



Course Outline

- Course Code:** AFRI 3003
Course Title: African Social and Political Thought
Term: Fall 2021
Prerequisite: Third year standing and at least 1.0 credit in AFRI or permission from the Institute of African Studies
Class: Wednesdays 8:35am - 11:25am
Online - BrightSpace
Instructor: Professor Samuel Ojo Oloruntoba
Office: 457 Paterson Hall
Contact: Office Hours: Tuesdays and Thursdays 1:30pm – 3:30pm (or by appointment) online
Tel: 613-520-2600 ext 2229
Email: SamuelOjoOloruntoba@Cunet.carleton.ca

This course will be offered online as a hybrid of synchronous and asynchronous formats via Brightspace.

Welcome to African Social and Political Thought. This course focuses on helping students understand various perspectives from which thought leaders in Africa have sought to provide ideas on the socio-economic and political development of the continent. Designed as an interdisciplinary and multidisciplinary offering, this seminar presents the thoughts of leading thinkers in Africa such as Kwame Nkrumah, Obafemi Awolowo, Julius Nyerere, Sekou Touré, Thomas Sankara, Amilcar Cabral, Nelson Mandela, Thabo Mbeki, Claude Ake, Adebayo Adedeji and a host of others. A thematic approach will be adopted in presenting the ideas of these thinkers.

The main objectives are to locate the work of these thinkers within the development aspirations of Africans amidst competing social and political thought from outside the continent, assess their relevance in the search for development in Africa, and build skills in interpreting divergent thoughts from prescribed readings. This course is also aimed at providing students of African Studies with broad knowledge of previous and contemporary social and political thought originating from the continent. It will allow students to debate the age-old concern over the dichotomy between indigenous and exogenous social and political thought in terms of the most appropriate approach to fostering autonomous development in Africa.

The course will be in seminar format. This will take the form of active class participation by students, films, guest lectures from the wider Africanist community in North America and seminar presentations.

Texts.

There are no texts to be purchased for this course. The prescribed readings are listed in the Course Format section (p.7-10). All required reading materials will be made available either electronically through the library (Ares) or held on reserve at MacOdrum Library.

Course Calendar, Teaching Learning Expectations

This course is a three-hour course per week, in seminar format. The Instructor will provide background on the theoretical and historical parts of the topics. As this is an upper-level course, the delivery will also take the form of conversation and discussion among the students and the Instructor. Thus, students will be required to read all assigned materials prior to class and make meaningful contributions to class discussions. Students will be divided into groups of 3-5 with each group making presentations on the readings assigned by the Instructor. There will also be individual assignments. Apart from the direct interaction between the Instructor and the students, effective learning technology, including audio-visual materials will be used. Guest Lecturers will also be invited on one or two topics.

In addition to exposing students to the multidimensional aspects of African Social and Political Thought, this course will afford students an opportunity to develop their capacity to analyse complex issues in diverse settings. It will also help students develop their critical reasoning skills, hone their writing and presentation skills, and enhance their capacity to listen to, and engage with, divergent opinions.

Learning Outcomes

By the end of this course, students should be able to:

- synthesise the key issues in social and political thought in Africa
- examine how social and political thought have shaped development outcomes in Africa in the past
- critic the roles of external thought on social and political thought in Africa
- examine how past and contemporary events shape social and political thought in Africa situate the current socio-economic conditions in Africa within the context of past and present social and political thought

Expectations

Getting the most out of this course depends on following instructions, active participation in class and completing all required assignments. The Instructor expects students to complete all the assigned readings prior to each class. Engaging in critical discussions with other students will help to broaden understanding of the various aspects of this course. Although the course will be delivered online, students are expected to participate actively in the classes.

Communication between the students and the Instructor will be done through Carleton email in Brightspace. This requires that students check their Carleton email regularly.

Course Structure/Class Format

The course will be taught as a seminar. The first class will be dedicated to the general overview of the course. The students will also be divided into groups, which will form the basis of presentations in future classes. Each group making a presentation in a class will be expected to provide a one-page summary of the presentation in advance. This will be posted in Brightspace to ensure that others have background knowledge of the presentation. This will allow students from other groups to be better prepared to ask questions. Each presentation will last for 20 minutes. The performance of each member of the group will determine the overall mark of the group. In subsequent classes, students will be expected to read the prescribed readings.

Evaluation

Class Participation	10%
Assignment 1 (due October 12)	15%
Assignment 2 (due November 12)	15%
Group presentation (From October 18)	20%
Outline of final paper (November 14)	5%
Quiz (November 17)	5%
Final Paper (December 3 2021)	30%

Class Participation (10%)

The participation mark will be based on regular attendance and the quality of your interventions in class, which should consist of thoughtful remarks about the weekly reading material. Students are expected to participate in weekly seminar discussions with their cameras on. To actively engage with the course content, I also expect students to participate in the discussion forum in Brightspace by posting comments and questions.

Assignments (30%)

It is compulsory for students to complete all assignments and other course requirements in order to get a final grade. All assignments must be submitted in the class. Late assignments will not be accepted, except under emergency conditions such as sickness or for other documented reasons. In case of illness, students should complete the self-declaration form on the Registrar's Office website. Late penalty: 1 point off the final mark per day. Please let me know if your assignment will be late for personal reasons.

Students are expected to write one short essay for each assignment. This means two short essays will be written during the semester. The essays should not be more than 5-pages (1500), excluding notes and references. The assignments will be based on the prescribed readings. Each assignment will be graded based on the quality of presentation, depth of analysis, relevance to the case study and use of relevant materials. It is essential to properly cite all materials consulted in writing the assignments. The preferred referencing style is Harvard style.

Group presentation (20%)

Students will be divided into groups of 2. Group presentations will commence a few weeks into the course and continue until week all . The presentations will be based on specific country case studies included in the course syllabus (see section 6). All presentations must be made within 30 minutes and it is recommended that slides be used. All members of each group are expected to contribute and participate in their presentation. Presentations should include adequate graphics, data, figures and other visual aids where necessary. Students are advised to speak to the slides rather than read them.

Each group will be expected to provide a 1-2 page summary of their presentation at least 3 days in advance. This will be posted in <http://carleton.ca/brightspace> to ensure that others have a background knowledge of the presentation and are better prepared to ask questions. The performance of each member of the group will determine the overall mark of the group.

The evaluation of the presentation will be based on: content, clarity and flow; understanding of the specific case and depth of analysis. Presenters are strongly encouraged to discuss their presentation with the instructors beforehand.

A schedule of seminar presentations will be circulated early in the term once the groups are constituted and choice of topics finalized.

Quiz (5%)

There will be a class quiz. This quiz will be used to test the general knowledge of the students on the subject-matter.

Outline of the final paper (5%)

Students will be expected to prepare and submit an outline of the final take home paper. The outline should include an introduction, main points of the paper, recommendations, conclusions and bibliography of the materials that the students intend to use to write the final paper.

Final Paper: 3,000 words (30%)

The final paper will be theoretical and historical in orientation. The paper is expected to align with the thematic issues around social and political thought in Africa. Students will be expected to provide practical examples of specific African countries. The topic will be determined through consultation with the Instructor in the course of the term. This will be an opportunity to explore in depth one of the topics. The final paper should be written in the form of an argumentative essay to use evidence based research to highlight how different social and political thoughts affect development outcomes in African countries. Students will be expected to submit an outline of their papers prior to the submission of full papers. This outline will carry five marks. The final paper should have the following structure:

Introduction: This explains the focus of the paper and the methodology used

Problematic: This will explain why the paper is relevant and the overarching question that the paper seeks to answer.

Content: This will contain the analysis of the key issues in the topic and the application of case studies

Recommendations: The recommendations should have some suggestions on how social and economic thoughts can bring about better development outcomes on the continent.

Conclusions: This will contain a summary of the points made

Course Outline

Delivery of this course will take the form of presentations, small-group discussions, videos, exercises such as quizzes, and a guest speaker. This pedagogical approach will provide a balance of theoretical and practical learning.

Topics

Week 1

**Introduction: Origins of thoughts. General overview of African social and political thought
Link between thought and Development**

Readings

Irele, F. A. (2005). What is Africa to me?: Africa in the black diaspora imagination. *Souls*, 7(3-4), 26-46. doi:10.1080/10999940500265417

Oloruntoba, S.O and Falola, T. (2018) "Introduction: Contextualizing the Debates on Politics, Governance and Development". In S. Oloruntoba and T. Falola (eds.) *Palgrave Handbook of African Politics, Governance and Development*, New York: Palgrave, pp 1-32.

Week 2

Social and Political Thoughts of Liberation: Pan-Africanism and decolonization in Africa

Binaisa, G. (1977) Organization of African Unity and Decolonization: Present and Future Trends, *The Annals of the American Academy of Political and Social Science*, Vol. 432, 52-69

Gebrekidan, F. (2012). From Adwa to OAU: Ethiopia and the Politics of Pan-Africanism, 1896-1963. *International Journal of Ethiopian Studies*, 6(1/2), 71-86.

Week 3

Class Struggle and Post-colonialism in Africa

Gana, A. (1985). The State in Africa: Yesterday, Today, and Tomorrow. *International Political Science Review / Revue Internationale De Science Politique*, 6(1), 115-132

Grundy, K. (1964). The 'Class Struggle' in Africa: An Examination of Conflicting Theories. *The Journal of Modern African Studies*, 2(3), 379-393

Week 4

Negritude/Frantz Fanon and Decolonization

Bernasconi, R. (2002) The Assumption of Negritude: Aimé Césaire, Frantz Fanon, and the Vicious Circle of Racial Politics, *Parallax*, 8:2, 69-83, DOI: 10.1080/13534640210138946

Williams, P and Chrisman, L (2018) Léopold Sédar Senghor Negritude: A Humanism of the Twentieth Century, Colonial Discourse and Post-Colonial Theory, pp 1-9

Week 5

African Socialism (Thoughts on African Socialism and nation-building: Julius Nyerere and Chief Obafemi Awolowo)

Readings

Abegunrin, O. (2015) Chapter 6 : Chief Awolowo as the premier of Western Region 1951-1959 in *The Political Philosophy of Chief Obafemi Awolowo*, Lanham: Lexington Books

Mohiddin, A. (1968) “UJAMAA A Commentary on President Nyerere’s vision of Tanzanian Society”, *African Affairs*, Volume 67, Issue 267, pages 130–14

Week 6 (Group Presentation begins)

Sankara/Amilcar: (Thoughts on Self-Reliance and Food security in Africa)

Mendy, K (2006). “Amilcar Cabral and the Liberation of Guinea-Bissau: Context, Challenges and Lessons for Effective African Leadership”, *African Identities*, 4:1, 7-21. DOI: 10.1080/14725840500268440

Murrey, A (2018) “Introduction” in *A Certain Amount of Madness: The Life, Politics and Legacies of Thomas Sankara* A. Murrey (ed.), London: Pluto Press

Week 7

No classes - Reading Week

Week 8

Thoughts on African Political Economy (Samir Amin, Claude Ake and Adebayo Adedeji)

Arowosegbe, J. O. (2011). State reconstruction in Africa: The relevance of Claude Ake's political thought, *International Affairs* 87(3), 651-670. doi:10.1111/j.1468- 2346.2011.00995

Amin S. (1972) Underdevelopment and Dependence in Black Africa: Historical Origin. *Journal of Peace Research*. 1972;9(2):105-119

Luke, D. (1986). Regionalism in Africa: A Short Study of the Record. *International Journal*, 41(4), 853-868. doi:10.2307/40202412

Week 9

Ubuntu, Prostestography and African Humanism

(Nelson Mandela and Pius Adebola Adesanmi)

Letseka, M. In Defence of Ubuntu. *Stud Philos Educ* 31, 47–60 (2012).
<https://doi.org/10.1007/s11217-011>

Oloruntoba, S. (2021) Pius Adesanmi: A Paradigm Shift in Pan-African Humanism, Nokoko Journal, volume 9, 54-70

Week 10

African Feminism in Africa Social and Political Thought

Readings

Haji, I. (2015) 'Sisters; was this what we struggled for?': The gendered rivalry in power and politics, *Journal of international women's studies*, Vol.16 (2), p.376

Wilson, K. (2015). Towards a Radical Re-appropriation: Gender, Development and Neoliberal Feminism. *Development and Change*, 46(4), 803–832. <https://doi.org/10.1111/dech.12176>

Week 11

African Renaissance: A Dream or a Reality?

Readings

Ikuenobe, P. (2018). Mental Emancipation in Nnamdi Azikiwe's Political Philosophy and the Decolonisation of African Knowledge, *Theoria*, 65, issue 155, 50-71

Mangu, A. (2006) Democracy, African intellectuals and African Renaissance, *International Journal of African Renaissance Studies - Multi-, Inter- and Transdisciplinarity*, 1:1, 147-163, DOI: 10.1080/18186870608529711

Week 12

Music in African Social and Political Thought

Readings

Irele, A. (1990). The African imagination' *Research in African Literatures*, 21(1), 49-67.

Saunders, T. L. (2012). Black Thoughts, Black Activism: Cuban Underground Hip-hop and Afro-Latino Countercultures of Modernity. *Latin American Perspectives*, 39(2), 42–60. <https://doi.org/10.1177/0094582X11428062>

Songs (videos)

I am African: “Je suis africain” Rachid Taha

Felebration: Fela Kuti

Africa Unites: Bob Marley

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:

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

Communications

All email communication to students will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

The consultation will take place online through zoom. Students should make appointments through email. If a student cannot attend a scheduled appointment, it is imperative that advance notice be given in order to reschedule the appointment.

Communication on course content and other issues relating to this course will be done through BrightSpace, Carleton's learning management system.

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