

Year 13 ~ Curriculum Map for RS – Islam (Edexcel RS)

What are the intended aims for this year's curriculum? To understand the historical development of Islam and examine the impact of the religion on society.											
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	External Exam
Social and historical developments		Social and historical developments continued		Religion and society		Religion and society continued		Works of Scholars		Revision	
'Big idea(s)' / fundamental concepts	The historical development of Islam after the death of Muhammad.	The impact of Sufism on Islam and the world. The contributions of Islamic scholars to the field of science.	What are the challenges for Islam in the modern world? How does Islam respond to these?	What are the challenges for Islam in the modern world? How does Islam respond to these?	Examination of scholarly and scriptural contributions to the various units of both Yr 1 and Yr 2 (elements of this act as revision as students are required to draw on their prior knowledge).	Revision					
Knowledge to be learnt	<p>Topic 1 – The Sunni/Shi'a split:</p> <ul style="list-style-type: none"> a) Historical and religious context b) Debates surrounding divine authority <p>Topic 2 - The Rightly Guided Caliphs:</p> <ul style="list-style-type: none"> a) Historical and religious context b) Later caliphs and how the caliphate was expressed in practice. <p>Topic 3 – The martyrdom of Husain:</p> <ul style="list-style-type: none"> a) Significance of his martyrdom b) The historical events and how these are remembered in Muharram 	<p>Topic 4 - Sufism:</p> <ul style="list-style-type: none"> a) Context of and influences on the major beliefs of Sufism b) How Sufism penetrated Islam c) Responses of Sunni and Shi'a Islam to Sufism <p>Topic 5 – Islam and science:</p> <ul style="list-style-type: none"> a) Development and challenges of science and philosophy in the Middle Ages and the work of al-Ghazali b) Interaction between European science and Islam c) Different views on the importance of science in Islam 	<p>Topic 1 – Challenges of multi-faith societies, pluralism, freedom and inter-faith dialogue:</p> <ul style="list-style-type: none"> a) The Qur'an and the place of non-believers v believers b) Debates about different interpretations of the Hadith with regard to other religions c) Examples of modern Muslim rejection of working with other religions e.g. Nation of Islam. Restrictions on religious practices by non-Muslims d) Scriptural reasoning for close Muslim/Christian relationships e) How Islam views others 	<p>Topic 2 – Gender and Islam:</p> <ul style="list-style-type: none"> a) How men and women are viewed in Islam with reference to the Qur'an and Hadith b) Changing roles and the challenge of feminism in Islam today <p>Topic 3 – The challenges of the Western world:</p> <ul style="list-style-type: none"> a) Impact and interpretation of Shari'ah law b) Relationship between the modern world and issues such as: <ul style="list-style-type: none"> • Secularisation • Modesty • Entertainment 	<p>Topic 1 - Surah 1 and Surah 2. An examination of the key beliefs within these chapters of the Qur'an and how they relate to Islamic belief and practice.</p> <p>Topic 2 - Comparative study of Jihad in the works of two scholars:</p> <ul style="list-style-type: none"> a) Context of this doctrine as the greater and lesser jihad in the writings Tariq Ramadan and Majid Khadduri. b) The importance of the subjection of the nafs and the constant struggle to live life in submission to Allah. c) The interpretation of the lesser jihad and the significance of jihad with close textual interpretation of the relevant Qur'anic passages. 	Revision of all units and exam style questions.					
	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit a 2 hour paper in June that encompasses Year 1 and Year 2	

Key vocabulary	10 Muharram, Abbasid dynasty, Aisha, Allah, Al Khwarizmi, Al Razi, Ashura, Aswad Ansi, Ayatollah, Babs, Battle of Camel, Battle of Siffin, Baghdad, Caliph, Caliph Abu Bakr, Caliph Ali, Caliph Uthman, Caliph Umar, Crusades, Damascus, Emir, Fatimid Revolt, Fitna, Fivers (Zaydites), Hadith, Hasan, Hidden Imam, Hussein (Husayn), Imamate, Karbala, Kharijite, Khazraj, Kufa, Makkah, Madinah, Mawali, Mongols, Muawiya, Muhammad, Musailimah, Piruz Nahavandi Qurra, Qur'an, Sajah, Seljuk Turks, Seveners (Ismailites), Sheikh (Shaykh), Sh'ia, Sunni, Twelvers (Imamites), Ulama, Umayyad dynasty, Ummah, Wazir, Yazid (Yazeed).		Abbasid, Albucais (Al Zahrawi), Al Biruni, Al Bittani, Al Ghazali, Al Khwarizmi, Al Mamun, Al Razi, Allah, Antinomianism, Ascetic, Avicenna (Ibn Sina), Caliph Abd al-Malik, Canon of Medicine, Copernicus, Colonialism, Crusades, Darwinism, Deliverence From Error, Evolution, Fiqh, Hadith of the Prophet's Medicine, Ibn al Haytham, Ibn Wahshiya, Incoherence of the Philosophers, Mawlawi, Muhammad, Naqshbandi, Qur'an, Revival of the Religious Sciences, Rifa'i, Rumi, Shaykh, Shirk, Silsisla, Sufism, Talking Houses, Tariqah, Tasawwuf, Tawhid, Translation Movement, Umayyad, Walaya, Ziyara.		Abdullah Quilliam, Al Muhajiroun, Allah, Apostasy, Apostates, Assimilation, British Values, Christian-Muslim Forum, Constitution of Madinah, Equality, Exclusivism, Fard, Fatwa, Hadith, Halal, Haram, Hijab, Ijma, Inclusivism, Integration, Inter-faith Dialogue, Hadith, Islamophobia, Jihad, Jihadist, Lascars, Makruh, Mubah, Muhammad, Mustahab, Moors, Nation of Islam, Offa's coin, Pagans, People of the Book, Pluralism, Polytheists, Qadi, Qiyas, Qur'an, Salafism, Secular, Shahadah, Shah Jahan Mosque, Shari'ah, Shirk, Sunnah, Sword Verse (Surah 9), Turks, Ulama, Ummah.		Aisha Abd Al Rahman Bint ash Shati, Allah, Assimilation, Ayyan Ali Hirsi, British Values, Burkha, Equality, Exclusivism, Fard, Fatwa, Feminism, FGM, Gender, Guardianship, Hadith, Halal, Haleh Afshar, Hadith, Haram, Hijab, Ijma, Inclusivism, Integration, Islamophobia, Jihad, Jihadist, Leila Ahmed, Makruh, Mubah, Muhammad, Mustahab, Nation of Islam, Nikkah, Niqab, People of the Book, Pluralism, Polygamy, Purdah, Qadi, Qiyas, Qur'an, Secular, Shari'ah, Shirk, Sunnah, Ulama.		10 Obligations, Abu Bakr, Al Ghazali, Al Qaeda, Allah, Apostasy, Apostates, Aquinas, Bagi, Battle of Badr, Battle of Kandaq (The Trench), Battle of Siffin, Battle of Uhud, Bellum justum, Bismillah, Caliph Abu Bakr, Caliph Ali, Caliph Umar, Caliph Uthman, Cherisher, Constitution of Madinah, Dajjal, Dar al Harb, Dar al Islam, Five Pillars (Shahadah, Salah, Zakah, Sawm, Hajj), Gracious, Greater jihad, Hadith, Hajj, Hanafi Law School, Hijaz, Hijrah, Holy war, Imam, Imamate, ISIS, Jihad, Jihad of the Hand, Jihad of the Heart, Jihad of the Sword, Jihad of the Tongue, Just War Theory, Lesser jihad, Kharijites, Mahdi, Makkah, Master of the Day of Judgement, Makkan Period, Madinian Period, Maliki Law, Maziyaariyya, Merciful, Muawiya, Muhammad, Mujahid, Muslim Brotherhood, Nafs, People of the Book, Polytheists, Qur'an, Ribat, Risalah, Scriptuaries, Shari'ah, Shi'a, Sufi, Sunni, Surah, Sustainer, Tawhid, Treaty of Hdaybiyah, Ummah, Yaw muddin,		
The role of reading and comprehension	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.		Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.		Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.		Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.		Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.		
The role of independent extended writing	Exam style questions 8, 12, 30 marks. Research on key themes.		Exam style questions 8, 12, 30 marks. Research on key themes.		Exam style questions 8, 12, 30 marks. Research on key themes.		Exam style questions 8, 10, 12, 20, 30 marks. Research on key themes.		Exam style questions 8, 10, 12, 20, 30 marks. Research on key themes.		
The role of maths/numeracy	Chronology		Chronology, Islamic contributions to algebra and number systems								
Links to careers/aspirations	Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Cultural interpreter		Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Cultural interpreter, Spiritualist, Scientist, Mathematician, Medical professions, Inventor		Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Cultural interpreter, Peace worker, Human rights campaigner, Legal professions, Community worker		Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, Cultural interpreter, Peace worker, Human rights campaigner, Legal professions, Community worker				

Core skills	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject’s qualities and relation to its context.		To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject’s qualities and relation to its context.		To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject’s qualities and relation to its context.		To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject’s qualities and relation to its context.		To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject’s qualities and relation to its context.		To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject’s qualities and relation to its context.	
Dept. enrichment activities					Muslim speaker		Muslim speaker					

<p>Home learning opportunities</p>	<p>Film/TV/YouTube - <i>Islam: Empire of Faith. Part 1-3, P.B.S. America, YouTube.</i></p> <p><i>BBC Two, The Life of Muhammad, Rageh Omaar – Part 1 -3 YouTube.</i></p> <p>Websites - <u>BBC Religion</u> and Ethics - http://www.bbc.co.uk/religion/0/ <u>Britannica -</u> https://www.britannica.com/topic/Islam <u>Hadith -</u> http://www.searchtruth.com/hadith_books.php <u>Qur'an -</u> https://www.helloquran.com/#1</p> <p>Local visits – Canterbury Mosque Gillingham Mosque Regents Park Mosque</p> <p>Books - <i>Edexcel AS and A2 Religious Studies: Student Books – CD-ROM sections on Islam by Jon Mayled 2006 and 2009.</i></p> <p><i>The Heart of Islam: Enduring Values for Humanity</i> by Seyyed Hossein Nasr. 2009 Harper Collins.</p> <p><i>Vision of Islam</i> by William Chittick and Sachiko Murata, 2011 Paragon.</p> <p><i>Islam: A Student's Approach to World Religions</i> by Victor W. Watton, 1993 Hodder and Stoughton.</p> <p><i>Islam Beliefs and Teachings</i> by Ghulam Sarwar, Muslim Educ. Trust - 8th Edit. 2014.</p> <p><i>What is Islam? A Comprehensive Introduction</i> by Chris Horrie and Peter Chippindale, 2007 Virgin Books, New Edition.</p> <p><i>Inside Islam</i> Intro by Akbar S. Ahmed, Pub. by Marlowe and Company, New York, 2002.</p> <p><i>English Translation of the Meaning of Al-Qur'an: The Guidance for Mankind</i> by Muhammad Farooq-i-Azam Malik, Institute of Islamic Knowledge, 1997.</p>	<p>Film/TV/YouTube - <i>Science and Islam 3: Power and Doubt, BBC, YouTube.</i></p> <p><i>1001 Inventions. Theoretical Physicist Interview with Professor Jim Al-Khalili, YouTube.</i></p> <p>Websites - <u>BBC Religion</u> and Ethics - http://www.bbc.co.uk/religion/0/ <u>Britannica -</u> https://www.britannica.com/topic/Islam <u>Hadith -</u> http://www.searchtruth.com/hadith_books.php <u>Qur'an -</u> https://www.helloquran.com/#1</p> <p>Local visits – Canterbury Mosque Gillingham Mosque Regents Park Mosque</p> <p>Books - <i>Edexcel AS and A2 Religious Studies: Student Books – CD-ROM sections on Islam by Jon Mayled 2006 and 2009.</i></p> <p><i>The Heart of Islam: Enduring Values for Humanity</i> by Seyyed Hossein Nasr. 2009 Harper Collins.</p> <p><i>Vision of Islam</i> by William Chittick and Sachiko Murata, 2011 Paragon.</p> <p><i>Islam: A Student's Approach to World Religions</i> by Victor W. Watton, 1993 Hodder and Stoughton.</p> <p><i>Islam Beliefs and Teachings</i> by Ghulam Sarwar, Muslim Educ. Trust - 8th Edit. 2014.</p> <p><i>What is Islam? 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Watton, 1993 Hodder and Stoughton.</p> <p><i>Islam Beliefs and Teachings</i> by Ghulam Sarwar, Muslim Educ. Trust - 8th Edit. 2014.</p> <p><i>Inside Islam</i> Intro by Akbar S. Ahmed, Pub. by Marlowe and Company, New York, 2002.</p> <p><i>English Translation of the Meaning of Al-Qur'an: The Guidance for Mankind</i> by Muhammad Farooq-i-Azam Malik, Institute of Islamic Knowledge, 1997.</p> <p><i>Islam: A Short History</i> by Karen Armstrong, Phoenix, 2001.</p> <p>Madjid Nurcholish "The Necessity of Renewing Islamic Thought and Reinvigorating Religious Understanding", in <i>Liberal Islam: A Sourcebook</i>, Charles Kurzman, ed. Oxford University Press, 1988.</p> <p><i>Islam in the Modern World: Challenged by the West, threatened by Fundamentalism, Keeping Faith</i></p>	<p>Film/TV/YouTube - YouTube has a range of short videos on topics within this unit.</p> <p>Websites - <u>BBC Religion</u> and Ethics - http://www.bbc.co.uk/religion/0/ <u>Britannica -</u> https://www.britannica.com/topic/Islam <u>Hadith -</u> http://www.searchtruth.com/hadith_books.php <u>Qur'an -</u> https://www.helloquran.com/#1</p> <p>Local visits – Canterbury Mosque Gillingham Mosque Regents Park Mosque</p> <p>Books – <i>Edexcel AS and A2 Religious Studies: Student Books – CD-ROM sections on Islam by Jon Mayled 2006 and 2009.</i></p> <p><i>The Heart of Islam: Enduring Values for Humanity</i> by Seyyed Hossein Nasr. 2009 Harper Collins.</p> <p><i>Vision of Islam</i> by William Chittick and Sachiko Murata, 2011 Paragon.</p> <p><i>Islam: A Student's Approach to World Religions</i> by Victor W. 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Oxford University Press, 1988.</p>	<p>Film/TV/YouTube - <i>The Jihadis Next Door – Channel 4, YouTube.</i></p> <p><i>Islam UK – Generation Jihad – BBC, YouTube.</i></p> <p><i>Four Lions (2010)</i></p> <p>Websites - <u>BBC Religion</u> and Ethics - http://www.bbc.co.uk/religion/0/ <u>Britannica -</u> https://www.britannica.com/topic/Islam <u>Hadith -</u> http://www.searchtruth.com/hadith_books.php <u>Qur'an -</u> https://www.helloquran.com/#1</p> <p>Local visits – Canterbury Mosque Gillingham Mosque Regents Park Mosque</p> <p>Books – <i>Edexcel AS and A2 Religious Studies: Student Books – CD-ROM sections on Islam by Jon Mayled 2006 and 2009.</i></p> <p><i>English Translation of the Meaning of Al-Qur'an: The Guidance for Mankind</i> by Muhammad Farooq-i-Azam Malik, Institute of Islamic Knowledge, 1997.</p> <p><i>Islam Beliefs and Teachings</i> by Ghulam Sarwar, Muslim Educ. Trust - 8th Edit. 2014.</p> <p><i>Islam: A Student's Approach to World Religions</i> by Victor W. Watton, 1993 Hodder and Stoughton.</p>	<p>Film/TV/YouTube - YouTube has student guides for how to revise for A Level RS.</p> <p>Websites - <u>BBC Religion</u> and Ethics - http://www.bbc.co.uk/religion/0/ <u>Britannica -</u> https://www.britannica.com/topic/Islam <u>Hadith -</u> http://www.searchtruth.com/hadith_books.php <u>Qur'an -</u> https://www.helloquran.com/#1</p> <p>Local visits – Canterbury Mosque Gillingham Mosque Regents Park Mosque</p> <p>Books - <i>Edexcel AS and A2 Religious Studies: Student Books – CD-ROM sections on Islam by Jon Mayled 2006 and 2009.</i></p> <p>Students are also advised to utilise the books on the previous reading lists.</p>
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