



Institute of
African Studies
CARLETON UNIVERSITY

COURSE CODE		AFRI 1002A
COURSE TITLE		Introduction to African Studies II
TERM:		Fall 2019
CLASS:	Day & Time:	Fridays - 12:35pm - 2:25pm
	Room:	Loeb Building C164
INSTRUCTOR:		Mohamed Ali
CONTACT:	Office:	453 Paterson Hall
	Office Hrs:	Fridays 11:00 - 12:00 pm or by appointment
	Telephone:	613-520-2600 extension 1815(during office hours)
	Email:	Mohamed.Ali@carleton.ca

Course Description: This course is one of the introductory courses in African Studies. The primary focus of the course is to introduce students to the political, social and economic developments of pre and postcolonial Africa. The course will be divided into seven sections. The major themes explored during the first section of the course include discussions on the African environment in global perspective and how Africa relates to human origins. The second section explores Africa's spectacular achievements during the Ancient and Medieval periods. Section three examines slavery, colonization, struggle for political independence and colonial legacies. Section four will provide an analysis of the role colonial and neo-colonial legacies have had on enabling some African countries to consolidate authoritarian rule while others have witnessed state failure resulting in civil wars. We will have an overview of how the conflicts in Africa are caused by the combination of poverty and weak states, institutions and the prospects of democratic governance. Section five delves into some social dimensions of Africa since independence. This section will focus on understanding ethnicity, apartheid, genocide and gender relations. Section six explores Africa's development dilemmas. We shall examine popular movements toward democratization, the impact of globalization and how much of Africa's recent history had been conditioned by the Structural Adjustment Programs and how the focus have now shifted in favor to Partnerships and Poverty Reduction Strategy Papers. Finally in section seven we will look into contemporary issues in Africa and their challenges including recent events-crises in Central African Republic, Southern Sudan, Burundi and radical Islam. We will conclude by discuss some recent initiatives and reforms by Ethiopia, designed to address old and new challenges facing the Horn of Africa.

A broad range of topics will be considered and class discussion will be predicated on the student having read the assigned material for the week, Films and videos will be used whenever appropriate to provide you images of Africa: the environment, people and cultures.



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The structure of the course rests on the following format: lectures, which provide overviews of broad themes and periods; the readings which provide detail and texture to the themes and periods covered in the lecture; and the class discussions which give you the opportunity to ask questions about aspects of the readings and lectures that either confuse or inspire your interest.

Required Texts

1. Eric Gilbert and Jonathan Reynolds, *Africa in World History*, 3rd Edition
2. V.B. Khapoya, *The African Experience*, 4th Edition

All **required texts** are available for purchase **at the Carleton Bookstore**.

Grading Method

Your grade in class will be computed in the following manner:

Map Exercise	10% of the final grade
Midterm	35% of the final exam
Research topic	10% of the final exam
Final Exam	45% of the final exam

COURSE REQUIREMENTS

1. Short Assignment

Map Exercise (10 marks)

Students will outline **two** maps of Africa showing: African peoples and Modern African states. Maps **are due on Jan. 14** Prepare two maps of the following:

A. African peoples: Ibo/Igbo, Yoruba, Tive, Hausa, Fulani, Kanuri, Kikuyu, Kamba, Maasai, Chagga, Ganda, Wolof, Akan, Lou, Serer, Xhosa, Kongo, Berber, Tuareg, Somali, Oromo, Amharic, Tigre, Afar, Shona, Sotho, Nama, Herero, Fulani/Fulbe, Hausa, Mandika, Kru, Zulu, Dinka, Nuer, Tonga, Ovimbundu, Fon, Khoi Khoi, Nupe, Tutsi, Hutu, Swahili.

B. African countries: Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Comoros, Ivory Coast, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Cape Verde, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Reunion, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Sudan, South Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Democratic Republic of Congo, Zambia, Zimbabwe.



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These exercises are designed to familiarize you with the African modern states and the peoples of Africa. There are Atlases in the library. You can find most details by using the index of any simple text book on African history. There is a large selection of books on reserve in the library for the class. Standard encyclopedia (Colombia, World Britannia.etc.) will have the details you need. National Geographic: the heritage of Africa" map in Dec. 1971 issue especially used for locating African peoples. Ajayi, J.A and Crowder, M. Historical Atlas of Africa 1985.

2. Examinations

- A. There will be a **midterm exam**. The questions will come from the readings, assignments and lectures.
- B. A **three-hour final examination** based on the work of the entire term. The final exam will be scheduled in the formal examination period.

3. One research paper or book reports (8 pages)

Selected research topics must relate to type themes of the course and **must have the instructor's approval**. Papers should be delivered to me in **hard copy**.

Term papers must be typed (double-spaced). The bibliography should include information on the author, publisher, edition and date of publication. **Two** copies of research papers and book reports should be handed if you wish to have one returned. **Research papers are due on March 11.** They must be submitted on time; otherwise a **3% penalty** will apply **each day** the **essay is late**. Students should contact me if they are **late to submit** their research papers **due** to a **documentation illness**.

Tutorial Sections

The TA's will lead sections weekly to discuss the readings/lectures and will assist in clarifying important concepts and help students to develop critical analysis of the material. You are required to attend the Tutorial classes.



COURSE OUTLINE

Week 1

September 6 **Introduction: understanding the contours of Africa's past**

- Physical context of African History: Geography and Environment
- Africa and Human History
- African traditional institutions

Readings: Eric Gilbert and Jonathan Reynolds, *Notions of Africa*. xxi - xxiv and V.B. Khapoya, Ch.1-2

Week 2

September 13 **Cosmopolitan Africa: Political developments in historical Africa**

- Historical developments in ancient, medieval and early modern Africa
- In this session we will look into how the old idea of Africans as stagnant and bound by unchanging traditions does not accurately reflect the way Africans were connected to each other and to other parts of the world by trade, the exchange of ideas and the migration of new peoples.

Readings: Eric Gilbert and Jonathan Reynolds, Ch.5-8 and Khapoya, Ch.3

Map exercises due (September 20)

Week 3 & 4

September 20-27 **The Slave Trade and its Impact
Colonialism**

These two sessions is about slave trade and colonialism. These two stories sometimes seem to define the modern African experience.

- Colonialism
- Colonialism and African Resistance
- Colonialism and African Experience

Readings:

Eric Gilbert and Jonathan Reynolds, Ch.9

Eric Gilbert Jonathan Reynolds, Chs. 14-15

V.B. Khapoya, Ch.4



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W. Rodney, *How Europe Underdeveloped Africa* Ch .6 first two sections,
pp.205-238. (On Reserve).

Adu Boahen, *African Perspective on Colonialism*, Ch.4, pp.95-112.

Week 5 & 6

October 4 - 11 **Africa's Struggles to be free and the challenges of Democracy**
Study Questions (October 4)

- African Nationalism and the struggle for freedom
- Independent African states in Global Perspective

We will look at how the granting of independence to the fifty four nation-states system did little to change the economic, political, military, and cultural ties that continued to link African countries to their former colonial powers.

- African Independence: The first Thirty Years

In the initial days of independence, Africans were optimistic in promoting rapid economic growth and development within a few years. We will investigate the reasons why initial development efforts failed.

Readings:

Eric Gilbert and Jonathan Reynolds, Chs .16-18

V.B Khapoya, Ch.5-6

Martin Meredith, *The Fate of Africa: A History of Fifty Years of Independence*.
Chs.8, 9 and 13(on reserve)

Midterm Examination (October 11)

Research topics will be assigned (October 11)

Week 7 **State, Democracy and Development in Africa**
October 18 **Democracy, Liberal Democracy and Africa**

We will investigate the fate of democracy on the continent, the challenges of both economic and political liberalization and the extent to which democracy has improved conditions of Africa's poor.



Readings:

V. B Khapoya, Ch. 7

Martin Meredith, *The Fate of Africa: A History of Fifty Years of Independence* Chs.16 and 22 (on reserve)

D.T Osabu-Kle, *Compatible Cultural Democracy: The Key to Development in Africa*, 2000. Ch.1 first two sections, pp.13-28 (On reserve)

Branch, D. and Cheeseman, N. (2009) 'Democratization, sequencing, and state failure in Africa: Lessons from Kenya' *African Affairs* 108(430). 1-26.

Whitfield, L. 2009 'Change for a better Ghana: Party Competition, Institutionalization and Alternation in Ghana's 2008 Elections,' *African Affairs* 108(433): 621-641.

Michael Bratton and Eric C.C. Chang (2006). "State Building and Democratization in Sub Saharan Africa: Forwards, Backwards, or Together?" *Comparative Political Studies*, 39. pp. 10-59.

Barkan, Joel. D (2001). The many faces of African Democracy across a varied continent. *Harvard International Review*, 24 (2) 72-77.

J.Oloka-Onyango, "Uganda elections: an exercise in shame-faced endorsement" in Firoze Manji and Sokari eds. *Africa Awakening; The Emerging Revolutions*, Ch.14

Video: Merz, Jarreth-Documentry Film: "An African Election," Ghana 2008 Presidential Election

WINTER BREAK No Class October 21 - 25

Week 8 & 9 Roots of African Conflict

November 1 - 8

We will investigate how recently scholars' attention has shifted to the nature of ethnic conflict and violence because the post-Cold War era has been marked by the resurgence of ethnic conflict in societies like Rwanda, Sudan, Ivory Coast and the Democratic Republic of Congo.



Ethnicity, Race and Gender Relations

Readings:

Crawford, Young. (2002). Deciphering Disorder in Africa: Is Identity the Key?

World Politics 54 (July), 532-57.

Alex De Waal (2005) "Who are the Darfurians? Arab and African Identities, Violence and External Engagement," *African Affairs* 104(415), 18-25.

H. Eriksen, "Ethnicity, Race and Nation," in M. Guibernau and J. Rex (eds.), *The Ethnicity Reader*, 1997, pp.33-42

Martin Meredith, *The Fate Of Africa: A History of Fifty Years of Independence*.
Chs.27-28 (on reserve)

Women and Development

Readings: April A. Gordon , 2013. "Women and Development" Pp.303-333 in
April A. Gordon & Donald L. Gordon (ed.). *Understanding
Contemporary Africa* (on reserve)

Kirk Hoppe, "Gender in African History" pages, 219-238 (Toyin Falola (ed.),
Colonial Africa, 1885-1939. (on reserve)

D. Jeater, "The British Empire and African Women in the Twentieth Century"
In Black

Experience and the Empire, pp.228-256 (on reserve)

McFerson, Hazel M. 2010. 'Poverty Among Women in Sub-Saharan Africa :A
Review of Selected Issues.' *Journal of International Women's Studies*
11 (May):50-72.

Arriola, Leonardo and Marthe Johnson. 2014. "What influences do women wield
in African governments?" *Washington Post*, 14 May.

Explo Nani-kofi "Crisis in Cote d'Ivoire: history, interests and parallels" in
Firoze Maji and Sokari Ekine eds. *African Awakening*. Ch.3

Massan d'Almeida, "Crisis in Cote d'Ivoire: impact on women" in Firoze Maji
and Sokari Ekine eds. *African Awakening*. Ch.15

South Africa and the world



Readings:

Readings: David Welsh and J.E. Spence, 'Ending Apartheid'. Chs.1-3 (on reserve)

Post-apartheid South Africa 'in Ending Apartheid'. pp. 197-213

Martin Meredith, The Fate of Africa: A History of Fifty Years of Independence. Chs.34-35.(on reserve).

S. ZUNES, "The Role of Non-Violence Action in the Downfall of Apartheid,"
Journal of Modern African Studies, 37(1), March 1999, pp.137-169.

Research Papers due (November 8)

Week 10 Contemporary Africa in Global Perspective
November 15

- The end of the Cold War
- Conflict and Collapsed States in the Post-Cold War Era
- Africa and the War on Terror

Readings:

Eric Dilbert and Jonathan Reynolds, Ch.19

V.B. Khapoya Ch.8

Peter Woodward, "Crises in the Horn of Africa: Politics, Piracy and the Threat of Terror", Chs.4-5(on reserve)

Ken Menkhaus, "The Crises in Somali: Tragedy in Five Fronts, African Affairs," 2007, Vol.106, No. 424.

Hansen, Stid Jarle, "Al-Shabaab in Somalia: The History and Ideology of a Militant Islamic Group, 2005-2012", Ch.3 and 5(on reserve)

Debora Valentina Malito, "building terror while fighting enemies; how the Global War on Terror deepened the crises in Somalia," Third World Quarterly Vol.36, No.10 (2015);pp.1866-1886.

Week 11 The Dilemma of Development: Debt, Climate Change and International Aid
Trends and Prospects

November 22 - 29



Readings:

K. Shillington, History of Africa. Chs.30-32 (on reserve)

Eric Gilbert and Jonathan Reynolds, pp.404-407

Thandike Mkandawire (2005), 'Maladjusted African Economics and Globalization,' *African Development*, Vol, No.1 and 2, pp.1-33.

Konado-Agyemang, Kwadwo and Baffour Kwaku Takyi, "Structural Adjustment Programs and the Economy of Development and Underdevelopment in Africa," in Kwadwo Konadu-Agyemang (ed.), *IMF and World Bank Sponsored Structural Adjustment Programs in Africa*, 200, Ch.2, pp. 17-40 (On reserve)

Crawford, G. and Abdulai, A. G 2009 'The World Bank and Ghana's Poverty Reduction Strategies: Strengthening the State or Considering Neoliberalism?' *Labour, Capital and Society* 42(182):83-115.

Adam Hanieh, 'International financial institutions of Egypt' in Firoze Manji and Sokari eds. *Africa Awakening*. Ch.29.

Video: Africa and the Curse of Foreign Aid

Week 12 Contemporary Africa, Recent Events and Related Issues

December 6

- Current Issues 1 Radical political Islam in Africa

Readings:

Firoze Manji, "Africa Awakenings: the Courage to Invent the Future" in Firoze Manji and Sokari eds. *Africa Awakening: The Emerging Revolutions*, Ch. 1

Mahamood Mamdani, "An African Reflection on Tahrir Square" in Firoze Manji and Sokari eds. *Africa Awakening: The Emerging Revolutions*, Ch.5

Samir Amin, "An Arab Springtime?" in Firoze Manji and Sokari eds. *Africa Awakening: The Emerging Revolutions*, Ch.31



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Mahamood Mamdani “Libya: Behind the Politics of Humanitarian Intervention” in Firoze Manji and Sokari Ekinde eds. *Africa Awakening: The Emerging Revolutions*, Ch.19

Horace Campbell, “Tunisia and Egypt: revolutions without Self-Proclaimed Revolutions” in Firoze Maji and Sokari Ekinde eds. *African Awakening: The Emerging Revolutions*, Ch.28.

Review

Three-hour final exam-December 9-21 (tba)

Instructor

Mohamed Nuuh Ali, Ph.D. University of California, Los Angeles, Formerly Dean of College of Education AND Professor of African history, Somali National University.

REGULATIONS COMMON TO ALL AFRICAN STUDIES COURSES COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- Reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- Submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- Handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”



Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- Promote equity and fairness,
- Respect and value diversity,
- Prevent discrimination and harassment, and
- Preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University's Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage		
A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)



F Failure. No academic credit WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from Fall term courses is December 9, 2019.

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 by November 11, 2016 for the Fall term. 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



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be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

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

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

Application for Graduation Deadlines

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