

# Applied Islam for young Australian Muslims

## (Adelaide group)

### **About the Program**

Young Australian Muslims are faced with various challenges that impact on, and make them question, their faith and identity. These challenges include religious, social, political, and cultural.

In an age of nihilism, narcissism, materialism, and neoliberalism these challenges seem insurmountable and difficult to counter. Furthermore, given the absence of an alternative narrative grounded in the sacred tradition, and an understanding of contemporary issues, young Australian Muslims are left without the necessary knowledge and skills to navigate these challenges. This leaves our most valued, yet most vulnerable, group of young people lost amidst the turmoil of modern society, searching for deeper meaning to these questions and their place as young Australian Muslims.

Applied Islam has been designed to fill this vacuum and begin to quench the thirst of young Australian Muslims by providing them with much-needed answers.

Applied Islam is created by Professor Mohamad Abdalla AM based on his extensive academic, religious and community backgrounds, with more than 25-year experience in Islamic studies and community affairs. The program utilises traditional sacred sciences combined with an understanding of contemporary issues, aimed at answering questions related to faith, identity, gender relations, modernity, secularism, existence, cultural and their relation to Islam. The program also exposes students to the meaning, scope, and application of Sharia in day-to-day practices, the legacy of the Islamic civilisation and its tremendous contributions to science, mathematics, medicine, astronomy, the active contributions Muslims had with non-Muslims throughout the ages, Islamophobia, and Islam in Australia.

Applied Islam allows students to navigate through the many contemporary issues they encounter with an **Islamic lens** embedded within an Islamic worldview that is cognisant of the modern world. Applied Islam utilises an engaging and transformative Islamic pedagogy approach that respect the learner and allows for an open and honest conversation in a safe environment. Applied Islam applies educational values, concepts and perspectives rooted in the Islamic tradition that inspire and inform renewed thinking in learners.

### **Key Outcomes**

The program enhances Muslim youth identities; builds their confidence in Islam, its history, teachings, and modern-day relevance and allows them to learn how to function as Australian Muslims at a local and global levels.

### **Increased agency – Positive identity**

1. Positive identification as both Muslim and Australian is developed such that the participants become more confident of being 'Muslim-Australian' and express a greater sense of pride about their identity.
2. Increased knowledge grounded in the Islamic sacred sciences in the contemporary world leads to young Muslim-Australians being able to negotiate their identity within broader Western society.
3. Participants will gain confidence to speak up about issues that matter to them among family, friends, and their community.
4. Contribution to discussions on issues important to young people has the potential to drive change for themselves/community.
5. The provision of expanded knowledge of Islam equips students with the tools, skills, and confidence to provide a counter-narrative to issues of concern such as racism and Islamophobia.

### **Broader organisational networks based on trust and knowledge sharing - resilience**

1. A network will be established where young Muslims, scholars and academic engage, promoting knowledge sharing and capacity building.

### **Develop life, leadership, and critical thinking skills**

1. The reliance on accurate information and empirically tested evidence in the delivery of the workshops will result in the participants expanding their capacity to think and act from what they have learnt. This is translated into increased levels of confidence, pride, and an ability to relay accurate information to those holding stereotypical beliefs.
2. Greater participation in community and civic life - There are two levels that indicate the fulfilment of this outcome. One level represents the experience the young people who come out of the workshops have of themselves in terms of their capacity to make a difference. The other represents their actual participation in community.
3. Feeling of hope, pride, and empowerment.

### **Who should join the program?**

Young Australian Muslims who are:

- Between 10-17 years.
- Willing to be challenged.
- Dedicated to the program.
- Ready to be inspired.
- Willing to engage in respectful discussion.

## **Classes**

- Every Saturday at the Marion Masjid Community Hall.
- Boys class from 3pm-4pm.
- Girls class from 4pm-5pm.
- Structured but informal.
- Maximum of 20 per class.
- Handouts.

## **Assessment**

At the end of each unit, students will be required to present a [self-assessment and self-reflective assessment](#) in the form of 500-1000 words writing OR an audio recording (up to 5 mins) explaining their understanding of the chosen topic before and after completion, and the impact it may have had on them.

## **Teaching team**

The Applied Islam Program is overseen by [Professor Mohamad Abdalla AM](#), Director of the Centre for Islamic Thought and Education at the University of South Australia. Lecturers and guest speakers include established academics, thought leaders, and living role models.

## **Graduation and Certificate of Completion**

A formal dinner-graduation ceremony and Certificate of Completion will be provided at the end of the program. The graduation ceremony will be attended by community leaders and members, families of participants, and other VIPs.

## **Admissions Criteria and Process**

- Online applications open 15 June 2022.
- Submit your application online.
- Participants will be announced 1 July 2022.
- Commencement 1 August 2022.

Total commitment is essential. Failure to attend more than 2 sessions will lead to immediate disqualification.

## **Program structure**

See table below

Semester	Modules	
Semester 1	<b>Year 1</b>	<b>Year 2</b>
	<p><b>Unit 101 – The Context...and beyond!</b></p> <p><b>Module 101.1</b> – <i>Adab</i> of seeking knowledge – does it matter?</p> <p><b>Module 101.2</b> – The Islamic worldview [What do we believe in, and why?] – who cares?</p> <p><b>Module 101.4</b> - Islam beyond the Arabs – The Islamic civilisation shaped the world - really?</p>	<p><b>Unit 201 – Muslim women are oppressed – really?</b></p> <p><b>Module 201.1</b> – Islam and women’s rights – Is there such a thing?</p> <p><b>Module 201.2</b> – 8000 top female Muslim scholars and counting.</p> <p><b>Module 201.3</b> – Domestic violence and intimate partner violence are not cool!</p> <p><b>Module 201.4</b>- Let’s talk about polygamy, divorce, inheritance, and women’s leadership.</p>
Semester 2	<p><b>Unit 102 – The Text...matters!</b></p> <p><b>Module 102.1</b> - What is this thing called <i>Shariah</i>?</p> <p><b>Module 102.2</b> – fiqh is not a chocolate brand dude!</p> <p><b>Module 102.3</b> – Why is everything haram – or is it?</p> <p><b>Module 102.4</b> – Case study 1: To music or not to music?</p> <p><b>Module 102.5</b> - Case study 2: Haircuts, tattoos, and clothing – what’s halal and what’s not?</p>	<p><b>Unit 202 - Bring back the caliphate.</b></p> <p><b>Module 202.1</b> - The Prophetic model of governance, and what happened thereafter.</p> <p><b>Module 202.2</b> – Government or governance in Islam?</p> <p><b>Module 202.3</b> – Is democracy halal or haram?</p>
	<p><b>Unit 103 – Who am I - All about you buddy!</b></p> <p><b>Module 103.1</b> – What is identity and how is it shaped?</p> <p><b>Module 103.2</b> - Can I be Muslim and Australian – How? Can you show me some role model?</p> <p><b>Module 103.3</b> – Is gender relations and sexuality part of identity – how and why?</p> <p><b>Module 103.4</b> – Does Islamophobia, racism and media shape my identity?</p>	<p><b>Unit 203 – Reason and revelation</b></p> <p><b>Module 203.1</b> – Is atheism a problem?</p> <p><b>Module 203.2</b> – Islam and science – are they contradictory?</p> <p><b>Module 203.3</b> - Did you come from monkeys? Creation vs evolution.</p>
Semester 4	<p><b>Unit 104 – It’s all about the heart mate – Fix it.</b></p> <p><b>Module 104.1</b> – Does spirituality really matter and what’s so important about the heart?</p> <p><b>Module 104.2</b> – Keep your heart disease free (arrogance, greed, hatred, wantonness, and envy).</p>	<p><b>Unit 204 – Modesty, intimacy &amp; marriage</b></p> <p><b>Module 204.1</b> - Is Haya (modesty) for women only?</p> <p><b>Module 204.2</b> – Marriage for the unmarried – all you need to know about marriage (for ages 16+).</p>

### **Important Notice**

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