



Carleton University

**Institute of African Studies Course Outline**

**TERM:** Fall 2023      **COURSE:** AFRI 2005A (West Africa)

**PREREQUISITE**      **AFRI 1001** or **AFRI 1002** or **FYSM 1901** or permission of IAS

**CLASS:**      **Day & Time:** Tuesdays 11:35am-2:25pm

**INSTRUCTOR:**      Prof. Nduka Otiono

**CONTACT:**      **Office:** Dunton Tower 1728B  
**Office Hours:** Tuesdays 2:40-3:40pm (or by appointment)  
**Telephone:** 613-520-2600 extension 2422  
**Email** [nduka\\_otiono@carleton.ca](mailto:nduka_otiono@carleton.ca)

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**Course Description:** The Undergraduate Calendar describes this course as covering “The economic, social and political challenges facing countries of West Africa, including domestic issues and regional relations.” The countries that may be discussed include: Benin, Burkina Faso, Cape Verde, Cote d’Ivoire, Gambia, Ghana, Guinea, Guinea Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, and Togo. The course specifically explores the geographical and historical backgrounds of the region, then examines conflicts and emerging terrorist activities; migration and displacement; brain drain, brain gain and remittances; youth and cultural renaissance (the example of Nollywood and emerging forms of popular cultural production). Largely interdisciplinary in approach, the course seeks to acquaint students with fundamental knowledge of the West African region. The readings include historical, political, literary and cultural texts drawn from traditional and electronic formats to underline both the common and distinctive sociopolitical and economic relations between the peoples and countries of the region.

**Expected outcomes**

- a) Enable students to acquire better knowledge of the physical and cultural geography of the West African region.
- b) Expose students to some of the region’s exciting literary, visual, musical production, and youth culture and activism
- c) Develop in-depth knowledge of one of the continent’s regions and thereby empower students to rethink the narrow conception of Africa as a monolithic country imagined in the Western media.
- d) Hone students’ skills at critical reading, critical thinking, and critical writing.
- e) Promote professional development through students’ participation in group presentations.

**Course Format**

This course is designed as a three-hour weekly lecture. Weekly lectures may be divided into two parts—the first part will be traditional lecture style delivered by the instructor, while the second part



will be discursive, requiring students to participate in group discussions and presentations. At the discussion sessions, students are required to engage in deeper critical conversations with the texts and the main themes of the course. To do so, students must be prepared to participate fully in an informed way. The assigned readings for the week will be critically discussed in order to develop students' understanding of the subject or theme of the week. The group discussions will play an essential part in developing students' critical thinking skills and deepening their knowledge of the topics. **Students are strongly encouraged to read the assigned texts ahead of the class and to bring questions concerning the texts and themes for discussion.**

**Texts:** Chido Onumah, *We Are All Biafrans*, Abuja: Premium Times Books, 2016. (Available from the Instructor) (Selected chapters only—see below) \*Text available from the Institute of African Studies admin assistant at 1728 Dunton Tower.

**NB:** Other required readings can be found in the “Course Calendar” section below, and on the Library Ares section of the course Brightspace. While some of the texts are available online at no costs, students are advised to access the readings when they are on campus or signed into the Library and can freely access the university library databases. Otherwise, students may be charged for the same texts if off-campus and not logged in. Also, students must access and study ALL texts, including YouTube videos, **before** the class, and familiarize themselves with the texts for their exam as they will not be allowed to access the texts during the exam.

**To successfully complete this course, students must:**

- Have access to their university e-mail account and library databases. All communication for the course must be written in a **formal** way and from your valid CARLETON email address. Please note: Before sending urgent emails remember that it may take about *two business days* for the Instructor to reply to emails—this means the professor may not reply emails during weekends and statutory holidays.
- Attend lectures regularly and on time to avoid disrupting the instructor and fellow students. Participation in class is vital for fostering your understanding of the course materials. More than THREE absences from the lectures without tenable excuses approved by the professor prior to the lecture (except under documented emergency situations) may be penalized by the deduction of a third of a letter grade from the student's participation grade (for example, A- to B+, B- to C+, C- to D+, etc.).
- Submit all assignments on time electronically on time as **late assignments will not be tolerated** and may be penalized by the deduction of 3% *for each day* the assignment is overdue. Please note: Once the assignments submitted on time are graded and returned, no further assignments will be accepted unless there is a documented medical note or other proof of a legitimate reason for lateness.
- If a late submission of a assignment or an assignment is unavoidable (i.e. legitimate personal or medical reasons), please inform the Instructor by the due date and have written documentation available.

Assignments **MUST** be submitted before midnight on the due date, typically on the eve of classes.

Please note: All formal assignments for the course must use **MLA style manual** available here:

<https://library.carleton.ca/guides/help/mla>



**24-Hour Rule:** Marked assignments will be posted on Brightspace. The instructor will not discuss the assignment or its grade, until at least 24 hours later. At the expiration of the 24 hours please feel free to meet first with the professor to discuss the assignment and the grade. If you are not satisfied, you may apply the formal appeal structure.

- Read ahead of class meetings on scheduled texts for the course. *If necessary, changes may be made to the schedule. When absent, you will be responsible for finding out about any changes made to the schedule or any assignments which were announced in class.* I will not provide notes or slides to students who miss class. Students must also be attentive to Brightspace as updates, supplemental texts, and important information about the course will be posted there. Students are encouraged to share any resources related to the course that they encounter in their personal research for the benefit of the whole class.
- Ensure that all digital devices are muted before class. In using laptops in class, ensure that the sound of your keypads does not distract your colleagues. Also ensure that your laptop use is limited to course-related activity. **Students engaged in other activities with their digital devices may be asked to leave the class.**
- Avoid sexist, racist, and homophobic remarks as these will not be tolerated in class. Any behaviour considered disruptive to the professor and/or other students is not acceptable. Students engaging in such behaviour will be dealt with according to university regulations.
- Course Guide: <https://library.carleton.ca/guides/course/afri-2005>

### Course Calendar:

**September 12: Introduction:** Preview of Course Outline, Expectations, and Outcomes.

Locating West Africa geographically. West Africa in History (especially slavery, the scramble and partition of Africa, and colonial legacy), Culture, Literature, Art, Media, and Popular culture.

**September 19 – Background articles:**

Charles K Rowley, "Political culture and economic performance in sub-Saharan Africa," *European Journal of Political Economy*, Volume 16, Issue 1, March 2000, Pages 133–158.

<http://www.sciencedirect.com.proxy.library.carleton.ca/science/article/pii/S0176268099000518#>

Ogbonnaya, Ufiem Maurice. "Regional Integration, Political Crisis and the Transformation of ECOWAS Crisis Management Mechanisms." *Turkish Journal of Politics* 4.2 (2013): 49-63. *ProQuest*. Web. 4 Sep. 2015.

<http://search.proquest.com.proxy.library.carleton.ca/politicalscience/docview/1552716961/fulltext/1D4CFBA472B641CDPQ/13?accountid=9894>

Bazilian, Morgan, et al. "Oil, Energy Poverty and Resource Dependence in West Africa." *Journal of Energy & Natural Resources Law* 31.1 (2013): 33.

[https://gspp.berkeley.edu/assets/uploads/research/pdf/Journal\\_of\\_Energy\\_Natural\\_Bazilian\\_et\\_al\\_\(2013\)\\_Resources\\_Law\\_Bazilian-2013.pdf](https://gspp.berkeley.edu/assets/uploads/research/pdf/Journal_of_Energy_Natural_Bazilian_et_al_(2013)_Resources_Law_Bazilian-2013.pdf)

First assignment: 1000-word **reading/critical response** on readings for October 3: **(10 points) Due: October 9.**

Prompt to be provided on Brightspace.

**September 26: Globalization, Diasporas, and the consequences**

“Patterns and Trends of Remittances in West Africa,” Special Report by West African Institute for Financial and Economic Management (WAIFEM). *Available on Ares*

Otiono, Nduka. "Tracking Skilled Diasporas: Globalization, Brain Drain, and the Postcolonial Condition in Nigeria." *Transfers* 1.3 (2011): 5-23. *Available on Ares*

Hagopian, Amy; Matthew J. Thompson; Meredith Fordyce; Karin E. Johnson, and L. Gary Hart. “The migration of physicians from sub-Saharan Africa to the United States of America: measures of the African brain drain.” *Human Resources for Health* 2004, 2:17. <https://human-resources-health.biomedcentral.com/articles/10.1186/1478-4491-2-17>

Watson, Vaughn W. M. and Michelle G. Knight-Manuel, Challenging Popularized Narratives of Immigrant Youth from West Africa: Examining Social Processes of Navigating Identities and Engaging Civically. *Review of Research in Education*, Vol 41, Issue 1, 2017. 279 – 310. [org.proxy.library.carleton.ca/10.3102/0091732X1](http://org.proxy.library.carleton.ca/10.3102/0091732X1)

**October 3: The Postcolonial state and the challenges of independence**

McGowan, Patrick J. “Coups and Conflict in West Africa, 1955-2004: Part I, Theoretical Perspectives.” *Armed forces and society* 32.1 (2005): 5–23. Web. <https://www.jstor.org/stable/48608667>

Adibe, Jideofor. “Interrogating the 2015 Coup in Burkina Faso.” *Journal of African Foreign Affairs*, vol. 2, no. 1/2, 2015, pp. 75–92. *JSTOR*, <https://www.jstor.org/stable/26664033>

Agyeman-Duah, Baffour. “Military Coups, Regime Change, and Interstate Conflicts in West Africa.” *Armed Forces & Society*, vol. 16, no. 4, 1990, pp. 547–70. *JSTOR*, <http://www.jstor.org/stable/45305196>.

Bamfo, N. “The Political and Security Challenges Facing 'ECOWAS' in the Twenty-first Century: Testing the Limits of an Organization's Reputation” *International Journal of Humanities and Social Science*, Vol. 3 No. 3; February 2013. [https://www.ijhssnet.com/journals/Vol\\_3\\_No\\_3\\_February\\_2013/2.pdf](https://www.ijhssnet.com/journals/Vol_3_No_3_February_2013/2.pdf)

**(Assign Midterm Essay/Project)**

**October 10: Wars, Conflicts, Trans-border Terrorism**

Fulgence, Niyonkuru. “War on Terrorism in Africa: A Challenge for Regional Integration and Cooperation

Organizations in Eastern and Western Africa.” *Journal of Political Sciences & Public Affairs*, 2015, S1.007. <https://www.omicsonline.org/open-access/war-on-terrorism-in-africa-a-challenge-for-regional-integration-and-cooperation-organizations-in-eastern-and-western-africa-2332-0761-1000S1-007.pdf>

Maiangwa, Benjamin. "Jihadism in West Africa: Adopting a Three-Dimensional Approach to Counterterrorism." *Journal of Peacebuilding & Development* 9.3 (2014): 17-32. Web. 3 Sep. 2015.  
[http://journals2.scholarsportal.info.proxy.library.carleton.ca/pdf/15423166/v09i0003/17\\_jiwaatatc.xml](http://journals2.scholarsportal.info.proxy.library.carleton.ca/pdf/15423166/v09i0003/17_jiwaatatc.xml)

Fiore, Giuseppe. "Why Boko Haram should be on the European Union List of Designated Terror Groups." *African Security Review* 23.1 (2014): 78-83. Web. 3 Sep. 2015  
[http://journals1.scholarsportal.info.proxy.library.carleton.ca/pdf/10246029/v23i0001/78\\_wbhsboulodtg.x ml](http://journals1.scholarsportal.info.proxy.library.carleton.ca/pdf/10246029/v23i0001/78_wbhsboulodtg.x ml)

### **October 17: Wars, Conflicts: The case of Biafra**

Writing Workshop: **Writing the Research Essay in African Studies**. Class visit and guest lecture/workshop by the Library Subject Specialist for African Studies, Margaret McLeod. (To be confirmed)

Chido Onumah, *We Are All Biafrans*

Read Title essay at p.162-179; pp14-20; chapter 2; p.68-75; pp144-147; pp210-232. 330-353

**Assign topics for group presentations on Chido Onumah's *We Are All Biafrans*.** Class to be divided into 6 groups of approximately 5 members in each group presenting for 30 mins per group. First batch of 3 groups to present. To be followed by the second batch of 3 groups

### **(Quiz)**

### **October 24: Winter Break, no class**

### **October 31: Filmic representation of Biafra War**

*Half of a Yellow Sun* Directed by Biyi Bandele, 2013. (1hr 25 mins long)

Wars, Conflicts: The case of Biafra Annan, N., (2014). Violent Conflicts and Civil Strife in West Africa: Causes, Challenges and Prospects. *Stability: International Journal of Security and Development*. 3(1), Art. 3. DOI:  
<http://doi.org/10.5334/sta.da>

Bird, S. Elizabeth, and Fraser Ottanelli. "The History and Legacy of the Asaba, Nigeria, Massacres." *African Studies Review* 54.3 (2011): 1-26. Web. 3 Sep. 2015.  
<http://search.proquest.com.proxy.library.carleton.ca/docview/1017916598/fulltextPDF?accountid=9894>

Group workshop in class preparatory to group presentations

### **(Midterm Essay due October 30)**

**November 7: Group presentations on Chido Onumah, *We Are All Biafrans*.**

- First batch of group presentations

**November 14: Youth, Media, and Culture in West Africa**

- Second batch of group presentations

Gueye, Maramé. "Modern Media and Culture in Senegal: Speaking Truth to Power." *African Studies Review* 54.3 (2011): 27-43. Web. 3 Sep. 2015.  
<http://search.proquest.com.proxy.library.carleton.ca/docview/1017916417/fulltextPDF?accountid=9894>

Diop, Fatou, and Dwight Merunka. "African Tradition and Global Consumer Culture: Understanding Attachment to Traditional Dress Style in West Africa." *International Business Research* 6.11 (2013): 1-14.  
<http://search.proquest.com.proxy.library.carleton.ca/docview/1466381389/fulltextPDF?accountid=9894>

### **November 21: Politics and Struggles for Youth Leadership in West Africa—the examples of Thomas Sankara and the #NotTooYoungToRun Movement**

Felan, Craig. (2011) "Trade unions, democratic waves, and structural adjustment: the case of francophone West Africa." *Labour History*, 52(4), 460-481. <https://doi-org.proxy.library.carleton.ca/10.1080/0023656X.2011.632551>

Tchumkan, H. (2015). Thomas Sankara: An African revolutionary." *African Studies Quarterly*, 16(1), 116-117. Retrieved from <http://proxy.library.carleton.ca/login?url=https://search-proquest-com.proxy.library.carleton.ca/docview/1776969170?accountid=9894>

Ugo Aliogo, "Can the Not Too Young to Run Act Deepen Nigeria's Democracy?" *ThisDay*, October 4, 2018. <https://www.thisdaylive.com/index.php/2018/10/04/can-the-not-too-young-to-run-act-deepen-nigerias-democracy/>

Bukola Adebayo, "#NotTooYoungToRun: Nigeria lowers minimum age for election candidates." *CNN*, May 31, 2018.  
<https://edition.cnn.com/2018/05/31/africa/nigeria-not-too-young-to-run/index.html?no-st=1527931841>

**[Due Nov 20: 800-word Individual report on contributions to Group presentation- 10%]**

### **November 27: Modernity, Art and Life in West Africa: The example of El-Anatsui**

**Feature Film:** *Fold Crumple Crush: The Art of El Anatsui*. Dir. Vogel, Susan Mullin, El Anatsui, Prince Street Pictures, et al. Icarus Films, 2011. 51 minutes.

### **December 5: Crossings: Word, Text, Music and Youth Culture in West Africa.**

Selected readings from *West Africa: Word, Symbol, Song* edited by Gus Casely-Hayford, Janet Topp Fargion and Marion Wallace. London: The British Library, 2015.

### **General Review & Exam Review**

#### **Evaluation:**

**Reading/Critical response 10% :** 1000 words assigned January 18 (Students to write a formal critical response assignment to the class readings of October 3. **Due: October 9**)



**Quiz: 10%** (in class **October 17**)\*

**Midterm Essay/Project: 20%. Due: October 30.** *The requirements for the essay will be defined in the assignment prompt. Note: There shall be a creative component to the essay to be approved by the professor for students interested in exploring the option. Students to discuss this early with the professor if they are interested in the creative option)*

**800-word Individual report** on contributions to Group presentation: **10%** (Due: **November 20**)

**Attendance and active participation: 10 points**

**Final take home exam: 40%** (Date to be announced)+

**TOTAL 100 points** (100%)

#### **\*Quiz**

In order to excel, you are expected to have researched and mastered the following facts:

- a) countries & capital cities on a map; b) official languages of all West African countries; c) names of heads of state/presidents; d) year of independence of formerly colonized countries g) major mineral resources and exports of West African countries.

+The **final exam** will cover the entire course. The exam will be **THREE** hours long. Students would be required to write at least one short essay, and answer a combination of various question types. The Instructor will provide further information about the structure and content of the exam during the review classes.

### **REGULATIONS COMMON TO ALL AFRICAN STUDIES**

#### **COURSES COPIES OF WRITTEN WORK SUBMITTED**

Always retain for yourself a copy of all essays, term assignments, 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."

There's no use being clever by half by using a "thesaurus app to ring the changes on essays copy-and-pasted from the internet" as captured in this amusing article about "sinister buttocks" from *The Guardian* ([here](#)). The futility of masking plagiarism through word games or synonyms cannot be overemphasized. It's like playing the proverbial ostrich by burying one's head in the sand while the bare rump is left exposed. Stay clear of plagiarism like a plague. There's no outsmarting the instructor, and the consequences are severe!

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor as the instructor is obligated to report suspected cases. 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, and a note on the student's academic records.

#### **COURSE SHARING WEBSITES and COPYRIGHT**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

#### **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. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## WITHDRAWAL WITHOUT ACADEMIC PENALTY

\*\* : Last day for a full fee adjustment when withdrawing from **winter** courses (financial withdrawal).

Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

\*\* : Last day for academic withdrawal from **winter** courses.

## REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes please visit: <https://students.carleton.ca/course-outline/> and the following as well:

**Pregnancy obligation:** write to me 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. For more details see the Student Guide: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

**Religious obligation:** write to me 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. For more details see the Student Guide: [carleton.ca/equity/accommodation](https://carleton.ca/equity/accommodation)

### *Accommodation for Student*

**Activities:** write to the professor 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.

**Survivors of sexual violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support,

visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **PETITIONS TO DEFER**

Students unable to complete a final term assignment 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 assignment 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.

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

- Institute of African Studies (x2220) 1728 DUNTON TOWER (DT)
- Registrar's Office (x3500) 300 Tory
- Student Academic Success Centre (x7850) 302 Tory
- Paul Menton Centre (x6608) 500 Unicentre
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back (3822) 4th flr. Library

### **Application for Graduation Deadlines**

- Spring Graduation (June): March 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1