

Title: **A&S Spring 2018 Standard Evaluation**

 Dates: **04/23/2018 - 05/03/2018**

 Course: **MDESW3923\_001\_2018\_1/CENTRAL QUESTIONS IN ISLAI**

 Responses: **9/15 - 60.00%**

 Instructors: **Wael Hallaq**

 Number of Participants: **15**

 Enrollment of All Students: **16**

## Graph Course Questions

**1 What percentage of the work (including reading) assigned for this course did you complete on schedule? N=9**

1	This question is not applicable	0 (0%)
2	Some	0 (0%)
3	Most	4 (44%)
4	All or almost all	5 (56%)

 Median **4** Interpolated Median **3.60** Mean **3.56** Std Dev **0.53**
**2 What is your overall assessment of the course? N=9**

1	Poor	0 (0%)
2	Fair	0 (0%)
3	Good	0 (0%)
4	Very good	2 (22%)
5	Excellent	7 (78%)

 Median **5** Interpolated Median **4.86** Mean **4.78** Std Dev **0.44**
**3 Would you recommend this course to another student? N=9**

1	Definitely not recommend	0 (0%)
2	Probably not recommend	0 (0%)
3	I'm not sure I'd recommend	1 (11%)
4	Yes, probably recommend	1 (11%)
5	Yes, definitely recommend	7 (78%)

 Median **5** Interpolated Median **4.86** Mean **4.67** Std Dev **0.71**
**4 How does the workload in this course compare to Columbia courses with a similar structure (e.g. a lecture, seminar, laboratory, or language course)? N=9**

1	No basis for comparison	0 (0%)
2	Much lighter workload	0 (0%)
3	Lighter workload	0 (0%)
4	Similar workload	3 (33%)
5	Heavier workload	4 (44%)
6	Much heavier workload	2 (22%)

 Median **5** Interpolated Median **4.88** Mean **4.89** Std Dev **0.78**

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**Concise Course Questions**

	This question is not	Some	Most	All or almost all	# of Responses	Median	Mean		
1 What percentage of the work (including reading) assigned for this course did you complete on schedule?	0 0%	0 0%	4 44%	5 56%	9	4 3.60	3.56 0.53		
					<b>4</b>	<b>3.56</b>	<b>3.60 0.53</b>		
	Poor	Fair	Good	Very good	Excellent	# of Responses	Median	Mean	
2 What is your overall assessment of the course?	0 0%	0 0%	0 0%	2 22%	7 78%	9	5 4.86	4.78 0.44	
						<b>5</b>	<b>4.78</b>	<b>4.86 0.44</b>	
	Definitely not recommend	Probably not recommend	I'm not sure I'd	Yes, probably recommend	Yes, definitely recommend	# of Responses	Median	Mean	
3 Would you recommend this course to another student?	0 0%	0 0%	1 11%	1 11%	7 78%	9	5 4.86	4.67 0.71	
						<b>5</b>	<b>4.67</b>	<b>4.86 0.71</b>	
	No basis for comparison	Much lighter workload	Lighter workload	Similar workload	Heavier workload	Much heavier workload	# of Responses	Median	Mean
4 How does the workload in this course compare to Columbia courses with a similar structure (e.g. a lecture, seminar, laboratory, or language course)?	0 0%	0 0%	0 0%	3 33%	4 44%	2 22%	9	5 4.88	4.89 0.78
							<b>5</b>	<b>4.89</b>	<b>4.88 0.78</b>

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Comments Course Questions

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**Q1 What did you learn - in terms of knowledge, skills, or perspectives - in this course?**

- This course challenged much of the conventional knowledge that is propagated regarding Islam and the Shariah by Euro-American scholars, and insightfully tackled questions related to Islam and modernity that have not been explored in other courses I have taken on this subject.
- I learned everything I could have hoped to.
- A significant amount about modernity. Learned a lot about the law itself as well.
- This course, in addition of being a great introduction to Islamic law, also challenges your knowledge and perceptions of many concepts: modernity, enlightenment, the state etc. This class helped me to gain a wider historical perspective and a stronger critical sense. I am really grateful to both professor Hallaq and Mr Mallak for that.
- We learned about the shari'a and its role in pre-modern Muslim societies, as well as its relationship to orientalism and the modern state system.
- a way of thinking
- Presentation skills, writing skills, critical thinking
- Beyond learning some of the overarching points as well as finer points of the Shari'a, I learned about paradigms, ethics, and scholarship.

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**Comments Course Questions**


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- Sharia doesn't necessarily have a good reputation in our modern world today. This class debunked all myths about Sharia. By reading works of legal orientalists while also reading Professor Hallaq's work in this field, it provided a full representation on Sharia, how it functioned in pre-modern Islam, how it fits in the modern world today, what are the perceptions people have on it today, and what should and can we take from this system of law. We talked about colonialism, modernity, nationalism, and the concept of a nation-state. Sharia was the central domain of this course, but really, this class tackled larger questions that transcended law: Who are we? What type of world do we live today? What/Who has power? Where should we go from here?

A huge takeaway from this class is how we view progress. Hallaq made us all re-think what progress really means, and that modernity and progress aren't necessarily directly proportional to each other. He enlightened us about what it means to be a modern subject, and how our identities are congealing with the political more than it is familial. He made us think about the purpose of this this new conception of the state. He believes that the main issue we have today is this narcissistic persona that the state produced, and how we have all learned to become power-hungry. The state has caused ruptures in the family unit, as it wants subjects to identify and sacrifice their lives first and foremost for the state. By looking deeply at Sharia, he points out that in contrast to the modern subject, the muslim subject's goal was morality. Hallaq looks at Sharia not only as "islamic law", but as a system that's loyalty is with the community and their betterment. He sees the beauty of having a system that's goals are social justice and creating moral subjects, and thinks that a dose of morality and humility is what'll cure this power-culminating, narcissistic modern era we live in today.

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**Q2 What is your overall assessment of the course? What are its strengths? In what ways might it be improved? In answering this question, you might address the value of readings and assignments, the structure of the course (including the relationship of sections to lectures), the contribution of the course to your knowledge of the subject matter and to the development of your analytical and reasoning skills, etc. We encourage you to use specific examples where possible.**

- Some of what I learned:
  - How to critically analyze texts
  - Deep self reflection
  - How to think outside of the box
  - How to draw from the past, and critique ourselves in a constructive manner
  - Not to take things for granted

The readings were very useful, and the professor utilized them really well in class. The Professor would ask questions that would keep the students engaged throughout. I always left class thinking about his questions, and filled with thoughts that I would write down in my notebook long after leaving class.

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Comments Course Questions

- => A really well constructed structure
- => The lectures are great
- => The readings are almost always interesting

Giving to the students a lexical of some key-points (ijtihad, usul al fiqh etc.) might be a good way to help them keep on track

- Prof. Hallaq is incredible. Would be better if the course was smaller and more of a seminar.
- it is a bit too hard for me. i think it should set some prerequisite course
- This course was extremely beneficial as it challenged many of my assumptions, made me a more analytical thinker, and fundamentally changed my worldview.
- Phenomenal course, anyone in MESAAS should take.
- This has been one of the most transformative courses I have taken at Columbia, and Professor Hallaq aptly addresses all of the issues that are raised throughout the course. The course structure is balanced and effective, and a multitude of sub-topics are addressed. Although each individual sub-topic is immense, given the limited time we had in class, Professor Hallaq introduced the issues cogently, provided his own insight, and encouraged you to delve further into the questions raised by providing leads to other sources and information. The structure of presentations was equally effective, and allowed students to engage with each other in an efficient and meaningful way.
- A phenomenal course, as I assume many others would agree.

**Q3 Please qualify your recommendations if you wish:**

- Professor Hallaq is the best Professor i've had in Columbia yet. With this course, the grades really don't matter to me because the intellectual value that i've gained was transformative. Being able to change perspectives and outlooks is invaluable, and you can definitely count on this class to do that for you.

**Q4 How many hours a week did you devote to this course? (Note: Please include all time spent on this class including class time, discussion sections, readings, assignments, studying, etc.)**

- 10
- 9 hours of reading  
2 hour class

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- 10-12 hours per week

- 15

- 6 to 8

- About 7-8.

- 6

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TA Graph Report for: **Karim Maged Malak**

**1 What is your overall assessment of the effectiveness of the teaching assistant? N=9**

1	Poor		<b>0</b> (0%)
2	Fair		<b>0</b> (0%)
3	Good		<b>0</b> (0%)
4	Very good		<b>0</b> (0%)
5	Excellent		<b>9</b> (100%)
6	N/A		<b>0</b> (0%)

Median **5** Interpolated Median **5.00** Mean **5.00** Std Dev **0.00**

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TA Concise Report for: **Karim Maged Malak**

	Poor	Fair	Good	Very good	Excellent	N/A	# of Responses	Median I	Median	Mean	St.Dev
1 What is your overall assessment of the effectiveness of the teaching assistant?	0 0%	0 0%	0 0%	0 0%	9 100%	0 0%	9	5	5.00	5.00	0.00

**5 5.00**  
**5.00 0.00**



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TA Comments Report for: **Karim Maged Malak**

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**Q1 What are the strengths and weaknesses of your teaching assistant (discussion section leader, lab section leader, grader, or other assistant) as an instructor, and how might his or her teaching be improved?**

- Karim was very open and extremely helpful.
  - Karim was incredible. Always helpful with papers. He is absolutely brilliant and it honestly seemed like he could teach this course on his own if he wanted!
  - Very good, the two lecture he directed were almost as good as professor Hallaq's, in a different style. Mr Malak also does a great jobs helping students with their final paper and answering the questions they might have on the material or the syllabus.
  - Karim was an extremely thorough and supportive TA. He was very encouraging and provided timely and comprehensive assistance with anything from understanding readings, to logistical issues, to planning my research paper.
  - Karim has been really helpful and encouraging throughout the entire semester. As a teaching assistant, he is dedicated to his role in the class and was always available to meet during office hours if you needed him. He went out of his way to assist you in ways that previous teaching assistants I have had did not do. His feedback on assignments and on overall performance was balanced, thoughtful, and always supportive. As a student, he has pushed me to challenge myself and to take on challenges in my work in the best possible way.
  - Karim is an excellent TA. Not only is he so knowledgeable and intelligent, but is also very resourceful and is always willing to help. He goes out of his way to help clarify the materials for the students and is a pleasant person to be around. Like Professor Hallaq, he has shown that he cares about students.
  - he is super helpful. a really responsible ta
  - Karim is a brilliant young scholar with a very bright academic future ahead of him. He was very helpful, articulate, and always available.
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