Carleton University | Institute of African Studies

Course Outline Course Code:	AFRI 4000 A (also listed as ANTH 4602)
Course Title:	AFRICAN SOCIALISM VIS-AVIS CAPITALISM
Term:	Winter 2025
Instructor:	Professor Samuel Ojo Oloruntoba
Contact:	Office: 1705 Dunton Tower Office Hours: Consultation & appointment will take place on Wednesdays 12-1pm
Email:	SamuelOjoOloruntoba@Cunet.carleton.ca
Prerequisite:	Third year standing and at least 1.0 credit in AFRI or permission from the Institute of African Studies

Welcome to African Socialism vis-à-vis Capitalism. This course focuses on the contentious relationship between socialism and capitalism in the long durée of Africa's encounters with different regions of the world through equal and unequal trade, domination through slave trade and imperialism, colonialism, globalization, and neoliberalism. It also focuses on Africa's epistemology of resistance through Pan-Africanism, African feminism, African socialism, and Africapitalism

The course adopts thematic and theoretical approaches to analyze how global capitalism has shaped the continent both in the form of relations that have been forged among the various groups and countries within the continent as well as Africa's relations with other parts of the world. Historically, the course examines Africa's early commercial encounters with other regions, intra-Africa relations and how these led to building of empires and kingdom. The course also analyzes the internal and external contradictions that led to the fall of the empires and the onslaught of colonialism. In this regard, the course establishes a connection between the birth of modern capitalism, and the various regimes of slave trade including Tran-Saharan, Trans-Atlantic and Indian slave trades.

Other aspects of the course include the political economy of Africa in terms of how post-independent African leaders adopted variants of capitalism and socialism, Marxism, and neoliberalism, African

feminism, developmental regionalism and Africapitalism. Thus, the course is organized around three periodization including Africa's early mutually beneficial encounters with other regions of the world, the onslaught of domination and exploitation, as well as the resistance, critique and adaptations to modern capitalism and socialism. The course highlights the agency of African leaders and intellectuals on discourses of capitalism and socialism in ways that reflect the peculiarities of the continent in relations to the world.

The course would equip students with the analytical skills to critically appraise the contributions of Africans both on the continent and in the diasporas to the emergence of modern capitalism and socialism as well how these economic systems have been adapted to African realities.

Learning Objectives:

- Students would be able to acquire knowledge on the dialectic relationship between capitalism and socialism

- Students would be able to analyze various forms of Africa's contributions to modern capitalism

- Students would be able to identify and examine Africa's adaptation of socialism to its diverse economies

- Students would be able to discuss contemporary manifestations of entrepreneurship and capitalism in Africa

- Students would be able to hone their critical reading, critical thinking, critical writing, and critical questioning skills.

Course Format:

This course will be presented in three formats on a weekly basis. There will be a 60-minute weekly presentation from the instructor, or a guest speaker. This section would include an explanation of the key themes as well as highlighting why the readings were assigned. The remaining 110-hours will be organized in the form of a roundtable and student-led group presentation. The roundtable discussion involves each student taking about 3-4 minutes to explain what they gained from the readings for the day. This involves an evaluation of the readings in terms of the relevance to the theme, identification of methods, theory or case study, what surprise them such as discovering what they have never thought about and clarifying any questions they might have. Under the student-led presentations, a group of 2—4 students will collaborate to present a case study that is related to the topic of the week. This is aimed at affording the students an opportunity to examine capitalism and socialism, using a case study approach. The group members will then facilitate the class discussions using a variety of questions and answers, small groups and debates among others. Students' effective participation in the last two activities will contribute to their grades under class participation and group presentations. These approaches would enhance students' experiential learning and active participation. Students are strongly encouraged to bring questions relating to the weekly readings for class discussions.

Required Texts. There are no prescribed texts for this course.

All class materials will be made available via ares links in the Brightspace

Grade Distribution

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

Class Participation: 15% of the final grade

Group presentation: 20% of the final grade

Essay: 20 % of the final grade

Outline of final paper: 5% of the final grade

Final Take home paper: 40% of the final grade

COURSE REQUIREMENTS

The purpose of the class assessment is to enhance your critical thinking skills, develop your academic writing skills, and develop the capacity to work with group members.

All assignments are expected to be submitted by the DUE DATE. There will be no extension for submissions of assignments unless there is a valid reason. Attendance in classes is compulsory. Absence from a lecture must also be backed up by a justifiable reason.

NB: Please note that if no valid reason is provided on time, late assignments WILL be marked down or automatically receive 0.

Class Participation (15%)

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 materials and presentation by the instructor.

Essay (20%) (Due March 19, 2025)

Students will be asked to write an essay based on selected readings and topics. Two questions will be provided, from which students are expected to choose one. The essay should be argumentative in nature where diverse perspectives on specific issues are analyzed. The essay should not be more than 6-pages (2000 words), excluding notes and references. The assignment will be based on the prescribed readings. The 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. The assignment questions will be made available a week to the submission. Students will be asked to select one out of two questions.

Group presentation (20%) (Begins from March 5, 2025)

Students will be divided into groups of 2-4 to make presentations on different topics in the course outline. The topics will be agreed with the Instructor. Group presentations will commence a few weeks into the course and continue until the final week. All presentations must be made within 20 minutes, and it is recommended that slides be used. All members of the group are expected to contribute and

participate in their presentations. 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 2-3 pages 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 originality, relevance, content, clarity and flow; understanding of the specific case and depth of analysis. Presenters are strongly encouraged to discuss the subject of 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 are finalized.

Outline of the final paper (5%) (Due March 12, 2025)

Students will be expected to prepare and submit an outline of the final take home paper. The outline should include an introduction, a main research question or hypothesis, 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 4,000 words (40%) (Due April 18, 2025)

The final paper will be theoretical in orientation. The paper is expected to align with the thematic issues around African Socialism vis a vis Capitalism. The topic will be determined through consultation with the instructor during the term. This will be an opportunity to explore in depth one of the topics covered during the semester. The final paper should be written in the form of an analytical essay to use evidence-based research to highlight various aspects of African Socialism and Capitalism. The paper is also expected to draw policy lessons from the analysis. The final paper should have the following structure:

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

Research question or hypothesis: This will contain the question you intend to answer in the paper.

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

Conclusions: This will contain a summary of the points made as well as policy recommendations.

Course outline

January 8, 2025

Week 1

Introduction to Socialism and Capitalism in the African context

Weekly Activity: No weekly activity

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

Williams, Eric, Slavery and Capitalism, {Read Chapter 3: British Commerce and the Triangular Trade} Chapel Hill, The University of North Carolina Press

January 15, 2025

Week 2:

Africa and Global Capitalism – Phase I (Early intra-African trade and encounters with other regions of the world)

Class Readings:

Weekly activity: Group 1 to write and present a response to reading 2 (Inikori, Joseph)

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?’

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

Supplementary reading

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

Zeleza, Tiyambe. “The Development of African Capitalism (Book Review).” Africa Development 17, no. 1 (January 1992): 129–36. https://www.jstor.org/stable/43657870

January 22, 2025

Week 3

Africa and Global Capitalism-Phase 2 (from slave trade to colonialism) - II

Weekly Activity: Group 2 to present and write a response note to Chapter 3 of Walter Rodney's book on How Europe underdeveloped Africa.

Class Readings:

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 Chapter V: Africa's Contribution to the Capitalist Development of Europe-The Colonial Period].

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

Supplementary Readings

Ndlovu-Gatsheni, Sabelo J. "Genealogies of Coloniality and Implications for Africa's Development." Africa Development 40, no. 3 (2015): 13–40.

Amin, Samir. "Africa: Living on the Fringe." Monthly Review (New York. 1949) 53, no. 10 (2002): 41–50. https://doi.org/10.14452/MR-053-10-2002-03_4

January 29, 2025

Week 4

Africa and Capitalism-phase 3 (from colonialism to neoliberal globalization)

Weekly activity: Group 3 to present and write a response note to Ndlovu-Gatsheni, S.J. (2020) four journeys of capital.

Readings

Ndlovu-Gatsheni, Sabelo.J. (2020). Four Journeys of Capital and Their Consequences for Africa. In: Oloruntoba, S.O., Falola, T. (eds) The Palgrave Handbook of African Political Economy. Palgrave Handbooks in IPE. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-38922-2_3

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

Supplementary reading

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.

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.

February 5, 2025

Africa and African Socialism – I

Weekly Activity: Group 4 to read and make presentation on Nyerere, Julius K. “Ujamaa: The basis of African socialism

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

Julius Nyerere, "Freedom and Development;" "The Arusha Declaration"; Walter Rodney, “Tanzanian Ujamaa and Scientific Socialism,” African Review, 1,4 (1972): 61-76

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

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

Supplementary readings

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

February 12, 2025

Week 5: Africa and African Socialism – II

Weekly Activity: Group 5 to present and write a response note to Katsakioris, Constantin, and Alexander Stroh. “Africa and the crisis of socialism: post socialism and the Left

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

Supplementary readings

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

Week 6 (February 17-21-Winter break)

February 26, 2025

Week 7

Africa and African Feminism – I

Weekly Activity: Group 6 to present and make presentation on Mama, Amina. “African feminist thought

Class Readings:

Mama, Amina. “African feminist thought.” In Oxford Research Encyclopedia of African History. 2019.

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

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.

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

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

Supplementary readings

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

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 .

March 5, 2025

Week 8

Africa and African Feminism

Weekly Activity: Group 1 to present on McFadden, Patricia, and Patricia Twasiima, A Feminist Conversation: Situating our radical ideas and energies in the contemporary African context

Class Readings:

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’]

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.

Supplementary readings

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.” 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/decolonziation_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’].

March 12, 2025

Week 9: Africa and African Marxism -I

Weekly Activity: Group 2 to present on 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

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.” 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 .

Supplementary readings

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

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

March 19, 2025

Week 10: Africa and African Marxism – II

Weekly Activity: Group 3 to present on Ude, Donald M. C. “Kwasi Wiredu’s Critique of Marxism: Its Philosophical Application to the ‘African Socialism’ via Nkrumah, Nyerere and Toure.” The Journal of Pan African studies 12, no. 5 (2018): 181–207.

Class Readings:

Ude, Donald M. C. “Kwasi Wiredu’s Critique of Marxism: Its Philosophical Application to the ‘African Socialism’ via Nkrumah, Nyerere and Toure.” The Journal of Pan African studies 12, no. 5 (2018): 181–207

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

Supplementary Readings:

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

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

March 26, 2025

Week 11: Africa and Africapitalism – I

Weekly Activity: Group 4 to present on [Read ‘2 - Africapitalism: A Management Idea for Business in Africa?’ by Kenneth Amaeshi and Uwafiokun Idemudia’,

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

Supplementary readings.

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

April 2, 2025

Week 12: Africa and Africapitalism – II

Weekly Activity: Group 5 students to present on ‘Chapter 3: Africapitalism, business, and social construction of regional identity’

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 genealogy and assessment by Stefan Ouma]

Supplementary readings:

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: Indigenous Entrepreneurship and Social Enterprise in Africa

Selelo, Mohale Ernest. “Indigenous Entrepreneurship and the Fourth Industrial Revolution in South Africa.” African Journal of Development Studies 2023, no. si1 (2023): 129–44. https://doi.org/10.31920/2634-3649/2023/sin1a7.

Abubakre, Mumin, Isam Faik, and Marcia Mkansi. “Digital Entrepreneurship and Indigenous Value Systems: An Ubuntu Perspective.” Information Systems Journal (Oxford, England) 31, no. 6 (2021): 838–62. https://doi.org/10.1111/isj.12343.

Supplementary Readings:

Chineme, Atinuke, Getachew Assefa, Irene M Herremans, Barry Wylant, and Marwa Shumo. “African Indigenous Female Entrepreneurs (IFÉs): A Closed-Looped Social Circular Economy Waste Management Model.” Sustainability 14, no. 18 (2022): 11628

Onwuegbuzie, Henrietta N, and Oluwasoye P Mafimisebi. “Global Relevance of Scaling African Indigenous Entrepreneurship.” Technological Forecasting & Social Change 166 (2021): 120629-. https://doi.org/10.1016/j.techfore.2021.120629.

Weekly Activity: Group 6 students to present on “Digital Entrepreneurship and Indigenous Value Systems: An Ubuntu Perspective.”

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.

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.

COMMUNICATIONS

All course correspondence should be from the student's Carleton email address to the Instructor's Carleton email address. Consultations/Appointments will take place online through zoom. Students should make appointments via 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. Other technical problems can be resolved by Information Technology Services by phone at 613 520 3700 or by email at its.service.desk@carleton.ca.

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.

GENERATIVE ARTIFICIAL INTELLIGENCE

Generative Artificial Intelligence (e.g. ChatGPT) If you use generative AI Tools (e.g., ChatGPT) for your oral and written assignments, please make sure that you clearly identify and document how you have used them. Ultimately, it is your responsibility to verify the accuracy of AI-generated content when using it in your oral and written work

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.]

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, 2025: 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, 2025: Last day for academic withdrawal from winter 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).

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