

CULMINATING TEAM INVESTIGATION (CTI)

This Intellectual Practice consciously (and hopefully conscientiously as well!) takes on a conversation that engages Islamic ethics (the subject matter of this class) but also engages in the process humanities and ethics. Begin by *choosing a question (and theme/topic/issue) that is of serious concern to you*. Turn then to the Islamic tradition and Muslim responses and perspectives on that issue. Your investigation will inevitably actively engage and draw from our survey this term of the foundations and various modes of Islamic ethics. Our study thus far will provide an overarching framework for knowing where and how to investigate. Finally, consulting the instructor on a regular basis is strongly recommended.

MILESTONES:

- *October 29*: First draft of the Annotated RESOURCES/BIBLIOGRAPHY
- *November 26-30*:
 - Formal Presentations (Employ Prezi) – Teams will signup
 - Nov 30: Investigation Report & “Updated” Annotated BIBLIOGRAPHY/RESOURCES

GOOGLE DOC:

There will be ONE Google Doc for Team details/topic and the Annotated Bibliography.

VARIOUS COMPONENTS OF THE PROJECT

1. **Annotated RESOURCES/BIBLIOGRAPHY for the Study of your Topic (10% of the grade):**
 - a. Academic books, journal articles and other materials that qualify as “scholarly”
 - b. Interviews with 5 Muslims on the subject (**More on IRB Approval Soon**)
 - c. Multimedia: images, audio, videos etc.
 - d. Popular stuff: news items, op-eds, blogs, interviews, and non-scholarly works
 - e. Statistical data, surveys, and polls
- Each team will meet with Mr. James Sponsel in the library before turning in the first and the final updated Annotated RESOURCES/BIBLIOGRAPHY
- See www.rizwanzamir.net for more information on Annotated RESOURCES/BIBLIOGRAPHY (Dear Strangers » Intellectual Practices » Re-Search)

2. WRITTEN TEAM REPORT (5-7 pages, 10%) should address:

- i. Topic/Question: Why and how is each member of the Team invested in it? How is the topic related to our study? What is its relevance, and for whom? What are the stakes in your question/topic?
- ii. Findings and Typology: Compare, contrast and provide a typology of your findings on your topic and question *within the academic sources*. Identify concretely texts/figures(thinkers)/interpreters and briefly their arguments. This section is very important; there has to be a way of classifying various positions into some sort of scheme that your reader could make sense of and draw his or her own conclusions.
- iii. If available, discuss *the statistical data and polls* that are relevant to your research.
- iv. Discuss your findings in *the interviews* with Muslims and non-Muslims. I WILL CONFIRM THE STATUS OF THE **IRB APPROVAL**. Remind me as needed.
- v. Your Findings/Conclusions - clearly articulated with challenges or potential rebuttals to your research
- vi. Analyze and explain convergences and divergences between your findings within the academic sources, interviews, popular media and the stats.
- vii. Show concretely how our study (especially the texts we discussed) throughout the semester relate (or do not relate) to your research and inform your project. This is one of the most important aspects of the project.
- viii. Related to x) above show how your project relates to the course? Have *at least three significant points* you will make to your classmates with whom you have discussed "Islamic Ethics" the whole semester.
- ix. Where to now? Unresolved questions, confusions, paradoxes etc. What would you do if you were to pursue your question/topic further?

3. TEACHING Presentation (10%, Use PREZI)

- i. As TEACHERS you will walk your audience through ITEM 2;
- ii. MAKE IT RELEVANT: Why should your audience care about the topic? Should they care simply because you do?

- iii. UNDERSTANDING & COHERENCE: Your audience should be able to follow you, understand you. It will require that the overall flow of your teaching is easy to follow;
- iv. CREATIVITY: Employ visuals, videos, graphs etc. to assist your presentation;
- v. CONCLUDING INSIGHTS: Leave your audience with concrete points that reflect your own synthesis and conclusions on the subject.
- vi. TIME FRAMEWORK: **Strictly 15 min.** (leave 2 minutes for Q&A) – Keep track of time. Not everything you discovered can be included.

FINALLY, whenever confused (or in doubt), think what makes sense (and why) OR/AND consult the instructor.