



<b>COURSE TITLE:</b>	The Great Lakes Region of Africa
<b>COURSE CODE:</b>	AFRI 2003W
<b>TERM:</b>	Winter 2022
<b>CLASS:</b>	Wednesday 11:35am - 2:25pm <a href="#">Brightspace/Zoom</a> – <a href="#">Online Synchronous Course</a>
<b>INSTRUCTOR:</b>	Chambi Chachage <b>Office:</b> Paterson Hall 457
<b>CONTACT:</b>	<b>Office Hours:</b> Wednesday 10:00am–11:00am (or by appointment) [On Zoom] <b>Email:</b> <a href="mailto:chambichachage@cunet.carleton.ca">chambichachage@cunet.carleton.ca</a> <b>Link:</b> TBA
<b>TEACHING ASSISTANTS:</b>	TBC

### **Course Description:**

As described in the [Undergraduate Calendar](#), this course is designed to engage with the “economic, social, and political challenges facing the Great Lakes Region of Africa, including the 1994 Rwanda genocide and its aftermath.” Accordingly, the course aims to introduce students to major currents in this geopolitical region through interdisciplinary and interregional lenses. The course begins with unpacking historical antecedents and seeks to provide students with critical tools for dissecting the region’s complex socio-cultural, social-economic, and social-political experience. Its main entry point is the dualities and dialectics of peace and conflict in a historical and relational perspective. It thus combines literary, cultural, and political texts drawn from traditional and electronic formats to challenge the stereotyped image of a core part of this region as “the Heart of Darkness” constructed especially in ‘Euro-America’, that is, North America and Europe (or “the West” and “the Global North”). Hence, drawing from Pan-Africanism, it frames the Democratic Republic of Congo (DRC) as a regional axis. The course embraces a broad generation of intellectual and political actors in the region and its diaspora to reflect the depth and breadth of the African experience across both space and time.

### **Course Structure:**

This course is designed as a 60-minute weekly lecture combined with a 110-hour weekly seminar or tutorial with short breaks in-between. For the first part, the instructor or a guest lecturer will give a lecture followed with Questions and Answers (Q & A). Then for the second part, the class will be a tutorial or seminar involving discussion of class materials assigned for that week. The lectures set the tone and highlight the broad thematic engagements of the course while the seminars/tutorials offer platforms for close analysis of the texts and ideas. At the seminar/tutorial, students are required to engage in deeper critical conversations with the texts and main themes of the course. To do so, students must be prepared to participate fully in an informed way. The assigned readings for the week will be critically discussed in order to develop students’ understanding of the subject or theme of the week. Seminars/Tutorials will play an essential part in developing students’ critical thinking

skills. Students are strongly encouraged to bring questions concerning the texts and the lectures to seminars/tutorials for discussion. Brightspace is set up and open for students to continue with further discussions online.

### **Learning Outcomes:**

- Students to acquire deeper knowledge of historical geopolitics of the Great Lakes Region of Africa
- Enable students to rethink the stereotyped image of the region as the heart of conflicts and diseases
- Expose students to some of the region's illuminating literary, visual, and audio/musical production
- Hone students' skills at critical reading, critical thinking, critical writing, and critical questioning

### **Course Assessment:**

The purpose of our class assessment is to enhance your critical thinking skills, introduce you to some important forms of academic writing/researching, and to offer you an avenue for creativity in exploring class topics. All assignments excluding discussion questions are to be handed on by the **DUE DATE**.

### **Class/Seminar/Tutorial Participation 15%**

**Due on Every Wednesday at 11:35am – 2:25pm**

Students will be expected to participate in class/seminar/tutorial by 1) contributing orally during discussion period, 2) writing in the chat during discussion period, and/or 3) writing in the Discussion Groups on Brightspace. Students are expected to contribute verbally and literarily – by talking and chatting, respectively – at least **5** times over the course of the semester. Attendance is to all **12** classes.

### **Weekly Online Quizzes 15%**

**Due on Every Monday at 11:35am**

Every week, you are expected to participate in an online fun quiz. These are creative quizzes aimed at stimulating your thinking and test your (increasing) knowledge on the Great Lakes Region of Africa. Although each quiz gives you a score automatically, these scores will **NOT** be used to assess your final grade, only your participation and submission on Brightspace of proof you have fully done each given quiz. The proof is a PDF of a file, photo or screenshot of your automated scores. Links for submitting

the proof will be on the Brightspace's [Assignments](#) part – not its Quizzes part. Each week the instructor will provide a link to an online quiz both on the [Announcements](#) and [Quizzes](#) sections on Brightspace.

**Response Papers 20%**  
**Due on Every Tuesday at 11:35pm**

Every week, you will be expected to write a short response (**maximum one page, doubled spaced**) with your comments, reactions, and/or questions on each of the three prescribed materials each week (i.e., a song, video, article/chapter/text). The papers must be uploaded to the [Assignments](#) part on Brightspace entitled [Response Paper Week 1-12](#), respectively, 12 hours before the start of each lecture/seminar/tutorial and shared with your fellow students for discussions. They are intended to help you focus your thoughts and reflect upon assigned materials. By completing this assignment, you will practice and improve your ability to concisely present your thoughts, critically analyze, and summarize some complex information (See: [How \(NOT\) to Write Your Weekly Response Paper](#) on Brightspace).

**Project Proposal 20%**  
**Due on Monday, February 28 at 11:59PM**

You will pick a topic for your final project. The topic **must** be related to topics we are discussing throughout the course in some way. If you are unsure that your topic is relevant, you can ask the instructor or a Teaching Assistant. Based on your research, you will describe the main research questions and will outline the thesis statement. You may produce a final project in either **paper, podcast or video** format. Write a 300-word project proposal of how you intend to present your argument and a brief annotated bibliography outlining the (minimum) four sources you will be using, with at least one source from the materials in this syllabus. The 300-word limit does not include the words for the annotated bibliography. In class or seminars/tutorials, students will separate into groups. Each person in the group will explain the project and receive feedback from one's peers in a respectful manner. This assignment is to help students learn about the basics – i.e., the ABCs – of the research process from conceptualizing, framing, researching, writing, and revising. You are encouraged to reach out to the Teaching Assistant and/or the instructor as often as needed. Students will receive detailed instructions in class/seminars/tutorials and 'samples/examples' and guidelines/rubrics on Brightspace.

**Final Project 30%**  
**Due on Tuesday, April 12 at 11:59PM**

Your **final project** stemming directly from your **project proposal** will critically engage with questions you have come up with. You may present your argument in either one of these: 10-page paper, 7-minute podcast or 5-minute video. Keep in mind that the assessment of each format will be the same and all of them are supposed to be thoroughly referenced with citations. Students will receive detailed instructions in class/seminars/tutorials and 'samples/examples' and guidelines/rubrics on Brightspace

## **Course Materials:**

All class materials will be made available via links in the syllabus or Brightspace's [Announcements](#).

## **Course Calendar:**

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January 12, 2022

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### **Class 1: The Interlacustrine Kingdoms**

(Music by [The Singing Wells project: \*Lost Songbooks - The Royal Drums of the Buganda Kingdom\*](#))

### **Class Readings:**

#### **Required readings**

Cohen, David W. "Peoples and States of the Great Lakes region." *General History of Africa VI: Africa in the Nineteenth century until the 1880s*, Oxford: Heinemann (1989).

[http://repository.out.ac.tz/408/1/Vol\\_6\\_Africa\\_in\\_the\\_Nineteenth\\_Century\\_until\\_the\\_1880s\\_edit\\_or\\_J.F.ADE\\_AJAYI.pdf](http://repository.out.ac.tz/408/1/Vol_6_Africa_in_the_Nineteenth_Century_until_the_1880s_edit_or_J.F.ADE_AJAYI.pdf) / <https://unesdoc.unesco.org/ark:/48223/pf0000184295/> / [https://www.sahistory.org.za/sites/default/files/file%20uploads%20/general\\_history\\_africa\\_vi.pdf](https://www.sahistory.org.za/sites/default/files/file%20uploads%20/general_history_africa_vi.pdf)

Kaijage, Frederick J. "Kyamutwara." *Cahiers d'Histoire Mondiale. Journal of World History. Cuadernos de Historia Mundial* 13, no. 1 (1971): 542-574.

<https://www.proquest.com/docview/1298908199/fulltextPDF/1394192CAFEB447EPQ/1?accountid=9894>

Mafeje, Archie. 1991. *The Theory and Ethnography of African Social Formations: The case of the Interlacustrine Kingdoms*. London: Codesria.

<https://archive.org/details/theoryethnograph0000mafe>

*[Read the following three chapters: 'The Ethnography and Social Formations of the Interlacustrine'; 'Modes of Political Organization in the Interlacustrine Kingdoms'; 'The Social and Economic Character of the Interlacustrine Kingdoms'] [Uploaded and accessible on Brightspace via this link*

<https://brightspace.carleton.ca/d2l/le/content/55687/viewContent/2444446/View1>

Schoenmakers, Hans. "The story of Kintu and his sons: naming, ethnic identity formation and power in the precolonial Great Lakes Region of East Africa." *ASC Working Paper Series* (2017).

<https://scholarlypublications.universiteitleiden.nl/access/item%3A2903718/view>

Pennacini, Cecilia. "Religion, History and Society in The Great Lakes Region." *The Omnipresent Past* (2019): 115.

[https://www.researchgate.net/profile/Emery-Effiboley/publication/334274086\\_The-omnipresent-past\\_Historical\\_Anthropology\\_of\\_African\\_and\\_African\\_Diaspora/links/5d20773a92851cf440697](https://www.researchgate.net/profile/Emery-Effiboley/publication/334274086_The-omnipresent-past_Historical_Anthropology_of_African_and_African_Diaspora/links/5d20773a92851cf440697)

[b81/The-omnipresent-past-Historical-Anthropology-of-African-and-African-Diaspora.pdf#page=116](#)

**Watch:** [Custodians of Life: Reviving Culture and Nature in Uganda's Great Lakes](#) by the [Gaia Foundation](#)

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January 19, 2022

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## **Class 2: The Colonial Encounters**

(Music: [Lumumba, Héros National \(Franco\) – Franco & L'O.K. Jazz 1967](#)— [AboubacarSiddikh](#))

### **Class Readings:**

Makumbi, Jennifer Nansubuga. *Kintu*. Métailié, 2019.

Schoenbrun, David L. "Conjuring the modern in Africa: durability and rupture in histories of public healing between the Great Lakes of East Africa." *The American Historical Review* 111, no. 5 (2006): 1403-1439.

<https://history.northwestern.edu/documents/people/faculty/schoenbrun/schoenbrun-conjuring-modern.pdf>

Tödt, Daniel. *The Lumumba Generation: African Bourgeoisie and Colonial Distinction in the Belgian Congo*. Berlin, Boston: De Gruyter, 2021. <https://doi.org/10.1515/9783110709308> [Read the following chapter: *Belgian colonial rule and lagging elite formation*] <https://www.degruyter.com/document/doi/10.1515/9783110709308/html>

Kanza, T. R. "The Problems of the Congo." *African Affairs* (London) 67, no. 266 (1968): 55–62.

Jasanoff, Maya. 2017. "With Conrad on the Congo River." *New York Times* (1923-), Aug 20, 2. <https://proxy.library.carleton.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fhistorical-newspapers%2Fwith-conrad-on-congo-river%2Fdocview%2F2463361885%2Fse-2%3Faccountid%3D9894>.

wa Thiong'o, Ngugi, "The Contradictions of Joseph Conrad," *New York Times*, 21 November 2017, <https://www.nytimes.com/2017/11/21/books/review/dawn-watch-joseph-conrad-biography-maya-jasanoff.html>

Shringarpure, Bhakti. "Empire and Ambivalence," *Africa is a Country*, 24 November 2017, <https://africasacountry.com/2017/11/empire-and-ambivalence-ngugi-wa-thiongo-maya-jasanoff-and-joseph-conrad>

Longman, Timothy, "The Complexity of Congo," *New York Times*, 23 August 2017, <https://www.nytimes.com/2017/08/23/opinion/the-complexity-of-congo.html>

**Watch:** [An Interview with Maya Jasanoff, Winner of the 2018 Cundill History Prize – Cundill Prize](#)

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January 26, 2022

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### **Class 3: The Decolonization Processes**

(Music: [Leyla - Wimbo Wa Historia \(sms SKIZA 8544651 to 811 – The Beat Show 254\)](#))

[Instructor would provide a translation to/for the class on Brightspace]

#### **Class Readings:**

Nyerere, Julius. “Freedom and unity.” *Transition* 14 (1964): 40-45.

<http://web.mnstate.edu/robertsb/313/freedom&unity.pdf>

Milford, Ismay, Gerard McCann, Emma Hunter, and Daniel Branch. “Another World? East Africa, Decolonisation, and the Global History of the Mid-Twentieth Century.” *The Journal of African History* (2021): 1-17.

<https://www.cambridge.org/core/services/aop-cambridge-core/content/view/C487B61E1BEBFBB96F5E653EF7DD272B/S0021853721000566a.pdf/another-world-east-africa-decolonisation-and-the-global-history-of-the-mid-twentieth-century.pdf>

Tamale, Sylvia. *Decolonization and afro-feminism*. Daraja Press, 2020. *[Read the following chapter: (3) Feminists and the Struggle for Africa’s Decolonial Reconstruction]*

Bernhard, Meg. “Belgium confronts ugly colonial past, but African museum changes don’t please everyone,” *Los Angeles Times*, 31 October 2019,

<https://www.latimes.com/world-nation/story/2019-10-31/belgium-confronts-colonial-past>

Tödt, Daniel. *The Lumumba Generation: African Bourgeoisie and Colonial Distinction in the Belgian Congo*. Berlin, Boston: De Gruyter, 2021. <https://doi.org/10.1515/9783110709308> *[Read the following chapter: Centrifugal forces of decolonization (1957–1960)]*

<https://www.degruyter.com/document/doi/10.1515/9783110709308/html>

**Watch:** [DR Congo: Sixty years on, assassination of Patrice Lumumba remains unpunished – FRANCE 24 English](#)

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February 2, 2022

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### **Class 4: The East African Community**

(Music: [Africa Unite - BOB MARLEY - CONCERT - SANTA BARBARA 1979 – IRON-LION-ZION-777](#) )

#### **Class Readings:**

Proctor Jr, Jesse H. “The effort to federate East Africa: a post-mortem.” *Political Quarterly* Vol. 7, No. 1, (January-March, 1966).

<https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/855/reprint14-320465.pdf?sequence=1>

Mpangala, Gaudens P. "Ethnic and Racial Minorities and Movement Towards Political Inclusion in East Africa: Cases of Burundi, Rwanda and Zanzibar." *Towards a Rights-Sensitive East African Community*: 66.

[https://www.researchgate.net/profile/Hamudi-Majamba/publication/306118744\\_Towards\\_a\\_Rights\\_-\\_Sensitive\\_East\\_African\\_Community\\_The\\_Case\\_of\\_Ethnic\\_and\\_Racial\\_Minorities/links/57b2d4b308ae95f9d8f66c58/Towards-a-Rights-Sensitive-East-African-Community-The-Case-of-Ethnic-and-Racial-Minorities.pdf#page=78](https://www.researchgate.net/profile/Hamudi-Majamba/publication/306118744_Towards_a_Rights_-_Sensitive_East_African_Community_The_Case_of_Ethnic_and_Racial_Minorities/links/57b2d4b308ae95f9d8f66c58/Towards-a-Rights-Sensitive-East-African-Community-The-Case-of-Ethnic-and-Racial-Minorities.pdf#page=78)

Nassali, Maria. "Ethnic and racial minorities and movement towards political inclusion in East Africa: Cases of Kenya, Uganda, and Tanzania." *Towards a right sensitive East African Community: The case of ethnic and racial minorities, Kituo cha Katiba, Fountain publishers, Kampala, Uganda* (2011).

Green, Reginald Herbold. "The East African community-a valediction forbidding mourning." *African Review* 8, no. 1 (1978): 1-27.

[https://journals.co.za/doi/pdf/10.10520/AJA00020117\\_236](https://journals.co.za/doi/pdf/10.10520/AJA00020117_236)

Tandon, Yash, and Ali A. Mazrui. "The East African Community as a Sub-Regional Grouping." In *Africa and International Organization*, pp. 182-205. Springer, Dordrecht, 1974.

Mshomba, Richard E. The Colonial Background of the Former East African Community. Chapter. In: *Economic Integration in Africa: The East African Community in Comparative Perspective*, 34–48. Cambridge University Press, Cambridge, 2017. doi:10.1017/9781316888896.004.

Mshomba, Richard E. 2017. The Rise and Fall of the Former East African Community. Chapter. In: *Economic Integration in Africa: The East African Community in Comparative Perspective*, 49–73. Cambridge University Press, Cambridge, 2017. doi:10.1017/9781316888896.005.

**Watch:** [Julius Nyerere on the East African Federation \(1966\)](#) – [AfroMarxist](#)

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February 9, 2022

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### **Class 5: The Tanzania-Uganda War**

(Music: [Saba Saba \[By Bernard Kabanda Ssalongo \]](#) – [mukhwasi2004](#) / [Saba Saba- Amin Uganda Liberation song](#) – [MsAlioni](#) ) [Instructor would provide a translation to/for the class on Brightspace]

### **Class Readings:**

Al, Chukwuma Okoli and Elias Chukwuemeka Ngwu. 2019. "Borderlines, Natural Resources and Conflicts: Towards a Territorial Materialism of Boundary Disputes in East Africa." *Central European Journal of International & Security Studies* 13 (2).



Okoth, P. Godfrey. "The OAU and the Uganda-Tanzania War, 1978-79." *Journal of African studies* 14, no. 3 (1987): 152.

Avirgan, Tony, and Martha Honey. *War in Uganda: the legacy of Idi Amin*. Tanzania Publishing House, 1983. [Read the following three chapters only: *Amin's invasion and the Tanzanian response; The Moshi Unity Conference; The end of the war*]

Bisase, Arnold Spero. *Guardian Angel: The Moshi Conspiracy, Volume 2*. AuthorHouse, 2012 [Read the following chapters: (Chapter 1: *The Moshi Conspiracy*)]

Nabudere, Dani W. "African Social Scientists Reflections Part 2: Law, The Social Sciences and the Crisis of Relevance – A Personal Account."

[https://ke.boell.org/sites/default/files/social\\_scientistsdaninabudere\\_publication.pdf](https://ke.boell.org/sites/default/files/social_scientistsdaninabudere_publication.pdf)

[Read the following part only from page 104 – 106: (ii.) *Theory-what about practice?*]

Mambo, Andrew and Julian Schofield. "Military Diversion in the 1978 Uganda-Tanzania War." *Journal of Political and Military Sociology* 35, no. 2 (Winter, 2007): 299-321.

Roberts, George. "The Uganda–Tanzania War, the fall of Idi Amin, and the failure of African diplomacy, 1978–1979." *Journal of Eastern African Studies* 8, no. 4 (2014): 692-709.

<https://doi.org/10.1080/17531055.2014.946236>

**Watch:** [How Tanzania's Troop attacked Uganda – Idi Amin Dada – Morality&Humanity](#) [This video does not show the war, only covers an interview with Idi Amin and another with Miria Obote]

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February 16, 2022

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### **Class 6: The Rwandan Genocide**

(Music: [Wyclef Jean performs "Million Voices" at Mandela Day 2009 from Radio City Music Hall –Mandeladay](#))

#### **Class Readings:**

Mamdani, Mahmood. *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Princeton: Princeton University Press, 2020. <https://doi.org/10.1515/9780691193830> [Read the following part only: *Preface to the 2020 Edition*]

Mamdani, Mahmood. "African States, Citizenship and War: a Case-Study." *International affairs* (London) 78, no. 3 (2002): 493–506.

Kellow, Christine L., and H. Leslie Steeves. "The role of radio in the Rwandan genocide." *Journal of communication* 48, no. 3 (1998): 107-128.

<https://doi.org/10.1111/j.1460-2466.1998.tb02762.x>



Depelchin, Jacques. "An Open Letter to the President and Board of Directors of the ASA Concerning the ASA Response to the Genocide in Rwanda." *Issue: A Journal of Opinion* 23, no. 2 (1995): 63–65. <https://doi.org/10.2307/1166510>.

Purdeková, Andrea, and David Mwambari. "Post-genocide identity politics and colonial durabilities in Rwanda." *Critical African Studies* (2021): 1-19.  
<https://www.tandfonline.com/doi/pdf/10.1080/21681392.2021.1938404>

Burnet, Jennie E. "Gender balance and the meanings of women in governance in post-genocide Rwanda." *African Affairs* 107, no. 428 (2008): 361-386.

Mwambari, David, Barney Walsh, and 'Funmi Olonisakin. "Women's overlooked contribution to Rwanda's state-building conversations." *Conflict, Security & Development* 21, no. 4 (2021): 475-499.  
<https://www.tandfonline.com/doi/abs/10.1080/14678802.2021.1974699>

Mayanja, Evelyn Namakula B., and Odomaro Mubangizi. "Ubuntu for responsible cohabitation in Africa's Great Lakes Region." In *Moral Pedagogies for Africa*, pp. 80-91. Routledge, 2021.

Reyntjens, Filip. 2009. *The Great African War: Congo and Regional Geopolitics, 1996–2006*. Cambridge: Cambridge University Press. doi:10.1017/CBO9780511596698.  
[https://www.sahistory.org.za/sites/default/files/archive-files/filip\\_reyntjens\\_the\\_great\\_african\\_war\\_congo\\_andbook4you.org\\_.pdf](https://www.sahistory.org.za/sites/default/files/archive-files/filip_reyntjens_the_great_african_war_congo_andbook4you.org_.pdf) [Read the following chapter only:(1) A Region in Turmoil]

**Watch:** [Clemantine Wamariya: War and what comes after | TED Talk – TEDWomen2017](#)

**\*\*\*\*\* February 22-25 – Winter Break, No Classes \*\*\*\*\***

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March 2, 2022

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### **Class 7: The Congo Wars**

(Music: [Kasai Allstars - Olooh, a War Dance for Peace \(Official Music Video\)](#) – [CrammedDiscs](#))  
[Instructor would provide a translation to/for the class on Brightspace]

### **Class Readings:**

Mandaza, Ibbo. 1999. *Reflections on the crisis in the Democratic Republic of Congo*. Mount Pleasant, Harare, Zimbabwe: SAPES Books. [Read all chapters i.e., by Georges Ibbo Mandaza, Nzongola-Ntalaja, Mahmood Mamdani, Mwesiga Baregu, Horace Campbell, Issa Shivji, et al.]

Nzongola-Ntalaja, Georges. *From Zaire to the Democratic Republic of the Congo*. No. 28. Nordic Africa Institute, 2004.  
[https://www.files.ethz.ch/isn/96246/28\\_From-Zaire-to-the-DRC.pdf](https://www.files.ethz.ch/isn/96246/28_From-Zaire-to-the-DRC.pdf)

Kabamba, Patience. "External economic exploitation in the DRC: 1990–2005." *African Studies Review* 55, no. 1 (2012): 123-130.

Mamdani, Mahmood. "The Invention of the Indigène." *London Review of Books*, Vol. 33 No. 2. 20 January 2011.

<https://www.lrb.co.uk/the-paper/v33/n02/mahmood-mamdani/the-invention-of-the-indigene>

Samset, Ingrid. "Conflict of interests or interests in conflict? Diamonds & war in the DRC." *Review of African Political Economy* 29, no. 93-94 (2002): 463-480.

<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.581.3358&rep=rep1&type=pdf>

Prunier, Gérard. "Rebel Movements and Proxy Warfare: Uganda, Sudan and the Congo (1986–99)." *African affairs (London)* 103, no. 412 (2004): 359–383.

Carayannis, Tatiana. "The challenge of building sustainable peace in the DRC." (2009).

[https://media.africaportal.org/documents/The\\_Challenge\\_of\\_Building\\_Sustainable\\_Peace\\_in\\_the\\_DRC.pdf](https://media.africaportal.org/documents/The_Challenge_of_Building_Sustainable_Peace_in_the_DRC.pdf)

Wilén, Nina. "Intervention, Justifications and Interpretations: The Case of the SADC in the Congo." In *Justifying Interventions in Africa*, pp. 92-115. Palgrave Macmillan, London, 2012.

Whitman, Shelly. "Women and peace-building in the Democratic Republic of the Congo: An assessment of their role in the Inter-Congolese dialogue." *African journal on conflict resolution* 6, no. 1 (2006): 29-48.

Campbell, Horace G. "The Journey of Wamba Dia Wamba and the Struggles for Emancipatory Politics in Africa." *Africa Development / Afrique et Développement* 45, no. 2 (2020): 143–66.  
<https://www.jstor.org/stable/26979260>.

**Watch:** [CONGO: GOMA: CDC REBELS PRESS CONFERENCE](#) – [AP Archive](#) [The English translation of the French statements is provided at the bottom of the page of the YouTube video]

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March 9, 2022

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### **Class 8: The Refugee Crises**

(Music: [Save Refugees By Destiny ss Hoima](#) – [Dizzo Pokno](#))

#### **Class Readings:**

Ahimbisibwe, Frank & Belloni, Milena. "The 2006 Refugees Act in Uganda: Analyzing the Gap between Law and Practice." *Afriche e Oriente* anno XXII numero 1 (2020): 9-47.

[https://www.aiepeditore.com/wp-content/uploads/2021/05/Afriche\\_1\\_2020\\_Belloni.pdf](https://www.aiepeditore.com/wp-content/uploads/2021/05/Afriche_1_2020_Belloni.pdf)

Soi, Isabella. "Uganda-Rwanda Relations: Crossing the Border into Politics." *Afriche e Oriente* anno XXII numero 1 (2020): 29-47.

[https://iris.unica.it/retrieve/handle/11584/313877/458258/3\\_AfricheOrienti\\_1\\_2020\\_Soi.pdf](https://iris.unica.it/retrieve/handle/11584/313877/458258/3_AfricheOrienti_1_2020_Soi.pdf)

Rutinwa, Bonaventure. "The end of asylum? The changing nature of refugee policies in Africa." *Refugee survey quarterly* 21, no. 1/2 (2002): 12-41.  
<https://www.jstor.org/stable/45053462>

Gasarasi, Charles. "The Question of the Recent Expulsion of Rwandans from Tanzania." *Journal of African Conflicts and Peace Studies* 1, no. 1 (2008): 9.  
<https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1010&context=jacaps>

Kuch, Amelia. "Land and exile: revisiting the case of Burundian refugees in Tanzania." *Critical African Studies* 10, no. 1 (2018): 108-125.

Van der Meeren, Rachel. "Three decades in exile: Rwandan refugees 1960-1990." *Journal of Refugee Studies* 9 (1996): 252.

Flahaux, Marie-Laurence, and Bruno Schoumaker. "Democratic Republic of the Congo: A migration history marked by crises and restrictions." *Migration Information Source: fresh thought. authoritative data. global reach.* 2016 (2016): 1.  
<https://www.migrationpolicy.org/article/democratic-republic-congo-migration-history-marked-crisis-and-restrictions>

Mamdani, Mahmood. *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Princeton: Princeton University Press, 2020. <https://doi.org/10.1515/9780691193830>  
[Read the following chapter only: (Chapter Eight) Tutsi Power in Rwanda and the Citizenship Crisis in Eastern Congo]

**Watch:** [Statelessness in the Great Lakes region](#) by [UNHCR - AFRICA](#)

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March 16, 2022

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### **Class 9: The Burundi Peace Negotiations**

(Music: [Amahoro \(PEACE\) by Allstars Burundi \(OFFICIAL VIDEO](#) — [hotelclubdulac](#))

#### **Class Readings:**

May, Roy. "A Long Prelude to Peace: African Involvement in Ending Burundi's War." In *Ending Africa's Wars*, 211–230. Routledge, 2006.

Daley, Patricia. "Challenges to Peace: Conflict Resolution in the Great Lakes Region of Africa." *Third world quarterly* 27, no. 2 (2006): 303–319.

Rubli, Sandra. "(Re) making the social world: the politics of transitional justice in Burundi." *Africa Spectrum* 48, no. 1 (2013): 3-24.

Daley, Patricia. "The Burundi peace negotiations: an African experience of peace-making." *Review of African political economy* 34, no. 112 (2007): 333-352.

[https://www.researchgate.net/profile/Patricia-Daley/publication/247500536\\_The\\_Burundi\\_Peace\\_Negotiations\\_An\\_African\\_Experience\\_of\\_Peace-making/links/560966f808ae840a08d3a80e/The-Burundi-Peace-Negotiations-An-African-Experience-of-Peace-making.pdf](https://www.researchgate.net/profile/Patricia-Daley/publication/247500536_The_Burundi_Peace_Negotiations_An_African_Experience_of_Peace-making/links/560966f808ae840a08d3a80e/The-Burundi-Peace-Negotiations-An-African-Experience-of-Peace-making.pdf)

Beloff, Jonathan R., and Samantha Lakin. "Peace and compromise, idealism and constraint: The case of the Arusha Peace Accords in Rwanda and Burundi." *Genocide Studies and Prevention: An International Journal* 13, no. 2 (2019): 129-147.

<https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1696&context=gsp>

Wilén, Nina. "Sanctions, Justifications and Reactions: The Case of the Regional Initiative in Burundi." In *Justifying Interventions in Africa*, pp. 63-91. Palgrave Macmillan, London, 2012.

Agbalajobi, Damilola Taiye. "The Role of African Women in Peace Building and Conflict Resolution: The Case of Burundi." *Global Media Journal* 8, no. 15 (Fall, 2009): 1

Élise Féron. "Reinventing Conflict Prevention?: Women and the Prevention of the Reemergence of Conflict in Burundi." *Conflict resolution quarterly* 37, no. 3 (2020): 239–252.

Kasmi, Jetnor, and Mohsin Khan. "Institutional failure in Burundi: Causes of conflict and insurgency beyond ethnicity." *African Security Review* (2021): 1-14.

Baregu, Mwesiga. *Understanding obstacles to peace: actors, interests, and strategies in Africa's Great Lakes region*. IDRC, 2011.

<https://www.idrc.ca/en/book/understanding-obstacles-peace-actors-interests-and-strategies-africas-great-lakes-region> [Read the following chapter only by Charles Berahino: *Understanding Obstacles to Peace in Northern Uganda: Actors, their Interests and Strategies*]

Burihabwa, Ntagahoraho Z., and Devon EA Curtis. "Postwar statebuilding in Burundi: ruling party elites and illiberal peace." *International Affairs* 97, no. 4 (2021): 1221-1238.

**Watch:** [FemWise-Africa Advanced Training on Mediation for the Great Lakes Region, 6 - 10 September 2021](#) – [UN Great Lakes](#)

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March 23, 2022

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### **Class 10: The Rwanda-Uganda Conflict**

(Music: [Bush war Song .Fellow combatants and patriots in the Struggle our country Uganda must be free](#) – [Festo Major](#))

#### **Class Readings:**

Mamdani, Mahmood. *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Princeton: Princeton University Press, 2020. <https://doi.org/10.1515/9780691193830>

[Read the following chapter only: (Chapter Six) *The Politics of Indigeneity in Uganda: Background to the RPF Invasion*]

McKnight, Scott. "The Rise and Fall of the Rwanda-Uganda Alliance (1981-1999)." *African Studies Quarterly* 15, no. 2 (2015).

<http://asq.africa.ufl.edu/files/Volume-15-Issue-2-McKnight.pdf>

Reyntjens, Filip. "Path Dependence and Critical Junctures: Three Decades of Interstate Conflict in the African Great Lakes Region." *Conflict, security & development* 20, no. 6 (2020): 747–762.

<https://doi-org.proxy.library.carleton.ca/10.1080/14678802.2020.1852720>

Dagne, Ted, and Maureen Farrell. "Africa's Great Lakes Region: Current Conditions in Burundi, Democratic Republic of the Congo, Rwanda, and Uganda." *CRS Report for Congress*, Library of Congress Washington DC Congressional Research Service, 2003. [Read the following section only: *The Rwanda-Uganda Conflict: Background*]

[https://digital.library.unt.edu/ark:/67531/metacrs4297/m1/1/high\\_res\\_d/RL32128\\_2003Oct28.pdf](https://digital.library.unt.edu/ark:/67531/metacrs4297/m1/1/high_res_d/RL32128_2003Oct28.pdf)

Mulindwa, Paul. "The Interstate Border Conflicts and their Effects on Region-Building and Integration of the East African Community." *African Journal of Governance & Development* 9, no. 2 (2020): 599-618.

<https://journals.ukzn.ac.za/index.php/jgd/article/view/1800/1792>

Tamm, Henning. "Status competition in Africa: Explaining the Rwandan–Ugandan clashes in the Democratic Republic of Congo." *African Affairs* 118, no. 472 (2019).

<https://doi.org/10.1093/afraf/ady057>

Fuamba, David, Masako Yonekawa, and Annette Seegers. "Managing Spoilers in a Hybrid War: The Democratic Republic of Congo (1996–2010)." *Politikon* 40, no. 2 (2013): 319-338.

[https://open.uct.ac.za/bitstream/handle/11427/24729/Fuamba %20Hybrid%20War\\_2013.pdf?sequence=1](https://open.uct.ac.za/bitstream/handle/11427/24729/Fuamba_%20Hybrid%20War_2013.pdf?sequence=1)

**Watch:** [Rwanda-Uganda tensions mount](#) – [CNBCAfrica](#)

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March 30, 2022

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### **Class 11: The Kenya-Uganda-Rwanda's Coalition of the Willing**

(Music: [Alone Altogether By Bobi Wine Ft Several Musicians and Eminent African Leaders](#) – [BOBI WINE](#))

#### **Class Readings:**

Okoth, Godfrey P. "Intermittent Tensions in Uganda – Relations: Historical Perspectives." *Transafrican journal of history* 21 (1992): 69–92.

Mabera, Faith. "Kenya's foreign policy in context (1963–2015)." *South African Journal of International Affairs* 23, no. 3 (2016): 365-384.

Walsh, Barney. "Revisiting Regional Security Complex Theory in Africa: Museveni's Uganda and Regional Security in East Africa." *African Security* (2021): 1-26.  
<https://www.tandfonline.com/doi/full/10.1080/19392206.2021.1873507>

Were, Edmond. "East African infrastructural development race: a sign of postmodern Pan-Africanism?" *Cambridge Review of International Affairs* (2019): 1-26.

Wolff, Emily Anne. "The global politics of African industrial policy: the case of the used clothing ban in Kenya, Uganda and Rwanda." *Review of International Political Economy* 28, no. 5 (2021): 1308-1331.

Mwapachu, Juma V. *Tanzania in the Age of Change and Transformation*. E & D Vision Publishing, Dar es Salaam, 2018. [Read the following chapter: (41) East African Community: Challenges of Politics and Institutional Weaknesses.]

Kamanga, Khoti Chilomba, and Ally Possi. "General Principles Governing EAC Integration." In *East African Community Law*, pp. 202-216. Brill Nijhoff, 2017.  
[https://library.oapen.org/bitstream/handle/20.500.12657/37805/9789004322073\\_webready\\_content\\_text.pdf?sequence=1#page=217](https://library.oapen.org/bitstream/handle/20.500.12657/37805/9789004322073_webready_content_text.pdf?sequence=1#page=217)

Shule, Lucy. "Uganda: A Mix of Strategies for Soft Power Goals." In *Diplomatic Strategies of Nations in the Global South*, pp. 239-262. Palgrave Macmillan, New York, 2016.

Makulilo, Alexander, B. "Tanzania's Geopolitics Today," *Note n 1-2014*. [Read the following sections only: (1.2) Exclusion of Tanzania and Burundi in EAC Related Meetings; (1.3) The "Cold War" between Tanzania and Rwanda]  
[http://observatoire-grands-lacs.org/wp-lacs/uploads/Note\\_1\\_Tanzanie\\_site.pdf](http://observatoire-grands-lacs.org/wp-lacs/uploads/Note_1_Tanzanie_site.pdf)

**Watch:** [Kikwete Cautions EAC Against Rushed Decisions Part 2](#) – [Kenya CitizenTV](#)

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April 6, 2022

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## **Class 12: The East African Federation**

(Music: [East African Anthem English & Swahili lyrics, "Jumuiya Afrika Mashariki"- Umoja Afrika](#))

### **Class Readings:**

Kiraso, Beatrice Birungi, "EAC political federation," in *Official Publication of the East African Community – 10 years of regional integration – integrating Burundi, Kenya, Rwanda, Tanzania and Uganda*  
<http://firstforum.org/Publishing/SpecialistPublishingDetail.aspx?SpecialistPublicationId=24>

Mamdani, Mahmood. "The East African Federation: Challenges for the Future." *Makerere Institute of Social Research (MISR) Working Paper* No. 20,

<https://misr.mak.ac.ug/sites/default/files/publications/2018/02/MisrWorkingPaperNo20-The%20East%20African%20Federation-M-Mamdani.pdf>

Mwapachu, Juma V., “EAC: past, present, future” in *Official Publication of the East African Community – 10 years of regional integration – integrating Burundi, Kenya, Rwanda, Tanzania and Uganda*

<http://firstforum.org/Publishing/SpecialistPublishingDetail.aspx?SpecialistPublicationId=24>

Mshomba, Richard E. 2017. Aspirations for an East African Political Federation. Chapter. In: *Economic Integration in Africa: The East African Community in Comparative Perspective*, 157–186. Cambridge: Cambridge University Press. doi:10.1017/9781316888896.009

Balongo, Samuel. *Support for the Formation of a Federation of East African States: Citizens’ Attitudes in Kenya and Tanzania*. Afrobarometer, 2015.

[https://afrobarometer.org/sites/default/files/publications/Policy%20paper/ab\\_policypaperno16.pdf](https://afrobarometer.org/sites/default/files/publications/Policy%20paper/ab_policypaperno16.pdf)  
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.663.6869&rep=rep1&type=pdf>

Manda, Constantine, Josie Knowles, John Connors, and Stephen Mwombela. “Borders: social interaction and economic and political integration of the east African community.” (2014).

<https://www.ippapublicpolicy.org/file/paper/1432899101.pdf/>  
[https://cega.berkeley.edu/assets/cega\\_hidden\\_pages/5/Manda\\_Borders.pdf](https://cega.berkeley.edu/assets/cega_hidden_pages/5/Manda_Borders.pdf)

Kasaija, Philip. “The State of Constitutionalism in East Africa: The Role of the East African Community (EAC)–2007.” *Constitutionalism in East Africa: Progress, Challenges and Prospects in* (2007): 6-26.

[http://repository.out.ac.tz/1647/1/Constitutionalism\\_in\\_East\\_Africa\\_in\\_2007.pdf](http://repository.out.ac.tz/1647/1/Constitutionalism_in_East_Africa_in_2007.pdf)

Minde, Nicodemus. “Tanzania Citizens’ Sovereignty, Popular Participation, and the EAC Integration and Democratization.” *Popular Participation in the Integration of the East African Community: Eastafricanness and Eastafricanization* (2020): 107.

**Watch:** Interview with Julius Nyerere on the East African Federation, 1 March 1964: [Part 1](#) and [2](#).

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### **To Successfully Complete this Course Students Must:**

#### *Do all the Readings*

Readings are always tied to course material and will be integrated into quizzes and weekly discussion questions. They will also help foster your learning about Africa and are tied directly to this course’s expected outcomes. Students who read all the class material **will** succeed in this course.



### *Have Access to Brightspace*

The majority of class assignments and activities will be assigned over Brightspace. This is also where you will have access to course reserves, lecture slides and lectures, grading rubrics and grades. Please ensure you have logged into Brightspace and are familiar with the class site.

### **What I Expect of You:**

#### *Attendance and Participation*

As this is an online course, there will be no grades for attendance. However, much of this course does hinge on your willingness to participate in polls, discussion forums and various activities organized to enhance your learning. Failure to participate in these activities will very likely affect your grade but also your enjoyment of the course. Please note that all slides **will be** posted on Brightspace as will all recorded lectures.

#### *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.

This course welcomes the presence and contributions of all people regardless of their gender, sex, sexual orientation, age, culture, abilities, ethnic origin, marital status, nationality, race, religion, language, disciplinary background, or socioeconomic status.

Prejudice, harassment, and discrimination are detrimental to the values and purpose of any scholarly community. It is the responsibility of all participants to ensure that this course is a safe space for all participants. Please be mindful of and take responsibility for your speech and behaviour. This includes but is not limited to:

- Respecting other participants at all times
- Being generous and patient in comments and questions
- Listening to others and being careful not to dominate discussions
- Not using language that is racist, sexist, homophobic, classist, cissexist, ableist, etc.
- Be aware of your own privilege(s) and humbly accept respectful corrections (or humbly correct yourself)

If you have any comments or concerns regarding this statement, or if you experience marginalizing or silencing behaviour during the course, please talk to me. Any student who

continues to violate the above policies is subject to disciplinary sanctions according to Carleton's policies.

### **What to Expect from Me:**

#### *Email Policy*

Please email me about any questions you may have about the course – however, please make sure that you have first checked the course syllabus, Brightspace, and calendar for your answer. In the subject line, please include the course code. I will respond within 2 days (excluding weekends). Alternatively, come and ask questions in person during my office hours! Please do not email about when grades are coming out or if you can know your grade in advance.

#### *Grades*

Grades will be posted on Brightspace a maximum of **two weeks** after the assignment due date. Please wait **24 hours** after receiving your grade before emailing me if you wish to have your grade reviewed and expect that I will ask if you have thoroughly read the feedback you have received.

#### *My Conduct*

You as a student have a right to study, work and live in a safe environment free of discrimination or harassment. I will abide by the equity policies outlined by Carleton University and as such pledge to treat all my students with the respect, dignity, and compassion they are not only entitled to, but deserve.

My goal is to encourage students to open their minds to other ways of knowing the world and recognize that in doing so, the world becomes more livable, where radical ideas and meaningful connections can take place. I will provide a variety of methods for learning during class, and I will provide ample opportunity for students to demonstrate their learning.

### **SPECIAL INFORMATION REGARDING 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](mailto: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**

### **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”.** [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.]

### *Late Assignments and Accommodations*

**All assignments must be submitted by 9 am on their due date electronically via Brightspace.**

Late assignments will be marked down (1 point per day excluding weekends and holidays)  
Assignments will automatically receive 0 if submitted more than 7 days after the due date.

If a late submission of a paper or an assignment is unavoidable (e.g., personal or medical reasons), please inform the instructor/TA *before* the due date if possible and have written documentation available if possible.

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

**Pregnancy obligation:** Please contact your 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. For more details, visit the [Equity Services website](#).

**Religious obligation:** Please contact your 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. For more details, visit the [Equity Services website](#).

**Academic Accommodations for Students with Disabilities:** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

**Survivors of Sexual Assault:** 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 [Sexual Assault Support Services](#).

**Accommodations 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 must be provided to students who compete or perform at the national or international level. Please contact your 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. For more details, access [the policy](#).

### **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.

### *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 31, 2022:** Last day for a fee adjustment when withdrawing from winter courses or the winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to winter term fees and will result in a permanent notation of WDN appearing on your official transcript.

**April 12, 2022:** Last day for academic withdrawal from winter courses.

### *Intellectual Property*

Student or professor materials created for this course (including slides, assignments, activities, etc.) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Among other things, this means that you must receive written consent of the author(s) before offering any of these materials to a course sharing website or other service.

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).

### *Student Resources*

<a href="#">Institute of African Studies</a>	(613-520-2600, ext. 2220)	439 PA
<a href="#">Registrar's Office</a>	(3500)	300 Tory
<a href="#">Academic Advising Centre</a>	(7850)	302 Tory
<a href="#">Paul Menton Centre</a>	(6608)	501 University Centre
<a href="#">Career Services</a>	(6611)	401 Tory
<a href="#">Health and Counselling Services</a>	(6674)	2600 CTTC

### *Covid-19 Student Support*

- [Empower Me](#) is a free, confidential counselling service for students. This service can be accessed any time by telephone, video-counselling or e-counselling.
- [TAO Online Therapy](#) is designed to address issues related to anxiety and depression. The online modules are accessible 24/7.
- For a listing of mental health resources across Canada, please visit our [Provincial Support resources website](#).
- Additional student resources are available on [Carleton's Mental Health and Well-Being website](#).
- Information about Health and Counselling Services (HCS) will be available on the [HCS website](#).