

Hist-225: "Jihad" Movements in Africa

History 201, University of Wisconsin-Madison, Fall 2022

Professor: Khaled Esseissah

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Course Time: M/W/F 9:55am-10:45am

Class Location: Mosse Humanities Building, 1641

Office Hours: Thursdays, 11:00am-1:00pm and by appointment

Office: 4110 Mosse Humanities Building

COURSE DESCRIPTION

This course surveys the history of "Jihad" movements in Africa from the emergence of al-Murabitun or Almoravid in the 11th century to the rise of Boko Haram and al-Shabaab extremist organizations the early 2000s, and provides a discussion of key themes that link these movements to the wider Muslim World. The class focuses on history, but it draws on methods, concepts, and insights from various disciplines, including archaeology, art history, ethnomusicology, and political science. We discuss socio-political and economic transformations associated with African "Jihad" movements over centuries, and we reflect critically on the meanings of the concept of "Jihad" in the past and the present. No previous knowledge of Africa or Islam is required.

Course Learning Objectives

By the end of this course, you should be able to:

- 1) Develop a general understanding of the core concepts and working vocabulary of the historical study of Jihad in Islam
- 2) Gain an understanding of the historical and contemporary movements of renewal and reform (*tajdeed* and *islah*) in Africa.
- 3) Use historical evidence and perspectives to explain the complexities involved in the emergence of Muslim reform movements in Africa.
- 4) Obtain an understanding of the differences and similarities of African Jihad movements across time and space.
- 5) Practice writing and presenting in different modes in order to hone and polish expressive abilities.

COURSE READINGS

You are required to obtain copies of the following texts:

Abdulbasit Kassim, Michael Nwankpa, David Cook, *The Boko Haram Reader: From Nigerian Preachers to the Islamic State*.

Alex Thurston, *Jihadists of North Africa and the Sahel: Local Politics and Rebel Groups*

Rudolph Ware, Zachary Wright, Amir Syed eds., *Jihad of the Pen: The Sufi Literature of West Africa*.

All other course readings are available on the Canvas website.

COURSE ASSIGNMENTS

Success in this course depends upon meeting the following course requirements:

Class Participation	15% (150pts)
Three Short Readings Responses	30% (300pts)
Three Short Media Responses	30% (300pts)
Oral Presentation	5% (50 pts)
Final Exam	20% (200 pts)

Attendance is mandatory and will be noted. Please do not deprive us of your critical insights. This class requires your attendance and active participation during class sessions.

Participation: 15 % (150pts)

Participation means more than attending class. You can only participate fully if you attend, if you have completed the readings, and if you are ready to engage with your fellow students.

I will grade your participation on the basis of the contribution you make to the overall class discussion. I will note your efforts to engage critically not only the assigned materials but also the questions and observations of others in the class. You are expected to contribute to—but not dominate—class discussions, so please be sure that everyone has the opportunity to share thoughts, opinions, and questions.

An “A” grade for participation is earned by a student who enthusiastically attends all classes, gives evidence of having completed the assigned readings, and consistently engages the class in thoughtful and sophisticated critical analysis of the assigned readings, thus enhancing the level and depth of class discussions.

A “B” grade for participation is earned by a student who missed a class, whose contributions to class are inconsistent in terms of critical analysis and engagement of issues raised during the class.

Grades below “B” (i.e., “C”, “D”, “F”) for participation are given to students who remain passive and unwilling to contribute to class discussions, have clearly not read the assigned materials, and who fail to attend class regularly.

Three Media Responses (30 %)

During the course of the semester you will write 3 short media responses over the course of the semester. Media responses ask you to think critically about media representations of Islamic movements in Africa based on the materials we read in the first two weeks of class.

In media response 1, you should follow a major U.S. newspaper, radio station, or television news service’s coverage and monitor how they cover African stories related to terrorism and insecurity (NYTimes, Christian Science Monitor, Boston Globe, Indianapolis Star, Chicago Tribune, CNN, CBS, ABC, NBC, etc.). **In media response 2**, you should follow a major non-U.S. based newspaper, radio station, or television news service (BBC, The Guardian, RFI, Le Monde, Público, El País, Al Jazeera, etc.). **In media response 3**, look at African newspaper, radio, or television news service (The Mail and Guardian, The Zimbabwe Herald, SABC, KBC, Nigerian Guardian, Nigerian Punch, Kenyamoja.com, etc.).

Read, listen to, or watch several pieces (at least 5) and then use the following questions to craft a response:

- 1.) Note patterns in representations: are there similarities in portrayals/images? instances of stereotyping or essentializing categories? Repetition of themes?
- 2.) Note value assumptions in terms of who has power, who solves problems, how problems are solved.

3.) Who is the intended audience?

- *What appeals are made to what audiences?*

- *Whose beliefs or values are being reinforced or validated?*

4.) What’s missing or left out of the representation?

- *What complexities or variations are masked over?*

- *What is included and what is excluded?*

- *Find alternative or counter-examples in the course readings or elsewhere*

Three reading responses (RRs) (30%):

(i) Due on September 30 by 7:00am on Canvas

Reading response 1 on readings chosen from class sessions from Sep. 9 and Sep. 30

(ii) Due on October 31 by 7:00am on Canvas

Reading response 2 is due today by 7:00am: readings chosen from class sessions from Oct. 3 and Oct. 31

(iii) Due on November 30 by 7:00am on Canvas

Reading response 3 is due today by 7:00am: readings chosen from class sessions from Nov. 2 and Nov. 30

In your reading responses, you should not summarize the reading. Instead, I am asking you to do three things:

- Select *three readings (or films)* from at least two sessions. You can choose only one short story or essay of less than 10 pages.
- Select from each reading *two direct citations* (of c. 50 consecutive words) that go to the heart of the arguments or insights of the author *and* are important to you (whether you find them enlightening or are critical of them). In the case of a film, you can analyze two direct citations or two scenes.
- Explain in your own words what the direct citation says or means in the context of the reading (c. 150 words);
- Briefly comment/reflect on why you chose this particular citation (c. 150 words).
- You must also give a full bibliographical reference (and a page number), which does not have to be part of the word-count.

I would expect that this means that, for each of the three readings, you would have a response of c. 400 words; since the RR consists of your response to three readings, this would yield a word count of c. 1200 words, *but this is just a general guideline and RRs can be somewhat shorter or longer without any penalty.*

While you are always encouraged to ask questions, please do so in class and do not make questions the main focus of your reading response. You will get credit for each of the assigned reading responses (10% of the grade for each, see below).

Oral Presentation (5%): One 7–8-minute oral class presentation due on a date specific to you:

A short, 7–8-minute oral class presentation about a reading of the syllabus *or* on a reading or film that is NOT on the syllabus but which both you and Prof. Esseissah find important. I will ask you to pick a date and reading by way of a google doc; if you want to make your own choice, propose this to Prof. Esseissah early on so that we can decide where to fit it into the syllabus. Before you present, you must meet with Prof. Esseissah to discuss/brainstorm about the chosen reading. You must also run your outline or PowerPoint by Prof. Esseissah before you present to the class.

Final exam (20%) is due Wednesday, December 14th, 2022 by 11:00pm on Canvas: Open-book, take-home exam essay (2500 words) You will answer 3 essay questions about selected readings of the syllabus **from October 15 up to this point.** Detailed assignment will be discussed in class. Assignment to be posted one week

before the due date. Expectations and grading scales will be discussed in class before exam **(25 % of the course grade)**. **Please submit your paper on Canvas by 11:00 PM.**

More details to follow on each assignment!

GENERAL INFORMATION & CLASSROOM CONDUCT

Technology in the Classroom:

Studies show that students who take notes by hand learn material more effectively than those who take notes on a laptop. Studies also show that using a laptop in class not only has negative learning outcomes for the individual laptop user, but for other members of the class as well. For these reasons, my policy is that there will be no laptops allowed in this class. If you need specific accommodations regarding technology in the classroom, please get in touch ASAP.

Writing Resources: The History Lab is a resource center where experts PhD students will assist you with your history papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab can help you sharpen your skills and become a more successful writer. Go to: <https://history.wisc.edu/undergraduate-program/the-history-lab/>

Academic Integrity: I expect you to know and abide by the university's policies on academic integrity. This course includes instruction on the basic principles of academic integrity. However, as in every course, you are responsible for potential violations throughout your enrollment. I follow the university's policies for suspected violations. For more information, see: <https://conduct.students.wisc.edu/academic-integrity/>

http://writing.wisc.edu/Handbook/QPA_plagiarism.html

Disability: Disability guidelines for course accommodations may be found at the UW McBurney Disability Resource Center site: <http://www.mcburney.wisc.edu/>

Extension Policy: I will normally accommodate lateness due to illness, serious family events, or other exceptional circumstances. I will not accept a late paper unless you have asked prior permission. **For late work or make-up work, you have to produce a documentation of your excuse (e.g., doctor's note) prior to missing the assignment. An extension for a final assignment requires requesting an incomplete grade.**

Special Learning needs: If you have special learning needs, please let me know as soon as you possibly can, so that I can make the necessary arrangements.

Syllabus revision: While it is unlikely, this syllabus is subject to revision at any time by the instructor.

Some Nuts and Bolts

- Do not be late to class. Turn off or silence cell phones.
- Please learn each other's names.
- Respect the speaker, even when you do not agree with or respect the point the speaker is making.
- Listen carefully; do not interrupt—even when you are excited to respond.
- Try not to generalize about groups (even groups with which you identify) and do not ask another person to speak as a representative of a group.
- Keep an open mind—enter the classroom dialogue with the expectation of learning something new.

Look forward to learning about—and being challenged by—ideas, questions, and points of view that are different than your own.

- Do not “monopolize” the conversation; give others a chance to contribute to the discussion.
- Support an atmosphere of learning and growth. Approach discussion as a means to “think out loud.” Allow others (as well as yourself) to revise and clarify ideas and positions in response to new information and insights.
- Bring out ideas, perspectives, or solutions that you think are not yet represented or haven't yet been adequately discussed.
- Support your arguments with evidence. Be honest when you are not sure if you have enough evidence to make a strong argument or when your thoughts about a topic are still speculative or exploratory.
- Try not to make assumptions; ask questions to learn more about other perspectives,

especially those that are different from your own.

- Talk with me about patterns in the discussion that are troubling or that may be

• I will use Canvas to send email updates to the class. Please ensure that your settings allow you to receive emails from me as they come in so that you don't miss vital information.

Communication with Professor

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet in person. When sending emails please remember to follow the guidelines outlined below:

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.
- *Be patient.* If you have a concern and send me a message, you can expect a response **within 2 business days maximum**. Please allow **2 business days** for assessment submission feedback.
- *Specify subject.* Subject line should include the topic of the message and class title.
- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails. So, if you send an **email to me**, please use proper format, including a salutation, complete sentences, a closing, and your name. Here's an example:

Dear Professor Esseisah,

I have the plague and I will not be able to attend class tomorrow. I will make sure to keep up with the reading and assignments.

*Thank you,
Serious Student*

- *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

COURSE SCHEDULE

Sep. 7: Course introduction, syllabus, expectations

Please complete day one questionnaire before class time!

Sep. 9: Defining Concepts: What is “Jihad”? Part I

- Afsaruddin, Asma, “Views of Jihad throughout History,” *Religion Compass* 1, no. 1 (2007): 165-169.
- Michael Bonner, *Jihad in Islamic History: Doctrines and Practice* (Princeton University Press, 2006); **Chapter 3**: “Muhammad and His Community.”
- Sherman A. Jackson, “Jihad and the Modern World,” *J. Islamic L. & Culture* 7 (2002).

Sep. 12: Defining Concepts: What is “Jihad”? Part II

- Asma Afsaruddin, *Striving in the path of God: Jihad and Martyrdom in Islamic Thought*, 206-268.
- Sherman A. Jackson, "Domestic Terrorism in the Islamic Legal Tradition," (2001).

Sep. 14: Reconceptualizing Jihad in the Study of Islam in Africa

- Fulera Issaka-Toure, "Interpretations of Jihād in Africa: A Historical Overview," in *The Palgrave Handbook of Islam in Africa*, edited by Fallou Ngom, Mustapha Kurfi, Toyin Falola, pp. 77-92 (Palgrave Macmillan: Cham, 2020),
- Amir Syed, “Between Jihād and History: Re-conceptualizing the Islamic Revolutions of West Africa,” in *The Handbook of Islam in Africa*, edited by Fallou Ngom, Mustapha Kurfi, Toyin Falola, 93-116 (Palgrave Macmillan: Cham, 2020)

Optional reading:

- Ousman Kane, "Islamism: What is New, What is Not? Lessons from West Africa," *African Journal of International Affairs* 11, no. 2 (2008).

Sep. 16: Sufi Conceptions of Jihad in Early & Medieval Islamic History

- *Jihad in Premodern Sufi Writings* (Palgrave Macmillan, 2016). **Chapters 4 & 5.**

First Media Response is due today!

Sep. 19: Representations of Jihad in African Sufi Hagiography and Poetry

- Selections from Rudolph Ware, Zachary Wright, Amir Syed eds., *Jihad of the Pen: The Sufi Literature of West Africa*

Sept. 21: The emergence of *al-Murabitun* or Almoravid

- Accounts of al-Bakri in *Corpus of Early Arabic Documents for West African History*, Hopkins and Levtzion (eds and trans), 62-87.

Sep. 23: Almoravid *Jihad* across the Sahara and Spain

- Russell, "Responses to the Almoravid Intervention in Al-Andalus," in *Twenty-First Century Jihad, Law, Society and Military Action*.

Sep. 26: Almohad Jihad

- Amira Bennison, *The Almoravid and Almohad Empires, 24-61; 62-117* (available as e-book through Memorial Library's home page).

Sep. 28: Architecture, socioeconomic and educational development under Almoravid and Almohad

- Abbey Stockstill, "A Tale of Two Mosques: Marrakesh's *Masjid al-jami' al-Kutubiyya*," *Muqarnas* 35 (2018)
- Watch the documentary Lost Kingdoms of Africa Series 2 - 3 of 4 The Berber Kingdom of Morocco, <https://www.youtube.com/watch?v=HmVPd4f6Qo8&t=1165s>, for discussion in class.

Sep. 30: Nāṣir al-Dīn's Jihad across the Sahara and Senegambia region

- Curtin, Philip D, "Jihad in West Africa: early phases and inter-relations in Mauritania and Senegal," *The Journal of African History* 12, no. 1 (1971): 11-24.
- David Robinson, "Revolutions in the Western Sudan" in *History of Islam in Africa*, edited by Nehmia Levtzion and Randall L. Pouwels.

Reading response 1 is due today by 7:00am: readings chosen from class sessions from Sep. 9 and Sep. 30

Oct. 3: Malik Sy and the establishment of Bundu State

- Michael A. Gomez, *Pragmatism in the Age of Jihad: The Precolonial State of Bundu*, 1-111.

Oct. 5: The Jakhanke's movement in Futa Jallon

- Lamin Sanneh, Futa Jallon and the Jakhanke Clerical Tradition. Part I: The Historical Setting, *Journal of Religion in Africa*.
- Lamin Sanneh, Futa Jallon and the Jakhanke Clerical Tradition. Part II: Karamokho Ba of Touba in Guinea, *Journal of Religion in Africa*, 105-126

Oct. 7: Sulaymaan Baal, Abdul Qādir Kan, and the 1776 Revolution

- Ware III, Rudolph T, *The Walking Quran: Islamic Education." Embodied Knowledge, and History in West*, Chapter 3.
- Paul Lovejoy, *Jihad in West Africa during the Age of Revolutions*, 9-35.

Oct. 10: Uthmān ḍan Fodio and the establishment of the Sokoto Caliphate: part 1: Jihad of the Sword.

- Rudolph Ware, Zachary Wright, Amir Syed eds., *Jihad of the Pen: The Sufi Literature of West Africa*, 1-65.
- *Bayān wujūb al-hijra 'alā 'l-'ibād wa-bayān wujūb naṣb al-imām wa-iqāmat al-jihād*. One of the major texts on jihad written by Shaykh Uthmān b. Muḥammad Fūdī (b. 1168/1754 - d. 1232/1817).

Oct. 12: Uthmān ḍan Fodio and the establishment of the Sokoto Caliphate: Part 2: Jihad of the Pen

- Mervyn Hiskett *The Sword of Truth: The Life and Times of the Shehu Usuman Dan Fodio*, 1-79 (available as e-book through Lauinger's home page.).
- "Kitāb Al-Farq: A Work on the Habe Kingdoms Attributed to 'Uthmān Dan Fodio." *Bulletin of the School of Oriental and African Studies* 23, no. 3 (1960): 558-579 (on canvas).

Oct. 14: Aḥmad Lobbo and establishment of the Caliphate of Ḥamdallāhi

- Brown, William A. "Toward a chronology for the Caliphate of Hamdullahi (Māsina)," *Cahiers d'études africaines* (1968): 428-434.
- Johnson, Marion. "The Economic Foundations of an Islamic Theocracy—The Case of Masina." *The Journal of African History* 17, no. 4 (1976): 481-495.
- Mauro Nobili, *Sultan, Caliph and the Renewer of the Faith: Ahmad Lobbo, the T? r? kh al-fatt? sh and the Making of an Islamic State in West Africa* Cambridge University Press, 2020 (Only the introduction).

Second Media Response is due today!

Oct. 17: Jihad & Resistance in the Age of Colonialism, Part 1: Mahdism in Sudan

- Sharkey, Heather J. "Jihads and Crusades in Sudan from 1881 to the Present." (2012): 263.
- Rudolph Peters, "Islam and the Legitimation of Power: The Mahdi-Revolt in the Sudan," available at https://pure.uva.nl/ws/files/1054047/81748_326724.pdf.
- Lidwien Kapteijns, "Mahdist Faith and the Legitimation of Popular Revolt in Western Sudan," *Africa: Journal of the International African Institute* 55, no. 4 (1985): 390- 399.

Oct. 19: Jihad & Resistance in the Age of Colonialism, Part 1: The Case of Al-Hājī 'Umar Fūtī

- Selections Robinson, David. *The holy war of Umar Tal: the western Sudan in the mid-19th century*. Clarendon Press, 1985, 93-197.
- David Robinson, "Jihad, Hijra, and Hajj in West Africa," **Chapter 12** in *Just Wars, Holy Wars, & Jihads*, ed. Sohail H. Hashmi (Oxford University Press, 2012).

Oct. 21: Jihad & Resistance in the Age of Colonialism, Part 3: Algeria

- Benjamin Claude, "Just War and Jihad in the French Conquest of Algeria," Chapter 11
- *July Blalack*, The Migration of Resistance and Solidarity: 'Abd Al-Qādir Al-Jazā'irī's Promotion of Hijra

Oct. 24: Jihad & Resistance in the Age of Colonialism, Part 4: Mauritania

- July Blalack, Al-Shaikh Mā' al-'Aynayn: Maghrebi-Saharan literary geographies on the eve of colonization.

Oct. 26: Jihad & Resistance in the Age of Colonialism, Part 5: Libya

- John Slight, "British Understandings of the Sanussiyya Sufi Order's Jihad against Egypt, 1915-17," *The Round Table* 103, no. 2 (2014): 233-242.

Oct. 28: Jihad & Resistance in the Age of Colonialism, Part 5: Northern Somalia

Robert L. Hess, "The 'Mad Mullah' and Northern Somalia," *The Journal of African History* 5, no. 3 (1964): 415-433.

Oct. 31: Contemporary "Jihadist" & Terrorist Groups in Africa

- Smith Malinda, Ed. 2013. *Securing Africa: Post-9/11 Discourses on Terrorism*, "Chapter 1: Terrorism Thinking – '9/11 changed everything'," pp. 1-30 (Canvas)
- UNDP. 2018. *Journey to Extremism in Africa: Drivers, Incentives, and the Tipping Point for Recruitment*. United Nations Development Programme, Regional Bureau for Africa: New York, NY, pp. 1-128 (Canvas).

Watch in Class: <https://www.youtube.com/watch?v=ZLojPQjkbeA>

Reading response 2 is due today by 7:00am: readings chosen from class sessions from Oct. 3 and Oct. 31

Nov. 2: Contemporary "Jihadist" groups in Algeria and Libya

- Alex Thurston, *Jihadists of North Africa and the Sahel: Local Politics and Rebel Groups*, 1-65-233-263.

Nov. 4: Boko Haram in West Africa: Part 1.

- Abdulbasit Kassim, Michael Nwankpa, David Cook, *The Boko Haram Reader: From Nigerian Preachers to the Islamic State*, part 1.
- Selections from Matfess, Hilary, *Women and the War on Boko Haram: Wives, Weapons, Witnesses*. Zed Books LTD: London, UK.

Nov. 7: Boko Haram in West Africa: Part 2.

- Abdulbasit Kassim, Michael Nwankpa, David Cook, *The Boko Haram Reader: From Nigerian Preachers to the Islamic State*, part 2.
- Selections from Matfess, Hilary, *Women and the War on Boko Haram: Wives, Weapons, Witnesses*. Zed Books LTD: London, UK.

Nov. 9: Boko Haram in West Africa: Part 3

- Abdulbasit Kassim, Michael Nwankpa, David Cook, *The Boko Haram Reader: From Nigerian Preachers to the Islamic State*, part 3.
- Selections from Matfess, Hilary, *Women and the War on Boko Haram: Wives, Weapons, Witnesses*. Zed Books LTD: London, UK.

Nov. 11: Boko Haram in West Africa: Part 4

- Abdulbasit Kassim, Michael Nwankpa, David Cook, *The Boko Haram Reader: From Nigerian Preachers to the Islamic State*, part 4.
- Selections from Matfess, Hilary, *Women and the War on Boko Haram: Wives, Weapons, Witnesses*. Zed Books LTD: London, UK.

Nov. 14: Boko Haram in West Africa: Part 5

- Abdulbasit Kassim, Michael Nwankpa, David Cook, *The Boko Haram Reader: From Nigerian Preachers to the Islamic State*, part 5.
- Selections from Matfess, Hilary, *Women and the War on Boko Haram: Wives, Weapons, Witnesses*. Zed Books LTD: London, UK.

Nov. 16: Lake Chad Basin (Niger, Cameroon, and Chad)

- Mahmood, Omar S. and Ndubuisi Christian Ani. "Factional Dynamics within Boko Haram," *Institute for Security Studies*, pp. 1-52 (Canvas)
- Foucher, Vincent. 2020. "The Islamic State Franchises in Africa: Lessons from Lake Chad Basin," *The International Crisis Group*, pp. 1-7 (Canvas)
- Matfess, Hilary. 2017. *Women and the War on Boko Haram: Wives, Weapons, Witnesses*. Zed Books LTD: London, UK.

Third Media Response is due today!

Nov. 18: Al-Shabaab in East Africa

- Marchal, Roland, "A tentative assessment of the Somali Harakat Al-Shabaab," *Journal of Eastern African Studies* 3, no. 3 (2009): 381-404.
- Ibrahim, Ahmed Sh. "Changing of the guards: politico-religious authority and Islamic education in Mogadishu, Somalia," *Islamic Africa* 9, no. 2 (2018): 133-162.

Nov. 21: Contemporary "Jihadist" Groups in the Sahel region

- Alex Thurston, *Jihadists of North Africa and the Sahel: Local Politics and Rebel Groups*, 102-232.

Nov. 23: Liptako-Gourma Region (Niger, Mali, and Burkina Faso)

- Dowd, Caitriona and Clionadh Raleigh. 2013. "The Myth of Global Islamic Terrorism and Local Conflict in Mali and the Sahel," *African Affairs*, 112(448): pp. 498-509 (Canvas).
- Inks, Lisa, A. Veldmeijer, and A.K.I. Fomba. 2017. "We Hope and We Fight': Youth, Violence, and Communities in Mali." *Mercy Corps*, pp. 1-28 (Canvas).
- Raineri, Luca. 2018. "If Victims Become Perpetrators: Factors Contributing to Vulnerability and Resilience to Violent Extremism in the Central Sahel" *International Alert*, pp. 1-56 (Canvas).

Nov. 28: Islamic State Spread to Africa: Northern Mozambique Insurgency

Insurgency in Northern Mozambique: Nature and Responses

Nov. 30: Post-Jihadism in Northwest Africa: The Case of Mauritania

- Alex Thurston, *Jihadists of North Africa and the Sahel: Local Politics and Rebel Groups*, 264-318.
- Zekeria Ould Ahmed Salem, Rethinking the weak state paradigm in light of the war on terror: Evidence from the Islamic Republic of Mauritania, <https://pomeps.org/rethinking-the-weak-state-paradigm-in-light-of-the-war-on-terror-evidence-from-the-islamic-republic-of-mauritania>

Reading response 3 is due today by 7:00am: readings chosen from class sessions from Nov. 2 and Nov. 30

Dec. 2: Countering Violent Extremism in Africa, part 1

- Okeowo, Alexis. 2017. *A Moonless, Starless Night*.

Inman, Kris. 2018. USAID-West Africa Countering Violent Extremism Learning Agenda, *USAID-West Africa: Accra, Ghana* (Canvas).

USIP Global Fragility Task Force Report. 2020. "Preventing Extremism in Fragile States: A New Approach," Final Report of the Task Force on Extremism in Fragile States, *United States Institute of Peace: Washington DC* (Canvas).

Dec. 5: Countering Violent Extremism in Africa, part 2

At home of viewing the panel on Imperialism and Militarism in the Sahel and East Africa

<https://www.youtube.com/watch?v=gu3tZy6KLCE>

Dec. 7: No class today: Take home exam

Dec. 14: Final Exam is due Wednesday, December 14th, 2022 by 11:00pm on Canvas