



Introduction to African Studies AFRI 1001A

Term:	Summer 2022: July 4 to August 17
Time:	Mondays and Wednesdays 11:35 am to 2:35 pm
Room:	Azrieli Theatre 302
Instructor:	Prof Firoze Manji
Email:	firozemanji@cunet.carleton.ca
African Studies:	Room 457, Paterson Hall (meeting by appointment)

Course description

Africa is often framed in terms of ‘crises,’ ‘human rights,’ ‘civil wars,’ ‘violence’ and ‘poverty,’ a continent ‘in need of development’. This class will critically interrogate such perspectives on Africa. We will look at the rise of ancient civilizations on the continent; how the concepts of ‘Africa’ and ‘Africans’ emerged; the impact of and resistance to the European slave trade; the colonial experience and the movements for independence, freedom and emancipation; the nature of independence governments; the impact of neoliberalism and ‘globalization’; the role of NGOs; and the rise of social movements. We will look at interdisciplinary academic texts, popular literature, music and film. The course will enable the student to analyze important contemporary political, social and economic themes. The key questions that we will address are the meaning of freedom, emancipation and the aspiration for universalist humanity in the context of contemporary Africa.

Expected outcomes

By the end of the course, the student will be able to:

- Appraise critically the dominant images of Africa and Africans
- Analyze important contemporary political, social and economic themes in relation to Africa
- Recount the principal features of the historical development of African societies
- Critically appraise the nature of ‘development’
- Have a basic understanding of the field of ‘African Studies’
- Develop critical reading, thinking and writing skills
- Actively engage in co-learning with your peers.

Each class will typically consist of presentations and a discussion seminar. The presentations will highlight the main themes and debates of that particular class, while making connections to the larger course themes and objectives. The second part of class will be in tutorial format and dedicated to discussing the assigned readings and audiovisual materials. Students are expected to come prepared to

discuss weekly readings and to engage in an informed manner. To enable students to discover interesting resources, there will be a session with library staff and a visit to the library.

Texts

All readings are available on the ARES system.

Schedule, topics and assignments

All topics and assignments will be posted on Brightspace. It is your responsibility to ensure that you keep yourself informed about the topics to be covered and the schedule of assignments.

Evaluation

Attendance	10%
Participation	10%
Midterm exam (take-home project)	40%
End-of-term exam (take home paper)	40%

Attendance and participation

You are required to sign an attendance sheet at the beginning of each class. You will also be assessed both by attendance (10%) and by the extent of your active participation in class discussion and activities (10%).

Midterm Exam

You will be required to submit one essay question of at least 2000 words in length that must be submitted before midnight on July 24 and handed in both electronically, via Brightspace, and through the African Studies drop box on the 4th floor of Paterson Hall, next to the IAS main office, PA439.

Final Take Home Exam/Paper

The final take home exam/paper will be due on August 14 and should be handed in both electronically, via CU Learn, through the African Studies drop box on the 4th floor of Paterson Hall, next to the IAS main office, PA439. Students are required to hand in a paper of 3000-4000 words that relates to or expands on one of the themes covered during the class. Class time will be dedicated to explaining this exercise and helping students find a relevant essay topic. All assignments should be uploaded on Brightspace before midnight on the day of the deadline.

Late Assignments

The penalty for submitting late assignments is 10% per calendar day, including weekends, unless prior special permission has been granted. If a late submission is unavoidable (e.g. medical reasons), please inform your instructor before the due date and have written documentation available.

Special Information for Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: On the recommendation of Ottawa Public Health, Carleton will be maintaining the mandatory [COVID-19 Mask Policy](#) until further notice. The policy requires masks to be worn in all university buildings, including offices, classrooms and labs.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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.

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

July 22, 2022

Last day for a full fee adjustment when withdrawing from late summer courses (financial withdrawal).

August 16, 2022

Last day for academic withdrawal from late summer and full summer courses.

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. 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>

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 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.

ADDRESSES

- Institute of African Studies (x2220) 439 Paterson Hall (PA)
- Registrar's Office (x3500) 300 Tory
- Student Academic Success Centre (x7850) 302 Tory
- Paul Menton Centre (x6608) 500 Unicentre
- Learning Support Services – Study Skills, Writing Tutorial Service (x1125) 4th flr. Library

Class Schedule

July 4: Introductions, Objectives, Themes, Assignments and Evaluation

Lecture & discussion: What does it mean to be African?

Manji F: Emancipation, Freedom or Taxonomy? What Does It Mean to be African? In Vishwas Satgar (ed): *Racism After Apartheid: Challenges for Marxism and Anti-racism*. Johannesburg: Wits University Press. 49-74, 2019

July 6: African civilizations: Guest lecturer (virtual) Prof Yoporeka SOMET

Essential reading

- Walter Rodney: *How Europe Underdeveloped Africa*: Chapter 2, "How Africa Developed before the Coming of the Europeans — up to the Fifteenth Century"
- 100 Amazing African Cities That Were Completely Destroyed by Europeans. <http://bit.ly/2YPJfKK>
- The Mandé Charter: <http://bit.ly/2YYdEH1>

Other recommended reading

- Walter Rodney: *How Europe Underdeveloped Africa*: Chapter 2, "How Africa Developed before the Coming of the Europeans — up to the Fifteenth Century"
- Jacques Depelchin, *Silences in African History: Between the syndromes of discovery and abolition*, Chapter 1 (1 – 21)
- Cheikh Anta Diop, "The Meaning of Our Work" Chapter 2, *Perspectives on Africa* (A)

July 11: Africa, Africans, and the making of the Modern World

Essential reading

- <https://carleton.ca/sjc/born-in-blackness-howard-french/>

Recommended reading

- Howard W. French: *Born in Blackness: Africa, Africans, and the making of the Modern World, 1471 to the Second World War*. New York Liveright Publishing Corporation, 2021
- Gerald Horne: *The Apocalypse of Settler Colonialism*. Monthly Review Press, 2018. pp 1-49
- Douglass Frederick (1845) *The Narrative of the life of Frederick Douglass an American Slave* (Anti-Slavery Office: Boston) http://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass_Narrative.pdf

- Gilbert, Olive (2000) *The Narrative of Sojourner Truth* (1850) Dictated by Sojourner Truth (ca.1797-1883) (Pennsylvania State University: Pennsylvania)
<http://www2.hn.psu.edu/faculty/jmanis/sojtruth/sojtruth.pdf>
- James, CLR (1989) *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution* (Vintage Books: New York)

July 13: Colonialism and the struggle for freedom

Essential reading

- Aimé Césaire: *Discourse on Colonialism*. New York : Monthly Review Press, 2000. pp 29-78
- Frantz Fanon: *The Wretched of the Earth*. New York: Grove Press, 1963, 'Concerning Violence', pp 35-106
- 'Africa: A Continent Drenched in the Blood of Revolutionary Heroes' Victoria Brittain, *The Guardian*, January 17, 2011
- Richard Pithouse: *Being Human After 1492*. Cantley: Daraja Press, 2020
- African Feminist fighters: <http://www.africanfeministforum.com/african-feminists/african-feminist-ancestors>

Recommended reading

- Barnett, DL & Karari Njama: *Mau Mau From Within: The Story of the Kenya Land and Freedom Army*. Cantley: Daraja Press, 2021
- Amílcar Cabral: *Unity and Struggle*. London,:Heinemann, 1980
- Manji, F & Fletcher Jr, B: *Claim No Easy Victories: The Legacy of Amílcar Cabral*. Dakar: CODESRIA/ Daraja Press, 2013
- Eric Williams: *Capitalism & Slavery*. London: Andre Deutsch, 1981
- Adam Hochschild: *King Leopold's Ghost* (Mariner Books, 1998).

July 18: 1. Culture and freedom

Essential Reading

- Frantz Fanon: *The Wretched of the Earth*. New York: Grove Press, 1963, 'On National Culture' pp 107-147
- Manji F (2017): "Culture, power and resistance: Reflections on the ideas of Amílcar Cabral". In *State of Power 2017*. Amsterdam: Transnational Institute. <https://www.tni.org/en/publication/state-of-power-2017>
- Amílcar Cabral & Ernest Wamba-Dia-Wamba: *Politics and Culture in African Emancipatory Thought*. Edited by Michael Neocosmos. Cantley: Daraja Press, 2021

Recommended Reading

- Ngũgĩ wa Thiong'o: *Decolonizing the Mind: The Politics of Language in African Literature*. London: James Currey, 2011
- Chinua Achebe: "The Black Writer's Burden". *Présence Africaine*. 31 (59): 135–140. 1966
- Sembene, Ousmane: *Gods Bits of Wood*. <http://bit.ly/30LBDug>

2. Introduction to the library: How to access the amazing resources

July 20: 1. From colonialism to neocolonialism

Essential Reading

- Fanon, Frantz: *The Wretched of the Earth*. Chapter 3: 'The Pitfalls of National Consciousness'.
- Thomas Sankara: *The Upright Man*, 2009, directed by Robin Shuffield, (52 min), CreateSpace, ASIN: B002OEBRKC. <https://www.youtube.com/watch?v=G7Vlt41HPUE>

- Miners shot down: the Marikana massacre: <https://www.youtube.com/watch?v=ssPrxvgePsc> We will discuss the origins and implications of this event.

Recommended reading

- Neocosmos, Michael: *Thinking Freedom in Africa: Toward a Theory of Emancipatory Politics*. Wits University Press, 2016. Chapter 2.
- Samir Amin: *Maldevelopment: Anatomy of Global Failure* (Second Edition). Oxford: Pambazuka Press, 2011. 'The Decade of Drift 1975-1985', pp 70-114
- Samir Amin: *Maldevelopment: Anatomy of Global Failure* (Second Edition). Oxford: Pambazuka Press, 2011. 'The Crisis of the State', pp 115-168

2. Setting of mid-term exam:

You will have a choice to write an essay related to culture and freedom drawing on your choice of novels, music, poetry, art or other form of cultural expression. You should have made your choice by July 20 and discussed with your course instructor the topic that you have chosen. The essay must be submitted by 9:00am on July 27

July 25: Pan Africanism and Feminism

TBD

July 27 : Globalization and neoliberalism

Essential reading

- What are Structural Adjustment Policies? (SAPs) | IB Development Economics | The Global Economy: <https://www.youtube.com/watch?v=LL6nqhyQC0o>
 - Patnaik, Prabhat: Notes on Contemporary Imperialism: <https://www.pambazuka.org/governance/notes-contemporary-imperialism>
 - Honest Accounts? The true story of Africa's billion dollar losses. <https://www.healthpovertyaction.org/wp-content/uploads/downloads/2014/07/Honest-Accounts-report-v4-web.pdf>
 - Hickel, Jason: *The Divide: A Brief Guide to Global Inequality*. (London, Heineman, 2017). Chaps 1-4.
- Recommended reading*
- Samir Amin: *Ending the Crisis of Capitalism or Ending Capitalism*. Pambazuka Press 2011

August 1: Public Holiday

August 3: Aid Development and the white savior industry

Essential reading

- Manji F & O'Coill C (2002): "The Missionary Position: NGOs and Development in Africa". *International Affairs* 78, 567-83
- Issa Shivji: *Silences in NGO Discourse: The role and future of NGOs in Africa*. Oxford, Fahamu Books
- Canadaland: The White Saviors: The story of a charity that did well when it was supposed to be doing good. <https://www.canadaland.com/shows/the-white-saviors/>
- Teju Cole: The White-Savior Industrial Complex. <https://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/>

August 8:

1. Human rights and freedoms

Essential reading

- Issa Shivji: *The Concept of Human Rights in Africa*. 1989. 126 p. (CODESRIA) ISBN: 1870784022. Chap 2&3
- Neocosmos, Michael: 'Transition, human rights and violence: rethinking a liberal political relationship in the African neo-colony'. *Interface: Volume 3(2)*: 359 - 399 (November 2011)
- African Charter on Human and Peoples' Rights <http://www.achpr.org/instruments/achpr/>

Recommended reading

- Mutua, M. 2002. *Human Rights: A Political and Cultural Critique*. Philadelphia: University of Pennsylvania Press.
- Bennett, Jane: Subversion and resistance: activist initiatives. (Chapter 6) In Sylvia Tamale (ed) *African Sexualities: A Reader*, Oxford Pambazuka Press 2011

2. Discussions about End-of-Term exam

August 10: Feminist Pan-Africanism and Pan-African Feminism

Essential reading

Sylvia Tamale: *Decolonization and Afro-Feminism*. Ottawa: Daraja Press, 2020. pp 214-241

August 15

Evaluation of course

August 19-25, 2022

Final examinations in late summer and full summer courses may be held. Examinations are normally held all seven days of the week.