

**CARLETON UNIVERSITY**  
Institute of African Studies

*Africa in the Popular Imagination:  
History, Media, and Popular Culture*

AFRI 4000  
Fall 2013  
Canal Building Room: 2400

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**Professor:** A. Diptee  
**Office:** 441 Paterson Hall

**Email:** audra.diptee@carleton.ca  
**Phone:** 613-520-2600 x 4203 (during office hours only)

**Office Hours:** Monday 4:30-5:30 and Thursday 9:00-10am. Also available by appointment.

**Please Note:** Students should be advised that email is the preferred means of communication for this course. Students who leave voicemail messages will find this a less efficient way to have issues resolved than those who communicate by email.

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**Seminar Schedule:** Thursdays 11:30-2:30

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***Course Description***

Every story that we are told about Africa today is grounded in certain assumptions about Africa and Africans. What we know (and do *not* know) about the continent affects the ways in which we interpret, understand, and imagine present day Africa. It affects the stories that we individually tell about Africa, our politics, and even our attitudes towards public policy.

This interdisciplinary seminar prepares students to critically assess the ways in which Africa is presented in various arenas. Through an analysis of three topics, students will study, explore, and critique representations of Africa in the media, popular culture, and other arenas of narration. The course will also contemplate the *untold* stories about Africa and the ways in which simplistic, yet powerful, narratives impact policies and politics affecting the continent.

**Course Material**

- ONLINE Articles – Accessible through library reserves, the library database(s) Historical Abstracts, JSTOR, and/or accessible e-journals.

*For access to databases and e-journals see ONLINE RESOURCES on the Maxwell MacOdrum Library website. ALL registered students with valid library cards have access to online library resources at Carleton.*

- Allan Thompson, *The Media and the Rwanda Genocide* (2007). Available for download at [www.idrc.ca](http://www.idrc.ca).

### **Internet Sources**

- BBC Africa: <http://www.bbc.co.uk/news/world/africa/>
- IRIN (service of the UN): <http://www.irinnews.org/Africa>
- Pambazuka News: [www.pambazuka.org](http://www.pambazuka.org)
- Znet Africa Watch: <http://www.zcommunications.org/znet/places/africa>
- The Real News: [http://therealnews.com/t2/index.php?option=com\\_content&task=view&id=835](http://therealnews.com/t2/index.php?option=com_content&task=view&id=835)

### **Course Requirements**

- 1) ALL students must have access to the university online learning system (CU Learn). This requires having a university email account. If you do not have one, get one as soon as possible. ALL online course communication will be done via the online learning system.
- 2) Students are expected to attend classes, read assigned readings, and participate fully in class discussions, exercises, and activities.
- 3) Assignments are expected to reflect an understanding of the readings assigned and the themes discussed in class.
- 4) ALL written assignments MUST be submitted on the university online learning system and a hardcopy must also be submitted IN CLASS.
- 5) Students must receive a passing grade in all components of the assigned work in order to pass this course.

### **Late Submissions**

There will be late penalties for all essays and research proposals. Essays will be penalized a half grade for each day the essay is late. For example, a B+ essay that is one day late will receive a grade of B, if it is two days late it will receive a grade of C+, and if it is three days late it will receive a grade C.

### **Plagiarism**

Plagiarism – using another’s ideas, words or images as your own – is a serious academic offence and will not be tolerated. Please see the Carleton University Student Academic Integrity Policy (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). All sources should be referenced properly in your assignments (in-text citations and bibliography) following the Chicago Manual of Style (History).

### **Course Evaluation**

- 1) *Class Participation – 20%*

Each week the professor will assign specific students to prepare a 15 minute presentation on the assigned readings. All other students are required to prepare three discussion questions (drawn from issues addressed in the assigned readings) for the seminar. The professor will also select a student to facilitate the class discussion each week. The class facilitator should demonstrate a command of the readings.

Please see the grading scheme below.<sup>1</sup> Participation implies, but is not restricted to, regular attendance. Class discussion will be grounded in the weekly readings, so students must demonstrate that they have a grasp of the literature assigned. Students should be able to demonstrate that they have read the required readings by their active participation and involvement in class discussion.

**A+ / A / A-      A student receiving a grade in the A range:**

- Always comes to class having done the readings
- Contributes readily to the conversation but does not dominate it
- Makes thoughtful contributions that advance the conversation
- Shows interest in and respect for others' views
- Has an excellent attendance record

**B+ / B / B-      A student receiving a grade in the B range:**

- Almost always comes to class having done the readings
- Makes thoughtful comments when called upon
- Shows interest in and respect for others' views
- Has a very good attendance record

**C+ / C / C-      A student receiving a grade in the C range:**

- Participates in discussion, but may have difficulty doing so at times
- Make rambling or tangential contributions
- Bluff their way when unprepared or otherwise dominate discussions
- May or may not have a good attendance record

**D+ / D / D-      A student receiving a grade in the D range:**

- Does not voluntarily contribute to discussions
- Gives only minimal answers when called upon
- Has not demonstrated their command of the course material
- May or may not have a good attendance record

**F      A student receiving a F grade:**

- Has given no evidence that they have engaged with course material
- Has not demonstrated that they have developed a university level understanding of the course themes.
- Attends less than 50% of the seminars.

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<sup>1</sup> **Adapted from:** [http://academicaffairs.csufresno.edu/assocprovost/documents/pdf/grading\\_class\\_participation.pdf](http://academicaffairs.csufresno.edu/assocprovost/documents/pdf/grading_class_participation.pdf) (accessed December 1, 2005)

**2) Research Presentations (20%)**

**3) Writing Assignment ONE – 30% - October 21, 2013**

**4) Writing Assignment TWO – 30% - December 5, 2013**

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**Evaluation Guideline for  
Essays & Take-Home Exams**

Professor A. Diptee

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**A+ /A /A-**      **A student receiving a grade in the “A” range:**

- Demonstrates excellence in written articulation
- Makes a strong, persuasive argument that is well-supported by evidence
- Uses primary and secondary sources only when relevant and appropriate
- Crafts a well-structured and logically argued essay.
- Makes few, if any, typographical and grammatical errors.

**B+ /B /B-**      **A student receiving a grade in the “B” range:**

- Demonstrates good skills in written articulation, but there is still significant room for improvement
- Makes a clear argument, but it is not always well-supported by evidence
- Sometimes uses primary and secondary sources inappropriately
- Crafts a structured and organized, essay, but the logic in argument is questionable
- Makes some typographical and grammatical errors

**C+ /C /C-**      **A student receiving a grade in the “C” range:**

- Demonstrates mediocre skills in written articulation
- May or may not make a clear argument
- Supports his/her argument with evidence an inadequate number of times
- Uses primary and secondary sources inappropriately
- Crafts an essay that is poorly structured & organized and uses questionable logic
- Makes several typographical and grammatical errors

**D+ /D /D-**      **A student receiving a grade in the “D” range:**

- Demonstrates poor skills in written articulation
- Makes an argument that is vague and undefined
- Supports his/her argument with little or no evidence
- Uses primary and secondary sources inappropriately
- Crafts an essay that lacks organization and logic

- Makes an unacceptable number of typographical and grammatical errors

F
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**A student receiving a grade of “F”:**

- Submits an essay that is unacceptable and falls below the education standard expected of an individual attending university.

### **Tentative Course Schedule**

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#### **Week 1: September 5, 2013    Course Introduction**

##### Module 1:

Reflections on Kony 2012

#### **Week 2: September 12, 2013    The Kony 2012 Campaign**

- Class discussion will be based on the Kony 2012 campaign produced by the NGO Invisible children.

#### **Week 3: September 19, 2013    Critiques of the Kony 2012 Campaign**

- Sam Gregory, “Kony 2012 Through a Prism of Video Advocacy Practices and Trends,” *Journal of Human Rights Practice*, Vol. 4 (3), 2012, 1-6.
- Laura Edmondson, “Uganda is Too Sexy: Reflections on Kony 2012,” *TDR: The Drama Review*, Vol. 45 (3), 2012.
- Amy C. Finnegan, ‘Beneath Kony 2012: Americans Aligning with Arms and Aiding Others,’ *Africa Today*, Vol. 59, Number 3, 2013.
- Toussaint Nothias, “‘It’s struck a chord we have never managed to strike’: Frames, perspectives and remediation strategies in the international news coverage of Kony2012,” *African Journalism Studies*, Vol. 34 (1), 123-129.

#### **Week 4: September 26, 2013    The Lord’s Resistance Army (Kony) in Context**

- Janine Natalya Clark, ‘The ICC, Uganda and the LRA: Re-Framing the Debate,’ *African Studies*, Vol. 69 (1), 2010, 141-160.
- Kevin C. Dunn, ‘The Lord’s Resistance Army and African International Relations,’ *African Security*, Vol. 3 (1), 2010, 46-63.

- Kristen E. Cheney, 'Our children have only known war': Children's experiences and the Uses of Childhood in Northern Uganda,' *Children's Geographies* (April 2005), Vol 3 (1), 23-45.
- Jeannie Annan et al, 'From "Rebel" to "Returnee": Daily Life and Reintegration for Young Soldiers in Northern Uganda.,' *Journal of Adolescent Research*, Vol. 24 (6), 2009.

## Module 2

### From Criminals to Victims: The Mau Mau Uprising

#### **Week 5: October 3, 2013**

#### **Popular Perceptions of the Mau Mau Rebellion**

- Class discussion will be based on
  - Various film clips (historical and contemporary) that address the Mau Mau uprising
  - Journalistic writing on the Mau Mau (to be circulated by the professor)

#### **Week 6: October 10, 2013**

#### **The Mau Mau Uprising in Context**

- Evan Mwangi, 'The Incomplete Rebellion: Mau Mau Movement in the Twenty-First Century Kenyan Popular Culture,' *Africa Today*, Vol. 57 (2), 2010, 87-113.
- Caroline Elkins, 'Alchemy of Evidence: Mau Mau, The British Empire, and the High Court of Justice,' *The Journal of Imperial and Commonwealth History*, Vol. 39 (5), 2011, 731-748.
- Lotte Hughes, 'Truth be Told: Some Problems with Historical Revisionism in Kenya,' *African Studies*, Vol 70 (2), 2011, 182-201.
- Marie-Emmanuelle Pommerolle, 'Universal Claims and Selective Memory: A Comparative Perspective on the Culture of Opposition in Kenya,' *Africa Today*, Vol. 53 (2), 2006, 75-93.

#### **Week 7: October 17, 2013**

#### **Individual Meetings with Professor**

#### **Students to get feedback on DRAFT of First Essay**

## Module 3

### Power of the Media: The 1994 Rwandan Genocide

#### **Week 8: October 24, 2013**

#### **ESSAY ONE DUE!!**

#### **Week 9: October 31, 2013**

#### *Fall Break*

#### **Week 10: November 7, 2013**

- Selections from Allan Thompson, *The Media and the Rwanda Genocide* (2007). Available for download at [www.idrc.ca](http://www.idrc.ca). Go to "Resources" -- "Publications" -- "IDRC Books."

**Week 11: November 14, 2013**

- Selections from Allan Thompson, *The Media and the Rwanda Genocide* (2007). Available for download at [www.idrc.ca](http://www.idrc.ca). Go to “Resources” -- “Publications” – “IDRC Books.”

**Module 4**

**Research & Methodology**

**Week 12: November 21, 2013      **Individual Meetings with Professor****

**Students to get feedback on DRAFT of Final Paper**

**Week 13: November 27, 2013      **Research Presentations****

**Students to Present Research Findings in Class**

**Week 14: December 5, 2013      **SUMMARY & CONCLUDING DISCUSSION****

**ESSAY TWO DUE!!**

## REGULATIONS COMMON TO ALL AFRICAN STUDIES COURSES

### COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

**Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”.** [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and

procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

### GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. No academic credit
WDN	Withdrawn from the course
ABS	Absent from the final examination
DEF	Official deferral (see "Petitions to Defer")
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

### WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from Fall term courses is December 9. The last date to withdraw from Fall/Winter and Winter term courses is April 8, 2014.

### REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by November 8, 2013 for the fall term and March 7, 2014 for the winter term.



You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>

paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

#### **PETITIONS TO DEFER**

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term

#### **ADDRESSES**

**(613-520-2600, phone ext.)**

Inst. of African Studies (2220)

Registrar's Office (3500)

Student Academic Success Centre (7850)

Paul Menton Centre (6608)

Learning Support Services – Study Skills,

Writing Tutorial Service (1125)

439 PA

300 Tory

302 Tory

500 Unicentre

4th fl Library

### **Application for Graduation Deadlines**

Spring Graduation (June): March 1

Fall Graduation (November): September 1

Winter Graduation (February): December 1