Cover Sheet: Request 13248

REL 3371 Islam in Africa

Info

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<th>Process</th>
<th>Modify/Ugrad/Pro</th>
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<td>Status</td>
<td>Pending at PV - University Curriculum Committee (UCC)</td>
</tr>
<tr>
<td>Submitter</td>
<td>Terje Ostebo <a href="mailto:ostebo@ufl.edu">ostebo@ufl.edu</a></td>
</tr>
<tr>
<td>Created</td>
<td>10/17/2018 11:16:46 AM</td>
</tr>
<tr>
<td>Updated</td>
<td>4/22/2019 1:21:07 PM</td>
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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

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<th>Step</th>
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<th>User</th>
<th>Comment</th>
<th>Updated</th>
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<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CLAS - Religion 011619002</td>
<td>Terje Ostebo</td>
<td>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.</td>
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<td>CLAS - College of Liberal Arts and Sciences</td>
<td>Joseph Spillane</td>
<td>I have uploaded a new syllabus - where change from a 3000 to 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.</td>
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<td>1/14/2019</td>
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<td>Casey Griffith</td>
<td>Please respond to UCC review comments.</td>
<td>1/17/2019</td>
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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
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
<table>
<thead>
<tr>
<th>Category</th>
<th>SATISFACTORY (Y)</th>
<th>UNSATISFACTORY (N)</th>
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<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>ORGANIZATION AND COHERENCE</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>ARGUMENT AND SUPPORT</strong></td>
<td>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.</td>
<td>Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.</td>
</tr>
<tr>
<td><strong>STYLE</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>MECHANICS</strong></td>
<td>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.</td>
<td>Papers contain so many mechanical or grammatical errors that they impede the reader’s understanding or severely undermine the writer’s credibility.</td>
</tr>
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</table>

**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%)

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<th>Grade</th>
<th>A</th>
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<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
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<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
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<tr>
<td>Tot %</td>
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<td>88-93</td>
<td>82-87</td>
<td>76-81</td>
<td>71-75</td>
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<td>51-55</td>
<td>46-50</td>
<td>40-45</td>
<td>&lt;40</td>
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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 10-15 minutes, 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](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):**


**Articles/book-chapters (on Canvas):**


**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:


