



<b>COURSE TITLE:</b>	Introduction to African Studies
<b>COURSE CODE:</b>	AFRI 1001A
<b>TERM:</b>	Fall 2024
<b>CLASS:</b>	Friday 11:35 am - 1:25 pm
<b>INSTRUCTOR:</b>	Samuel Ojo Oloruntoba <b>Office:</b> 1705 Dunton Towers
<b>CONTACT:</b>	<b>Office Hours:</b> Fridays 10:00am–11:00am (by appointment) in person or On Zoom] <b>Email:</b> <a href="mailto:samueltjoololoruntoba@cunet.carleton.ca">samueltjoololoruntoba@cunet.carleton.ca</a>
<b>TEACHING ASSISTANTS</b>	1. Sarah George Email: <a href="mailto:SarahGeorge3@cunet.carleton.ca">SarahGeorge3@cunet.carleton.ca</a> 2. Joy Karinge <a href="mailto:JoyKaringe@gmail.com">JoyKaringe@gmail.com</a>

### **Course Description:**

Welcome to Introduction to African Studies. This course introduces students to major past and current aspects of African studies. The course will be taught from an interdisciplinary approach to include aspects of history, knowledge production, indigenous knowledge systems, decolonization, geography, politics and governance, digital technology, trade and development as well as literature and the arts.

The course adopts a critical approach to rethinking the popular narrative of Africa in different fields of study. The course exposes students to critical and divergent perspectives on the complex nature of the continent, the progress made and the challenges involved in reasserting Africa's role and agency in global affairs.

Through the use of texts drawn from traditional and electronic sources, the course equips students with the skills to challenge the unbalanced and dominant stereotypes on Africa as a backward, dependent and hopeless continent. While contextualizing the various ongoing crisis of knowledge in African studies, the course foregrounds Africa's historical achievements, attempts at decolonization through music, arts, politics and economy.

### **Learning Outcomes:**

- Students will acquire better knowledge of the physical and cultural geography of the African continent and its Diaspora linkages
- Students will develop capacity to rethink the dominant narrative about Africa as a continent of conflict, disease, and exotica
- Students will acquire better knowledge of the exciting literary, visual, musical production, and youth culture and activism in Africa
- Students will understand the various aspects 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
- Students will develop critical skills in critical reading, critical thinking, and critical writing

### **Expectations**

This is an introductory course to African studies. It is an interdisciplinary course which requires extensive reading. Students are expected to read the assigned texts for each week prior to each class and be ready to participate fully in class discussions and answer questions raised. As opinions are different, students are expected to be respectful of the opinions of other students. Critical discussions with other students will help everyone broaden their understanding of the various issues covered in course.

In addition to the weekly class and tutorials, communication between the students and the instructors will be primarily through email and office hours. Students should check their Carleton email regularly. All course-related matters will be posted on Brightspace, which is Carleton's learning management system.

### **Course Structure and Teaching Approach**

This course is designed as a 110-minute weekly lecture with a one-hour weekly tutorial with Teaching Assistants. The course will be delivered in-person. However, students will be required to make use of the Brightspace for submission of assignments and quizzes. The readings will also be made available in ares in the Brightspace. While the lectures set the tone and highlight the broad thematic engagements of the course, 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. There will be two guest lecturers in week 6 and week 9.

### **Course Text Book:**

The main text book for this course is *The destruction of Black Civilization: Great Issues of a Race from 4500 BC to 2000 BC*, Chancellor Williams, Chicago: Third World Press, 1981. While students are allowed to read the whole book, we will be concentrating on selected sections of the book during the semester.

**Tour:** There will be a tour of the Art Gallery at Carleton University. The dates will be communicated to the students during the first day of the class.

Guest Lecturer: There will be two guest lecturers for this semester. These include Dr. Dikeledi Mokoena, Department of Development Studies, University of Johannesburg, South Africa and Professor Christine Duff, French Department at Carleton, University.

### **Course Evaluation:**

The purpose of our class assessments is to enhance your critical thinking skills, introduce you to some important forms of academic writing and conducting research. The assessments will also offer you a unique avenue for exploring class topics. To get a final grade in this course, students must complete all the following deliverables by the due date. All assignments are to be submitted in the Brightspace by the **DUE DATE**.

### **Class/Tutorial Participation**

15%

Students will be expected to participate in class/tutorial by 1) attending all the classes (except by permission) 2) contributing orally during class/tutorial discussion period according to the numbers of tutorial groups/sections (Students are expected to contribute at least **9** times over the course of the semester. Attendance is compulsory for all **12** classes.

### **Weekly quiz.**

There will be 10 weekly quizzes on the various aspects of the course. This will start from the second to the eleventh week of the course. The questions will be available in the Brightspace for 24 hours after each class. All students are expected to answer the questions within this period. There will be no opportunity for those who miss the quiz to do them, except due to absence based on permission.

10%

### **Mid-term quiz**

10%

There will be a mid-term quiz, which will cover all the contents that have been completed in the course up to that point. The quiz will take place during the class. Thus, students are expected to be present in person.

### **Essay paper**

20%

Students will be expected to write an essay based on relevant topics related to the course. Students will be asked to select a topic from the course outline and send them to the Teaching Assistants coordinating their groups. The structure of the paper should include but not limited to the following: A clear research topic, an introduction, a clear research question, a clear argument on the topic, an analysis of the core arguments and a conclusion.

### **Final Examination**

40%

There will be a final examination for this course. This will be a combination of multiple-choice questions and a written essay. The multiple-choice questions will be 20% while the written essay will

be 80%. The rubrics for the written essay will be provided in the Brightspace before the final examination.

**Extensions and Late Submissions of Essay paper.**

If you have a valid reason for requesting an extension (see the section on accommodation), please contact the instructor at least 3 days before the due date of submission. Late submissions without an accommodation will be penalized by 5% daily for a maximum of 7 days and will receive a zero after 7 days.

Item	Due Date	% of Final Grade
Class participation	N/A	15%
Weekly quiz	From September 13 to November 29 (due for submission 24 hours later)	10%
Mid-term quiz	October 11	15%
Essay	November 15	20%
Final Examination	December 10 or any date chosen by the university	40%

**Course Materials:**

All class materials will be available via links in the Brightspace.

**Course Calendar:**

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September 6, 2024

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**Class 1: Introduction to African Studies**

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

Africa as a concept, idea and discipline both in the past and in contemporary times.

**Case Study:** African Studies in Canada/Carleton (Watch: [Nduka Otiono](#))

**Class Activity: No quiz**

**Readings:**

## Required

- Preview: The destruction of Black Civilization: Great Issues of a Race from 4500 BC to 2000 BC, Chancellor Williams, Chicago: Third World Press, 1981
- Arowosegbe, Jeremiah O. "Introduction: African Studies and the Universities in Postcolonial Africa." *Social dynamics* 40.2 (2014): 243–254.
- 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>

## Supplementary

- 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](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)
- Chachage, Chambi, 2022, 'Crisis? What Crisis?' A Response to René Odanga's Missive on African Studies', CODESRIA Bulletin Online, No. 13, August 2022. <https://journals.codesria.org/index.php/codesriabulletin/article/view/2290>

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

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September 13, 2024

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## **Class 2: Geography, peoples and ancient Africa's civilization**

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

### **Class Activity: Quiz (Brightspace)**

### **Readings:**

#### Required

Chapter 3: Egypt: The Rise and Fall of Black Civilization in: *The destruction of Black Civilization: Great Issues of a Race from 4500 BC to 2000 BC*, Chancellor Williams, Chicago: Third World Press, 1981, pp 100-124

Joyce, S.J Adrienna, Abdou, Ehaab, *Dismantling Curricular Statues: Critically Examining Anti-Black Racism in Representations of Ancient Africa in Canadian Textbooks*, *Canadian Journal of Education*, 2023-12, Vol. 46(4) p. 1051-1082

### **Supplementary**

### **Watch:**

- Video: How Black Civilization was destroyed -Infobase; film distributor,; Tony Brown Production (Firm)

Chapter 3: Cheik Anta Diop *The African Origin of civilization: myths or reality*, New York: Lawrence Hills Book, 1974

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September 20, 2024

**Class 3: Historical Foundation of contemporary Africa (Slavery, imperialism and colonialism)**  
**Music**

Students will discuss how the foundations of slavery and colonialism continue to affect African studies and the development of the continent)

Class activity: Quiz (Brightspace)

**Readings:**  
**Required**

Nunn, Nathan. "The Long-Term Effects of Africa's Slave Trades." *The Quarterly Journal of Economics* 123, no. 1 (2008):

Wu, Yuning; Md Husin, M. "Colonial Legacy and Its Impact: Analysing Political Instability and Economic Underdevelopment in Post-colonial Africa" *SHS Web of Conferences*, 2024, Vol.193, p.4016

**Supplementary :**

Taylor, Ian. "France à Fric: The CFA Zone in Africa and Neocolonialism." *Third World Quarterly* 40, no. 6 (2019): 1064–88.

da Silva, Carlos. "Slave Trade and African Underdevelopment: Walter Rodney's Perspective, 50 Years Later." *African Economic History* 50, no. 2 (2022): 45–51.

September 27, 2024

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**Class 4: Pan-Africanism and Decolonization)**

**Music:** : <https://www.youtube.com/watch?v=as8oh9KkcNw> by Youssou Ndour

Students will discuss how Pan-Africanism provided a platform for decolonization as well as its challenges. They will also discuss the various phases of decolonization, especially in relations to knowledge production.

Class activity: Quiz (Brightspace)

**Readings:**  
**Required**

Mungwini, Pascah. "Pan-Africanism and Epistemologies of the South." *Theoria* (Pietermaritzburg) 64, no. 153 (2017): 165–86. <https://doi.org/10.3167/th.2017.6415310>.

Sylvester, Ogba Adejoh, and Okpanachi Idoko Anthony. "Decolonization in Africa and Pan-Africanism/Afrika'da Dekolonizasyon ve Pan-Afrikanizm." *Çanakkale Onsekiz Mart Üniversitesi Yönetim Bilimleri Dergisi* 12, no. 23 (2014): 7-.

### **Supplementary:**

Oloruntoba, Samuel Ojo. "(Re)Negotiating Existence: Pan-Africanism and the Role of African Union in a Changing Global Order." *Global Studies Quarterly* 3, no. 3 (2023).

Chipato, Farai. "The Global Politics of African Identity: Pan-Africanism and the Challenge of Afropolitanism." *Global Studies Quarterly* 3, no. 3 (2023).

### **Class 5: Identity formation-from tribe to ethnicity**

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

Analysis of the origin of tribes and ethnicity in relations to identity formation in Africa

**Case Study:** I am an African (Watch: [Thabo Mbeki](#))

Class Activity: Quiz: (Brightspace)

### **Readings:**

Required

Berman, Bruce J. "Ethnicity, Patronage and the African State: The Politics of uncial nationalism," *African affairs* (London) 97.388 (1998): 305–34

Oluwaseyi, Oyekan Adeolu. "Mythmaking, Identity Formation and Ethnic Nationalism in Post-Colonial Nigeria Through the Lens of Yoruba and Igbo Nationalism." *Politikon* 48.1 (2021): 74–97

### **Supplementary :**

- Darwin John, "Empire and Ethnicity." *Nations and nationalism* 16.3 (2010): 383–401
- Brydon , Lynne . "Construction avatime: Questions of history and identity in a West African Polity, 1690s to the twentieth *Journal of African history* 49.1 (2008): 23–4
- 

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

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**October 4, 2024**

**Class 6: Politics, Democracy and Governance**

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

This focuses on the state of politics in Africa in relation to the processes of democratization and governance.

**Case Study:** Addressing corruption in governance: <https://www.ft.com/video/b3ed285f-aaa9-3128-8648-efa6512f668a>

**Class Activity:** Quiz: (Brightspace)

**Readings:**

Required

- 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](http://www.tufs.ac.jp/asc/171103ASCsympo_full.pdf#page=16).
- . Oloruntoba, Samuel., Falola, Toyin Introduction: Contextualizing the Debates on Politics, Governance and Development. In: Oloruntoba, S., Falola, T. (eds) *The Palgrave Handbook of African Politics, Governance and Development*. Palgrave Macmillan, New York. [https://doi.org/10.1057/978-1-349-95232-8\\_1](https://doi.org/10.1057/978-1-349-95232-8_1)
- 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>.

**Supplementary:**

- Nyabola, Nanjala. “A Seat at the Table.” *World Policy Journal* 33, no. 4 (2016): 10-15. [https://iknowpolitics.org/sites/default/files/world\\_policy\\_journal-2016-nyabola-10-5.pdf](https://iknowpolitics.org/sites/default/files/world_policy_journal-2016-nyabola-10-5.pdf).
- Tripp, Aili Marie. “Women and politics in Africa.” In *Oxford Research Encyclopedia of African History*. 2017. <https://oxfordre.com/africanhistory/abstract/10.1093/acrefore/9780190277734.001.0001/acrefore-9780190277734-e-192>.
- 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>

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



October 11, 2024 (Mid-term quiz)

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**Class 7: Political Economy and Development (Dr. Dikeledi Mokoena)**

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

This class focuses on the dynamics of economic development in Africa in terms of trends, plans, achievements, and challenges.

**Case Study:** African Economic Development (Watch: [Samuel Oloruntoba](#))

**Class Activity:** Midterm quiz (In person)

**Readings:**

Required

- Oloruntoba, S.O., Falola, T. (2020). The Political Economy of Africa: Connecting the Past to the Present and Future of Development in Africa. In: Oloruntoba, S.O., Falola, T. (eds) The Palgrave Handbook of African Political Economy. Palgrave Handbooks in IPE. Palgrave Macmillan, Cham. [https://doi.org/10.1007/978-3-030-38922-2\\_1](https://doi.org/10.1007/978-3-030-38922-2_1)
- Koenane, Mojalefa Lehlohonolo. "Economic Development in Africa through the Stokvel System : 'our' Indigenous Way or 'theirs.'" *Filosofia Theoretica* 8.1 (2019): 109–124.

**Supplementary**

- .
  - Canen, Nathan, and Leonard Wantchekon. "Political Distortions, State Capture, and Economic Development in Africa." *Journal of Economic Perspectives* 36, no. 1 (2022): 101-24. <https://www.aeaweb.org/articles?id=10.1257/jep.36.1.101>
- Ake, Claude, 1981 *The Political Economy of Africa*, London, Longman

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

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October 17, 2024

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**Class 8: Climate Change and Industrialization in Africa**

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

Students will discuss the challenge of accelerating development and conserving the environment in Africa in the global context of climate change.

**Case Study:** Mitigating Climate Change in Africa (Watch: [Onita Basu](#))

**Class Activity:** Quiz (Brightspace)

**Readings:**

Required

- dos Santos, Monika. "Climate Change, the Fourth Industrial Revolution and Sustainable Development in Africa." *Africa insight* 49.4 (2020)
- Mahlatsi, Monaheng. "Climate Change: Towards Compensating Africa for Economic Growth and Development by Industrialized Countries." *Journal of social and development sciences* 9.3 (2018): 15–20.

**Supplementary**

- Ibrahim, I.D. et al. "A Review on Africa Energy Supply through Renewable Energy Production: Nigeria, Cameroon, Ghana and South Africa as a Case Study." *Energy strategy reviews* 38 (2021): 100740
- Lusagalika, Jackson Simon, The Role and Influence of Media in Creating Environmental Awareness in Dar es Salaam, Tanzania, *Nokoko* 2020 (8): 83-98.
- Watch: Ali Mufuruki on Is Africa really "rising"?

- \*\*\*\*\* **October 21-25 Fall Break, No Classes** \*\*\*\*\*

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November 1, 2024

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**Class 9: Religions, Beliefs and Intercultural relations**

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

The impact foreign and Traditional African religions on Africa.

**Case Study:** Africa is the forward that the world needs to face (Watch: [Pius Adesanmi](#))

## **Class Activity: Quiz (Brightspace)**

### **Class Readings:**

#### **Required**

- Peel, J.D.Y (John David Yeadon, “A Century of Interplay Between Islam and Christianity,” in Christianity, Islam, and Orisa 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>.
- Olupona, Jacob K. African religions: A very short introduction. Vol. 377. Oxford University Press, 2014.

#### **Supplementary**

- . NKULU-N’SENGHA, M. “Interreligious Dialogue in Black Africa Among Christianity, Islam, and African Traditional Religion.” Journal of ecumenical studies 33.4 (1996): 528–556.

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

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November 8, 2024

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## **Class 10: Music, Art and Literature (Professor Christine Duff)**

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

The impact of music and literature on political liberation and economic justice in Africa,

**Case Study:** Roots and West African Rhythm Ensembles (Watch: [Petr Cancura & Kathy Armstrong](#))

## **Class Activity: Quiz (Brightspace)**

### **Readings:**

#### **Required**

- Mtshali, Khondlo, and Gugu Hlongwane. “Contextualizing South Africa’s Freedom Songs: A Critical Appropriation of Lee Hirsch’s ‘Amandla!: A Revolution in Four-Part Harmony
- Vambe, Maurice Taonezvi. “Songs That Won South Sudan’s Political Independence: A Warchild Perspective.” Muziki : journal of music research in Africa 11.1 (2014): 4–17
- 
- Nyager, Elizabeth. “Orality as Liberation Literature: An Examination of Tiv Music and Folklore as Instruments of Liberation in Colonial Africa.” Journal of the African Literature Association, vol. 8, no. 2, 2014, pp. 110–22
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#### **Supplementary**

- Pfukwa, Charles. “Black September et Al: Chimurenga Songs as Historical Narratives in the Zimbabwean Liberation War.” Muziki : journal of music research in Africa 5.1 (2008): 30–61

- Appiah, Kwame Anthony. "Is the post-in postmodernism the post-in postcolonial?" *Critical inquiry* 17, no. 2 (1991): 336-357. <https://www.jstor.org/stable/1343840>.

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

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November 15, 2024

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### **Class 11: Technology and Digitalization**

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

Students will engage with the various ways in which Africa and Africans are responding to and applying digital technology

**Case Study:** Watch how African entrepreneurs are bridging the digital divide in Africa: <https://www.cnn.com/videos/tv/2023/06/06/african-voices-changemakers-tech-entrepreneurs-ivory-coast-south-africa-spc.cnn>

**Class Activity: Quiz (Brightspace)**

**Class Readings:**

#### **Required**

- 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>.
- Kuteyi, Damilola, and Herwig Winkler. "Logistics Challenges in Sub-Saharan Africa and Opportunities for Digitalization." *Sustainability* (Basel, Switzerland) 14.4 (2022)

#### **Supplementary**

- Wantchekon, Leonard, and Zara Riaz. "Mobile technology and food access." *World Development* 117 (2019): 344-356. <https://www.sciencedirect.com/science/article/abs/pii/S0305750X19300129>.
- Mabweazara, Hayes Mawindi. "Mainstreaming African digital cultures, practices and emerging forms of citizen engagement." *African Journalism Studies* 36, no. 4 (2015): 1-11. <https://www.tandfonline.com/doi/pdf/10.1080/23743670.2015.1119486>.
- Twagira, Laura Ann. "Introduction: Africanizing the history of technology." *Technology and Culture* 61, no. 2 (2020): S1-S19. <https://muse.jhu.edu/article/761591/pdf>.

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

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November 22, 2024

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## **Class 12: Africapitalism, Indigenous Entrepreneurship and the Informal sector**

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

The relationship between emergent private sector, informal sector and economic growth

**Case Study:** The Black Entrepreneurship Knowledge Hub (Watch: [Mary Ng](#))

**Class Activity: Quiz (Brightspace)**

### **Class Readings:**

Required

- Onwuegbuzie, Henrietta N. et al. "Indigenous Knowledge and Africapitalism: An Unexploited Source for Sustainable Development." *Journal of entrepreneurship and innovation in emerging economies*
- Balehegn, Mulubrhan et al. "Indigenous Weather and Climate Forecasting Knowledge Among Afar Pastoralists of North Eastern Ethiopia: Role in Adaptation to Weather and Climate Variability." *Pastoralism : research, policy and practice* 9.1 (2019): 1–14.
- 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/>.

### **Supplementary**

- Ochonu, Moses E., ed. *Entrepreneurship in Africa: A historical approach*. Indiana University Press, 2018. <https://www.jstor.org/stable/j.ctv2d6jsbd>.
- Friederici, Nicolas, Michel Wahome, and Mark Graham. *Digital entrepreneurship in Africa: How a continent is escaping Silicon Valley's long shadow*. The MIT Press, 2020. <https://library.oapen.org/handle/20.500.12657/43517>
- Spring, Anita, and Lettice Kinunda Rutashobya. "Gender-related themes in African entrepreneurship: Introduction to the articles." *Journal of African Business* 10, no. 1 (2009): 1-10. <https://www.tandfonline.com/doi/full/10.1080/15228910802701270>.

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

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November 29, 2024

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### **Class 13: African Indigenous knowledge and Alternative medicine**

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

Public health systems and resilience of African medical alternatives approaches to containing diseases.

**Case Study:** Global Health Response to the Ebola Epidemic in West Africa (Watch: [Paul Mkandawire](#))

**Class Activity:** Students will be divided into groups to read and present their findings to the class

#### **Class Readings:**

Required

- Asakitikpi, A. (2022). African indigenous medicines: towards a holistic healthcare system in Africa. *African Identities*, 20(4), 365–379
- Kayum, Ahmed A. “Decolonizing the Vaccine,” *Africa is a Country*, June 6, 2020. <https://africasacountry.com/2020/06/decolonizing-the-vaccine>.
- James, Peter Bai et al. “Traditional, Complementary and Alternative Medicine Use in Sub-Saharan Africa: a Systematic Review.” *BMJ global health* 3.5 (2018): e000895–e000895.

#### **Supplementary**

- Mojola, Sanyu A. *Love, money, and HIV: Becoming a modern African woman in the age of AIDS*. Univ of California Press, 2014.
- Chigudu, Simukai. *The political life of an epidemic: Cholera, crisis and citizenship in Zimbabwe*. Cambridge University Press, 2020.
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**Watch:** Richmond Sarpong on [The face of disease in Sub-Saharan Africa](#).

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#### ***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*

I am available to respond to your emails about any questions you may have about the course. Please feel free to consult me or any of the TAs. Before sending an email, please make sure that you have first checked the course outline, 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. I will ensure that I release results within the stated period.

#### *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.

#### *Expectations from me*

My main goal is to teach with the aim of fostering mutual learning experience with students. I also want students to develop critical thinking skills that can bring about a better world through more constructive engagement with people with diverse opinions, backgrounds, and interests. I will encourage open conversation, provide different teaching methods and create opportunity for students to demonstrate what they are learning.

## **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.

## **Generative Artificial Intelligence (e.g. ChatGPT)**

If you use generative AI Tools (e.g., ChatGPT) for your oral and written assignments, please make sure that you clearly identify and document how you have used them (see section 4 below). Ultimately, it is your responsibility to verify the accuracy of AI-generated content when using it in your oral and written work

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 copyrights**

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 11.59pm 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](mailto: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](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)).

### **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.

### *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*

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