



COURSE: Introduction to African Studies
AFRI 1001A

TERM: Fall 2021

CLASS: Friday 11:35 am - 1:25 pm
Brightspace - Online blended format

INSTRUCTOR: Chambi Chachage
Office: Paterson Hall 457

CONTACT: **Office Hours:** Fridays 10:00am–11:00am (or by appointment) [On Zoom]
Email : chambichachage@cunet.carleton.ca

TEACHING ASSISTANTS: Kate Ayalogu (chichiayalogu@cmail.carleton.ca)
Federica De Sisto (federicadesisto@cmail.carleton.ca)
Laura Glasser (LAURAGLASSER@cmail.carleton.ca)

Course Description:

As described in The Undergraduate Calendar, this course is designed as an “Introduction to African studies, including history, geography, literature, and the arts.” Accordingly, the course aims to introduce students to major currents in African Studies through an interdisciplinary lens. The course begins with challenging popular representations of Africa across various academic disciplines and fields involved in the study of Africa, and seeks to provide students with critical tools for dissecting the continent’s complex socio-cultural and social-economic experience. The course combines literary and cultural texts drawn from traditional and electronic formats to challenge the stereotyped image of Africa especially in North America and Europe (or “the West”) as “the Dark Continent”. The course embraces a broad generation of cultural producers in the Motherland and its Diasporas to reflect the depth and breadth of the African experience across space and time.

Course Structure:

This course is designed as a 110-minute weekly lecture with a one-hour weekly tutorial. The lectures set the tone and highlight the broad thematic engagements of the course while the tutorials offer platforms for close analysis of the texts and ideas. At the tutorials, 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 tutorials will play an essential part in developing students’ critical thinking skills. Students are strongly encouraged to bring questions concerning the texts and the lectures to tutorials for discussion.

Learning Outcomes:

- Students to acquire better knowledge of the physical and cultural geography of the continent and its Diaspora linkage

- Enable students to rethink the dominant image of Africa as a continent of conflict, disease, and exotica
- Expose students to some of the continent's exciting literary, visual, musical production, and youth culture and activism
- Provide students a basic understanding of the interesting scope of the field of African Studies not as a fossilized discipline, but one that is vibrant and related to their contemporary experience
- Hone students' skills at critical reading, critical thinking, and critical writing

Course Assessment:

The purpose of our class assessments is to enhance your critical thinking skills, introduce you to some important forms of academic writing, and to offer you an avenue for creativity in exploring class topics. All assignments excluding discussion questions are to be handed on the **DUE DATE**.

Class/Tutorial Participation

10%

Students will be expected to participate in class/tutorial by 1) contributing orally during class/tutorial discussion period, 2) writing in the chat during class/tutorial discussion period, and 3) writing in the class/tutorial forum on Brightspace. Students are expected to contribute at least **5** times over the course of the semester.

Due on Every Friday at 1:25pm

Weekly Online Quizzes

10%

Every week you will participate in an online fun quiz game in class or in the tutorials. These are creative quizzes aimed to stimulate your thinking and test your (increasing) knowledge on Africa.

Due on Every Friday at 1:25pm

Response Papers

15%

Every week, you will be expected to write a short response (**maximum one page, doubled spaced**) with your comments, reactions, and/or questions on one prescribed material each week (i.e., either a song, video, article, or chapter). **The papers must be uploaded to the weekly discussion board on Brightspace 24 hours before the start of each lecture and shared with the class.** They are intended to help you focus your thoughts and reflect upon assigned material. By completing this assignment, you will practice and improve your ability to concisely present your thoughts, critically analyze, and summarize complex information.

Due on Every Thursday at 11:35am

Project Proposal

15%

You will pick a topic for your final project. The topic **must** be related to topics we are discussing throughout the course in some way. If you are unsure if your topic is relevant, you can ask myself or a Teaching Assistant (TA). Based on your research, you will describe their research questions and will outline their thesis statement. You may produce their final project in either paper, podcast or video format. Write a 300-word proposal of how you intend to present your argument and a brief annotated bibliography outlining the (minimum) four sources you will be using. In class, we will separate into groups. Each person in the group will explain the project and receive feedback from their peers in a respectful manner. This assignment is to help students learn about the research process. You will be encouraged to reach out to Teaching Assistants (TAs) and myself as often as needed. Students will receive detailed instructions in class.

Due on Monday, October 4 at 11:59PM

Final Project

25%

Your final project stemming from your project proposal will critically engage with questions you have come up with. They may present your argument in either an 8-10-page paper, an 8-minute podcast or a 5-minute video. Please keep in mind that assessment of each format will be the same.

Due on November 15 at 11:59PM

Final Exam

25%

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

Date to be announced

Course Materials:

All class materials will be available via Course Reserves, via links provided in the syllabus, and on Brightspace.

Course Calendar:

September 10, 2021

Class 1: Disciplines and Fields

(*Music by Paul Simon featuring Miriam Makeba: [Under African Skies](#)*)

The state of African Studies as a field of study and its relation to academic disciplines/subjects.

Case Study: African Studies in Canada/Carleton (Q & A with Professor Nduka Otiono [TBC])

Class Activity: Online Fun Quiz Game #1.

Class Readings:

- Schraeder, Peter J. (ed.) (2020) *Understanding Contemporary Africa*. 6th edition. Boulder, Colorado: Lynne Rienner Publishers. [Section on ‘Interdisciplinary Lens’ in Chapter 1: ‘Introducing Africa’ by Schraeder]
<<https://www.rienner.com/uploads/5ee8ecb9665f6.pdf>>
- Zeleza, Paul Tiyambe, “Reckoning with the Pasts and Reimagining the Futures of African Studies for the 21st Century,” *Keynote*, January 7, 2019,
<https://s3.amazonaws.com/ssrc-cdn1/crmuploads/new_publication_3/reckoning-with-the_pasts-and-reimagining-the-futures-of-african-studies-for-the-21st-century.pdf>
- Binyavanga Wainaina, “How to Write about Africa” <http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1>.

Watch: Zeinab Badawi on [*Using African history as a tool for Change*](#).

September 17, 2021

Class 2: Geography and Space

(Music by Yvonne Chaka Chaka: [*Motherland/Mamaland*](#))

The diversity of Africa as a physical and human geographical space in relation to other regions.

Case Study: TBD

Class Activity: Online Fun Quiz Game #2

Class Readings:

- Schraeder, Peter J. (ed.) (2020) *Understanding contemporary Africa*. [Sections on ‘Kaleidoscope of Diversity’ and ‘Continental Perspective’, respectively, in Chapter 1: ‘Introducing Africa’ by Schraeder], <https://www.rienner.com/uploads/5ee8ecb9665f6.pdf>.
- *Kayser-Bril*, Nicolas, “Africa is not a country,” *The Guardian*, 24 January 2014,
<https://www.theguardian.com/world/2014/jan/24/africa-clinton>
- Dawson, Grant, New books on Canada and Africa: same old, same old, or new thinking? *Canadian Journal of Development Studies/Revue Canadienne d'études du Développement*, (2017), 38:4, 597-601, <https://www.tandfonline.com/doi/abs/10.1080/02255189.2017.1272440>.

Watch: Siyanda Mohutsiwa on [*How young Africans found a voice on Twitter*](#).

September 24, 2021

Class 3: History and Memory

(Music by Yemi Alade featuring Sauti Sol: [Africa](#))

The shared history of Africa in relation to the triple tragedies of slavery, colonialism, and racism.

Case Study: TBD

Class Activity: Online Fun Quiz Game #3

Class Readings:

- Reid, Richard, "Past and Presentism: The 'precolonial' and the Foreshortening of African History." *Journal of African History*, July 2011. <https://doi.org/10.1017/S0021853711000223>.
- Chachage, Chambi and Jacqueline Mgunia, "Bibi Titi Mohamed," *Oxford Research Encyclopedia of African History*, 2020, <https://doi.org/10.1093/acrefore/9780190277734.013.473>.
- Kingsepp, Eva, "The Second World War, Imperial, and Colonial Nostalgia: The North Africa Campaign and Battlefields of Memory." *Humanities*, 2018. <https://doi.org/10.3390/h7040113>.

Watch: Chimamanda Ngozie Adichie on [The danger of a single story](#).

October 1, 2021

Class 4: Politics and Governance

(Music by Bobi Wine Featuring Several Musicians & Eminent African Leaders: [Alone Altogether](#))

The state of politics in Africa in relation to the processes of democratization and governance.

Case Study: TBD

Class Activity: Online Fun Quiz Game #4

Class Readings:

- Adebayo Olukoshi, "Africa: Changing Politics in a Changing World," in *Frontiers of African Studies*, eds., Hitomi Kirikoshi, Yasuo Matsunami, Shinichi Takeuchi, and Natsuko Midorikawa: African Studies Center – Tokyo University of Foreign Studies (ASC – TUFS), 2018 (pp. 9-25) http://www.tufs.ac.jp/asc/171103ASCsympo_full.pdf#page=16.
- Mkandawire, Thandika, "'Good Governance': The Itinerary of an Idea." *Development in Practice* 17, no. 4/5 (2007): 679-81. <http://www.jstor.org/stable/25548269>.
- Mama, Amina, Women in Politics, in *Routledge Handbook of African Politics* Routledge, eds., Nic Cheeseman, David M. Anderson, and Andrea Scheibler: Routledge, 2013 (pp. 147-162). <https://www.routledgehandbooks.com/doi/10.4324/9780203070680.ch12>.

Watch: Alice Mogwe on [*My Leadership Philosophy is guided by Africa's Value of Botho.*](#)

October 8, 2021

Class 5: Economies and Development

(Music by Youssou Ndour: [*Africa*](#))

The economic trends/trajectories in Africa in relation to the dialectics of (under)development.

Case Study: TBD.

Class Activity: Online Fun Quiz Game #5

Class Readings:

- Mkandawire, Thandika. "Running While Others Walk: Knowledge and the Challenge of Africa's Development." *Africa Development / Afrique et Développement* 36, no. 2 (February 3, 2011): 1–36. <http://www.jstor.org/stable/24484703>.
- Kosec, Katrina, and Leonard Wantchekon. "Can Information Improve Rural Governance and Service Delivery?" *World Development* 125 (January 1, 2020): 104376. <https://doi.org/10.1016/J.WORLDDEV.2018.07.017>.
- Hirsch, Alan, and Carlos Lopes. "Post-colonial African Economic Development in Historical Perspective." *Africa Development/Afrique et Développement* 45, no. 1 (2020): 31-46.

Watch: Ngozi Okonjo-Iweala on [*How Africa can keep rising.*](#)

October 15, 2021

Class 6: Environment and Conservation

(Music by USA for Africa: [*We are the World*](#))

The challenge of conserving the environment in Africa in the global context of climate change.

Case Study: TBD

Class Activity: Online Fun Quiz Game #6

Class Readings:

- Zaheer, Fathima Bushra, A Closer Look at Climate-Induced Human Migration from Seven African Nations to Seven OECD Nations, *Nokoko* 2020 (8): 33-50.
<<https://carleton.ca/africanstudies/wp-content/uploads/Nokoko-8-3-Fathima-Bushra-Zaheer.pdf>>

- Lusagalika, Jackson Simon, The Role and Influence of Media in Creating Environmental Awareness in Dar es Salaam, Tanzania, *Nokoko* 2020 (8): 83-98.
<<https://carleton.ca/africanstudies/wp-content/uploads/Nokoko-8-5-Jackson-Simon-Lusagalika-Revised.pdf>>
- Dlamini, Jacob, "Introduction", in *Safari Nation: A Social History of the Kruger National Park*, Jacob Dlamini, Ohio University Press, 2020. (pp.1-32)
https://www.ohioswallow.com/extras/9780821424094_Introduction.pdf.

Watch: Ali Mufuruki on [*Is Africa really "rising"?*](#)

October 22, 2021

Class 7: Cultures and Philosophies

(Music by Fela Kuti: [*Teacher Don't Teach Me Nonsense*](#))

The role of cultures and philosophies in shaping identities of Africans in Africa and its diaspora.

Case Study: TBD

Class Activity: Online Fun Quiz Game #7

Class Readings:

- Tamale, Sylvia. "The Right to Culture and the Culture of Rights: A Critical Perspective on Women's Sexual Rights in Africa." *Feminist Legal Studies*, 2008.
<https://doi.org/10.1007/s10691-007-9078-6>.
- Komo, Louis-Dominique Biakolo. "The Hermeneutical Paradigm in African Philosophy: Genesis, Evolution and Issues." *Nokoko* 2017 (6): 81-106.
<https://carleton.ca/africanstudies/wp-content/uploads/Nokoko-6-08-The-Hermeneutical-Paradigm-in-African-Philosophy-Genesis-Evolution-and-Issues.pdf>.
- Presbey, Gail. "Sophie Olúwólé's Major Contributions to African Philosophy." *Hypatia: A Journal of Feminist Philosophy*. 35, no. 2 (2020): 231–242.
<https://www.cambridge.org/core/journals/hypatia/article/abs/sophie-oluwoles-major-contributions-to-african-philosophy/4CC0A123381A4EFE19BB6473E1FD9804>.

Watch: Chika Ezeanya-Esiobu on [*How Africa can use its traditional knowledge to make progress*](#).

***** **October 25-29 Fall Break, No Classes** *****

November 5, 2021

Class 8: Religions and Beliefs

(Music by Lucky Dube: [*False Prophets*](#))

The impact of a triple heritage of Islam, Christianity, and African Traditional Religions (ATRs).

Case Study: TBD

Class Activity: Online Fun Quiz Game #8

Class Readings:

- Peel, J.D.Y (John David Yeadon, “A Century of Interplay Between Islam and Christianity,” in *Christianity, Islam, and Orisha Religion: Three Traditions in Comparison and Interaction*, ed. J.D.Y. Peel: University of California Press, 2015. 172–191.
<https://library.oapen.org/handle/20.500.12657/32857>.
- Amponsah, David Kofi. “Christian slavery, colonialism, and violence: The life and writings of an African ex-slave, 1717–1747.” *Journal of Africana Religions* 1, no. 4 (2013): 431-457.
<https://www.jstor.org/stable/10.5325/jafireli.1.4.0431>.
- Njoh, Ambe J., and Fenda A. Akiwumi. “The impact of religion on women empowerment as a millennium development goal in Africa.” *Social Indicators Research* 107, no. 1 (2012): 1-18.
<https://www.jstor.org/stable/41427018>.

Watch: Walter Mwambazi on [5 Major Reasons Religion Is the No.1 Cause of Poverty in Africa](#).

November 12, 2021

Class 9: Music and Art

(*Music by Bob Marley: [Africa Unite](#)*)

The liberatory legacy and emancipatory role of music and art in Africa and across its diaspora.

Case Study: TBD

Class Activity: Online Fun Quiz Game #9

Class Readings:

- Kuumba, M. Bahati. “African women, resistance cultures and cultural resistances,” *Agenda* 20, no. 68 (2006): 112-121. <https://www.jstor.org/stable/4066774>.
- Goebel, Allison & Epprecht, Marc. Decolonizing an African art collection in Canada? Reflections on the exhibition “Stories to Tell: Africans and the Diaspora Respond to the Lang Collection,” 2016–2018, *Canadian Journal of African Studies / Revue Canadienne des études Africaines*, (2020): 1-35. <https://doi.org/10.1080/00083968.2020.1813600>.
- Sanga, Imani. “The Archiving of Siti Binti Saad and Her Engagement with the Music Industry in Shaaban Robert’s Wasifu Wa Siti Binti Saad.” *Eastern African literary and cultural studies* 2, no. 1-2 (2016): 34–44.
<https://www.tandfonline.com/doi/abs/10.1080/23277408.2016.1158550>.

Watch: Touria El Glaoui on [Inside Africa’s thriving art scene](#).

November 19, 2021

Class 10: Technology and Digitalization

(Music by Peter Tosh featuring Andrew Tosh: [Mama Africa](#))

The ways in which Africa and Africans are navigating the promises and perils of the digital age.

Case Study: TBD

Class Activity: Online Fun Quiz Game #10

Class Readings:

- Mavhunga, Clapperton Chakanesta, “Introduction,” in *What do science, technology, and innovation mean from Africa?* ed. Clapperton Chakanesta Mavhunga: The MIT Press, 2017 (pp. 1-27), <https://library.oapen.org/handle/20.500.12657/31335>.
- Nothias, Toussaint. “Access granted: Facebook’s free basics in Africa.” *Media, Culture & Society* 42.3 (2020): 329-348, <https://journals.sagepub.com/doi/pdf/10.1177/0163443719890530>.
- Tamale, Sylvia, “Epilogue: Decolonizing Africa in the Age of Big Data,” in Sylvia Tamale, *Decolonization and Afro-Feminism*. Ottawa, Canada: Daraja Press, 2020, https://darajapress.com/publication/decolonization_and_afro-feminism.

Watch: Nobukhosi Zulu on [Digital colonialism and my human rights](#).

November 26, 2021

Class 11: Business and Entrepreneurship

(Music by Pharrell Williams featuring JAY-Z: Pharrell Williams: [Entrepreneur](#))

The interplay between the growth of the private sector, inequality, poverty, and unemployment.

Case Study: TBD

Class Activity: Online Fun Quiz Game #11

Class Readings:

- Amaeshi, Kenneth, and Uwafiokun Idemudia. “Africapitalism: A Management Idea for Business in Africa?” *Africa journal of management* 1.2 (2015): 210–223, <https://www.tandfonline.com/doi/pdf/10.1080/23322373.2015.1026229>.
- Mgumia, Jacqueline H. “Chuma Ulete: Business and Discourses of Witchcraft in Neoliberal Tanzania.” *Journal for the study of religion* 33.1 (2020): 1–26, <http://www.scielo.org.za/pdf/jsr/v33n1/01.pdf>.
- Moses E. Ochonu, “African Entrepreneurship: the fetish of personal responsibility,” *Review of African Political Economy (ROAPE)*, May 26, 2020. <https://roape.net/2020/05/26/african-entrepreneurship-the-fetish-of-personal-responsibility/>.

Watch: Vusi Thembekwayo on [*The Big Lie of Small Business*](#).

December 3, 2021

Class 12: Health and Medicine

(Music by Rayvanny: [*Magufuli-Corona*](#))

The state of public health across Africa and African medical approaches to containing diseases.

Case Study: TBD

Class Activity: Online Fun Quiz Game #12

Class Readings:

- Chigudu, Simukai, Momodou Jasseh, Umberto D’Alessandro, Tumani Corrah, Adama Demba, and Julie Balen. “The Role of Leadership in People-Centred Health Systems: A Sub-National Study in the Gambia.” *Health Policy and Planning*, 2018.
<https://doi.org/10.1093/heapol/czu078>.
- Ahmed A. Kayum. “Decolonizing the Vaccine,” *Africa is a Country*, June 6, 2020. <https://africasacountry.com/2020/06/decolonizing-the-vaccine>.
- Stewart, M., Dennis, C. L., Kariwo, M., Kushner, K. E., Letourneau, N., Makumbe, K., Makwarimba, E., & Shizha, E. (2015). Challenges Faced by Refugee New Parents from Africa in Canada. *Journal of Immigrant and Minority Health*, 17(4), 1146–1156.
<https://doi.org/10.1007/s10903-014-0062-3>.

Watch: Richmond Sarpong on [*The face of disease in Sub-Saharan Africa*](#).

To Successfully Complete this Course Students Must:

Do all the Readings

Readings are always tied to course material and will be integrated into quizzes and weekly discussion questions. They will also help foster your learning about Africa and are tied directly to this course's expected outcomes. Students who read all the class material **will** succeed in this course.

Have Access to Brightspace

The majority of class assignments and activities will be assigned over Brightspace. This is also where you will have access to course reserves, lecture slides and lectures, grading rubrics and grades. Please ensure you have logged into Brightspace and are familiar with the class site.

What I Expect of You:

Attendance and Participation

As this is an online course, there will be no grades for attendance. However, much of this course does hinge on your willingness to participate in polls, discussion forums and various activities organized to enhance your learning. Failure to participate in these activities will very likely affect your grade but also your enjoyment of the course. Please note that all slides **will be** posted on Brightspace as will all recorded lectures.

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.

This course welcomes the presence and contributions of all people regardless of their gender, sex, sexual orientation, age, culture, abilities, ethnic origin, marital status, nationality, race, religion, language, disciplinary background, or socioeconomic status.

Prejudice, harassment, and discrimination are detrimental to the values and purpose of any scholarly community. It is the responsibility of all participants to ensure that this course is a safe space for all participants. Please be mindful of and take responsibility for your speech and behaviour. This includes but is not limited to:

- Respecting other participants at all times
- Being generous and patient in comments and questions

- Listening to others and being careful not to dominate discussions
- Not using language that is racist, sexist, homophobic, classist, cissexist, ableist, etc.
- Be aware of your own privilege(s) and humbly accept respectful corrections (or humbly correct yourself)

If you have any comments or concerns regarding this statement, or if you experience marginalizing or silencing behaviour during the course, please talk to me. Any student who continues to violate the above policies is subject to disciplinary sanctions according to Carleton's policies.

What to Expect from Me:

Email Policy

Please email me about any questions you may have about the course – however, please make sure that you have first checked the course syllabus, Brightspace, and calendar for your answer. In the subject line, please include the course code. I will respond within 2 days (excluding weekends). Alternatively, come and ask questions in person during my office hours! Please do not email about when grades are coming out or if you can know your grade in advance.

Grades

Grades will be posted on Brightspace a maximum of **two weeks** after the assignment due date. Please wait **24 hours** after receiving your grade before emailing me if you wish to have your grade reviewed and expect that I will ask if you have thoroughly read the feedback you have received.

My Conduct

You as a student have a right to study, work and live in a safe environment free of discrimination or harassment. I will abide by the equity policies outlined by Carleton University and as such pledge to treat all my students with the respect, dignity, and compassion they are not only entitled to, but deserve.

My goal is to encourage students to open their minds to other ways of knowing the world and recognize that in doing so, the world becomes more livable, where radical ideas and meaningful connections can take place. I will provide a variety of methods for learning during class, and I will provide ample opportunity for students to demonstrate their learning.

SPECIAL INFORMATION REGARDING FALL 2021 PANDEMIC MEASURES

Carleton will continue to follow all public health guidelines as the COVID-19 pandemic continues. Instructors may find it helpful to review the [guidelines for in-class teaching](#) and [labs](#). Both guideline documents are available on the [COVID-19 website](#).

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

REGULATIONS

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.

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.]

Late Assignments and Accommodations

All assignments must be submitted by 9 am on their due date electronically via Brightspace. Late assignments will be marked down (1 point per day excluding weekends and holidays) Assignments will automatically receive 0 if submitted more than 7 days after the due date.

If a late submission of a paper or an assignment is unavoidable (e.g., personal or medical reasons), please inform the Instructor/TA *before* the due date if possible and have written documentation available if possible.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation: Please contact your 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. For more details, visit the [Equity Services website](#).

Religious obligation: Please contact your 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. For more details, visit the [Equity Services website](#).

Academic Accommodations for Students with Disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

Survivors of Sexual Assault: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where 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 [Sexual Assault Support Services](#).

Accommodations for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your 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. For more details, access [the policy](#).

Petitions to Defer

Students unable to 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 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.

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)	F= 0-49 (0) – Failure: no academic credit
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)	

The following additional final course grades may be assigned by instructors:

DEF Official deferral of final exam (see "Petitions to Defer")

GNA Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.

IP In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.

WDN Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

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

September 30, 2021: Last day for a full fee adjustment when withdrawing from fall and fall/winter (full year) courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

December 10, 2021: Last day for academic withdrawal from fall courses.

January 31, 2022: Last day for academic withdrawal from fall/winter (full year) courses.

April 12, 2022: Last day for academic withdrawal from fall/winter and winter term courses.

Intellectual Property

Student or professor materials created for this course (including slides, assignments, activities, etc.) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Among other things, this means that you must receive written consent of the author(s) before offering any of these materials to a course sharing website or other service.

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).

Student Resources

Institute of African Studies (613-520-2600, ext. 2220)	439 PA
Registrar's Office (3500)	300 Tory
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 University Centre
Career Services (6611)	401 Tory
Health and Counselling Services (6674)	2600 CTTC

Covid-19 Student Support

- [Empower Me](#) is a free, confidential counselling service for students. This service can be accessed any time by telephone, video-counselling or e-counselling.
- [TAO Online Therapy](#) is designed to address issues related to anxiety and depression. The online modules are accessible 24/7.
- For a listing of mental health resources across Canada, please visit our [Provincial Support resources website](#).
- Additional student resources are available on [Carleton's Mental Health and Well-Being website](#).
- Information about Health and Counselling Services (HCS) will be available on the [HCS website](#).