



Institute of  
**African Studies**  
CARLETON UNIVERSITY

**SUMMER 2021 (May-June)**  
**AFRI 1002A – Introduction to African Studies (Online Course)**

Course Instructor: Dr. Paul Mkandawire  
Class times: Tuesday and Thursday 6.05pm-8.55pm  
Online office hours: Thursday 5-6pm  
Email: Brightspace or [Paul.Mkandawire@carleton.ca](mailto:Paul.Mkandawire@carleton.ca)  
Course duration: 6 May -18 June

**Course Description**

This course will be delivered asynchronously online. It explores post-colonial Africa and approaches African Studies from the perspective of colonialism, culture, literature, arts and media. The course examines the political, social and economic dimensions of Africa and provides the students with foundational understanding of issues facing contemporary Africa.

**Learning Outcomes**

- Recognize the diversity of African peoples inside and outside of Africa.
- Identify and explain some of the historical, political, economic, cultural, social, gendered, and racialized dynamics that have shaped the lives of African peoples in the post-colonial era
- Recognize the diversity of African peoples inside and outside of Africa, while demonstrating the wider national, regional and global forces that create connections between them.
- Assess critically media and other popular representations concerning Africa.

**Online Lectures and Course Materials**

I will be recording course lectures and will make them on Brightspace. Please log into your online class on each class day to download the pre-recorded course PowerPoint slides. I will also hold online office hours via zoom in Brightspace.

There is no assigned textbook for this online course. All required weekly readings for this course will be made available in ARES. You will see a link course reserve in Brightspace. Assigned journal articles can be accessed on-line through Carleton University library system. There will be weekly recorded PowerPoint lecture and, whenever appropriate, documentaries uploaded to Brightspace. You must complete the prerequisite weekly readings first before engaging with the lecture. The lectures will not verbalize the assigned readings; rather, they will build upon a variety of other relevant sources. You are expected to visit Brightspace regularly for notes, updates, quiz/exams, grades and other course related instructions and announcements.

You must take responsibility for your online learning. Please understand that being proactive and taking ownership of your learning experience as an online student is key to succeeding in AFRI

1002. My involvement as an instructor is only a part of what it will take for you to succeed in this online course. Making time, having a reliable computer, creating a conducive environment at home, having a private space to study, taking the course and yourself seriously, and logging into your online class on a daily basis are some of the key ingredients to doing well in this course.

### **Evaluation**

Include a quiz (timed), a mid-term exam (timed) and a final take-home exam, weighted as follows:

- |                        |                             |     |
|------------------------|-----------------------------|-----|
| • Quiz                 | (Tuesday July 14, 6-8pm)    | 25% |
| • Mid-term             | (Tuesday July 28, 6-8.30pm) | 35% |
| • Final take home exam | ( Due August 23)            | 40% |

Quiz - This is a 2-hour, online, timed quiz. The quiz will be administered via Brightspace. The quiz will consist of 8 short answer questions (100-140 words per answer) and will focus on definitions and concise explanations of issues and terms related to post-colonial Africa.

Midterm -The mid-term exam will also be online and will span 2.5 hours. The mid-term will similarly be administered via Brightspace. This online mid-term will consist of 6 short answer questions and one long answer question. A long answer question will take the form of an essay 600 words in length, with a clear introduction, body and conclusion.

Take home exam -The take home exam will be one long essay (2500 words) on a topic/question to be provided to everyone via Brightspace by the course instructor on the last day of class and is due on June 27, 2021. You will submit your essay through a submission portal that will be set up in Brightspace Further details of the take home will be provided in due course.

This course emphasizes good writing skills and independent critical reasoning. Like the quiz and mid-term, the final take home exam must also be handed in electronically. Please keep a back-up copy of each of these assessments for your own record. A late penalty of one-third of one grade point will be imposed for each 2-hour period that the quiz or mid-term is late, and the same measure of penalty for each 24-hours the submission of the final take-home exam paper is delayed.

### **Online Class Schedule:**

May 6 Course introduction and overview

No readings are assigned for this week.

May 11 The Political Dimensions of Post-colonial Africa

Nugent, Paul, "African Independence: Poisoned Chalice or Cup of Plenty?" in Paul Nugent, *Africa Since Independence*, 2004, Chapter 1, pp. 7-57.

May 13 Decolonizing Africa

Reid, J. Richard, "Compromising Conflict: Routes to Independence" in Richard J. Reid, *A History of Modern Africa*, 2009, Chapter 19, pp. 270-287.

May 18 Quiz – short answer questions (timed)

May 20 The African State

Jackson, R.H. and C.G Rosberg (1982). Why Africa's Weak States Persist: The Empirical and the Juridical in Statehood, *World Politics*, Vol. 35, 1-24.

May 25 Apartheid in South Africa

Zunes, S., (1999). The Role of Non-Violent Action in the Downfall of Apartheid, *Journal of Modern African Studies*, Vol. 37 (1), 137-169.

May 27 Military Rule in Africa

Kposowa, A. J., & Jenkins, J. C. (1993). The structural sources of military coups in postcolonial Africa, 1957-1984. *American Journal of Sociology*, 99(1), 126-163.

June 1 Mid-term exam (2.5 hours)

June 3 Democracy in Africa

Sklar, R. (1986). "Democracy in Africa" in P. Chabal (ed), *Political Domination in Africa: Reflections on the Limits of Power* (Chapter 1) pp. 17-29.

Nugent, P. (2012). *Africa since independence*. Palgrave Macmillan (Chapter 9)

June 8 Structural Adjustment Policies and Africa's Economic Development.

Mkandawire, T. (2010). "From Maladjusted States to Democratic Developmental States in Africa," in Omano Edigheji, ed., *Constructing a Developmental Democratic State in South Africa* (Cape Town: HSRC Press, 2010), 59-81. Online at:

<http://www.hsrcpress.ac.za/product.php?productid=2278&freedownload=1>

June 10 NGOs and Politics of Development in Africa

Matanga, F. K. (2010). NGOs and the Politics of Development in Africa. *Development*, 53(1), 114-119.

Hearn, J. (2007). African NGOs: the new compradors? *Development and change*, 38(6), 1095-1110.

June 15 Public health in Africa

Leach, M. (2020). Echoes of Ebola: social and political warnings for the COVID-19 response in African settings. *Echoes*.

June 17 Course review

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## COURSE POLICIES

**Brightspace:** This online course is supported by the Brightspace management system. Brightspace is a new learning environment so it is important that you take time to familiarize yourself with the key features and functions of this platform. All correspondence with the course instructor should be carried out through the Brightspace email system (although you can also reach me through my Carleton address). All readings, as well as assignments and discussions will be posted here. Students

are fully responsible for reading and responding to all the information distributed through the course page. Information provided on this page will be considered to have been provided to all registered students within 24 hours of posting in Brightspace.

**Office hours:** You are strongly urged to make regular use of online office hours on Thursday 5-6pm. The purpose of office hours is to present students with the opportunity to discuss the course one-on-one with me. Please come by virtually with any questions that you may have concerning the lectures, readings, your assignments, as well as concerns you may have regarding the course and your progress. It is advisable to come and discuss questions, problems, etc. with me as you are reading for, and writing, your assignments rather than after receiving a “terrible” grade.

**Essay/exam review policy:** Your marked assignments/exams will be handed back as soon as possible. I will not discuss your grades with you until the following week. This gives you the opportunity to first read and reflect upon my comments.

**Email policy:** Due to the high volume of email typically associated with online course, please allow 72 hours for a response.

**Netquette:** Every student in AFRI 1002 is expected to practice good manners when communicating in an online environment. Over and above the well-known traditional classroom rules, Carleton University expects students to see beyond the computer screen and recognize that there is a human being on the other end of the communication channel. Also, you should uphold the same standards of conduct that you adhere to in real life, be sensitive to other students’ time and bandwidth, carefully think about what you are going to talk about or post before hand, be nice and polite to others, and ensure you apologize for your mistakes and forgive others for their debts.

## **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).

### **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.

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please visit the Equity Services website

[http://www.carleton.ca/equity/accommodation/student\\_guide.htm](http://www.carleton.ca/equity/accommodation/student_guide.htm)

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website

[http://www.carleton.ca/equity/accommodation/student\\_guide.htm](http://www.carleton.ca/equity/accommodation/student_guide.htm)

**Sports accommodation:** <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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.

### **CLASS/DICUSSION FORUM CONDUCT**

Carleton University's Senate and Board of Governors enacted Carleton University Human Rights Policies and Procedures in May of 2001. 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. 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." It follows, therefore, that students are expected to behave in a civil manner. Within seminar groups, vigorous discussion and conflicting opinions are welcome and encouraged, but personal attacks, disrespectful comments, and gender or racial slurs WILL NOT be tolerated and students can be expelled from discussion groups if their behaviour is deemed to be disruptive.

As a community, Carleton University supports and is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated and is treated with the seriousness it deserves. Carleton's new sexual violence policy can be found at:

<https://carleton.ca/secretariat/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

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

- Institute of African Studies, 439 Paterson Hall
- 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