

## Term Information

Effective Term Autumn 2020  
*Previous Value* Summer 2018

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online teaching approval

What is the rationale for the proposed change(s)?

We have worked with ASC tech to gain online teaching approval

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## 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 3304  
Course Title History of Islam in Africa  
Transcript Abbreviation Islam in Africa  
Course Description Africa from the emergence of Islam in the 600s to the Present. African contributions to Islam and the impact of Islam on African societies. Sometimes this course is offered in a distance-only format.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* *No, 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**  
**Exclusions**  
**Electronically Enforced**

Prereq or concur: English 1110.xx, or permission of instructor.  
Not open to students with credit for AfAmASt 3304.  
Yes

## Cross-Listings

**Cross-Listings**

Cross-listed in AfAmASt.

## Subject/CIP Code

**Subject/CIP Code**  
**Subsidy Level**  
**Intended Rank**

54.0101  
Baccalaureate Course  
Sophomore, Junior, Senior

## Requirement/Elective Designation

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

General Education course:

Historical Study

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**

- Students will be introduced to the skills and techniques for critical reading and analyses of primary and secondary historical materials, as well as developing the skills for analyzing global events from a historical perspective.
- Students will have the ability to engage in well-informed discussions about the history of Islam in Africa and to be able to use these skills to understand the history of Islam in a global context.
- Students will understand Islam's common framework and its diversity and dynamics within that larger framework, as well as the nuances of religious affiliations, cooperation and conflicts.

**Content Topic List**

- Early Islamic presence in Africa
- Muslim Caliphates in North Africa
- Sectarian movements in Muslim Africa
- Rise of independence Muslim African states
- Islam and African economies
- Islam and African culture and society
- Conversion processes
- Slavery and slave trades
- Modern jihadist movements and Africa
- Islam and European colonialism
- Islam in contemporary Africa

**Sought Concurrence**

No

**COURSE CHANGE REQUEST**  
3304 - Status: PENDING

Last Updated: Heysel,Garett Robert  
06/18/2020

**Attachments**

- DL History 3304 Syllabus.docx: Syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- HIST 3304 GE Assessment Plan (002).pdf: Assessment plan  
*(GEC Course Assessment Plan. Owner: Heikes,Jacklyn Celeste)*
- Hist 3304.docx: ASC Tech checklist  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*
- History 3304 Syllabus.doc: In person syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	06/17/2020 12:49 PM	Submitted for Approval
Approved	Elmore,Bartow J	06/17/2020 09:16 PM	Unit Approval
Approved	Heysel,Garett Robert	06/18/2020 10:39 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	06/18/2020 10:39 PM	ASCCAO Approval



**THE OHIO STATE UNIVERSITY**

COLLEGE OF ARTS AND SCIENCES

## **SYLLABUS: HISTORY 3304 HISTORY OF ISLAM IN AFRICA SPRING 2021**

### **COURSE OVERVIEW**

#### **Instructor**

Instructor: Dr. James Genova  
Email address: Genova.2@osu.edu  
Phone number: 740 725 6215  
Office hours: TR 1:00-2:00PM via Carmen Zoom  
Office Location: Morrill Hall 112

#### **Course Coordinator**

#### **Course description**

This course explores the rich, complex, and varied history of Islam in Africa. We will approach the subject from religious, social, cultural, historical, and political angles as we attempt to deepen our understanding of the impact Islam and the Muslim world has had on the African continent and its peoples, as well as the ways in which Africans have shaped the development, practice, spread, and importance (locally and globally) of Islam and the Muslim world. There are roughly as many Muslims in Africa as there are Christians. However, whereas Christianity's presence in Africa is largely the result of European missionaries arriving with European colonialists in the 19<sup>th</sup> and 20<sup>th</sup> centuries, Islam has been a major religion over large parts of Africa since the 600s, spreading rapidly even under European colonial rule in the 20<sup>th</sup> century. Islamists are important forces in African politics. Islam has deeply shaped many African cultures. And Islam has been formative in legal and economic practices throughout the continent. Moreover, Africans have given their own interpretations to Islamic practice and even theological suppositions, incorporating many pre-Islamic aspects into their Islam. Throughout the course we will look at legal schools, education systems, the relationship between politics and religion, the rural/urban divide, gender roles, cultural traditions, the organization of Muslim communities, and the economic implications of Islam for Africa. We will cover nearly 1500 years of history over a large part of the world's second

largest continent with the greatest linguistic and cultural diversity of any landmass. Consequently, we will not be able to examine everything in detail but will highlight some local occurrences in order to reflect on more general trends, which will be the essence of our journey. It is expected that students will engage with the material and bring their own insights to the subjects raised over the course of the semester. The course is organized around a combination of lectures, readings, discussions, and expository exercises – exams, short writing assignments, and a ten-page paper. Attendance and participation are vital for your and the course's success. You will have to complete each module before you are able to advance to the next module. Within each module you will have to complete all the sections before you are permitted to advance to the next module. Each module will open at the start of each week and remain open throughout the course, so you can always go back and review previous material for the course.

## GE Course Information

### *Historical Study:*

#### **Goals:**

Recognize how past events are studied and how they influence today's society and the human condition.

#### **Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

### *Diversity:*

#### **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.

### **Global Studies:**

#### **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.

## Course materials

- Nehemia Levtzion & Fandall L. Pouwels, eds., *The History of Islam in Africa* (Athens: Ohio University Press, 2000).
- David Robinson, *Muslim Societies in African History* (Cambridge: Cambridge University Press, 2005).
- Lamin Sanneh, *The Crown and the Turban: Muslims and West African Pluralism* (Boulder, CO: Westview Press, 1997).
- D. T. Niane, *Sundiata: An Epic of Old Mali* (Essex, England: Longman, 2004).

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

### Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.

- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## Grading and faculty response

### Grades

Assignment or category	Points
Participation in Online Discussions	15%
Short Writing Assignments	15%
Term Paper	25%
Mid-Term Exam	20%
Final Exam	25%
<b>Total</b>	<b>100</b>

*See course schedule, below, for due dates*

### Assignment information

#### Weekly Online Discussions:

Online discussions are a means to explore the course material and personal interests (as they relate to the class) in greater depth than is possible through the recorded lectures and the readings. They are designed to foster interaction and introspection on specific aspects of the course material. Each week a new subject theme will be posted on the course's Carmen website. Students are expected to participate in weekly conversations by posting reactions to that week's topic. A paragraph will be sufficient for credit although it is hoped that students will fully engage with the topics. They can also be spaces for exploring ideas about the paper, when relevant. Students may also revisit themes throughout the semester as part of on-going conversations. The subjects will be posted by Monday and students are expected to have made their interventions by the end of the day on Sunday, except for the last week since it only has one day of class and the discussions must be posted by the end of that day. Grading will be done based on whether the student has participated or not. A couple of words is NOT sufficient. You must write at least a few sentences to get credit. Retroactive credit also WILL NOT be given.

### **Weekly Short Writing Assignments:**

The short writing assignments, due by the end of the day each Sunday for the weekly module except for the final week when the assignment will be due by the end of the day Monday since it is the last class, will be comprised of responses to questions posted that relate to the readings and lectures posted for that week. They are designed to offer in-depth analysis of core concepts explored through that week's subjects. The weekly writing assignments are building blocks for the term paper as well as preparation for the mid-term and final exams. Each week the instructor will post the guiding questions that relate to that week's material and students are expected to write a one-page paper responding to those prompts by using information from the readings and the lectures for that week. In the rare week when there is not any assigned reading, the responses will be based on material presented in the recorded lectures for that week. Grading will be based on completeness in responding to the prompts, use of the materials from the week, and quality of the analysis. Unlike the discussions, the short writing assignments will have a numerical grade associated with them.

### **Paper Assignment:**

**Warning:** *PLAGIARISM is illegal. If you quote directly from a text without proper markings (quote marks and a notation of the source) it is PLAGIARISM. If you turn in work that is not your own original work produced exclusively for this class, it is also PLAGIARISM. If you summarize a text without proper notation, it is PLAGIARISM. Those who submit plagiarized work are subject to dismissal from the University, automatic failing grade for the course, diminished grade for the paper, academic probation, and, in severe cases, prosecution.*

**Project Goals and Guidelines:** Each student, in consultation with the instructor, must develop a topic of interest that fits within the broad rubric of the course subject: The History of Islam in Africa. The paper topic must be approved by the instructor. Students should develop topics that can be realistically completed within the limited time period of the quarter. Also, the topics should be attentive to the availability of resources to complete the project. While this is not a major research paper, students are expected to do some outside research, beyond the required readings for the course, in order to complete the project. The goals of the assignment are to produce a piece of original writing about the history of Islam in Africa, to enhance writing skills, acquaint the student more intimately with the Islamic experience in Africa and the African experience with Islam, and open new perspectives on how we view the world and the people in it.

**Evaluation and Grading of the Paper:** The paper will be assessed in accordance with how well the student has formulated the topic and followed through on it in the course of research and writing. The paper should be written in a rigorous fashion. It will be evaluated according to how well the student has kept to the main argument and the issues that guide the research. Presentation (grammar, spelling, punctuation, diction, organization, and format) is an integral part of the project and therefore will have a significant effect on the overall appraisal of the work. Proper notation is important in scholarly work and will be used to assess the paper.

The paper must meet the following technical requirements:



**Margins: Left and Right 1.25”, Top and Bottom 1”**

**Tabs to indent first lines of paragraphs 0.5”**

**All work must be Double-Spaced**

**Typed or computer generated**

**12 pt. text size**

**Times New Roman Font**

**No extra spacing between paragraphs**

**No sub-heads**

**No footnotes or endnotes**

**All pages must be numbered at the bottom center**

**References (citations) formulated as: following the citation (author’s last name: p. #)**

**Names to appear on a separate cover sheet affixed to the front of page 1 of the essay.**

**Length is 10 pages minimum 12 pages maximum excluding notes and sources**

**Sources Used section attached at the end**

Students must make use of at least two of the four texts assigned for the class and three outside sources. Outside sources can be approved Internet sites however check with the instructor beforehand to make sure the source is reputable.

## **Late assignments**

Please contact me at least three days before an assignment is due if you think you will need to turn it in late. I will take late assignments on a case-by-case basis.

## **Grading scale**

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

## **Faculty feedback and response time**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### **Grading and feedback**

For large weekly assignments, you can generally expect feedback within **7 days**.

## E-mail

I will reply to e-mails within **24 hours on school days**.

## Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**  
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**  
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus  
<http://advising.osu.edu/welcome.shtml>.

### Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

### Academic integrity policy

#### Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have

attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

### **Ohio State's academic integrity policy**

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://studentlife.osu.edu/csc/>.

### **Copyright disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Statement on title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan 11- Jan 17	<p>Video Lecture 1 – Historical Origins of Islam Video Lecture 2 – Foundations of Islamic Theology</p> <p><b>Readings:</b> Robinson, <i>Muslim Societies in African History</i> Part I (pp. 1-23)</p> <p><b>Assignments: Online Discussion #1</b> <b>Short Writing Assignment #</b></p>
2	Jan 18- Jan 24	<p>Video Lecture 1 – Varieties of Islam: The Major Sects Video Lecture 2 – Expansion of the Islamic State in Africa (600s-900s)</p> <p><b>Readings:</b> Levtzion &amp; Pouwels, <i>The History of Islam in Africa</i> (Part I, pp. 1-18, 21-59)</p> <p><b>Assignments: Online Discussion #2</b> <b>Short Writing Assignment #2</b> <b>Paper Topics Must Be Chosen</b></p>
3	Jan 25 – Jan 31	<p>Video Lecture 1 – Administration and Conversion in Africa (600s-900s)</p> <p>Video Lecture 2 – Early African Muslim States: The Fatimids (900s-1100s)</p> <p><b>Readings: None</b></p> <p><b>Assignments: Online Discussion #3</b> <b>Short Writing Assignment #3</b></p>
4	Feb 1 – Feb 7	<p>Video Lecture 1 – African Muslim States: Morocco, Sudan (900s-1200s) Video Lecture 2 – Sufism and Legalism: Tendencies and Influence in Africa</p> <p><b>Readings:</b> Robinson, <i>Muslim Societies in African History</i> (pp. 89-107)</p>

		<p>Levtzion &amp; Pouwels, <i>The History of Islam in Africa</i> (pp. 373-396, 441-476)</p> <p><b>Assignments: Online Discussion #4</b> <b>Short Writing Assignment #4</b></p>
5	Feb 8 – Feb 14	<p>Video Lecture 1 – Muslim Empires in Africa, 1000-1400s: Ghana and Mali Video Lecture 2 – Muslim Empires in Africa (1400-1600s): Songhai</p> <p><b>Readings:</b> Levtzion &amp; Pouwels, <i>The History of Islam in Africa</i> (pp. 63-91) D. T. Niane, <i>Sundiata</i> (All)</p> <p><b>Assignments: Online Discussion #5</b> <b>Short Writing Assignment #5</b></p>
6	Feb 15 – Feb 21	<p>Video Lecture 1 – East Africa (1000s-1700s): Swahili and the Horn Video Lecture 2 – Central Africa (1000s-1700s): Kanem-Bornu and Hausa</p> <p><b>Readings:</b> Levtzion &amp; Pouwels, <i>The History of Islam in Africa</i> (pp. 227-325) Robinson, <i>Muslim Societies in African History</i> (pp. 108-123)</p> <p><b>Assignments: Online Discussion #6</b> <b>Short Writing Assignment #6</b></p>
7	Feb 22 – Feb 28	<p>Video Lecture – Islamicization/Africanization: Syncretism 1000s-1600s</p> <p><b>Readings:</b> Robinson, <i>Muslim Societies in African History</i> (pp. 25-59) Levtzion &amp; Pouwels, <i>The History of Islam in Africa</i> (pp. 477-573) Sanneh, <i>The Crown and the Turban</i> (pp. 1-46)</p> <p><b>Assignments: Online Discussion #7</b> <b>Short Writing Assignment #7</b></p> <p><b>Mid-Term Exam:</b></p>

		<b>Window available on Carmen Course Site Monday 1 March</b>
<b>8</b>	<b>Mar 1 – Mar 7</b>	<p>Video Lecture 1 – Trading Communities: Jakhanké and Dyula  Video Lecture 2 – Women, Africa, Islam: Tendencies 1000s-1800s</p> <p><b>Readings:</b> Robinson, <i>Muslim Societies in African History</i> (pp. 124-138)  Levtzion &amp; Pouwels, <i>The History of Islam in Africa</i> (pp. 93-129, 397-417)</p> <p><b>Assignments: Online Discussion #8  Short Writing Assignment #8</b></p>
<b>9</b>	<b>Mar 8 – Mar 14</b>	<p>Video Lecture 1 – North Africa (1200s-1700s): Egypt and the Mamluks  Video Lecture 2 – North Africa (1200-1700s): Morocco and the Ottomans</p> <p><b>Readings: None</b>  <b>Assignments: Online Discussion #9  Short Writing Assignment #9</b></p>
<b>10</b>	<b>Mar 15- Mar 21</b>	<b>Spring Break</b>
<b>11</b>	<b>Mar 22 -Mar 28</b>	<p>Video Lecture 1 – Slave Trade, Slavery, and Islam  Video Lecture 2 – 1500s-1800s: Rural/Urban, Economics, Conversion</p> <p><b>Readings:</b> Robinson, <i>Muslim Societies in African History</i> (pp. 60-88)  Levtzion &amp; Pouwels, <i>The History of Islam in Africa</i> (pp. 419-440)  Sanneh, <i>The Crown and the Turban</i> (pp.47-66, 117-177)</p> <p><b>Assignments: Online Discussion #10  Short Writing Assignment #10</b></p>
<b>12</b>	<b>Mar 29 – Apr 4</b>	Video Lecture – Reform Impulses: Renewal and Modernization



		<p><b>Readings:</b> Robinson, <i>Muslim Societies and African History</i> (pp. 139-181) Levtzion &amp; Pouwels, <i>The History of Islam in Africa</i> (pp. 131-167, 327-348)</p> <p><b>Assignments: Online Discussion #11</b> <b>Short Writing Assignment #11</b></p>
13	Apr 5 – Apr 11	<p>Video Lecture 1 – Reform Impulses: Jihadist Islam (Sokoto) Video Lecture 2 – Jihadist Islam (West Africa and the Sudan)</p> <p><b>Readings: None</b> <b>Assignments: Online Discussion #12</b> <b>Short Writing Assignment #12</b></p>
14	Apr 12 – Apr 18	<p>Video Lecture – European Imperialism: Reactions and Accommodations</p> <p><b>Readings:</b> Sanneh, <i>The Crown and the Turban</i> (pp. 67-99) Robinson, <i>Muslim Societies in African History</i> (pp. 182-209)</p> <p><b>Assignments: Online Discussion #13</b> <b>Short Writing Assignment #13</b></p>
15	Apr 19- Apr 25	<p>Video Lecture 1 – Islam in Colonial Africa: Persistence and Change Video Lecture 2 – Decolonization and the Post-Colony (1950s-1970s)</p> <p><b>Readings:</b> Sanneh, <i>The Crown and the Turban</i> (pp. 100-116, 179-202) Levtzion &amp; Pouwels, <i>The History of Islam in Africa</i> (pp. 169-187)</p> <p><b>Assignments: Online Discussion #14</b> <b>Short Writing Assignment #14</b> <b>Papers Due by 25 April</b></p>
16	Apr 26	<p>Video Lecture – The Enduring Legacy of Jihadism (1970s-Present)</p>

		<p><b>Readings:</b> Sanneh, <i>The Crown and the Turban</i> (pp. 203-231)</p> <p>Levtzion &amp; Pouwels, <i>The History of Islam in Africa</i> (pp. 189-224)</p> <p><b>Assignment: Online Discussion #15</b> <b>Short Writing Assignment #15</b></p>
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**Finals Week (28 Apr. – 4 May):**

**\*\*\*Final Exam Window Opens Wednesday 28 April 2021\*\*\***

*Ohio State University  
The Department of History  
History 3304: History of Islam in Africa  
Online*

<b>Instructor Dr. Ousman Kobo</b>	<b>Office 157 Dulles Hall</b>	<b>Phone 247-2719</b>	<a href="mailto:kobo.1@osu.edu"><u>kobo.1@osu.edu</u></a>	<b>Office Hrs Thurs. 10:00- 12:00 &amp; By Appointment</b>
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### **Course Description and Objective**

This course explores the development and expansion of Islam in Africa from about the 8<sup>th</sup> century CE to the present. It will address historical contingencies that account for Islam's local receptivity as well as its dynamic interactions with local cultures, politics, traditional religions, Christianity and European colonialism. While the Islamization of Africa is important for understanding African history, the Africanization of Islam is equally important. Consequently, we will seek to understand the dialectical relationship between Islam and African religious and cultural expressions, especially how Islam transformed and was transformed by indigenous religious knowledge, cultures and polity. We will further analyze how African Muslims reconstructed and asserted their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms and formal and informal religious festivals. We will also examine current issues in contemporary African Muslim societies such as internal debates about spiritual purity such as between members of Sufi brotherhoods and their opponents, the Salafi, the complex relationship between Islam and the secular state, Islam and socio-economic developments, and Muslims engagements with people of other faiths. Rather than homogenizing Islam in Africa, we will explore diverse religious practices across time and space even as we pay attention to common denominators and patterns. By the end of the semester, students should be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework. In particular, students should be able to explain the nuances of religious affiliations, cooperation and conflicts, and to understand the difference between religious politics and faith.

### **Academic Goals**

The main academic goal of this class is to introduce students to the skills and techniques for critical reading and analyses of primary and secondary historical materials, as well as developing the skills for analyzing global events from a historical perspective. However, rather than completing an entire research project to meet this goal, students will conduct a number of smaller writing exercises each week, and a short paper at the end of the semester. In addition students will take a number of quizzes designed to ensure the readings are done diligently. Students should leave this course with the ability to engage in well-informed discussions about the history of Islam in Africa and to be able to use these skills to understand the history of Islam in a global context.

### **Expected Learning Outcome**

The selected readings, videos and academic exercises are intended to help student:

1. To understand how past events are studied and how these events influence today's society and the human condition.
2. To recognize 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.
3. To acquire the skills necessary to construct an integrated perspective on history and the factors that shape human activity.
4. To describe and analyze the origins and nature of contemporary issues.
5. To speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
6. To describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures.
7. To recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

In addition, this course is designed to help students:

8. Understand a broad history of Africa through the historical development of Islam and its impacts on African societies;
9. Acquire a general knowledge of Africa appropriate for a global citizen, including Africa's geography, cultural, ethnic and linguistic diversity'
10. Build on their general knowledge to gain scholarly and specialist knowledge of African institutions, societies, and history. This means being able to engage Africa critically, recognize stereotypes, unpack essentialization, dismiss generalized myths about Africa, and move beyond dichotomous thinking.
11. Learn to think like historians in posing and answering questions historical questions.
12. Gain and deploy intellectual frameworks for approaching the study of religions as part of developing the skills for understanding the ways religion shapes cultural identities and human interactions.

**Credits Hours: 3**

**GE Fulfillments**  
Historical Studies

The course also fulfills Group Africa, pre-1750 for History Majors.

**Prerequisite:** No Prerequisite

### Course Readings

The assigned readings include small and accessible books, academic articles, book chapters and documentaries. The following required books are available from various online vendors:

- (1) Hal Marcovitz, Islam in Africa (Africa: Progress and Problems) Kindle Edition; Amazon Digital Services, Inc.  
This book provides accessible overview of Islam in Africa. Though it is a Kindle Edition, you can also download it to your PC or Mac.
- (2) David Robinson, Muslim Societies in African History, (Cambridge: Cambridge University Press) 2004  
This book provides some specific case studies of the development of Islam in Africa. It is a very accessible book, intended for general as well as academic audiences. We will read the chapters in specific segments of the course.
- (3) Richard Smith, Ahmad al-Mansur: Islamic Visionary, Pearson Education, Inc. 2006.  
This very interesting and tightly packed but accessible book, offers a close look at the shifting political landscapes of Europe, North Africa and West Africa during the 16<sup>th</sup> century that had a profound impact on Muslim societies in northern and western Africa. The biographical analyses of Ahmad al-Mansur, the King of Morocco during the 16<sup>th</sup> century, will help us explore the complex relationship between North African Muslim dynasties and their European counterparts during the 16<sup>th</sup> century. The story of al-Mansur's political maneuvering at the time when Europe was emerging as a global naval power provides critical historical contexts for understanding a number of themes in African Islamic history, especially the politicization of jihad as an instrument of state expansion, political alliances between a North African Muslim dynasty and Christian Europe, and the impact of the collapse of Songhay, the last medieval Islamic West African kingdom, on the modern history of West African Islam.
- (4) **Additional assigned journal articles and book chapters are part of the required readings and therefore must not be ignored.** Most of these will be posted to Carmen under **Readings** in the Content module

### Videos

Assigned videos/documentaries are parts of required course materials, and they will be made available via either a YouTube link or through the university media streaming services. You will need to download the appropriate software to view the videos made available through the media library. The University streaming website is:  
<https://drm.osu.edu/media/>

### Supplementary Resources

Many scholarly articles related to Islam in Africa can be found in academic journals in places such as jstor.org. A few of the journals that are closest to the topic of this course include, *Journal of Religion in Africa*, *Journal of African History*, and *Journal of Muslim Minority Nations*.

There are also several books and reference materials that provide general information on a wide range of topics related to the history of religion in Africa more broadly as well as the history of Islam. These include:

*The Encyclopedia of African and African-American Religions* (BL2462.5 E53)

*Encyclopedia of Islam Online*

*The Oxford Encyclopedia of the Islamic World*

*The Encyclopedia of Islam and the Muslim World*

*Encyclopedia of Twentieth-Century African History* (DT29 E53)

*The UNESCO General History of Africa* (DT20 G45)

### **Assignments and Grades (Details below)**

Map Quiz	5%
3 Thematic response papers (3-4 pages each)	30%
5 Quizzes	25%
Discussion	20%
Final Paper	15%

### **Grading Scale**

93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+;  
73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-; 0-59 = F

### **Course Requirements**

#### **Map Quiz: Multiple-Choice Questions (10%)**

Because Africa is vast territorially and culturally, it is important that we study the locations of the countries and other geographical landscapes that make up the continent. The map quiz is thus intended to encourage you to become familiar with the locations of African countries, regions and topography that are important for understanding the content of the course and the reading materials. A mere online search will produce a plethora of African maps that you can use to study for the quiz. I encourage you to pay attention to regional geo-political divisions (explained in week one's lecture), the major island countries, and old names of some of the countries, e.g. Northern and Southern Rhodesia, Nyasaland, Congo/Zaire, Upper Volta, etc.

#### **Thematic Response Papers (30%)**

In the thematic response papers you should identify the main points in the readings and state how they relate to or fail to connect with previous readings. I would like to know the extent to which you engaged the materials through demonstration of critical reading and analysis. Specific instructions will be given for each assignment.

#### **5 Quizzes (25%)**

There will be five quizzes during the semester. Each quiz will comprise 10 multiple-choice questions for a total of 5%, and they will be available during a forty-eight -hour period from midnight on Thursdays to midnight on Fridays. See the syllabus for specific closing dates of each syllabus. Once you open the quiz, you will have 45 minutes to complete it. The quizzes will be

extracted from the readings, lectures and other materials for that week and or the previous week. The purpose of this exercise is to ensure students complete the readings and other materials related to the course. Most of the questions will therefore assess your understanding of the main ideas as well as historical facts in the assigned readings and related materials.

### **Discussion (30%)**

As a discussion intensive course, your participation in discussion is a critical component of the learning process. We will assign you to specific discussion groups and you will be responsible for posting your responses to the discussion board in your group. Your responses should be thoughtful and creative, to demonstrate that you read and engaged with the readings and related materials. We strongly encourage you to feel free to initiate discussion among yourselves. In fact, the highest discussion points WILL be awarded to those who creatively initiate lively conversations in their groups as well as those whose responses demonstrate critical thinking and understanding of the materials. In order words, vague responses will result in a lower grade. Specific instructions will be provided for each discussion assignment (See also p 7). There is also a **Q&A discussion module** in Carmen for you to post your questions or concerns. Anyone can respond to the questions or concerns of their peers, but I will intervene when it is obvious that no one has the answer. Be patient, as we will give your colleagues the chance to respond and we intervene when necessary. Questions requiring immediate response should be sent by email to the TA or the instructor through email.

### **Final Exams (15%)**

The final paper is an opportunity for you to either conduct a short research on a narrow topic or write a review essay by comparing two books on Islam in Africa. Detailed instructions for the final paper will be provided by the third week of the semester and posted to Carmen.

### **Other Requirements**

#### **Enrollment**

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.

#### **Readings and Lectures**

This course draws on a wide variety of sources, and reading is one of the key ways students are expected to learn. The amount of readings varies each week, but the average week's reading is about 75 pages. Although this is an online class, students are expected to allocate time for reading and listening to lectures as they would do in a face-to-face class. This corresponds to 2 ½ hours per week. In addition, students are expected to spend a minimum of 6 hours per week for completing required readings, including videos, and completing all other assignments for that week. Obviously, a longer time may be required for completing some of the writing assignments.

#### **Online Classes**

A major difference between a face-to-face class and an online class is the emphases on reading and writing. In contrast to a face2face class, where students listen to lectures and vocalize their responses during discussions and Q&A, an online class requires reading and listening to lectures,

and writing responses to discussion questions. Consequently, an online class helps to sharpen students' writing and reading skills, with limited impacts on oral and aural skills. This information should help you decide whether an online class such as this will contribute to developing the skills you would like to possess. Obviously, all these skills are relatively important for academic development, but their impacts vary depending on individuals.

### **Submission of work**

All assignments are due at the time/date indicated on the syllabus. All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the first page and all pages should be numbered.

### **Tardiness**

A late submission of assignments is unacceptable. Each day of tardiness will result in a reduction of one letter grade (e.g. from A to B) earned in that specific assignment. Any assignments submitted three days after the due date without the instructor's prior permission will receive an automatic "E" grade. Requests for extension of scheduled assignments will not be granted except under extraordinary and verifiable circumstances.

### **My Commitment to Your Success**

The instructor is committed to helping you succeed in this course, so please consult me if you are having difficulties in the course and I will make every effort to accommodate your needs but in ways that will not give you undue advantage over your colleagues. You may find helpful hints on study strategies at <http://all.successcenter.ohio-state.edu/>

### **Your Commitment**

You agree that you will make your best effort to succeed and you will bring to the attention of the instructor any difficulties you might encounter in the course. To do well, you should complete the readings and all assignments. The course is designed for you to succeed and we look forward to helping you achieve your objectives. You also agree to use courteous language in your communications with the instructor and his assistants, as well as your colleagues. Finally, you agree to provide honest feedback in the SEI as well as through email communication to the instructor. Your feedback is immensely valuable and will be greatly appreciated.

### **Religious Holidays**

We respect all religious holidays. You should therefore, not hesitate to request an extension for an assignment in order observe a religious holiday.

### **Plagiarism and academic misconduct:**

It is the responsibility of the Committee on Academic Misconduct (COAM) 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 and other types of tests. Plagiarism is presenting another person's words, ideas, or sequence of arguments as your own without attribution. We will discuss what constitutes plagiarism and how to cite sources properly in this course. If at any point, however, you have a question about this, please ask. If you are tempted to plagiarize or find yourself using



material from the Internet or any other source and trying to pass it off as your own, stop working on the assignment and contact the instructor. It is better to submit work late than to violate the Code of Student Conduct. It is the instructors' responsibility to report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487), and the professor and discussion section leaders take this responsibility seriously. Because this is an online course, we pay closer attention to activities that can be defined as plagiarism. All writing assignments will include instructions on how to cite external sources. For additional information, please consult the Code of Student Conduct at: ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)). Here is a direct link for discussion of plagiarism:

[http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm).

### **OSU Writing Center**

Since your grade for this course will be largely determined by the quality of your writing, I strongly recommend that you make good use of the Writing Center. **Seeking assistance from the Writing Center DOES NOT constitute academic misconduct.** Consult the Center's website for further information. <http://cstw.osu.edu>

### **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/>

### **Courtesy**

As in all human interactions, virtual or otherwise, we expect you to use appropriate language in all your communications in this course. Discourteous behavior and or the use of unacceptable language violate(s) The Ohio State University's rule of classroom conduct that apply to virtual space as well. Failure to observe academic decorum will be reported to the appropriate authorities.

### **Email and Office Hours**

Since this is an online class, we will communicate mostly by emails. Please, it will be helpful to create a separate folder in your email, if possible, in order to track all correspondence from this class. I am also happy to respond to your email messages provided you bear in mind the following points. In academic and professional settings, all emails should have a descriptive subject line ("Question about History 3304 assignment"), begin with a respectful salutation ("Prof. Kobo"), and conform to standard English with proper punctuation and capitalization. An excellent overview of how students can most effectively use email with their professors can be found at this link: "How to e-mail a professor" <<http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>>

My intention is to answer all emails from students within twenty-four hours. However, due to official travels and service commitments, it might take up to forty hours to reply to some emails. I respectfully request that you explore all options for answers to your concerns, including reading this syllabus and other group email correspondences, for answers to your questions before contacting me. This consideration will enable me attend to urgent matters related to the class more efficiently. I will also be available for face-to-face meeting but you should send me an

email to request such meetings. If you have written to me and have not heard back within forty hours, please resend the message.

## Course technology

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

### Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**  
All live, scheduled events for the course, including my office hours, are optional. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.

- **Participating in discussion forums: 4+ TIMES PER WEEK**

I expect you to post at least four times as part of our substantive class discussion on the week's topics.

### **Discussion and communication guidelines**

I will check and reply to Q&A messages in the discussion boards every **24 hours on school days**. The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion. Please use accessible word processing software.

### **Basic Reading Strategies**

For long articles and chapters, I recommend that you 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. Ask questions in the Q&A and be ready to participate in discussion.

### **How your paper will be graded**

The following information should help you understand how we will grade your papers, in addition to the content.

**An "A" paper must meet the following criteria:**

#### **Must be an analytical and not a descriptive paper**

A descriptive paper is one that simply describes an event or an individual without analyzing the events or the individual's significance to history and to that specific event. A descriptive paper tells the story. It is the style used by media reporters who are expected to be neutral in presenting

the facts. Their responsibility is to report. But when analysis is needed to help the audience understand what is going on, they often invite specialists to analyze, explain or provide commentary. In this analogy, an “A” student plays the role of a specialist.

An analytical paper is the one that helps readers see the nuances of the event by drawing their attention to certain subtleties that are not readily visible. An analytical paper demonstrates deeper knowledge whereas a descriptive paper indicates that the writer has only a superficial knowledge of the event or episode, or is just not interested!

**Must have a well-articulated thesis statement that is defended with substantial evidence**

The following is an example of a good thesis statement: “In this paper I will demonstrate that the Almoravids did not cause the collapse of the Old Ghana Empire through military conquests. Rather, the Almoravids contributed to Ghana’s decline by depriving it of tax revenue when it shifted the trans-Saharan trade routes away from areas controlled by Ghana.” Please, be more subtle than the above example!

Any paper that lacks a well-articulated thesis statement will often end up being descriptive.

**Must pay attention to grammatical rules.** A couple of intricate grammatical errors in punctuation, unavoidable verbosity, minor typos and the like will not be penalized provided there are only a few of them.

**Must be well organized in terms of:**

a good introduction with a clearly stated thesis,  
a coherent body that supports the thesis with evidence,  
a good conclusion drawn from the evidence and linked to the thesis statement.

To use our Almoravid example, a good conclusion may look like this:

“The materials I have examined in this paper indicate that the Almoravid did not engage in direct military conflicts with the Old Ghana Empire. Rather, the Almoravids employed their military powers to shift the trading routes away from Ghana, thus depriving the empire of revenue. By the 11<sup>th</sup> century, Ghana was already experiencing internal economic crises and needed such revenue to sustain itself. It may therefore be more accurate to argue that the Almoravids contributed to Ghana’s decline by depriving it of vital tax revenue, which would have helped Ghana maintain a strong army needed to ensure the continued loyalty of its tributary states. Many of the tributary states that formed part of the empire had begun to declare their independence even before the rise of the Almoravids. The Almoravids simply facilitated the slow disintegration of the Ghana Empire by adding economic pressure to already strained political relations with its suzerain states; the military conquest hypothesis is just not supported by available evidence.”

**Must be based on clear understanding of the authors’ arguments (i.e. not misrepresenting the author’s point of view).**

**Must use acceptable referencing format as suggested for each specific assignment.**

*Other Grades:*

A “D” paper is one that fails to meet all the above criteria and suggests that the author has limited knowledge of the topic or lacks interest in the subject.

A paper that is not relevant for the course will also end up with a D or C-

A well-written but descriptive paper will be awarded at most a B grade

A B+ or A- will depend on the degree of quality in comparison with an “A” paper.

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**Weekly Assignments**

**Week 1      1/11-17**

*An Overview: What is Islam?*

Readings                      Marcovitz, The Introduction and chapter 1  
 Documentaries              Basil Davidson on Africa  
 Link: <https://www.youtube.com/watch?v=ytgacA-R8N4>

**Week 2      1/18-1/24**

*The Diffusion of Islam in Africa: Early Phase (740-1200)*

Readings                      Marcovitz, Chapters 2; Lewis Rambo, “Theories of Conversion” [On Carmen]  
 Documentary:                *Islam the Empire of Faith*  
 Link: <https://www.youtube.com/watch?v=UHhbSvOcz4g>  
 Assignment                    Map Quiz

**Week 3      1/25-1/31**

*The Islamization of Africa*

Readings                      Robinson, Chs. 1, 2 and 3; BBC on Islam in Africa [links in lecture notes]  
 Assignment                    1<sup>st</sup> Quiz

**Week 4      2/1-2/7**

*Development of Islamic Institutions*

Readings                      Robinson, ch. 4; Rudolph Ware III, Ch. 2 [On Carmen]  
 Assignment                    1<sup>st</sup> Discussion

**Week 5      2/8-2/14**

*The Changing Political Landscape*

Readings Smith, *Ahmad al-Mansur* (complete half of the book)  
 Assignment 1<sup>st</sup> Thematic Response Paper

**Week 6 2/15-2/21**

*Islam and the Trans-Atlantic Slave Trade*

Readings Robinson, ch. 5; Rudolph Ware II, ch. 3; complete *Ahmad al-Mansur*  
 Assignment: 2<sup>nd</sup> Quiz

**Week 7 2/22-2/28**

*Islam and European Colonialism*

Readings Malcovitz, chs. 3; Robinson, chs. 6, 11, 12 and 13  
 Assignment 2<sup>nd</sup> Thematic Response Paper based on *al-Mansur*

**Week 8 2/29-3/6**

*Jihad and Revolution*

Readings Curtin, P. D. "Jihad in West Africa: Early Phases and Interrelations in Mauritania and Senegal." *Journal of African History*. Xii, p 11-24, 1971 [JSTOR.ORG]; Willis, J. R. "Jihad fisabilil Allah, its Doctrinal Basis in Islam and Some Aspects of its Evolution in Nineteenth-Century West Africa." *Journal of African History*, viii, p 395-415, 1967 [JSTOR.ORG]; Ifthikhar Malik, "Islamic Discourse on Jihad, War and Violence." *Journal of South Asian and Middle Eastern Studies*, Vol. 21 No. 4, Summer 1998, p 47-78

Assignment 2<sup>nd</sup> Discussion on Jihad

**Week 9 3/7-3/13**

*Islam and the Modern State in Africa*

Readings Marcovitz, chs. 4, 5 and 6; Kobo, ch. 7 [on Carmen]  
 Assignment 3<sup>rd</sup> Quiz

**Week 10 3/14-3/20**

**Spring Break**

**Week 11 3/21-2/27**

*Contemporary Islamic Revivalism/African Salafiyya*

Readings *Islamic Africa*, vol 6 (1&2). Read any two articles of your choice  
 Assignment 3<sup>rd</sup> Discussion

**Week 12 3/28-4/3**

*Islam, Modernity and Spiritual Healing*

Readings Toit and Abdallah, "Islamic Healing Strategies;" El Tom, "Drinking the Koran: The Meaning of Koranic Verses in Berti Erasure," [CARMEN]; Mommersteeg, "He Has Smitten Her to the Heart with Love.' The Fabrication of an Islamic Love-Amulet in West Africa." [CARMEN]  
 Assignment 4<sup>th</sup> Quiz

**Week 13 4/4-4/10**

*African Muslim Women in Religious Space*

Readings L&P Ch. 18; Coulon, "Women, Islam and Baraka," [CARMEN]; Additional readings on Carmen  
 Assignments 4<sup>th</sup> Discussion

**Week 14 4/11-4/17**

*Boko Haram in Nigeria*

Readings To be provided  
 Assignment 3<sup>rd</sup> Thematic Response Paper (on Boko Haram)

**Week 15 4/18-4/24**

Summary

Assignment 5<sup>th</sup> Quiz

**Final paper/review essay due by 11:59 on May 2**

**This syllabus may be revised if necessary and students will be informed of such revision in advance. We hope you'll find this course intellectually stimulating.**

GE ASSESSMENT PLAN

**A. Historical Studies**

**ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: There will be a question on the mid-term/final exam to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: Legalist and Sufi Islam have had major, but different impacts on the spread and practice of Islam in Africa. West African societies have been shaped by the often-competing influences of Legalism and Sufism. Write an essay in which you respond to the above statement, assessing the impact of legalism and Sufism on West African Muslim societies.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly



**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**ELO 2: Students describe and analyze the origins and nature of contemporary issues.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: For the last two centuries Africa has been home to a variety of movements characterized as "reformist." Write an essay in which you discuss three major types of reformist Islam giving their goals and from where they derived their support. Be able to give some examples of reformist movements in your answer.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, and self-aware analysis of the origins and nature of contemporary issues.	Demonstrates adequate and critical understanding of the origins and nature of contemporary issues.	Demonstrates modest understanding of the origins and nature of contemporary issues.	Demonstrates little or no understanding of the origins and nature of contemporary issues.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how

strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**ELO 3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: Students will write a term paper (10-12 pages) to assess students' ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample question: Using primary sources as well as the assigned readings write a term paper in which you discuss a significant aspect of or event in the history of Islam in Africa. While the topic is of your choosing in consultation with the instructor, it should engage with the subject in its historic context and analyze what that aspect or event meant for the legacy of Islam in Africa today?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust and critical ability to speak and write about primary and secondary	Demonstrates adequate and critical ability to speak and write about primary and secondary	Demonstrates modest ability to speak and write about primary and secondary	Demonstrates little or no ability to speak and write about primary and secondary

historical sources.	historical sources.	historical sources.	historical sources.
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2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

**B. Diversity- Global Studies**

**ELO 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.**

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to understand the economic, political, cultural, and social dimensions of the past and present societies of Africa and will learn to weigh the various aspects of these dimensions in their understanding of the past and present.

Sample: “Despite their relative absence in Muslim societies of Africa today, the sects of Shi’a and Kharijite Islam were vital to the spread and development of Islam in Africa during its formative centuries.” Write an essay responding to the statement.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the varied aspects of the cultures and communities of Africa.	Demonstrates adequate understanding of the varied aspects of the cultures and communities of Africa.	Demonstrates modest understanding of the varied aspects of the cultures and communities of Africa.	Demonstrates little or no understanding of the varied aspects of the cultures and communities of Africa.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students’ input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department’s Undergraduate Teaching Committee. Assessments will be summarized

and used to alter the course for the next teaching.

**ELO 2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.**

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to be able to situate local events in their global contexts and their ability to understand their own place in this economic context both as US and as global citizens.

Sample: The process of conversion to Islam in African societies occurred through a variety of means. Be able to identify three patterns whereby conversion to Islam took place in Africa and what those processes implied for the kinds of Islam practiced in those societies.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the role of national and international diversity in shaping their worlds.	Demonstrates adequate understanding of the role of national and international diversity in shaping their worlds	Demonstrates modest understanding of the role of national and international diversity in shaping their worlds.	Demonstrates little or no understanding of the role of national and international diversity in shaping their worlds.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly
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**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: History 3304**

**Instructor: Jim Genova**

**Summary: History of Islam in Africa**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• CarmenWiki</li> <li>• Carmen Message Boards</li> <li>• Zoom</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

**Notes: Good to go!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.