC 7.** Legal status of the OIC. |  |  |
| **IWST 2.** Features of family law in Islam. |  |  |
| **Midterm control 1** | **100** |
| **8** | **L 8.** Problems of war and peace in the Islamic concept of the world order |  |  |
| **PC 8.** "Jihad" from the point of view of the Islamic worldview. |  |  |
| **IWST 3.** Consultations on the implementation of **IWS 2**  |  |  |
| **9** | **L 9.**  |  |  |
| **PC 9.** International legal aspects of the Palestinian problem. |  |  |
| **LC 9.** Problems of the international legal personality of the Palestinian authority. |  |  |
| **IWST 3.** Features of the legal systems of the Islamic world |  |  |
| **10** | **L 10.** International legal aspects of the concept of the Islamic world economic order. |  |  |
| **PC 10.** International legal aspects of the concept of the Islamic world economic order.KR-Colloquium on the material passed |  |  |
| **IWST 4.** Consultation on the implementation **of IWS 3** |  |  |
|  |  |  |
| **MODULE 3. Islamic world economic order** |
| **11** | **L 11.** Legal aspects of Islamic banking. |  |  |
| **PC 11.** Legal regulation of Islamic banks |  |  |
| **IWST 5.** Secularism and Islam in the modern state |  |  |
| **12** | **L12.** The concept of human rights in Islam |  |  |
| **PC 12.** Problematic issues of ensuring human rights in Islam |  |  |
| **With RO 3.** |  |  |
| **13** | **L 13.** The basic principles of the "Islamic humanitarian law". |  |  |
| **PC 13.** Correlation between international humanitarian law and Sharia law. |  |  |
| **IWST 6.** Consultation on the implementation **of IWST 4.** |  |  |
| **14** | **L 14.** International legal aspects of the Islamic information strategy. |  |  |
| **PC 14.** Problems of correlation of Islamic information policy with the global information flow. |  |  |
| **15** | **L 15.** International legal aspects of the Islamic information strategy. |  |  |
| **PC 15.** International legal aspects of the Islamic information strategy.KR-Colloquium on the material passed |  |  |
| **IWST 7.** "International terrorism and Islam". |  |  |
| **Midterm control 2** | **100** |
| **Final control (exam)** | **100** |
| **TOTAL for course** | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sairambayeva Zh.T.**

**Chair of the Academic Committee**

**on the Quality of Teaching and Learning \_\_\_\_\_\_\_\_**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Altayeva K.Zh.**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

**Task name** (points, % content from 100% MC, copy from the calendar (graphics) implementation of the content of the training course, methods of teaching and learning

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| --- | --- | --- | --- | --- |
| **Criterion**   | **"Excellent"**  **Max. weight in %**  | **"Good"**  **Max. weight in %**  | **"Satisfactory"**  **Max. weight in %**  | **"Unsatisfactory"**  **Max. weight in %**  |
|    |    |    |    |    |

**Written assignment " " (25% of 100% MC)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion**  | **"Excellent"**20-25% | **"Good"**15-20% | **"Satisfactory"**10-15% | **"Unsatisfactory"**0-10% |
| **Understanding Theories** **and concepts** | Deep understanding of theories, concepts of professional identity and teacher professionalism. Relevant and relevant links (citations) to key sources are provided.  | Understanding theories, concepts of professional identity and teacher professionalism. Links (citations) to key sources are provided.  | Limited understanding of theories, concepts of professional identity and teacher professionalism. Limited references (citations) to key sources are provided.  | Superficial understanding / lack of understanding of theories, concepts of professional identity and professionalism of the teacher. Relevant references (citations) to key sources are not provided.  |
| **Awareness of key issues**  | Links well the key concepts of professional identity and teacher professionalism with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).  | Links the concepts of professional identity and teacher professionalism with the context of Kazakhstan. Supports arguments with evidence from empirical research.  | Limited connection of the concepts of professional identity and professionalism of teachers with the context of Kazakhstan. Limited use of evidence from empirical research.  | There is little or no connection between the concepts of a teacher's professional identity and the context of Kazakhstan. Little or no use of empirical research.  |
| **Policy proposal or practical recommendations/suggestions**   | Offers sound policy and/or practical recommendations, proposals for improving the professional identity and professionalism of teachers in Kazakhstan.  | Offers some policy and/or practical recommendations, proposals for enhancing the professional identity and professionalism of teachers in Kazakhstan  | Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow.  | Little or no policy and practice advice, or advice of very low quality.  |
| **Letter,**  **APA style**   | The writing demonstrates clarity, conciseness and correctness. Strictly follows the APA style.  | The letter demonstrates clarity, conciseness and correctness. Basically follows the APA style.  | The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style.  | The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style.  |