

Term Information

Effective Term Autumn 2013

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3305
Course Title History of Islamic Movements in West Africa
Transcript Abbreviation Islam Mvmts W Afr
Course Description Conversion and spread of Islam, Muslim doctrinal debates; religion and identity politics; Islam and European colonialism; Islamic militancy during the postcolonial era; Islam and secularism; Islam and modernity. Sometimes this course is offered at distance.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.
Exclusions Not open to students with credit for AAAS 3305

Cross-Listings

Cross-Listings Cross listed in AAAS

Subject/CIP Code

Subject/CIP Code 54.0101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

Expands our offerings in the history of Africa and the History of Islam. Both programs are growing in History, and there is significant student demand.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Islam's development and expansion
- Muslim doctrinal debates
- Religion and identity politics
- Islam and European colonialism
- Islamic militancy during the postcolonial era
- Islam and secularism
- Islam and modernity
- Social and cultural formation

Attachments

- 3305.docx: history 3305--draft syllabus

(Syllabus. Owner: Breyfogle, Nicholas)

- History Assessment Plan.doc: GE assessment plan--history

(GEC Course Assessment Plan. Owner: Breyfogle, Nicholas)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Breyfogle, Nicholas	09/02/2012 12:41 PM	Submitted for Approval
Approved	Breyfogle, Nicholas	09/02/2012 12:41 PM	Unit Approval
Approved	Heysel, Garrett Robert	09/09/2012 04:57 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	09/09/2012 04:57 PM	ASCCAO Approval

The Ohio State University
Department of History

History of Islamic Movements in West Africa

History 3305
3 Credit Hours
Course Location & Time: TBA

Instructor: Dr. Ousman Kobo
Office: Dulles Hall Rm. 157
Telephone: 247-2719
Email: Kobo.1@osu.edu
Office Hours: TBA

Course Description and Objective

This course will explore the relationship between identity politics and Islamic movements in West Africa. Using the decline of the Songhai Empire in sixteenth-century as the starting point, the course will examine the following questions: how does the struggle over religious purity reconfigure West African Islamic cultural and political landscapes? How does the diversity of the conception of religious purity contribute to the construction of religious, social and political identities? In what ways did West African Muslims confront European colonialism and subsequently Western modernity? We will analyze how West African Muslims constructed their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms and formal and informal religious festivals. By the end of the course, students will acquire the skills for analyzing the dialectical relationship between Islam and West African social, religious and cultural expressions, especially how Islam transformed and was transformed by indigenous religious knowledge, cultures and polity. Students will also be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework.

By completing the requirements for this course, students will acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students with the insights into the origins and nature of contemporary issues. Students will also be able to think critically through the study of diverse interpretations of historical events and to apply that skill in careful analysis and appreciation of primary and secondary historical sources. In addition, course assignments are designed to help students acquire or enhance their written and oral communication skills necessary for analyzing historical documents.

General Education Requirements:

This course fulfills the following GE requirements: 1) "Historical Study," 2) "Culture & Ideas or Historical Study," 3) Open Option, and 4) "Global Studies".

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:***Goals of the course that fulfill the GE Learning Outcomes in Historical Study:***

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

Global Studies GE

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in Africa.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.

5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

Enrollment Requirement

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Learning Outcomes

By the end of this course, students will:

1. Develop knowledge of how past events influence today's society; acquire a perspective on history and an understanding of the factors that shape human activity.
2. Display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Acquire the skills for thinking, speaking and writing critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Pre-requisites

English 1110.xx Pre- or co-requisite & any History 2000-level course (or permission of instructor)

Course Materials

Course materials will comprise a reader and a novel that deals with the transformation of West African Islamic societies during the colonial period. Some recommended primary source materials will be placed on Carmen.

Course Reader

Novel: Sheikh Hamidou Kane, Ambiguous Adventure. Translated by Katherine Woods. (Ibadan: Heinemann) 1972.

Assignments and Grades

Map Quiz (5%)

A map quiz, to be taken in class, will test your knowledge of post-independent African countries. To score 5%, you must correctly identify at least 20 out of 25 countries on a blank map. You will receive a map with all the independent African countries on the first day of class.

Midterm Exams (25%)

The midterm examination will comprise five identification questions and a long essay. A sample of essay questions and the required structure of the identification questions will be distributed two weeks before the exam.

Four Two-page Reaction Papers (20%)

Each student will submit four two-page reaction papers that will summarize and comment on the main arguments in that week's assigned reading. For a paper to earn all the five points, it has to be well-organized and free from grammatical errors. Students will be given a sample of a reaction paper during the second week. Students are encouraged to take this particular assignment seriously because it is intended to sharpen their writing skills and presentation of historical arguments in preparation for the research paper.

Class Participation (20%)

Effective class participation includes completion of the assigned readings before lectures, asking probing questions, and making efforts to respond to questions creatively. Reticence and or failure to demonstrate that you have done the readings will result in a lower grade even if higher grades have been obtained from other assignments.

Final Exams (30%):

Late Assignments

In fairness to all students, any assignment submitted late will receive one letter lower grade for each day of tardiness (e.g. from A to B). Any paper submitted after three days of the due date without the instructor's written permission will receive an automatic "E" grade. Extension for assignments will not be granted except in extraordinary and verifiable circumstances. You must notify the instructor in advance if you need such an extension. But you should understand that we reserve the right to determine the validity of your excuses.

Attendance

Regular attendance at lectures is obligatory. To enforce this requirements, I will take attendance at the beginning of lectures, and more than three unexcused absences will result in one point lower final grade (e.g. from A to A-).

Grading

92 and above=A	89-91=A-	87-88=B+	83-86=B	80-82=B-
77-79=C+	74-76=C	70-73=C-	65-79=D+	62-64=D
Below 62=E				

Please note: Since the University does not record D minus grades, **a student earning a course average below 62 will receive an E in this course.** I reserve the right to consider improvement when determining final grades.

The following should help you understand how your papers will be graded:

"C" essays will clearly demonstrate understanding of the question and will include: an introductory paragraph that contains your thesis; a body of several paragraphs in which you offer

evidence from the materials, lectures, and discussions to support your thesis; and a conclusion that reiterates your basic argument.

"B" essays will include: all of the above requirements for a "C" essay plus more relevant data and analyses than is found in an average essay.

"A" essays will include: all of the above requirements for a "B" essay plus more data and some indication of independent or extended thought. In addition, an "A" essay will be clean of all minor grammatical errors and typos.

"D" and "E" essays: We do not anticipate giving "D" and "E" grades but any essays that fall below the basic requirement for a "C" essay will certainly qualify for "D" or "E."

Basic Reading Strategies

Most of the materials will be dense and at first unfamiliar to most students. I therefore recommend the following reading strategies. First read the introduction and conclusion to identify the main arguments. Write these down. Read the entire texts quickly for details and supporting evidence. Go back and read relevant parts of the introduction and conclusion, and then examine the evidence that support the argument. Is the writer providing general information about a historical event or is s/he participating in a debate about a specific argument that historians have not agreed upon? What does the writer contribute to the larger literature? Are you convinced and why? Write down what you have learned from the reading. Speed reading is good but don't read too fast to miss the main points. Ignore difficult names that are not pertinent to the main idea. Come to class with questions and be ready to participate in discussion.

Week 1 **Introduction to Islam**
Readings: Handout

Week 2 Patterns of Religious Conversion in West Africa
Read: Humphrey Fisher, "Conversion Reconsidered: Some Aspects of Religious Conversion in Black Africa;" *Africa: Journal of the International African Institute*. Vol. 43, No. 1 (1973), pp. 27-40

Week 3 Decline of Songhai and the Rise of Merchant/Scholarly Lineages in W Africa
Read: Aziz Batran, "The Kunta, Sidi al Mukhtar al-Kunti, and the Office of Shaykh al-Tariqa al Qadiriyya."

Week 4 Sufism and Jihad
Read: Brenner, "Sufism in Africa;" Philip Curtin, "Jihad in West Africa: Early Phases and Interrelations in Mauritania and Senegal." *Journal of African History*. Xii, p 11-24, 1971.

Week 5 **Review and Midterm Examination**

Week 6 Sufism, Jihad and State Formation: The Case of Sokoto, Masina and Segu
Read: Murray Last, "The Colonial Caliphate in Northern Nigeria

First response paper due

- Week 7** Colonialism and Muslim Identity
Read: Lovejoy and Hogendorn, “Revolutionary Mahdism and Resistance to Colonial Rule in the Sokoto Caliphate, 1950-6,” *JAH* 31 (1990) 217-244; Robinson, “Patterns of Accommodation.”
- Week 8** ‘Anti-Sufi’ Movements and Post-colonial Islamic Identities
Read: Hamidou Kane Ambiguous Adventure.
Second response paper due
- Week 9** Contesting Orthodoxy: Islam and Modernity
Read: Chapters from Ousmane Kane, “Islam and Modernity” and Ousseina Alidou, “Engaging Modernity: Women and the Politics of Agency in Postcolonial Niger.”
- Week 10** **Transformation of Islamic Schooling: From Qur’anic School to Madrasa**
Kobo, Unveiling Modernity, ch. 8 and Sheikh Hamidou Kane, Ambiguous Adventure.
- Week 11** Women in African Islamic history
Read: Finish Hamidou Kane; Coulon, “Women, Islam and Baraka;” Murray Last and Jean Boyd, “The Role of Women as Agents Religieux in Sokoto,” *Journal of African History (JAH)* 19 (1985) 283-300; Susan O’Brien, “Shari’a Contested: Democracy, Debate and Islamic Diversity in the Shari’a States of Nigeria.”
- Week 12** Islamic Healing
Read: Toit and Abdallah, “Islamic Healing Strategies;” El Tom, “Drinking the Koran: The Meaning of Koranic Verses in Berti Erasare;” Humphrey Fisher, “Hassebu: Islamic Healing in Black Africa; Mommersteeg, “‘He Has Smitten Her to the Heart with Love.’ The Fabrication of an Islamic Love-Amulet in West Africa.”
Third response paper due
- Week 13** Representing the Sacred in Popular Culture
Read; McLaughlin, “Islam and Popular Music in Senegal: The Emergence of a New Tradition;” McLaughlin, “‘In the Name of God, I Will Sing Again,’ Mawdo Malik the Good: Popular Music and the Senegalese Sufi Tariqa.”
Fourth response paper due
- Week 14** Summary and Conclusion
Final Examination as scheduled by the Registrar’s office

Academic misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

Disability services:

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion
Coordinator, Department of History**

**RE: Assessment Plan for proposed GE courses: Historical Study Category, Social
Diversity in the U.S., and Diversity: International Issues**

Assessment Goals and Objectives

1) Both the GE and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

- 2) Both the GE and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Rationale for fulfilling the GE Learning Outcomes for Social Diversity in the United States:

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by:

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.
3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation
5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context
6. Carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects

- 3) Both the GE and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for International Issues:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in places outside the United States.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical

differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.