



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from *Class Search/Course Catalog*.

Academic Unit	<u>School of Social Transformation</u>	Department	<u>African and African American Studies</u>
Subject	<u>AFS</u>	Number	<u>372</u>
		Title	<u>Islam and Islamic Societies in Africa: A Social and Political History</u>
			Units: <u>3</u>
Is this a cross-listed course?	Yes		
If yes, please identify course(s)	<u>AFS/POS/REL/SGS</u>		
Is this a shared course?	(choose one)	If so, list all academic units offering this course	
Course description:			

Requested designation: Global Awareness–G

Note- a **separate** proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
 - Mathematics core courses (MA)
 - Computer/statistics/quantitative applications core courses (CS)
 - Humanities, Fine Arts and Design core courses (HU)
 - Social and Behavioral Sciences core courses (SB)
 - Natural Sciences core courses (SQ/SG)
 - Global Awareness courses (G)
 - Historical Awareness courses (H)
 - Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	<u>Mary Margaret Fonow</u>	Date:	<u>11/6/12</u>
Chair/Director (Signature):	<u>Mary Margaret Fonow</u>		

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Syllabus

Course Prefix	Number	Title	Designation
AFS/POS/REL/SGS	372	Islam and Islamic Societies in Africa: A Social and Political History	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
#1: Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	The course examines the role Islam has played in the development of contemporary African cultures. Attention is paid to economics, discourse, and socio-political developments. Course includes a historical perspective, but is focused on a final understanding of how contemporary Islam in African came to be and now operates.	The entire course is non-U.S. focused (focused on Africa). See topic list (syllabus, pages 5-9), and required readings (p. 3) for demonstration of African focus. Also see course description (p.1): "the course addresses cultural shifts, challenges of modernity and social change in relation to... contemporay social developments"
#2.a: In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	The entire course is focused on various regions within Africa. The culture specific elements examined are the various sub-regions within the continent and the interaction with Islam.	course description: "the course introduces students to the fundamental principles of Islam by examining various forms of development of Muslim societies and institutions in AFRICA over time".
#2.d: The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	The issue is Islam, and the different cultures are various regions within Africa. The course takes a regional approach to its exploration of the topic. The course assumes that the regions impacted Islam, and that Islam impacted each region differently in turn.	See course description (syllabus, p. 1): "Through the ages, Islam molded African communities the same way those communities molded Islam". See weekly topic lists (p. 5- 9) to view the regional approach to the course.

Print This Page

AFS/POS/REL/SGS 372
Islam and Islamic Societies in Africa: A Social and Political History

Welcome to Islam and Islamic Societies in Africa Class

Welcome to online Islam and Islamic Societies in Africa Class. This is Abdullahi Gallab, your instructor. We're going to have a great time!

Course Overview:

The link between Islam and Africa goes back to the early days of Islam when Africa provided refuge and protection to the first generation of Muslims fleeing the oppression of their Maccan fellowmen in 615 (CE). The first Muslim communities in Mecca and Madina included among others many prominent Africans. In recent years, by the end of 1991, Sudan hosted more than a thousand members of a nascent global jihadist group called al-Qaida and its leaders Usama bin Laden and Ayman al-Zawahiri.

Through the ages Islam molded African communities the same way those communities molded Islam. Currently there are about 380 million Muslims in the whole of Africa about one third of the total Muslim population and more than in the Middle East. Out of the 55 member states of the Organization of Islamic Conference (OIC), 22 members are from Africa.

This course introduces students to the fundamental principles of Islam by examining various forms of development of Muslim societies and institutions in Africa through time. Special emphasis will be placed on different aspects and means of operation within the social and cultural settings and regimes of connections between belief, power structures, economic formations, and modes of discourses within the socio-political developments of these African Muslim societies.

The course surveys and analyzes different Islamic epochs with a focus on the interaction between racial and social groups and the reproduction of cultural and political systems and different worldviews. Moreover, the course addresses various forms of differentiation, cultural shifts, challenges of modernity and social change in relation to the rise of power relations and the emergence of political Islam and other contemporary social developments.

Start/end dates:

Instructor:

Abdullahi Gallab was educated at the University of Khartoum, Boston University, and Brigham Young University where he received his Ph.D. As a Sudanese journalist, Professor Gallab has worked for Arabic newspapers in the Sudan, Lebanon, and England. He has been active in various journalists' associations. He has served previous Sudanese governments as Information Counselor in London; Press Advisor to the Prime Minister, and Director General of Information, dealing with a variety of journals covering Islam. He has published extensively in Arabic and English newspapers, magazines, and journals.

On Discussions and Participation:

Although the primary responsibility for initiating the tone and the style of discussions is mine, I value

the most those discussions in which every student is doing most of the talking, interacting with each other as well as with me. Rather than arguing and debating one another, it is more important, I believe, to discuss cooperatively, building on one another's ideas and helping each other even on incomplete thoughts. There will be time for vigorous disagreements to be sure, but I prefer supporting the person who spoke before going on to make one's own point. We all know how good it feels to be understood, or at least acknowledged, and to have our ideas respected.

A quality discussion is best achieved when three conditions are met:

First: that we know each other, refer to one another by name and with respect, and feel comfortable together.

Second: that the amount of talking that I do is somewhat limited.

Third: and most important, that the reading for the day has been carefully read, summarized, and thought about ahead of class.

It is a good idea to formulate your own questions about a reading, to write them down, to consider points of connection with other readings and with your own experience and to note those passages which spoke to course themes and/or had a strong impact on you, emotionally as well as intellectually.

It is crucial, of course, to attend this virtual class regularly and to participate openly and thoughtfully. For me participation means speaking both when you are certain of your thoughts and when you need to think loud in order to figure out what you think about the issue. Quality participation also means active listening to others, careful reading, echoing what you hear them say or write, and building on or disagreeing with the ideas of others.

I encourage every one of you to take the risks and speak out, for we need everyone's idea and perspectives to fully understand these texts and issues. Among other things, this virtual class is an opportunity to work on your discussion skills.

On Reading Well:

Fundamental to the process of reading and discussing well is the active interaction with the text. Effective reading is not just going quickly through a text, but rather is a process of questioning it actively, looking for key issues, themes, events, characters, forms and images. Underlining and even writing marginal comments in a text highlights these key points and makes them accessible during writing summaries, class discussion, and in reviewing for exams and final papers. Summarizing a chapter or a part of a text while still fresh in the mind, serves not only to aid the memory but also to make sure you understand what you have read.

When we come to this virtual class having not only read but thought about the text in that manner, with underlining, summarizing and marginal comments that reflect our thinking and feeling as we read, we are well-prepared to discuss thoughtfully, listening well to the observations and ideas of others and trying out our own developing thoughts.

Focused, even personalized, underlining of texts prepares us in particular for discussions that begin with, but not limited to, such questions:

1-What are the major points or themes that the author is trying to make in this text?

2-What did you particularly like or dislike about the text?

3-What quotations seemed particularly important to you? and why?

4-What is this reading say about what is going on our world today, or in my own life?

Quizzes:

There are four quizzes. Each quiz covers specific course material. The Quiz is 20 multiple choice questions. Quizzes are designed to be taken at one sitting. This means that quizzes are to be taken and submitted when you sign on. The expectation is for the quiz and all assignments to be submitted using the submit button at the bottom of the assessment. So, please do not send assignments as email or through the Drop Box.

After you complete the quiz, you will see your results. Your score will automatically be recorded in the gradebook. To see your scores, use the "Check My Scores" link. This link is located on the left under Course Links and also on the "Assignments & Grading" page.

Reading:

Required Texts:

(1) Robinson David, Muslim Societies in African History, Cambridge University Press, 2004
(2) Miles William F.S, ASR Focus: Islamism in West Africa, pp55--117 African Studies Review, Volume 47, Number 2, 2004

(3) Nehemia Levtzion and Randall L. Pouwels (ed) : History of Islam in Africa, Athens, Ohio University Press, 2000

(4) John Hunwick: Africa and Islamic Revival: Historical and Contemporary Perspectives

Course Resource Center:

Links of Interest:

Links of Interest:

***Online Quran Recourses: <http://www.ahjur.org/quran/virqur.htm>

*** <http://www.bbc.co.uk/religion/religions/islam/index.shtml>

*** A digital library for Africa:

<http://www-sul.stanford.edu/depts/ssrg/africa/religion/islam-in-africa.html>

***Religions demographic distribution in Africa:

<http://www-sul.stanford.edu/depts/ssrg/africa/religion.html>

B-Writing Canter: <http://www.asu.edu/duas/wcenter/>

Academic Integrity

Members of this class are expected to submit their own written work. Plagiarism is defined as taking writings or ideas from someone else and passing them off as your own writings or ideas. A student

who commits an act of cheating or plagiarism will receive a grade of zero for the course. Cheating and plagiarism include, but are not limited to:

Presenting without formal acknowledgment (i.e., bibliographic citations) the ideas of others, wherever encountered: printed material, electronic media, public lecture, private correspondence or conversation. Presenting the words of others, whether in direct quotations or paraphrase, without crediting the source and indicating where the other's words begin or end. Submitting as one's own work material prepared by another. This includes submitting work from other's files; purchasing, borrowing, or downloading papers or other information; or employing a ghost writer, paid or unpaid. *Copying another's work, in part or in whole or allowing one's own work to be so used. Submitting the same paper for more than one course without the express knowledge and consent of both instructors. Inventing bibliographic citations or other research documentation. *Using notes or other material in a test without the instructor's knowledge and consent. Accepting credit for participation in a group project without making a demonstrable, substantive contribution.

Representing oneself as another student or allowing oneself to be represented.

Please refer to ASU's student code of conduct for more information about student responsibilities

Grading Scale

Points Grade

95+ A

90-94 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C

67-69 D

64-66 D

60-63 D

<59 F

Point Values for Course Assignments

ASSIGNMENTS	Points
Participation - Discussion Board (10)	20
Response papers (5)	20
Quizzes (4)	80

Late Assignments:

Late assignments will have five points deducted for each day it is late. Assignments more than one

week late will not be accepted.

Course Outline and Assignments

Discuss your lessons and reading assignments and explore ideas fully with your classmates and instructors on the discussion board. Some lessons may have quizzes or assignments for additional learning. Don't forget to join your fellow classmates and instructor on the message board. Access to lessons will be available until the 'end' date of the course. [class discussion 20 percent of the grade]

Structure of the Response Paper:

1. *Introduction*

Identifies major theme(s) of the reading assignment and your intellectual reaction to them.

2. *Body*

The body of your paper systematically addresses your areas of agreement and disagreement with the author(s), giving reasons, facts, and examples. Be specific and detailed. The evidence should be support your major theme. Always cite the page, the author if needed, when you are using specific ideas or quotes.

Note that your personal beliefs or views, if they are to be considered valid, must be supported by facts and logic.

3. *Conclusion*

Summarizes your reaction and sets out your ideas about the significance of the reading and its implications.

Week 1 - August 25 - August 1

<i>Topic/Assignment/Readings/Supplemental Material</i>	<i>Location</i>	<i>Due</i>
Introduction: What is Islam?	Week 1	
PowerPoint slides	Week 1	
http://www.bbc.co.uk/religion/religions/islam/index.shtml	Week 1	
Introduce yourself to the class	Discussion Board	Week 1 On-going

Week 2 - September 01- September 07

	<i>Location</i>	<i>Due</i>
Reading:		
(1) Robinson, Muslim Societies in African History: Introduction and Chapter one.	Week 2	
(2) John Hunwick: Africa and Islamic Revival: Historical and Contemporary Perspectives		
PowerPoint slides: Key Concepts in Review	Week 2	

Week Discussion Question

Discussion Board

Week 2 On-Going

Response paper due

Week 3 September 08 - September 14

Location

Due

Reading: Robinson, Muslim Societies in African History: Chapters 2, 3 and 4

Text

Week 3 Discussion Question

Discussion Board

Week 3 On-going

Week 4 September 15 - September 21

Location

Due

Reading:

(1) Robinson, Muslim Societies in African History: Chapter 5

(2) Peters Von Sivers: Gateways to Africa, Egypt and North Africa

Text

M.N. Pearson: The Indian Ocean and the Red Sea

PowerPoint slides Key Concepts in Review

Week 4

Week 4: Discussion Question

Discussion Board

Week 4 On-going

Response paper due

Week 4

14 September

Quiz 1 - 20 Points

Questions and Answers for Quiz 1 available

September 22

Week 5 September 22 - September 28

Topic/Assignment/Readings/Supplemental Material

Location

Due

Reading:

(1) Robinson, Muslim Societies in African History: Chapter 6

Text

(2) Nehemia Levtzion: Islam in the Bilad al-Sudan

PowerPoint slides Key Concepts in Review

Week 5

Week Discussion Question

Discussion Board

Week 5 On-going

Response paper due

Week 6 - September 29 - October 5

Topic/Assignment/Readings/Supplemental Material **Location** **Due**

Reading:

(1) Robinson, Muslim Societies in African History: Chapter 7 Text

(2) Lidwien Kapteijns: Ethiopia and the Horn of Africa

PowerPoint slides: Key Concepts in Review Week 6

Week 6: Discussion Question Discussion Board Week 6 On-going

Response paper due

Week 7 - October 06 - October 12

Topic/Assignment/Readings/Supplemental Material **Location** **Due**

Reading:

(1) Robinson, Muslim Societies in African History: Chapter 8 Text

(2) David C. Sperling The Coastal Hinterland and Interior of East Africa

PowerPoint slides: Key Concepts in Review Week 7

Week 7: Discussion Question Discussion Board Week 7 On-going

Response paper due

Week 8 October 8 - October 19

Topic/Assignment/Readings/Supplemental Material **Location** **Due**

Reading: Robinson, Muslim Societies in African History: Chapter 9 Text

PowerPoint slides: Key Concepts in Review Week 8

Week 8: Discussion Question Discussion Board Week 8 On-going

Quiz 2 - 20 points Week 8 October 12

Quiz 2 Question and Answers available Week 8 October 18

Response paper due

Week 9 October 14 - October 20

Topic/Assignment/Readings/Supplemental Material **Location** **Due**

Reading:

(1) Robinson, Muslim Societies in African History: Chapter 10 Text

(2) David Robinson Revolutions in Western Sudan

PowerPoint slides: Key Concepts in Review

Week 9

Week 9: Discussion Question

Discussion Board

Week 9 On-going

Response paper due

Week 10 October 07 – November 02

Topic/Assignment/Readings/Supplemental Material

Location

Due

Reading: Robinson, Muslim Societies in African History: Chapter 11 and Sakea Saidahamud ARS Focus: Islamism in West Africa: Nigeria

Text

PowerPoint slides: Key Concepts in Review

Week 10

Week 10 Discussion Question

Discussion Board

Response paper due

Week 11 - November 03--November 9

Topic/Assignment/Readings/Supplemental Material

Location

Due

Reading:

(1) Robinson, Muslim Societies in African History: Chapter 12

Text

(2) Knut Vikor: Sufi Brotherhoods in Africa

PowerPoint slides: Key Concepts in Review

Week 11

Week 11 Discussion Question

Discussion Board

Week 11 On-going

Response paper due

Week 12 November 10 - November 16

Topic/Assignment/Readings/Supplemental Material

Location

Due

Reading:

(1) Robinson, Muslim Societies in African History: Chapter 13

Text

(2) Eric Charry: Muslims and Islam in Sub-Saharan Africa

PowerPoint: Key Concepts in Review

Week 12

Week 12 Discussion Question

Discussion Board

Week 12 On-

Quiz 3 - 20 points	Week 12	going November 9
Quiz 3 Questions and Answers available	Week 12	November 15
Response paper due		

Week 13 November 17 - NoNovember3

<i>Topic/Assignment/Readings/Supplemental Material</i>	<i>Location</i>	<i>Due</i>
Reading:		
(1) Leonardo A. Villalon article: ARS Focus: Islamism in West Africa: Senegal	Text	

(2) Lasine Kaba: Islam in West Africa: Radicalism and the New Ethic of Disagreements, 1960--1990

PowerPoint slides: Key Concepts in Review Week 13

Week 13 Discussion Question	Discussion Board	Week 13 On-going
Response paper due		

Week 14 November 24 - November 30

<i>Topic/Assignment/Readings/Supplemental Material</i>	<i>Location</i>	<i>Due</i>
Reading:		
(1) William F.S. Miles ARS focus: Islamism West Africa:	Text	

(2) Komodo Darboe: Gambia, Robert Charlick: Niger, and Miles Conclusion.

PowerPoint slides: Key Concepts in Review Week 14

Week 14 Discussion Question	Discussion Board	Week 14 On-going
Response paper due		

Week 15 - December 01 - December 7

<i>Topic/Assignment/Readings/Supplemental Material</i>	<i>Location</i>	<i>Due</i>
Quiz 4 - 20 points	Week 15	December 6
Quiz 4 Questions and Answers available	Week 15	December 8