Cover Sheet: Request 13248

REL 3371 Islam in Africa

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Terje Ostebo ostebo@ufl.edu
Created	10/17/2018 11:16:46 AM
Updated	4/22/2019 1:21:07 PM
Description of request	This request asks that REL 3371 Islam in Africa is changed to be a 4000-level course. The rationale behind this is to be able to teach it with graduate sections. The number of grad students in our department (and others) for which this course is relevant may be too small in order to teach this course as a separate grad course, and it is therefore feasible to teach it as a combined undergrad-grad course.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Religion 011619002	Terje Ostebo		10/17/2018
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The request must explain in some detail how the course will change from 3000 to 4000-level. Without some substantive change that can be explained, the change of level cannot be approved.	11/5/2018
No document changes					
Department	Approved	CLAS - Religion 011619002	Terje Ostebo	I have uploaded a new syllabus - where change from a 3000 to a 4000 level has been explained through the following: 1. The course reading for the weeks have increased. 2. The number of pages for the written papers required have increased. 3. The expectations and the basis for evaluations of the written papers are made elaborate - pointing out what is expected by the students	11/5/2018
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		12/2/2018
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to January agenda.	1/14/2019
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	Please respond to UCC review comments.	1/17/2019
No document changes					

Step	Status	Group	User	Comment	Updated
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/8/2019
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to March 3-26 agenda.	3/22/2019
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	Please respond to UCC comments and provide requested updates from January and March UCC meetings.	3/27/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		4/22/2019
Islam in Africa undergrad syllabus.docx					3/27/2019
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/22/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 13248

Info

Request: REL 3371 Islam in Africa
Description of request: This request asks that REL 3371 Islam in Africa is changed to be a 4000-level course. The rationale behind this is to be able to teach it with graduate sections. The number of grad students in our department (and others) for which this course is relevant may be too small in order to teach this course as a separate grad course, and it is therefore feasible
to teach it as a combined undergrad-grad course.
Submitter: Terje Ostebo ostebo@ufl.edu
Created: 5/3/2019 4:00:37 PM
Form version: 8

Responses

Current Prefix
Enter the current three letter code (e.g., POS, ATR, ENC).

> Response:
> REL

Course Level
Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

> Response:
> 3

Number
Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

> Response:
> 337

Lab Code
Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

> Response:
> None

Course Title
Enter the current title of the course as it appears in the Academic Catalog.

> Response:
> Islam in Africa

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action
Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?
Note that a change in course level requires submission of a course syllabus.

Response:
Yes

Current Level

Response:
3

Proposed Level

Response:
4

Change Course Number?

Response:

Yes

Current Course Number

Response:
3371

Proposed Course Number

Response:
4xxx

Change Lab Code?
Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

Response:
No

Change Credit Hours?
Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?
Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?
Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Maximum Repeatable Credits
Enter the maximum credits a student may accrue by repeating this course.

Response:
0

Change Course Description?
Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
No

Change Co-requisites?

Response:
No

Rationale
Please explain the rationale for the requested change.

Response:
This request asks that REL 3371 Islam in Africa is changed to be a 4000-level course. There are several reasons for that:
1. The course is rather specific and requires the students to have knowledge in both African and Islamic studies, thus making it more suitable as a 4000 level course.
2. We also intend to teach it with graduate sections. The number of grad students in our department (and others) for which this course is relevant may be too small in order to teach this course as a separate grad course, and such a joint course gives our grad students valuable classroom experience. The combination of undergrad and grad students also enhances the quality of classroom discussions - and the quality of the course. It is therefore feasible to teach it as a combined undergrad-grad course.

The course fits good in our existing curriculum, with general Islam courses on 2000-level (like intro to Islam), more advanced Islam courses on 3000 level, and specific courses on 4000 level. The course is also cross-listed with African Studies, and is well situated within their curriculum.

Request for a grad course - Islam in Africa - has been submitted

University of Florida
Department of Religion & Center for African Studies

REL 4XXX Islam in Africa

Meeting & Location:

Instructor: Dr. Terje Ostebo
Office: 107E Anderson Hall
Phone: 352-273-2928
e-mail: ostebo@ufl.edu
Office Hours:

Course Description:
Islam in Africa provides an overview over the development of Muslim societies in Africa from early history (7th century) to the present with a regional focus on North Africa, the Sahara, sub-Saharan West Africa, the Horn of Africa, and East Africa. The course will examine processes of Islamization and the emergence of local Muslim cultures, contemporary issues, and will expose students to the diversity of Islam in Africa. It will mainly, however, focus on current issues in contemporary African Islam, and aims at providing students with skills to assess issues common to many African Muslim societies, such as dynamics of religious reform, Islam and the state, and questions related to ethnic and religious identities. Similarly, it will enable students to identify and comprehend how these issues intersect with broader political, social, economic, and cultural dynamics in different localities in Africa.

A student who successfully completes this course will be able to:
1. Map out and identify the main processes in the history of Islam in Africa
2. Analyze the different trajectories and factors involved for processes of Islamization in Africa
3. Identify the variety found within Islam in Africa
4. Apply relevant theoretical perspectives and analyze the intersection of African Islam with social, political, and cultural issues
5. Critically analyze interrelations between Islam and other religions in Africa
6. Identify, compare, and analyze main currents within contemporary African Islam

Writing Requirement
This course confers 4000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization. Course grades have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Writing Assessment Rubric

	SATISFACTORY (Y)	**UNSATISFACTORY (N)**
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Place in Curriculum

The course dovetails clearly with the various Islam courses the Department of Religion offers. It builds on the Introduction to Islam (2000-level), and is one of the several courses which allows students to further study different aspect of Islam in different local contexts.

Course Requirements and Grading Criteria
The final grade will be determined by the total scored for:
- Attendance (5 %). We will circulate an attendance sheet, which you should sign. Signing for others is considered Academic dishonesty.
- Participation in classroom discussions (5%)
- In-class presentations (15 %)
- 3 Response papers (25 % each: 3 x 25% = 75%)

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Tot %	94-100	88-93	82-87	76-81	71-75	66-70	61-65	56-60	51-55	46-50	40-45	<40

Classroom Participation: Students are expected to attend **ALL** classes and participate actively in class discussions. Active and informed participation demands that students **read the material carefully before coming to class**. The instructor will seek to engage all students in discussions by asking direct questions to the students, and by for comments to the readings. The instructor will keep a log for each week, noting the degree of engagement and level of insights demonstrated.

In-class presentations: Each student will give an in-class presentations on a topic related to the assigned readings. The presentation will be 10-15minutes, and the student presenting will lead the subsequent classroom discussion. The presentation will be evaluated based on the student's comprehension of the material, degree of independent and critical thinking, and ability to communicate the material clearly.

Response Papers (5-6 pp): These response papers will address key issues and methodological and theoretical questions raised in the readings, lectures and class discussions. The objective of these papers is to encourage you to read the materials closely and articulate your own informed and analytically nuanced positions. The more you engage the reading, the more likely you will receive a high mark. The format for the papers is double space / font size 12.

Make-ups and Attendance:
Make-ups will only be allowed in unavoidable circumstances or for compelling reasons that can be convincingly documented. Similarly, absence(s) means that 1 point per absence will be detracted – except unavoidable ones proven with satisfactory explanation/documentation. This is in consistence with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Student Honor Code:
As a UF student, you have agreed to follow the university's Honor Code, meaning you will not give or receive unauthorized assistance in completing assignments. Violations can result in failing an exam, paper or the course. For more information, see: http://www.dso.ufl.edu/studentguide/studentrights.php. On all work submitted for credit by University of Florida students, the following pledge is implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Please note that acts of plagiarism include:
- Turning in a paper or assignment that was written by someone else.

- Copying verbatim a sentence or paragraph of text from the work of another author without proper citation and quotation marks.
- Paraphrasing or restating in your own words, text or ideas written by someone else without proper citation.

For more info, see http://www.registrar.ufl.edu/catalog/policies/students.html

Disabilities:

"If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact me and the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565."

Required Reading:

Books (for purchase; also on course reserve):

Gordon, A. & Gordon, D. (2007) *Understanding Contemporary Africa,* Boulder: Lynne Rienner.

Esposito, J. (2011) *Islam the Straight Path.* Oxford: Oxford University Press.

Loimeier, R. (2013) *Muslim Societies in Africa: A Historical Anthropology,* Bloomington: Indiana University Press.

Soares, B. F. & Otayek, R. (eds.) (2007) *Islam and the Muslim Politics in Africa,* New York: Palgrave Macmillan.

Articles/book-chapters (on Canvas):

Ahmed, E (2015) "Militant Salafism in Sudan", *Islamic Africa* 6, 1-2 (164-184).

Anderson, D. & McKnight, J. (2014) "Kenya at War: Al-Shabaab and its Enemies in Eastern Africa", *African Affairs* 114, 545 (pp 1-27).

Anonymous (2012) "The Popular Discourses of Salafi Radicalism and Salafi Counter-radicalism in Nigeria: A Case Study of Boko Haram", *Journal of Religion in Africa* 42, 2 (pp 118-144).

Backmann, J. & Honke, J. (2009) "'Peace and Security' as Counterterrorism? The Political Effects of Liberal Interventions in Kenya", *African Affairs* 109, 434 (pp 97-114)

Brenner, L. (2000) "Sufism in Africa", J.K. Olupona (ed.), *African spirituality*, New York, The Crossroad Publishing Company (pp. 324-349)

Brenner, L. (2007) "The Transformation of Muslim Schooling in Mali: the Madrasa as an Institution of Social and Religious Mediation." In Robert W. Hefner and Muhammad Quasim Zaman, eds. *Schooling Islam: The Culture and Politics of Modern Muslim Education.* Princeton: Princeton University Press (pp. 199-223)

Campbell, J (2014) *U.S. Policy to Counter Nigeria's Boko Haram,* Council on Foreign Relations, Report No. 70 (pp 1-29)

Curtin, P. D. (1971) "Jihad in West Africa: early phases and inter-relations in Mauritania and Senegal", *Journal of African History*, 12, 1: 11-24.

Handloff, R. (1982) "Prayers, Amulets, and Charms: Health and Social Control", *African Studies Review* 25, 2/3 (pp.185-194)

Hill, J (2010) "'All Women are Guides': Sufi Leadership and Womanhood among Taalibe Baay in Senegal", *Journal of Religion in Africa* 40 (pp 375-412)

Janson, M. (2005) "Roaming about for God's Sake: The Upsurge of the Tablīgh Jamā'at in the Gambia", *Journal of Religion in Africa* 35, 4 (pp 450-481).

Kobo, O. (2015) "Shifting Trajectories of Salafi/Ahl-Sunna Reformism in Ghana", *Islamic Africa* 6,1-2 (pp 60-81).

Kogelmann, F. (2006) "The 'Sharia Factor' in Nigeria's 2003 Elections" in Soares, B. (ed.) *Muslim-Christian Encounters in Africa,* Leiden: Brill (pp 256-274).

Larsen, K. (2014) "Bodily Selves: Identity and Shared Realities among Humans and Spirits in Zanzibar", *Journal of Religion in Africa* 44, 1 (pp 5-27).

Loimeier, R. (2003) "Patterns and Peculiarities of Islamic Reform in Africa", *Journal of Religion in Africa* 33, 3 (pp. 237-262)

Loimeier, R (2009): "Editorial". *Die Welt des Islam,* vol. 49, no. 3-4 (pp. 287-298)

Marchal, R. (2009) "A Tentative Assessment of the Somali *Harakat Al-Shabaab*", *Journal of Eastern African Studies* 3 (3) (pp. 381-404).

Ostebo, T. (2012) "Islamic Militancy in Africa", *Africa Security Brief* no 23, Washington DC: Africa Center for Strategic Studies (pp1-8).

Ostebo, T. (2013) "Islam and State Relations in Ethiopia: From Containment to the Production of a 'Governmental Islam'", in *Journal of the American Academy of Religion,* 81, 4.

Ostebo, T (2014) "Religious divides and Public Spheres in a Developmental State", Unpublished paper

Ostebo, T (2015) "African Salafism: Religious Purity and the Politicization of Purity" in *Islamic Africa,* 6,1-2, 2015

Seeseman, R & Soares, B (2009) "Being Good Muslims as Frenchmen: On Islam and Colonial Modernity in West Africa", *Journal of Religion in Africa* 39, 1 (pp.91-120)

Seeseman, R (2006) "African Islam or Islam in Africa: Evidence from Kenya" in R. Loimeier, & R. Seesemann (eds.), *The Global World of the Swahili: Interfaces of Islam, Identity and Space in 19th and 20th Century East Africa,* Berlin: Lit Verlag (pp. 229-250)

Tayob, A. (2014) "Back to the Roots, the Origins and the Beginning: Reflections on Revival (*tajdīd*) in Islamic Discourse'" *Temenos* 50, 2 (pp 257-271)

Thurston, A. (2015) "Nigeria's Mainstream Salafis between Boko Haram and the State", *Islamic Africa* 6, 1-2 (pp 109-134)

Class Calendar and Reading Schedule:

Note: This document is subject to change, students are responsible for all changes announced in class.

Week 1: *Introduction and Course Preview*

Week 2: *Understanding Islam & Africa*
Readings: Gordon & Gordon 2007 (pp 7-107); Esposito 2011

Week 3: *Understanding Islam & Africa*
Readings: Gordon & Gordon 2007 (pp 7-107); Esposito 2011

Week 4: *The Study of Islam in Africa: Perspectives and Issues*
Readings: Loimeier 2009 (pp 287-298); Loimeier 2013 (pp 11-34); Soares/Otayek 2007 (pp 1-24)

1st Graduate paper due

Week 5: *The History of Islam in Africa*
Readings: Loimeier 2013 (pp 54-129)

1st response paper due

Week 6: *The History of Islam in Africa*
Readings: Loimeier 2013 (pp 154-247);

Week 7: *Sufism and Indigenous Religious Traditions*
Readings: Brenner 2000 (pp 324-349); Handloff 1982 (pp 185-194);

2ⁿᵈ Graduate paper due

Week 8: *Sufism and Indigenous Religious Traditions*
Readings: Hill 2010 (pp 375-412); Larsen 2014 (pp 5-27); Seesemann 2006 (pp 229-250)

Week 9: *Christian-Muslim Relations*
Readings: Soares/Otayek 2007 (pp 137-156); Ostebo 2014 (pp 1-26); Kogelman 2006 (pp 256-274);

Week 10: *Islam, Social Change, and the Modern*
Readings: Loimeier 2013 (pp 267-294); Seeseman & Soares 2009 (pp 91-120); Brenner 2007 (pp 199-223); Soares/Otayek 2007 (pp 243-262)

2ⁿᵈ response paper due

Week 11: *Islam and Islamic Reform in Africa*
Readings: Tayob 2014 (pp 257-271); Ostebo 2015 (pp 1-29); Loimeier 2003 (pp 237-262)

Week 12: *Islam and Islamic Reform in Africa*
Readings: Ahmed 2015 (pp 164-184); Kobo 2015 (pp 60-81); Janson 2005 (pp 450-481)

3ʳᵈ Graduate paper due

Week 13: *Jihad and Violence*
Readings: Curtin (1971); Ostebo 2012 (pp 1-8); Anderson & McKnight 2014 (pp 1-27); Marchal 2009 (pp 381-404); Anonymous 2012 (pp 118-144)

Week 14: *Countering Violent Extremism (CVE) and State Policies*
Readings: Backmann & Honke 2009 (pp 97-114); Soares/Otayek 2007 (pp 157-176)

3ʳᵈ response paper due

Week 15: *Countering Violent Extremism (CVE) and State Politics*
Ostebo 2013; Thurston 2015 (pp 109-134); Campbell 2014 (pp 1-29)

Week 16: *Conclusions*

Reference/Additional Reading:

Abun-Nasr J. M (1987) *A History of the Maghrib in the Islamic Period*, Cambridge University Press: Cambridge.
Constantin, F. (1988) "Charisma and the Crisis of Power in East Africa" in D. Cruise O'Brien (ed), *Charisma and Brotherhood in African Islam,* Oxford: Clarendon Press (pp. 67-90)
Hiskett, M. (1994) *The Course of Islam in Africa,* Edinburgh: Edinburgh University Press.

Hussein Ahmed (1993) "Trends and Issues in the History of Islam in Ethiopia", M. Nur Alkali (ed.), *Islam in Africa: Proceedings of the Islam in Africa Conference*, Ibadan: Spectrum Books: 205-220.

Levtzion, N. (1973) *Ancient Ghana and Mali,* New York: Africana Publishing Company.

Martin, B. G (1976) *Muslim Brotherhoods in 19th Century Africa,* Cambridge: Cambridge University Press.

Niezen, R (1990) "The Community of Helpers of the Sunna: Islamic Reform among the Songhay of Gao (Mali)", *Africa,* 60, 3: 399-424.

Pouwels, R. (1987) *Horn and Crescent: Cultural Change and Traditional Islam on the East African Coast, 800-1900*, Cambridge: Cambridge University Press.

Waterbury, J. (1970) *The Commander of the Faithful - The Moroccan Political Elite - A Study in Segmented Politics,* New York: Columbia University Press.