



COURSE: Advanced Topics in African Studies:
African Socialism vis-à-vis Capitalism
AFRI 4000A

TERM: Winter 2023

PRECLUSIONS N/A

CLASS: **Day & Time:** Wednesdays 2:35pm - 5:25pm
Room: Paterson Hall 129

INSTRUCTOR: Chambi Chachage

CONTACT: **Office Hrs:** Wednesday 1:00pm–2:00pm (or on Zoom by appointment)
Building: Dunton Tower
Room No: 1704
Email: chambichachage@cunet.carleton.ca

**Teaching
Assistants**

Course Description:

As described in the [Undergraduate Calendar](#), this course focuses on a “special topic that takes a thematic approach to African Studies.” In this case, the focus is on the dialectical relationship between socialism and capitalism in Africa, both historically and contemporarily, and their interactions with other ‘isms’ such as Pan-Africanism, Marxism, feminism, communism, and neoliberalism. The course particularly looks at the role of Africa and Africans in the history of capitalism over the last 500 years and socialism over the last 200 years. It starts by focusing on the global origins of capitalism in the medieval period and the ways in which the African continent participated, either through consent or coercion, in providing the human and natural resource that fueled it. This first part of the course will therefore devote considerable time and attention to early commercial encounters across the continent and between Africans themselves as well as those from other continents; the rise and decline of African commercial empires during, and in the immediate aftermath of, the birth of modern capitalism; the tragedy of the Transatlantic and Indian slave trades during the rise of the golden age of global capitalism; the emergence of the first and second industrial revolutions and the role of labor and commodities, such as cotton and coffee, from Africa and its diaspora in fueling them. In doing so, the first part also engages with the rise of scientific racism, colonialism, and developmentalism, looking at the roles they played in shaping the trajectory of what is increasingly regarded as racial capitalism and global Apartheid while paying close attention to the ways in which this legacy continues to shape racism and xenophobia. The second part focuses on how some African polities and societies responded to capitalism by either attempting to Africanize capital or engage with socialism and/or Marxism. In doing so, the second part also looks at how Africa has grappled with neoliberalism and globalization after the decline of African socialism and African Marxism. Critiques from African feminism and its socialist/Marxian variants is the focus of the third part of the course. Finally, the course engages with the emergence and consolidation of African entrepreneurial elites, especially Black captains of commerce and industry, in the contexts of African entrepreneurialism and Africapitalism. At the end of the course, students would have learned that the continent of Africa and its diaspora have contributed enormously to the history of capitalism (vis-à-vis socialism), continentally and globally, in which Africans have both been agents in shaping its trajectory, through adaptation and/or resistance, and victims of its associated tragedies from colonialism, racialism, sexism, globalism, and neoliberalism

Learning Objectives:

- Students to acquire knowledge on the origins and trajectories of African socialism and capitalism
- Enable students to acquire and advance desk and digital archival research and presentation skills
- Expose students to some of the illuminating ideas about socialism, capitalism, and related ‘isms’
- Hone students’ skills at critical reading, critical thinking, critical writing, and critical questioning

Course Format:

This course is designed as a 60-minute weekly presentation from the instructor, or a guest speaker combined with a 110-hour weekly seminar with short breaks in-between. For the first part, the instructor or a guest speaker will give a presentation followed with Questions and Answers (Q & A). Then for the second part, the class will be a seminar involving discussion of class materials assigned for that week. The presentations set the tone and highlight the broad thematic engagements of the course while the seminars offer platforms for close analyses of the texts and ideas. At the seminar, 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 will play an essential part in developing students’ critical thinking skills. Students are strongly encouraged to bring questions concerning the texts and the presentations to seminars for class discussions. Brightspace is also set up and open for students to continue with further discussions online.

Required Texts

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

Grade Distribution

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

Class Participation	15% of the final grade
Weekly Activities	15% of the final grade
Response Papers	20% of the final grade
Project Proposal	20% of the final grade
Final Project	30% of the final grade

COURSE REQUIREMENTS

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**.

No extension for submission of assignments and projects shall be granted **UNLESS** you have/had a valid reason and proof, e.g., a note from your doctor(s). Failure to provide written documentation to the instructor/TA **WOULD** lead to deduction of your grade. The same applies to class attendance. If you have a valid reason for missing class, for example, illness, let the instructor/TA know beforehand.

NB: If no valid reason is provided on time, late assignments **WILL** be marked down or automatically receive 0.

Class/Seminar/Tutorial Participation (15%)

Due on Every Wednesday at 2:35 PM – 5:25 PM

Students will be expected to participate in class/seminar/tutorial by 1) contributing orally during discussions, 2) writing in the chat during discussions in the case in which Zoom is used e.g., when there is a guest speaker, and/or 3) writing in the Discussion Groups on Brightspace in the case there are such discussions. Students are expected to

contribute verbally and literarily – by talking and chatting, respectively – at least **6** times over the course of the semester. Attendance is to all **12** classes.

Weekly Activity (15%)

Due on Every Wednesday at 2:35 PM – 5:25 PM

Every week, you are expected to (re)search online one unique media or digitized archival source (e.g., newspaper clip, YouTube video, website, photograph collection) that is relevant to the weekly theme in one African country. You will be assigned randomly or purposefully the unique country in class or Brightspace. These are activities aimed at building your research capacity and honing your presentation skills. You will upload your research finding on Brightspace and briefly share your preliminary thoughts about the source in class. Links for submission will be on the Brightspace's [Assignments](#) part.

Response Papers (20%)

Due on Every Tuesday at 2:35 AM

Every week, you will be expected to write a short response (**maximum one page, doubled spaced, 12-point font**) with your comments, reactions, and/or questions on one of the **required readings** each week except week 1, 7, & 13 i.e. a total of 10 submissions in 13 weeks of the Winter term. **DON'T** respond to a supplementary reading, **ONLY** write a response to a **required** reading. **The papers must be uploaded to the [Assignments](#) part on Brightspace entitled [Response Paper Week 2-12](#), respectively, 12 hours before the start of each class and shared with your fellow students for discussions.** They are intended to help you focus your thoughts and reflect upon assigned material. 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 27 at 11:59 PM

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 500-word project proposal of how you intend to present your argument and a one-page annotated bibliography outlining the (minimum) five sources you will be using, with at least one source from the materials in this course outline. The 500-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 instructor as often as needed. Students will receive detailed instructions in class/seminars, 'samples/examples', and guidelines/rubrics on Brightspace.

Final Project (30%)

Due on Monday, April 17 at 11:59 PM

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: 15-page Wikipedia article, 15-minute YouTube video, or 15-minute Audio podcast inclusive of citations. Keep in mind that the assessment of each format will be the same and all of them are supposed to be thoroughly and consistently referenced by using a [recognized citation system](#). Students will receive detailed instructions in class/seminars/tutorials, 'samples/examples', and guidelines/rubrics on

Brightspace.

Course outline

Week 1: Africa and “-ism(s)” – I

January 11, 2023

Weekly Activity: No weekly activity

Weekly Response: No response paper

Class Readings:

Chachage, Chambi, “African Socialism”, in Protevi, John, ed. *Edinburgh Dictionary of Continental Philosophy*. Edinburgh University Press, 2005: 17-20.

<https://www.jstor.org/stable/10.3366/j.ctt1g09x0n>.

Zeleza, Tiyambe. “The Development of African Capitalism (Book Review).” *Africa Development* 17, no. 1 (January 1992): 129–36.

<https://www.jstor.org/stable/43657870>.

Week 2:

Week 2: Africa and African Capitalism – I

January 18, 2023

Weekly Activity: Re(search) 1 African country

Weekly Response: Respond to 1 required reading

Class Readings:

Iliffe, John. *The Emergence of African Capitalism*. London: The Macmillan Press, 1983.

<https://link.springer.com/book/10.1007/978-1-349-17229-0>.

[Read Chapter 1: ‘[An Indigenous Capitalism?](#)’, Chapter 2: ‘[Capitalists and Peasants](#)’, and Chapter 3: ‘[Capitalists and Preachers](#)’].

Jerven, Morten. “[The Emergence of African Capitalism.](#)” In *The Cambridge History of Capitalism*, 431–54. Cambridge University Press, 2014.

<https://doi.org/10.1017/CHO9781139095099.014>.

Rodney, Walter. “How Europe underdeveloped Africa Howard University Press.” *Washington DC* (1981) [Originally published in 1972].

<https://ia802909.us.archive.org/30/items/how-europe-underdeveloped-africa-pdfdrive.com/How%20Europe%20Underdeveloped%20Africa%20%20%20%28%20PDFDrive.com%20%29.pdf>.

[Read Chapter III: Africa’s Contribution to European Capitalist Development-The Pre-Colonial Period and ChapterV: Africa’s Contribution to the Capitalist Development of Europe-The Colonial Period].

Inikori, Joseph E. “The development of capitalism in the Atlantic world: England, the Americas, and West Africa, 1450–1900.” *Labor History* 58, no. 2 (2017): 138-153.

<http://dx.doi.org/10.1080/0023656X.2017.1285515>.

Araujo, Ana Lucia. "Did Rodney Get It Wrong? Europe Underdeveloped Africa but Enslaved People Were Not Always Purchased with Rubbish." *African Economic History* 50, no. 2 (2022): 22-32.
<https://analuciaaraujo.org/wp-content/uploads/2022/12/Araujo.pdf>.

Week 3: Africa and African Capitalism - II

January 25, 2023

Weekly Activity: Re(search) 1 African country

Weekly Response: Respond to 1 required reading

Class Readings:

Iliffe, John. *The Emergence of African Capitalism*. London: The Macmillan Press, 1983.
<https://link.springer.com/book/10.1007/978-1-349-17229-0>.
[Read Chapter 3: [Capitalists and Politicians](#)].

Kennedy, Paul. "Indigenous Capitalism in Ghana." *Review of African Political Economy* 4, no. 8 (1977): 21–38.
<https://doi.org/10.1080/03056247708703309>.

Oya, Carlos. "[Stories of rural accumulation in Africa: trajectories and transitions among rural capitalists in Senegal.](#)" *Journal of Agrarian Change* 7, no. 4 (2007): 453-493.
<https://doi-org.proxy.library.carleton.ca/10.1111/j.1471-0366.2007.00153.x>.

Heilman, Bruce, and John Lucas. "A Social Movement for African Capitalism? A Comparison of Business Associations in Two African Cities." *African Studies Review* 40, no. 2 (1997): 141–71.
<https://doi.org/10.2307/525160>.

Breckenridge, Keith. "What happened to the theory of African capitalism?" *Economy and Society* 50, no. 1 (2021): 9-35.
<https://doi.org/10.1080/03085147.2021.1841928>.

Week 4: Africa and African Socialism – I

February 1, 2023

Weekly Activity: Re(search) 1 African country

Weekly Response: Respond to 1 required reading

Class Readings:

Nyerere, Julius K. "Ujamaa: The basis of African socialism." *The Journal of Pan African Studies* 1, no. 1 (1987): 4-11.
<http://www.jpanafrican.org/edocs/e-DocUjamma3.5.pdf>.

Mboya, Tom. "African socialism." *Transition* 8 (1963): 17-19.
<https://doi.org/10.2307/2934729>.

Senghor, Léopold Sédar. "Negritude and African socialism." *The African philosophy reader* (1998): 438-448.

<https://doi.org/10.4159/harvard.9780674864528.c11>.

Armah, Ayi Kwei. "African socialism: Utopian or scientific?" *Presence Africaine* 4 (1967): 6-30.

<https://www.jstor.org/stable/24349680>.

Nkrumah, Kwame. "African socialism revisited." *Africa: National and social revolution* (1967): 88.

<https://www.marxists.org/subject/africa/nkrumah/1967/african-socialism-revisited.htm>.

Akyeampong, Emmanuel. "African Socialism; or, the Search for an Indigenous Model of Economic Development?" *Economic History of Developing Regions* 33, no. 1 (2018): 69–87.

<https://doi.org/10.1080/20780389.2018.1434411>.

Biney, Ama. "The historical discourse on African humanism." *Ubuntu: Curating the archive* (2014): 27-53.

https://www.academia.edu/download/60654158/Ubuntu_Curating_the_Archive_text20190920-69420-m3xzd7.pdf#page=41

Week 5: Africa and African Socialism – II

February 8, 2023

Weekly Activity: Re(search) 1 African country

Weekly Response: Respond to 1 required reading

Class Readings:

Getachew, Adom. *Worldmaking after Empire: The Rise and Fall of Self-Determination*. Princeton University Press, 2019.

<https://doi.org/10.1515/9780691184340>.

[Read 'Introduction. *Worldmaking after Empire*': 1-13,

<https://press.princeton.edu/books/hardcover/9780691179155/worldmaking-after-empire#preview>

+ <https://pup-assets.imgix.net/onix/images/9780691179155/9780691202341.pdf>].

Katsakioris, Constantin, and Alexander Stroh. "Africa and the crisis of socialism: postsocialism and the Left." *Canadian Journal of African Studies/Revue canadienne des études africaines* 55, no. 2 (2021): 241-249.

<https://doi.org/10.1080/00083968.2020.1850307>.

Machava, Benedito. "Reeducation camps, austerity, and the carceral regime in socialist Mozambique (1974–79)." *The Journal of African History* 60, no. 3 (2019): 429-455.

<https://doi.org/10.1017/S0021853719001014>.

Müller, Tanja R. "'Samora's children'—the celebration of (post-) socialist citizenship in Mozambique." *Canadian Journal of African Studies/Revue canadienne des études africaines* 55, no. 2 (2021): 287-305.

<https://doi.org/10.1080/00083968.2020.1839524>.

Pitcher, M. Anne, and Kelly M. Askew. "African Socialisms and Postsocialisms." *Africa: Journal of the International African Institute* 76, no. 1 (2006): 1–14. <http://www.jstor.org/stable/40026154>.

Diagne, Souleymane Bachir. ["A Note on African Socialism."](https://doi.org/10.1162/afar_a_00589) *african arts* 54, no. 3 (2021): 1-4.
https://doi.org/10.1162/afar_a_00589.

Week 6 Africa and African Feminism – I

February 15, 2023

Weekly Activity: Re(search) 1 African country

Weekly Response: Respond to 1 required reading

Class Readings:

Roberts, Pepe. "Feminism in Africa: feminism and Africa." *Review of African Political Economy* 10, no. 27-28 (1983): 175-184.

<https://doi.org/10.1080/03056248308703560>.

Bozzoli, Belinda. "Marxism, feminism and South African studies." *Journal of Southern African Studies* 9, no. 2 (1983): 139-171.

<https://doi.org/10.1080/03057078308708055>.

Davies, Carole Boyce. "Pan-Africanism, transnational black feminism and the limits of culturalist analyses in African gender discourses." *Feminist Africa* 19 (2014): 78-93.

https://feministafrica.net/wp-content/uploads/2019/10/features_pan-africanism_transnational_black_feminism_and_the_limits_of_culturalist_analyses_in_african_gender_discourses.pdf.

[Read parts on 'Class/gender systems in feminist analysis' and 'Transnational black feminism or pan-Africanist feminism].

https://feministafrica.net/wp-content/uploads/2019/10/fa_19_web.pdf#page=86.

Mama, Amina. "African feminist thought." In *Oxford Research Encyclopedia of African History*. 2019.

<https://doi.org/10.1093/acrefore/9780190277734.013.504>.

Mekgwe, Pinkie. "Theorizing African feminism (s)." *African feminisms* 11 (2008): 11-22.

http://quest-journal.net/Quest_XX_2006.pdf#page=11.

Federici, Silvia. "Marx on Gender, Race, and Social Reproduction: A Feminist Perspective." In *Rethinking Alternatives with Marx*, pp. 29-51. Palgrave Macmillan, Cham, 2021.

https://link.springer.com/chapter/10.1007/978-3-030-81764-0_2.

Dieng, Rama Salla. ["'Gone native?': Reflections of a feminist tightrope walker's research on 'land grabbing' and the dilemmas of 'fieldworking' while parenting."](#) In *Women Researching in Africa*, pp. 27-50. Palgrave Macmillan, Cham, 2019.

Week 7

Winter Break

February 20-24

No Classes

No Assignments

Week 8: Africa and African Feminism – II

March 1, 2023

Weekly Activity: Re(search) 1 African country

Weekly Response: Respond to 1 required reading

Class Readings:

Kitunga, Demere, and Marjorie Mbilinyi. "Rooting transformative feminist struggles in Tanzania at grassroots." *Review of African Political Economy* 36, no. 121 (2009): 433-441.

<https://doi.org/10.1080/03056240903211158>.

Fakier, Khayaat, and Jacklyn Cock. "Eco-feminist organizing in South Africa: Reflections on the feminist table." *Capitalism Nature Socialism* 29, no. 1 (2018): 40-57.

<https://doi.org/10.1080/10455752.2017.1421980>.

McFadden, Patricia, and Patricia Twasiima, *A Feminist Conversation: Situating our radical ideas and energies in the contemporary African context*. Maputo, Mozambique: Friedrich Ebert Stiftung, 2018.

<https://library.fes.de/pdf-files/bueros/mosambik/14981-20190219.pdf>.

[Read the following two parts: 'The feminist struggle for alternative societies' and 'A Feminism of resistance and the power of the working class']

Mayer, Adam. "Princes of Igboland: inchoate feudalization, feudal masculinity and postcolonial patriarchy in Ifeoma Okoye's radical feminist narratives." *African Identities* 18, no. 1-2 (2020): 95-108.

<https://doi.org/10.1080/14725843.2020.1773239>.

Ossome, Lyn. "[In Search of the State? Neoliberalism and the labour question for pan-African feminism.](https://doi.org/10.1080/14725843.2020.1773239)" *Feminist Africa* 20, no. 2015 (2015): 6-25.

https://feministafrica.net/wp-content/uploads/2019/10/fa20_web-entire_journal.pdf#page=14.

https://link.springer.com/chapter/10.1007/978-3-319-94502-6_2.

Tamale, Sylvia. *Decolonization and Afro-Feminism*. Ottawa, Canada: Daraja Press, 2020

<https://darajapress.com/publication/decolonization-and-afro-feminism>.

[Read 'Chapter 6. Repositioning the Dominant Discourses on Rights and Social Justice', 'Chapter 9. Towards Feminist Pan-Africanism and Pan-African Feminism' and 'Epilogue: Decolonizing Africa in the Age of Big Data'].

Week 9: Africa and African Marxism – I

March 8, 2023

Weekly Activity: Re(search) 1 African country

Weekly Response: Respond to 1 required reading

Class Readings:

Folson, B.D.G. "Afro-Marxism: A Preliminary View." *The African Review: A Journal of African Politics, Development and International Affairs* 6, no. 4 (1976): 92-117. <http://www.jstor.org/stable/45341431>.

Adesokan, Akin. "[African Marxist discourses on the cusp of 'globalization': a preliminary review.](https://doi.org/10.1080/14725843.2020.1773239)" *Journal of the African Literature Association* 12, no. 1 (2018): 72-87.

<https://hdl.handle.net/10520/EJC-dceea2531>.

Agozino, Biko. "The Africana paradigm in Capital: The debts of Karl Marx to people of African descent." *Review of*

African Political Economy 41, no. 140 (2014): 172-184.
<https://doi.org/10.1080/03056244.2013.872613>.

Mbembé, Achille. "[African modes of self-writing.](#)" *Public Culture* 14, no. 1 (2002): 239-273.
<https://www.modernmoves.org.uk/wp-content/uploads/African-Modes-Of-Self-Writing.pdf>.

Mbembe, Achille. "On the postcolony: A brief response to critics." *African identities* 4, no. 2 (2006): 143-178.
<https://doi.org/10.1080/14725840600761096>.

Lamola, M. John. "[Breaking the gridlock of the african postcolonial self-imagination: Marx against Mbembe.](#)" *Angelaki: Journal of the Theoretical Humanities* 24, no. 2 (2019): 48-60.
<https://doi.org/10.1080/0969725X.2019.1574077>.

Pateman, Joe. "The centrality of Africa in Lenin's theory of imperialism." *Review of African Political Economy* (2022): 1-16.
<https://doi.org/10.1080/03056244.2022.2026765>.

Shivji, Issa G. "Mwalimu and Marx in Contestation: Dialogue or Diatribe?" *Agrarian South: Journal of Political Economy* 6, no. 2 (2017): 188-220.
<https://doi.org/10.1177/2277976017731844>.

Week 10: Africa and African Marxism – II

March 15, 2023

Weekly Activity: Re(search) 1 African country

Weekly Response: Respond to 1 required reading

Class Readings:

Ovadia, Jesse Salah. "[The Reinvention of Elite Accumulation in the Angolan Oil Sector: Emergent capitalism in a rentier economy.](#)" *Cadernos de Estudos Africanos* 25 (2013): 33-63.
<https://doi.org/10.4000/cea.839>.

Bellucci, Stefano. "[Wage labour and capital in Africa: a historical perspective.](#)" *Labor History* 58, no. 2 (2017): 133-137.
<https://doi.org/10.1080/0023656X.2017.1285514>.

Hall, Ruth, Ian Scoones, and Dzodzi Tsikata. "Plantations, outgrowers and commercial farming in Africa: agricultural commercialisation and implications for agrarian change." *The Journal of Peasant Studies* 44, no. 3 (2017): 515-537.
<https://doi.org/10.1080/03066150.2016.1263187>.

Martiniello, Giuliano, and Sabatho Nyamsenda. "Agrarian Movements in the Neoliberal Era: The Case of MVIWATA in Tanzania." *Agrarian South: Journal of Political Economy* 7, no. 2 (2018): 145-172.
<http://journals.sagepub.com/home/ags>.

Pierre, Jemima. "[The racial vernaculars of development: A view from West Africa.](#)" *American Anthropologist* 122, no. 1 (2020): 86-98.
<https://doi.org/10.1111/aman.13352>.

Week 11: Africa and Africapitalism – I

March 22, 2023

Weekly Activity: Re(search) 1 African country

Weekly Response: Respond to 1 required reading

Class Readings:

Amaeshi, Kenneth, Adun Okupe, and Uwafiokun Idemudia, eds. *Africapitalism: Rethinking the Role of Business in Africa*. Cambridge: Cambridge University Press, 2018.

<https://doi.org/10.1017/9781316675922>.

[Read '2 - Africapitalism: A Management Idea for Business in Africa?' by Kenneth Amaeshi and Uwafiokun Idemudia', '3 - Business Elites to the Rescue! Reframing Capitalism and Constructing an Expert Identity: Implications for Africapitalism' by George Ferns, Adun Okupe, Kenneth Amaeshi, '7 - Who Is an Africapitalist? Reimagining Private-Sector Leadership in Africa' by Adun Okupe, Kenneth Amaeshi, 11 - Reflections on Africapitalism and Management Education in Africa by Stella M. Nkomo]

Chachage, Chambi. "Africapitalism: Rethinking the Role of Business in Africa. Edited by Kenneth Amaeshi, Adun Okupe, and Uwafiokun Idemudia. New York: Cambridge University Press, 2018. xv+ 295 pp. Illustrations, figures, tables, index. Cloth, 29.99. ISBN: cloth, 978-1-107-16070-5; paper, 978-1-316-61370-2." *Business History Review* 94, no. 2 (2020): 464-467.

<https://doi.org/10.1017/S0007680520000331>.

Akinyode, Akinyinka, Ton Dietz, and Chibuike Uche. *Entrepreneurship in Africa (Volume 15)*. Brill, 2017. [Read 'Introduction'].

https://doi.org/10.1163/9789004351615_002.

Week 12: Africa and Africapitalism – II

March 29, 2023

Weekly Activity: Re(search) 1 African country

Weekly Response: Respond to 1 required reading

Class Readings:

Idemudia, Uwafiokun, and Kenneth Amaeshi, eds. *Africapitalism: Sustainable business and development in Africa*. Routledge, 2019.

<https://doi.org/10.4324/9781315559346>.

[Read 'Chapter 3: Africapitalism, business, and social construction of regional identity' by Okechukwu C. Iheduru, 'Chapter 7: Africapitalism and human capital development' by Ifedapo Adeleye, Ogechi Adeola and Ebes Esho, 'Chapter 8: What does Africapitalism have to do with brand Africa?' by Penelope Muzanenhamo and 'Chapter 9: Africapitalism: A critical geneology and assessment by Stefan Ouma]

Adegbite, Emmanuel, Olabisi Daodu, and Jacob Wood. "Will Africapitalism work?" *Africa Journal of Management* 6, no. 4 (2020): 419-434.

<https://doi.org/10.1080/23322373.2020.1830697>.

Week 13: Africa and "-ism(s)" – II

April 5, 2023

Weekly Activity: No weekly activity

Weekly Response: No response paper

Class Readings:

Green, Toby. "[Africa and Capitalism: Repairing a History of Omission.](#)" *Capitalism: A Journal of History and Economics* 3, no. 2 (2022): 301-332.

<https://doi.org/10.1353/cap.2022.0012>.

Lal, Priya. "[African socialism and the limits of global familyhood: Tanzania and the new international economic order in sub-Saharan Africa.](#)" *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* 6, no. 1 (2015): 17-31.

<https://muse.jhu.edu/article/576923>.

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, presentation slides and recorded presentations, 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

You are expected to attend all classes. Much of this course hinges on your willingness to participate in discussions 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 presentations.

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.

REGULATIONS COMMON TO ALL AFRICAN STUDIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

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

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Statement on Student Mental Health

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

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

Carleton Resources:

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

Off Campus Resources:

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

- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

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

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

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

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

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

ACADEMIC ACCOMMODATION

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

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

GRADING SYSTEM

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

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

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

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

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

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

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

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

WITHDRAWAL WITHOUT ACADEMIC PENALTY

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

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

PETITIONS TO DEFER

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

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

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

Application for Graduation Deadlines

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