



Institute of African Studies Course Outline

COURSE:	Introduction to African Studies II AFRI 1002A
TERM:	Winter 2023
PRECLUSIONS:	N/A
CLASS:	Day & Time: Friday: 2:35 pm – 4:25 pm Room: Steacie Building 103
INSTRUCTOR:	Mohamed Ali
CONTACT:	Office Hrs.: Fridays 10:00 am – 11:00 am appointment by email Building: Dunton Tower Room No: 1709 Email: Mohamed.Ali@carleton.ca

Teaching Assistants

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 and the problems that Africans and their governments had to face in the early decades after independence. We will have an overview of how the conflicts, civil wars and political violence 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 has now shifted in favor to Partnerships and Poverty Reduction Strategy Papers. Finally, in section seven an in-depth examination will be made on the following critical problems and issues facing independent Africa: the prospect for democratization in Africa at the beginning of the new millennium, post-apartheid South Africa, developments of radical Islam and the security challenges like those from Daesh (ISIL), Boko Haram and al-Shabab are not for few countries only, but a shared challenge. Then we will also investigate the old and the New (Sudan, Algeria, and Libya) Arab Spring. We will conclude an examination of the following issues: Africa's place in global affairs, economic development, political instability, and the challenges in the 21st century. We will investigate also the current crises in Ethiopia and Sudan and the new challenges facing their countries.

Learning Objectives:

1. Have a critical and broad understanding of contemporary Africa and the socio-historical forces that have shaped its present reality.
2. Be able to analyze and critically assess ideas, arguments, and viewpoints.
3. To continue to develop strong writing and analytical skills.

Course Format: Over the course, a broad range of topics will be examined through class discussion, which will be predicated on students having read the assigned materials for the week. Lectures will provide overviews of broader themes and periods. Course readings will provide detailed and texture to the themes and periods covered in the lecture, and discussion will give you the opportunity to ask questions about aspects of the readings and lectures that either confuse or inspire your interest. We will also draw on films and documents whenever appropriate to present images of Africa, the environment, people and cultures.

Tutorial Sections

The TA's will lead sections weekly to discuss the readings\lectures and will assist in clarifying important concepts and help you to develop critical analysis of the materials. You are required to attend and participate in the lecture and the tutorial sessions.

Required Texts

Erik Gilbert | Jonathan T. Reynolds, *AFRICA in World History-From Precolonial to the Present*

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

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

Recommended Texts (which are also available through ARES)

Grading Method

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

Participation	10% of the final grade
Map Exercise	10% of the final grade
Midterm	30% of the final grade
Short Essay	10% of the final grade
Final Exam	40% of the final grade

COURSE REQUIREMENTS

Participation

A student will be expected to respond to weekly questions on the readings which will be posted by the TA. Students are also encouraged to respond to the posts of others, but this alone will be insufficient to obtain full participation marks.

Map Exercise (10 marks, due on Jan. 27)

1. Prepare 2 maps of the following:

A. The African peoples: Ibo/Igbo, Yoruba, Hausa, Fulani, Kanuri, Kikuyu, Kamba, Swahili, Maasai, Fante, Ganda, Wolof, Akan, Lou, Serer, Xhosa, Kongo, Berber, Tuareg, Somali, Oromo, Amharic, Tigre, Afar, Shona, Sotho, Nama, Herero, Fulani/Fulbe, Hausa, Mandinka, Ngoni, Zulu, Dinka, Nuer, Tonga, Ovimbundu, Khoisan, Nupe.

B. African countries: Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Congo, Democratic Republic of Congo, Comoros, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Ivory Coast, 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, 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 textbook on African history. There is a large selection of books on ARES for the class. Khapoya, Vincent. *The African Experience* (pages 3 and 14 selected major languages spoken in African countries) will help you with the map assignment.

A Short essay (5 pages)

Selected research topics must relate to themes of the course and **must have a minimum of 3 scholarly and 3 articles, each should be typed (double spaced)**. Include a title page and numbered pages. The text should include proper footnotes and relevant citations and a full bibliography of the sources included using the MLA style. **Two** copies of research papers should be handed in if you wish one returned. **Final research papers** are due on **March 31**. **Late papers will be penalized at 3% per day**. Papers should be uploaded onto Bright. Students should **contact me** if they are **late to submit** their research papers **due to a documented illness or self-declaration for COVID related illness**.

Examination

A three-hour final examination based on the work of the entire term. The final exam will be scheduled in the formal examination period.

Course outline

Week 1

Jan. 13 **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

Jan. 20 **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

Videos: Black Kingdoms of the Nile

The Holy Land

Week 3 & 4

Jan. 27 & Feb. 3 **The Slave Trade and Colonialism**

These two sessions will cover 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

Videos: Slave Kingdoms

The Bible and the Gun and The Magnificent African Cake

Readings: Eric Gilbert Jonathan Reynolds, Chs. 14-15

V.B. Khapoya, Ch.4

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

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

Map exercises due (Jan.27)

Week 5

Feb. 10 Africa's struggles to be free and the challenges of Democracy

- 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 ARES)

Videos: The Rise of Nationalism

The legacy of lifestyles: the triple heritage(online) by Ali Mazrui

Week 6

Feb. 17 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)

Nic Cheeseman\Jonathan Fisher, *Authoritarian Africa-Repression, Resistance, and the power of Ideas* Ch. 1 and 2 (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.

Brown, Stephen and Paul Kaiser. 2007. "Democratizations in Africa: Attempts, Hindrances, and Prospects." *Third World Quarterly*, Vol. 28, No. 6, pp. 1131-49.

Barkan, Joel (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

Short essay topics will be assigned (Feb. 17)

Week 7

Winter Break February 20-24 No Classes

Week 8 & 9

Mar. 3 & Mar. 10 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

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 ARES)*

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

Eric Gilbert |Jonathan Reynolds, pages 399-402.

Eric |Jonathan Reynolds, Pages 402-403.

Shillington, pages 498-500.

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

Week 10

Mar. 17 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. (ARES)*

Diana Jeater," The British Empire and African Women in the Twentieth Century" In *Black Experience and the Empire*, pp.228-256 (on ARES)

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.

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

Week 11 Video Lecture

Mar. 24

1. 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.

2. Contemporary Africa In Global Perspective

- 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 12

Mar. 31 1 The Dilemma of Development: Debt, Climate Change, and International Aid

- Trends and Prospects

Readings: K. Shillington, History of Africa. Chs.30-33 (on reserve)

April A. Gordon & Donald L. Gordon, Understanding Contemporary Africa (Fifth Ed) chap. 13 (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?' *Labor, Capital, and Society* 42(182):83-115.

Richard J. Barnet." But What about Africa? On the Global Economy's Lost Continent," *Harper's Magazine*, Vol.280, No.1680(May,1990), p.45.

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 Manji and Sokari eds. *African Awakening*. Ch.29

Video: Africa and the Curse of Foreign Aid

Short essay papers due (March 31)

WEEK 13

April 7 Contemporary Africa, recent events, and related issues

- Current Issues 1
- Radical political Islam in Africa

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

Mahmood 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

Mahmood Mamdani "Libya: Behind the Politics of Humanitarian Intervention" in Firoze Manji and Sokari Ekine eds. *Africa Awakening: The Emerging Revolutions*, Ch.19

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

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

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

Declan Walsh and Abdi Ladif Dahir, "Why is Ethiopia at War with Itself." *The New York Times*. December 14,2021.

Declan Walsh and Abdi Ladif Dahir. "Sudan's Military Seizes Power, Casting Democratic Transition." *New York Times*. October 29,2021.

Review

Three-hour final exam-April 15-27

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 Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by 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.

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

ACADEMIC ACCOMMODATION

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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

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 [click here](#).

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).

Survivors of Sexual Violence

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: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation 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 will be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F= 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

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

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

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

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

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

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

WITHDRAWAL WITHOUT ACADEMIC PENALTY

January 20, 2023: Last day to withdraw from early winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

April 12, 2023: Last day of full winter, late winter, and fall/winter classes.

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.

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

- Institute of African Studies african_studies@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines

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