

# Cover Sheet: Request 13248

## REL 3337 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	12/2/2018 2:19:20 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.

### 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
Islam in Africa syllabus Gen Ed.docx					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		12/2/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/2/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|Modify for request 13248

### Info

**Request:** REL 3337 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.

**Submitter:** Terje Ostebo ostebo@ufl.edu

**Created:** 11/5/2018 11:46:40 AM

**Form version:** 2

### Responses

**Current Prefix** REL

**Course Level** 3

**Number** 337

**Lab Code** None

**Course Title** Islam in Africa

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?** No

**Change Course Level?** Yes

**Current Level** 3

**Proposed Level** 4

**Change Course Number?** Yes

**Current Course Number** 3371

**Proposed Course Number** 4xxx

**Change Lab Code?** No

**Change Course Title?** No

**Change Transcript Title?** No

**Change Credit Hours?** No

**Change Variable Credit?** No

**Change S/U Only?** No

**Change Contact Type?** No

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No

**Maximum Repeatable Credits** 0

**Change Course Description?** No

**Change Prerequisites?** No

**Change Co-requisites?** No

**Rationale** The plan is to have this course taught with graduate sections which would require it to be at a 4000-level.

**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](mailto:ostebo@ufl.edu)  
Office Hours:

Course Description:

Islam in Africa provides an overview over the development of Muslim societies in Africa from early history (7<sup>th</sup> 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. At the same time, the course will 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, Islam and socio-economic developments, and questions related to ethnic and religious identities.

General Education Objectives and Learning Outcomes

This course is an International subject area course in the UF General Education Program. International courses provide instruction in the values, attitudes, and norms that constitute the contemporary cultures of countries outside the United States. These courses lead students to understand how geographic location and socioeconomic factors affect these cultures and the lives of citizens in other countries. Through analysis and evaluation of the students' own cultural norms and values in relation to those held by the citizens of other countries, they will develop a cross-cultural understanding of the rest of the contemporary world.

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

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in a variety of concepts, theories and methodologies related to religious studies and other intersecting discipline in order to

grasp the topics discussed in the course. Students will acquire a basic knowledge of historical developments, contemporary dynamics, as well as the role of Islam in relation to broader societal and political processes. Achievement of this learning outcome will be assessed through three response papers and through in-class participation.

- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the topics covered in the course.. Students are expected to actively participate in class discussions during the semester, and will in addition do an in-class presentations on selected topics + acting as discussants for other’s presentations in-class presentation. Students are also expected to be able to communicate their ideas in their three response papers. Achievement of this learning outcome be assessed through evaluation (grading) of the written papers and of the presentations – paying attention to ability to present arguments in a coherent manner. Participation grades will reflect how well a student communicates during these tasks.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Students will prepare three essay responses to topics pertaining to the different topics covered in the course. Students will critically evaluate empirical data and how they are theoretically framed, and be able to draw connections between different empirical cases covered in the course. Achievement of this learning outcome will be assessed by three response papers and by how they perform in discussions during classes.

### Course Requirements and Grading Criteria

The final grade will be determined by the total scored for:

- Attendance (10 %). We will circulate an attendance sheet, which you should sign. Signing for others is considered Academic dishonesty.
- Participation / In-class presentations (15 %)
- 3 Response papers (25 % each)

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

**Active Participation and In-class presentations:** 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**. In-class presentations mean that you do 10-min presentations on selected topics + acting as discussants for other’s presentations.

**3 Response Papers (6-7 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 students to read the materials closely and articulate their own informed and analytically nuanced positions. This means that the students have to go beyond a mere description of the topics at hand, and the paper will be evaluated based on the student’s ability to think independently, critically, and to make connections with other relevant material. The more you engage the reading, the more likely you will receive a high mark. The format for the papers is 1.5 line space / font size 12.

### 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.

### Course Requirements and Grading Criteria – Graduate Section

The graduate students will follow the lectures for the course, do the readings for each lecture and submit the assigned papers. In order to get the course registered as a graduate course, there are, however, some additional work as listed below.

In addition to the 3 response papers and the presentation, you will have 3 assignments which we will decide upon together. The assignment is to write a review<sup>1</sup> of book(s) and articles/chapters – organized under different segments. The review will be more than a synopsis of the work, and will be evaluated according to whether you are able to critically analyze and evaluate the work. The review of the books shall be 5-6 pages (for each book) and the review of articles/chapters shall be 2-3 pages (for each article/chapter). The format for the papers is 1.5 line space / font size 12. You will also meet with me 3 times (1/2 hour) during the semester to discuss the readings and assignments. These meetings will be during my office hours, and you should email me in advance with your questions and/or the texts which you would like me to comment on.

The final grade will be determined by the total scored for:

- Attendance (10 %). We will circulate an attendance sheet, which you should sign. Signing for others is considered Academic dishonesty.
- Participation / In-class presentations (15 %)
- 5 papers (15 % each)

### Make-ups and Attendance:

Make-up exams and tests will only be allowed in unavoidable circumstances or for compelling reasons that can be convincingly documented. Similarly, absence(s) will detract points except unavoidable ones proven with satisfactory explanation/documentation.

### 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:

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<sup>1</sup> A review is more than a synopsis; it entails giving your (argued) opinions on the text

“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)
- Bang, A. K. (2003) *Sufis and Scholars of the Sea: Family Networks in East Africa, 1860-1925*, London: RoutledgeCurzon.
- 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)
- Hiskett, M. (1994) *The Course of Islam in Africa*, Edinburgh: Edinburgh University Press.
- 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).
- Lewis, I.M. (1998) *Saints and Somalis, Popular Islam in a Clan-Based Society*, Lawrenceville & Asmara: Red Sea Press.



- 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

Readings:

#### **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)

### **1<sup>st</sup> Graduate paper due**

#### **Week 5: *The History of Islam in Africa***

Readings: Loimeier 2013 (pp 54-129); Bang (2003)

### **1<sup>st</sup> response paper due**

#### **Week 6: *The History of Islam in Africa***

Readings: Loimeier 2013 (pp 154-247); Hiskett (1994)

**Week 7: *Sufism and Indigenous Religious Traditions***

Readings:

Readings: Brenner 2000 (pp 324-349); Handloff 1982 (pp 185-194); Lewis (1998)

**2<sup>nd</sup> 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)

**2<sup>nd</sup> 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)

**3<sup>rd</sup> 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)

**3<sup>rd</sup> 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)

- 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 19<sup>th</sup> 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.