



Carleton University

Institute of African Studies Course Outline

COURSE:		Course Title AFRI 1002A - Introduction to African Studies II
TERM:		WINTER 2018
CLASS:	Day & Time:	Fridays - 2:35-4:25
	Room:	360 Tory Building
INSTRUCTOR:		Mohamed Ali
CONTACT:	Office:	453 Paterson Hall
	Office Hrs:	Fridays 1:00-2:00 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, race, and gender relations. Section six explores Africa's development dilemmas. We shall examine 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.

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.

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

(Eric Gilbert and Jonathan Reynolds, *Africa in World History*

V.B. Khapoya, *The Africa Experience* (4th ed.)

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 REQUIRMENTS

1. Short Assignment

Map Exercise (10 marks)

Students will outline maps of Africa showing: African peoples and Modern African states. Maps are due on Jan.19 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.

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.

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 encyclopedias (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 one returned. Late papers will be **penalized at 3% per day**.

Course outline

Week 1

January 12 **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 chs.1-2
V.B. Khapoya, Ch.1-2

Week 2

January 19 **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: V.B. Khapoya, Ch.3
Eric Gilbert and Jonathan Reynolds, Ch.5-8



Map exercises due (Jan. 19)
Week 3 & 4 The Slave Trade and its Impact

Jan 26 – Feb 2 **Colonialism**

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

Readings: Eric Gilbert and Jonathan Reynolds, Ch.9
Colonialism
-Colonialism and African Resistance
-Colonialism and African Experience

Readings: Eric Gilbert Jonathan Reynolds, Chs. 14-15
V.B. Khayoya, Ch.4
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 AFRICA'S STRUGGLES TO BE FREE AND THE CHALLENGES OF DEMOCRACY

Study questions (Feb.9)

Feb 9-16 **African Nationalism and the struggle for freedom**

Independent African states in Global Perspective

-African Independence: The first Thirty Years

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 (Feb.16)

Research topics will be assigned (Feb.16)

Winter Break Feb 19 - 23

Week 7 STATE, DEMOCRACY AND DEVELOPMENT IN AFRIC

Mar 2 **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 Maji and Sokari eds. *Africa Awakening; The Emerging Revolutions*, Ch. 14

Week 8 & 9

ROOTS OF AFRICAN CONFLICT

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

Mar 9 - 16

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)

Hintjens, H.1999 "Explaining the 1994 Genocide in Rwanda" *Journal of Modern African Studies* 37(2):241-86.

Lonsdale, J.2008'Kenya: Ethnicity, Tribe, and state,' *Open Democracy* 17 January 2008.

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)

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

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

South Africa and the world

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.

Week 10 CONTEMPORARY AFRICA IN GLOBAL PERSPECTIVE

Mar 23 -**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).

Research papers due (Mar.23)

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

April 6

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



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.

Ian Taylor, "Sino-African Relations and the Problem of Human Rights," *African Affairs*, vol.107, no. 426. January 2008.

Adam Hanieh, "International financial institutions and Egypt" in Firoze Maji and Sokari eds. *African Awakening*. Ch.29

Video: Africa and the Curse of Foreign Aid

CONTEMPORARY AFRICA, RECENT EVENTS AND RELATED ISSUES

Current Issues 1

-Radical political Islam in Africa

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

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

Samir Amin, "An Arab Springtime?" in Firoze Maji and Sokai eds. *Africa Awakening; The Emerging Revolutions*, Ch.31

Mahamood Mamdani "Libya: Behind the Politics of Humanitarian Intervention" in Firoze Maji

and Sokari Ekine eds. *Africa Awakening: The Emerging Revolutions*, Ch.19

Horace Campbell, "Tunisia and Egypt: revolutions without Self-Proclaimed Revolutions" in Firoze Maji and Sokari Ekine eds. *African Awakening: The Emerging Revolutions*, Ch.8

Patrick Bond, "Neoliberal threats to North Africa" In Firoze Maji and Sokari Ekine eds. *African Awakening*. Ch.30

Yash Tandon, "Imperial neurosis the Dangers of Humanitarian Interventionism" in Firoze Maji and Sokari Ekine eds. *African Awakening: The Emerging Revolutions*, Ch. 28

Review

Three-hour final exam-April 12-26 (TBA)

Your 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 equivalents:

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

F Failure. No academic credit

WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

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

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

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **Winter** term courses is April 11, 2018.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

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

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 details see the Student Guide: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

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 see the Student Guide: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for



a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES (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