



Course Outline

COURSE:	The Horn of Africa AFRI 2002A
TERM:	Fall 2021
PRECLUSIONS:	Prerequisite(s): AFRI 1001 or AFRI 1002 or FYSM 1901 or permission of the Institute of African Studies.
CLASS:	Day & Time: Tuesdays: 2:35 p.m. – 5:25 p.m. Website: Brightspace
INSTRUCTOR:	Dr. Mohamed Ali
CONTACT:	Office Hrs: Wednesdays/10-11a.m. in person or by appointment online Telephone: 613-286-0889 Email Mohamed.Ali@carleton.ca

Course Description

The course explores the economic, social, and political challenges facing the Horn of Africa, placing them in historical and global context. We will start by examining the major landmark events in the history of this region from antiquity to the present, with focus on the 20th and 21st centuries.

This region, made up of Ethiopia, Somalia, Djibouti, Eritrea, Sudan, and South Sudan is a key geopolitical pressure point in World politics. The strategic importance of the Horn's location has always attracted international interest, given the proximity to the Middle East region. For 150 years, the Horn has been a theatre for strategic power struggles-the British Empire's demand to control the Red Sea, Egypt's attempts to control the Nile waters, the end of the Cold war confrontations in which each of the Horn countries switched sides a crucial juncture, and most recently the US administration's "global war on terror". It suffers from protracted political strife, stemming from local national grievance, identity politics and regional inter-state rivalries, making it difficult to build lasting and meaningful peace and security in the region and beyond.

The course is divided into five sections. The major themes explored in each section are as follows:

Section One: Discussions on the long and fascinating history and traditions of the societies in the region.

Section Two: Explores colonialism, struggles for political independence and colonial legacies.

Section Three: Examines the politics of the post-independence era including the rise of one-party states, increased political centralization, and economic experiments in socialism.

Section Four: Analyzes modern social forces contemporary politics: ethnic groups, economic classes, religion, and civil society. With an understanding of the political background and the political force in operation, we will examine the causes of the conflicts in the Horn of Africa and the prospects of democratic governance. Unfamiliar observers generally make hasty conclusions about the origins and nature of these conflicts. We will evaluate and critique these arguments. We will also identify and assess competing scholarly explanations of the underpinnings of the Horn's conflict.

Section Five: we will investigate contemporary issues in the Horn and their challenges including recent events-piracy, radical Islam and the influence of China and the Middle eastern states in the region. We will look more closely beyond conflict in the Horn - the recent historic reconciliation between Ethiopia and Eritrea could transform politics and security in the volatile Horn region and we conclude by investigating the challenges and opportunities for Africa's new nation – South Sudan – and how the self-mobilization of ordinary people in Sudan was able to bring a new order in Sudan. We will look into how the current conflict between the government of Ethiopia and forces in the northern Tigray region has thrown the country into turmoil. We will conclude by how the year 2021 could be another turning point in the region, with historical elections scheduled in Ethiopia, Sudan, and Somalia.

Learning Objectives:

By the end of the course students should be able:

1. To explore how the various conflicts ravaging the Horn of Africa are underpinned by historical, socio-economic, and environmental issues.
2. To have a critical and broad understanding of the economic, social, and political challenges facing the Horn of Africa, placing them in historical perspective.

Over the course of the semester, a broad range of topics will be examined through online class discussions, which will be predicated on students having read the assigned materials for the week. We will also draw on Films and documentaries whenever appropriate to present images of Africa, the environment, people, and cultures.

Course Format:

The class is an online class with lectures that can be viewed on your own schedule before the set discussion day. Discussion will occur via Brightspace. Discussions will need to reflect the weekly reading, videos, and supplementary materials. Video lectures will provide overviews of broad themes and periods. Course readings will provide detail and texture to the themes and periods covered in the lecture, and discussions via Brightspace will give you the opportunity to ask questions about aspects of the readings and lectures that either confuse or inspire your interest.

Required Texts:

Please note that course readings must follow guidelines set out in the Copyright Act.

Adejumobi, Saheed A. *The History of Ethiopia*. Greenwood Publishing Group, 2007.

Njoku, Raphael Chijioke. *The History of Somalia*. Greenwood Publishing Group, 2013.

Holt P M, and M W Daly. *A HISTORY OF THE SUDAN: From the Coming of Islam to the Present Day*. ROUTLEDGE. 2011.

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

Recommended Texts (which are also available through ARES)

Woodward, Peter. *Crises in the Horn of Africa: Politics, Piracy, and the Threat of Terror*
Richard J. Reid, *Frontiers of Violence in North-East Africa: Genealogies of Conflict* (2011)
Clapham Christopher, *The Horn of Africa: State Formation and Decay*
Michael Woldemariam, *Insurgent Fragmentation in the Horn of Africa: Rebellion and Discontents* (2018)
Gunnar M. Sorbo and Abdel Ghaffar M. Ahmed, *Sudan Divided: Continuing Conflict in a Contested State* (2013)
Kidane Mengisteab, *The Horn of Africa* (2014)
Robert D. Kaplan, *Surrender or Starve: Travels in Ethiopia, Sudan, Somalia and Eritrea*

Grading Method

Participation	10%
A short essay	15%
A long essay	30%
Final Exam	45%

COURSE REQUIREMENTS

Participation

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

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 and will be a closed book exam.

A Short essay (5 pages) and a long essay (15 pages)

Selected research topics **must relate** to the themes of the course and **must have the instructor's approval**.

Using a **minimum of 3 scholarly books and 3 articles for the short essay and a minimum of 4 scholarly books and 4 articles for the long essay, essays 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. The bibliography should include information the author, publisher, edition, and date of publication. **Late papers will be penalized at 3% per day**. Papers should be uploaded on to Brightspace. Students should **contact me** if they are **late to submit** their research papers **due to a documented illness or self-declaration for COVID-19 related illness**.

Course outline

Week 1

September 14 Video Lectures

Introduction: Land and People of the Horn

Overview of Physical context of Horn History: Geography and Environment

Readings: Woodward, Introduction and Chapter 1 (On ARES)
Reid, Chapter 1 pages 1-23 (On ARES)
Njoku, Chapter 1. 'The land and the people of Somalia: an overview'
Holt and Daly, Introduction pages 1-9 'The land and the people of Sudan'

Week 2

Video Lecture

Sept. 21

COSMOPOLITAN AFRICA

Precolonial states and societies in the Horn of Africa

Historical developments in ancient, medieval, and early modern Horn of 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 Horn of Africa societies were connected to each other and to other parts of the world by trade, the exchange of ideas and the migration of peoples.

Readings: Adejumobi, Chapters 1, 'Ethiopia; Intellectual and Cultural background'
Njoku, Chapter 2
Erik Gilbert, *Ancient Nubia and the Horn in the Ancient World*, Pages 78-81 (On ARES)
Erik Gilbert, Chapter 6
Reid, Chapter 2

Week 3

Video Lecture

Sept. 28

Demarcating Identity

The European Colonial Experience

We will focus on politics, social and economic forces that have shaped the history of the Horn since the late nineteenth century.

Ethiopia: Building the State - The Imperial Model

Globalization and Modernization in the Late Nineteenth Century

Readings: Adejumobi, Chapters 2-3
Njoku, Chapters 3-4
Reid, Chapters 3-5
Marcus, Harold. "The foreign policy of Emperor Menelik 1896-1898 A Rejoinder." *Journal of African History*, 7, no.1 (1966) 117-122.
Caulk, Richard. "Yohannes IV, the Mahdists, and the colonial partition of north-east Africa," *Trans-African Journal of History*, Vol. I, no.2, (1971): 1-20.
Hess, Robert L. "The Mad Mullah' and Northern Somalia," *Journal of African History* 5, no.39 (1964): 415-433.

Short Essay topics will be assigned (Sept.28)

Week 4 Video Lecture

World War and Aftermath
Oct.5 African Nationalism and the Struggle for Freedom
The Fascist Invasion and the Ethiopian Resistance

Readings: Adejumobi, Chapter 4
Khapoya, Chapters 5-6 (On ARES)
Shacchi, Alberto. 'Italy and the treatment of the Ethiopian Aristocracy, 1937-1940' *International Journal Historical Studies*.10.no.2 (1977):209-241.
A.Triulzi, 'Italian colonialism and Ethiopia', *Journal of African History*, 23-2(1982)
Gesheker, Charles L. "Colonialism and class formation: The Eastern Horn of Africa before 1950: *International Journal of African Historical Studies*, 18, no.1 (1985):1-32.
Shillington, The struggle for independence in Sudan, Eritrea and Somali (pages 428-432) (On ARES).
Njoku, Chapter 5
Conservatives and Liberal Reforms in Ethiopia, 1960-74
Adejumobi, Chapter 5
Cold War in the Horn of Africa
Lefebvre, Jeffrey A. "The United States, Ethiopia and the 1963 Somali-Soviet Arms Deal: Containment and the Balance of Power Dilemma in the Horn of Africa. *The Journal of Modern African Studies* 36, no.4 (December 1998).
Schweb, Peter "Cold War on the Horn of Africa." *African Affairs* 77, no. 306 (January 1978).

Week 5 Video Lecture
Oct.12

Personal Rule, Military and Militarism

For much of the Horn, the final decades of the twentieth century seemed to open with little optimism. We will investigate how the 1970's and 1980's have been decades of economic decline and political and civil hardship.

The Ethiopian Revolution, "Liberation" and Militant Identity, 1974-1990

Emerging markets of violence, ethnic and nationalist borderlands

Ethiopia: Rebuilding the State - The Socialist Model

The Dreg Regime

Ethiopia "Afro-Marxism": Engaging Local and Global Orthodoxies and the Price of Revolution

Readings: Adejumobi, Chapter 6
Kaplan, Chapter one (On ARES)
Gebru Tareke, 'The Ethiopia-Somalia war of 1977 revisited', *International Journal of African Historical Studies*, 33:3 (2000).
Ottaway, Marina. "Soviet Marxism and African Socialism: *The Journal of Modern African Studies*, vol.16, Sept.1978.
Chenge, Michael. "The Revolution Betrayed: Ethiopia, 1974-79." *The Journal of Modern African Studies*. (1979) 359-80.

Keller, Edmond J. "Ethiopia: Revolution, Class, and the National Question." *African Affairs* 80 (1981)

Cohen, John M. "Ethiopia after Haile Selassie." *African Affairs*, 72, 289 (1973)

The World's Biggest Forgotten War

Kaplan, Chapters 2-3

Ethiopia: The Rise of the EPLF and TPLF

John Young "The Tigray and Eritrean Peoples' Fronts: A history of tensions and pragmatism", *Journal of Modern African Studies*, 38:49 (2000).

Lobban, Richard. 'The Eritrean War: Issues and Implications. *Canadian Journal of African Studies* 10, no. 2 (1976): 335-345.

Ethiopia: The End of the Dreg and the beginning of a New Era

Political Transition and Modernization: From Marxism to Social Democracy

Young, John. 'Ethnicity and Power in Ethiopia' *Review of African Political Economy* 23. no.70 (Dec.1996): 531-542.

Adejumobi, Chapter 7

Woldemariam, "Rebellion in Ethiopia and Eritrea" pages 185-208 (On ARES).

Short Essay papers due (October 12)

Week 6 Video Lecture

Oct.19 **Somalia:** Mohamed Siad Barre and the "New Era".

Latin, David.1976. The Political Economy of Military Rule in Somalia". *Journal of Modern African Studies* 14(3): 449-68.

Sudan: The Era of Jaafar Nimeiri

Readings:

Njoku, Chapters 6-7

Reid, Chapters 2-6

Kaplan, Chapters 4-5

Woodward, Chapter 2 (On ARES)

P.M. Holt and M.W. Daly, Chapters 13-14

John Young, "Sudan: Liberation Movements, Regional Armies, Ethnic Militias and Peace," *Review of African Political Economy* No.97 (2003), pp 423-34.

Jok Madut Jok and Sharon Elaine Hutchinson, "Sudan's prolonged Second Civil War and the Militarization of Nuer, and Dinka Ethnic Identities", *African Studies Review*, Vol.42:2. September 1999, pp, 125-145.

September 1999, pp, 125-145.

Sharkey, Heather, 2008."Arab Identity and Ideology in Sudan: The Politics of Language, Ethnicity and Race." *African Affairs* 107 (426): 21-43.

Fall Break October 25-29

Week 7 Video Lectures

Conflict and Collapsed States in the Post-Cold War

Nov 2 The Cold War had a great impact in the Horn, but it had often shown the inability of superpower to dominate the events.

Democracy, Liberal Democracy in the Horn

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 the Horn of African societies.

Histories of State Collapse

Globalization and Other Postmodern Configurations: Ethiopia at Home and Abroad Since 1991.

New States, Old Wars

The Rise of the Ruling EPRDF

Democratization and Contemporary Ethiopian Politics

The 2005 and 2010 Elections

Readings:

V.B Khapoya, Chapter 7

Reid, Chapters 8 - 9

Woodward, Chapters 3 - 6

Bartan, Joel. D (2001), The many faces of African Democracy across a varied continent.

Harvard International Review, 24 (2): 72-77.

Ali, M. Tasisier and Matthews, Chapter 2 (On ARES)

De Waal, Alex, 2013. "Theory and Practice of Meles Zenawi", *African Affairs*, Vol.112, No.446, pp. 148-55.

J. Abbink, "Breaking and making the state: the dynamics of ethnic democracy in Ethiopia".

Journal of Contemporary of African Studies, 13:2 (1995).

Bariagaber, Kidand, "The politics of Cultural Pluralism in Ethiopia and Eritrea: Trajectories and Constitutional Experiments," *Ethnic and Racial Studies*, Vol.21, no.6: p.1056-73.

Menisteab, Kidand. "New Approaches to State Building in Africa: Case of Ethiopia' Ethnic-Based-Federalism," *African Studies Review* 490, no .3 (December; 1997).

Fourie, Elsje, 2015. 'China example for Mele's Ethiopia: when development "models" Land; *Journal of Modern African Studies*.

Goiton Cebreluel, 2014. "Ethiopia's Grand Renaissance Dam: Ending African Geopolitical Rivalry?" *The Washington Quarterly*, Vol.37, No, pp.25-35.

Long essay topics will be assigned (Nov.2)

WEEK 8 Video Lectures

Nov.9

The Tragedy of the Post-Insurgent State

The Creation of an Eritrean State

Readings:

Calapham, Christopher, pp.111-140

J, Markakis, "The nationalist Revolution in Eritrea" *Journal of Modern African Studies*: 1 (1988) P.54.

R.J.Reid, 'The challenge of the past: the quest for historical legitimacy in independent Eritrea' *History in Africa*, 28 (2001).

Uoldelul Chelati Dirar, "Colonialism and the construction of national identities: the case of Eritrea' *Journal of East African Studies*, 1:2 (2007).

Kaplan, POSTSCRIPT Eritrea: December 2002

The Sudan and the New Millennium

Readings:

Ali, Taisier M. and Matthews, Robert O. "Civil War and Failed Efforts in Sudan. In Civil War: Roots and Resolution, ed. Taisier M. Ali and Robert Matthews. (On ARES)
House, William, 1989."Population, Poverty, and Underdevelopment in the Southern Sudan", *Journal of Modern African Studies* 27:201-231.
Hassan al-Turabi. 'The Islamic Awakening's New Wave: *New Perspectives Quarterly*10:3(Summer 1993).44.
Abdullahi An-Na'im.' Whose Islamic Awakening? A Response' *New Perspectives Quarterly* 10:3(Summer 1993)47.
Peter Woodward," introduction: Sudan after the South's Secession: Issues of Identity'. In Sudan Divided, ed. Sorbo and Ahmed, chapter 6, pages 90-100.
Alsir Sidahmed, Oil Politics in Sudan". In Sudan Divided, ed Sorbo and Ahmed, chapter 7, pages103-12. (On ARES)

Explaining the Anarchy in Post-Barre Somalia

Readings:

New York Times.1992. "Barrier to Somali Unity: Rivalry." By Jane Perlez. August 30, A12
Time magazine. 1992. "How Somalia Crumbled: Clan Warfare and a Glut of Weapons Have Plunged the Country into Anarchy." By Sophronia Scott Gregory. December
Shultz, R. (1995).: "State Disintegration Conflict: A Framework for Analysis" *The Annals of the American Academy of Political and Social Sciences*, no. 541:75-88.
Simons, Anna. 1994."Somalia and the Dissolution of the Nation-State." *American Anthropologist* 96(4):818-24.
Bestman, C. (1994)."Representing Violence and "Othering" Somalia. "*Cultural Anthropology* 11(1)120-133.
Adam, Hussein, 1992."Somalia: Militarism, Warlordism, or Democracy?" *Review of African Political Economy* 54:11-26.
Compagnon, Daniel. 1990."Political Decay in Somalia: From Personal Rule to Warlordism." *Refugee* 12 (5):8-13.
Menkhaus, Kenneth, 203. "State Collapse in Somalia: Second thoughts; *Review of African Political Economy*, 30, pp. 405-22."
Mermin, Jonathan.1997'Television News and American Intervention in Somalia. The Myth of a Media-Driven Foreign Policy' *Political Science Quarterly* 12(3):385-403.
Woldemariam, "The Long War in Somalia" pages 211-281" (On ARES)

**Managing the Somali States
The Somaliland Option**

Readings:

Clapham, Christopher, 2017.*The Horn of Africa: State Formation and decay*. pp 141-170 (On ARES).
Michael Walls, "The Emergence of Somali State: Building Peace from Civil War in Somaliland,"

Week 9

Video Lectures

Nov.16

ROOT CAUSES OF THE CONFLICT IN THE HORN

The Horn is a region that is most threatened by three interrelated crises: devastating conflicts, including inter-state wars, civil wars, and inter-communal conflicts. The aim of this unit is to look at each country's conflicts as a case study and be acquainted with the theoretical tools to analyze the conflicts. We will also look in beyond conflict in the Horn: the prospects for peace, recovery and development in Ethiopia, Eritrea, Djibouti, Somalia and Sudan and the challenges and opportunities for Africa's new nation- South Sudan.

Mapping **Inter-State conflicts in the Horn**

Case 1: The North -South Conflict of the Sudan

Since independence, violent and continuous civil wars have been raging in post-colonial Sudan. The civil war in the South entered the record books as the longest war in Africa.

Readings:

Francis M. Deng (2006). "Sudan: A nation in Turbulent Search of Itself", *Annals of the American Academy of Political and Social Science*, vol. 603(January):155-6.

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

Eric Gilbert, Genocide in Sudan pages: 402-403. (On ARES)

Pinaud, Clemence, 2014. "South Sudan: Civil War, Predation and the making of a Military aristocracy". *African Affairs* (451):12-211.

Case 2: Ethiopian-Somali Conflict

Tibebe Eshete, 'The root causes of political problems in Ogaden 1942-1960', *Northeast African Studies*, 13:1(1991).

Gebru Tareke. "The Ethiopia-Somali war of 1977 revisited" *International Journal of African Studies*. 33:3 (2000).

Hagman, T. "Beyond clannishness and colonialism: understanding political disorder in Ethiopia's Somali region, 1991-2004", *Journal of Modern African Studies*, 43:4 (2005).

Week 10 Nov. 23

Video Lecture

Case 3: The Ethiopian and Eritrean Conflict

Readings:

Ruth Iyob, "The Ethiopian-Eritrean conflict: diasporic vs. hegemonic states in the Horn of Africa, 1991-2000" *Journal of Modern African Studies*, 38:4(2000).

Nystuen, Gro and Kjetil Trouville, 2008. "The Eritrea -Ethiopia Peace Agreement: Exploring the limits of law", *Nordic Journal of Human Rights*, Vol.26, No.1pp.16-36>

Djibouti

Readings:

Clapham, The Djibouti Anomaly, pp.170-75. (On ARES)

Peter J. Schrader (1993). "Ethnic Politics in Djibouti; From "Eye of the Hurricane" to "Boiling Cauldron,"", *African Affairs*, vol. 92, no. 367(April):206-7.

Bollee, Amedee, 2003. "Djibouti from French outpost to US Base, *Review of African Political Economy*, 30, 97:481-484.

Case: Somali Civil War

Adam, H.M. "Somali Civil War" in *Civil Wars in Africa: Roots and Resolution*: ed. Taisier M. Ali and Robert O. Matthews. (On ARES)
 Doornbos, Martin and John Markakis. 1994. "Society and State in Crises: What Went Wrong in Somalia?" *Review of African Political Economy* 21 (59):82-88.
 Kenneth J. Menkhaus, "The Somali Catastrophe: Bigger Than the Horn-and Not Over Yet," *Current History: a Journal of Contemporary World Affairs* 106, no. 700 (May 2007):195-2001.

Week 11
Nov.30

Video Lecture

CONTEMPORARY HORN, RECENT EVENTS AND RELATED ISSUES

Regional Instability and External Intervention

Radical Political Islam

Somali terrorism and Political Islam

Long essay papers due (Nov.30)

Readings:

Hansen, Stid Jarle, "Al-Shabaab in Somalia: The History and Ideology of a Militant Islamic Group, 2005-2012," Ch3 and 5 (On ARES).
 Andre Lee Sage (2001). "Prospects for Al-Etihaad and Islamist Radicalism in Somalia," *Review of African Political Economy*, vol.28, no 89:473.
 Hassan Mahad Allah. (2007) "The Islamic Courts, Ethiopian Intervention in Somalia, and its implications for Regional Stability," *Horn of Africa*, vol. 25:135-46, esp.145-53.
 Peter Woodward, "Crises in the Horn of Africa: Politics, Piracy and the Threat of Terror", Chapter 7-8 (on reserve)
 Ken Menkhaus. The Crises in Somali: Tragedy in Five Fronts, *African Affairs*, 2007, Vol. 106, No.424.
 Maengisteab, "Regional Instability and External trade', chapter 6 (On ARES).

Somali Piracy

Erik Gilbert, pages 382

Week 12
Dec. 7

Video Lecture

Regional and International Relations

The growth of the Somali pirates made Djibouti port as important regional Centre for navies deployed in anti-piracy as well as the anti-terrorism activities of the USA.

-China's growing presence in the Horn of Africa

-Tigray conflict: What is happening in Ethiopia

Readings:

Woodward, Chapters7-9
 Erik Gilbert, China, and Africa (pages 407-408)
 Ian Tayler, "Sino-African Relations and the Problem of Human Rights," *African Affairs*, vol.107, no.426.January 2008.Ri
 Anthony, Ross.2013' Infrastructure and Influence: China's Presence on the Coast of East Africa' *Journal of the Indian Ocean Region* 9, .2:134-49.
 Cliff, Lionel. 'Regional Dimensions of the Conflict in the Horn of Africa' *Third World Quarterly* 20. No .1 (February 1999): 89-111.
 Declan Walsh and Abdi Latif Dahir. "Why is Ethiopia at war with itself." *New York Times*. November

5,2020.

Adam Tayler and Siobhan O'Grady. *The Washington Post*. "What is behind the renewed conflict in Ethiopia's Tigray Region." June 20, 2021.

Review Three-hour final exam-December 11-23 (exact date TBA)

Your instructor

Mohamed Nuuh Alli, Ph.D. University of California, Los Angeles, Formerly Dean of College of Education, Lafole and Professor of African History, Somali National University.

SPECIAL INFORMATION REGARDING FALL 2021 PANDEMIC MEASURES

Carleton will continue to follow all public health guidelines as the COVID-19 pandemic continues. Instructors may find it helpful to review the [guidelines for in-class teaching](#) and [labs](#). Both guideline documents are available on the [COVID-19 website](#).

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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;

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”.

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

September 30, 2021: Last day for a full fee adjustment when withdrawing from **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

December 10, 2021: Last day for academic withdrawal from **fall** courses.

January 31, 2022: Last day for academic withdrawal from **fall/winter (full year)** courses.

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

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

Accommodation for Student Activities: write to the professor 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 <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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 is 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/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.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).

Note that **November 12, 2021** is the last day to request Formal Examination Accommodation Forms for December examinations to the Paul Menton Centre for Students with Disabilities.

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