Course Description:

What role have African youth occupied in the most recent “third wave of protest” on the continent? Are the #RhodesMustFall and the #FeesMustFall protests in South Africa simply discordant remonstrations of an irreverent ‘born-free’ generation, or do they demonstrate a genuine desire for social, political and economic change? What lessons, if any, can be taken from the earlier Soweto Uprising of 1976? Does hip-hop in Ghana and Tanzania embody an alternative and accessible form of political expression and social commentary for frustrated youth? Do the increasing numbers of street hawkers and “informal entrepreneurs” in Africa gesture towards new possibilities for empowerment or increasing neoliberal precarity? This class will examine many of the questions and themes raised above, as we explore the role of youth in transforming the political, social, and economic fabric of the African continent in the twenty-first century. The objective of this course is to interrogate the ideas, practices, and movements of African youth and how they are challenging dominant ideas, values, and political regimes. This course analyses case studies from across the continent, including north of the Sahara, from an interdisciplinary perspective (i.e. political economy, sociology, history, and anthropology).
Required Texts:


Copies of these three texts are available at the campus bookstore. In addition to chapters from these three texts, readings will also be drawn from peer-reviewed journals (articles will be posted on CuLearn) or open-access sites (links are listed below).

Course Evaluation:

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>Weighting</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td></td>
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<tr>
<td>Presentation (including Post-Presentation Report - 1500 words)</td>
<td>20%</td>
<td>Sept. 25th – Nov. 27th</td>
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<tr>
<td>Research Essay (3500-4000 words)</td>
<td>30%</td>
<td>Dec. 8th</td>
</tr>
<tr>
<td>Take-Home Final Exam</td>
<td>30%</td>
<td>Dec. 22nd</td>
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PARTICIPATION – Seminar attendance is mandatory. Students are evaluated on the quality of their contributions to seminar discussions and are expected to have completed the readings for each of the respective weekly seminar discussions.

PRESENTATION – As a seminar participant, you are expected to give a 30-45 minute presentation between the dates of September 25th and November 27th. Your presentation should provide a brief synopsis of the readings assigned for that week, offer a critical assessment of the readings and the topics being discussed, demonstrate how that week’s readings relate to earlier readings and seminar discussions, and provide discussion questions for the rest of the class. Upon completion of your presentation, you are expected to submit a short 1500 word paper on your presentation topic before the next seminar (e.g. a student presenting on September 25th will be expected to submit their paper before the next seminar on October 2nd). You will have the opportunity to sign-up for presentations during the first two weeks of seminar, otherwise you will be assigned a date by the course director.

RESEARCH ESSAY - In consultation with the course director, students are expected to fashion an analytical research essay, between 3500 to 4000 words in length. At least eight sources, including books, chapters from edited volumes, and peer-reviewed articles from academic journals, are required for this essay. The assignment is due on Friday, December 8th and is to be submitted via CuLearn.
TAKE-HOME FINAL EXAM – The exam will be distributed to students via CuLearn on Friday, December 8th. The exam will consist of two essay questions and it will focus on the broad issues addressed in all seminars and readings. The take-home exam is due on the last day of the exam period, Friday, December 22nd.

Schedule and Readings:

Week 1 – Sept. 11th: Introduction to the Course

Week 2 – Sept. 18th: African Social Movements in the Twentieth Century

- Chapters 2 & 3 (pp. 14-66) in A. Branch and Z. Mampilly, *Africa Uprising* (TEXT)

Week 3 – Sept. 25th: Africa’s Third Wave of Protest

- Chapter 4 (pp. 67-85) in A. Branch and Z. Mampilly, *Africa Uprising* (TEXT)

Week 4 – Oct. 2nd: Youth and The Arab Spring


THANKSGIVING (Oct. 9th) – NO CLASS
Week 5 – Oct. 16th: Youth and the Informal Economy


READING WEEK (Oct. 23-27) – NO CLASSES

Week 6 – Oct. 30th: Hip Hop as Protest and Social Commentary


Week 7 – Nov. 6th: African Student Movements


Week 8 – Nov. 13th: The Soweto Uprising

- N. Nieftagodien, The Soweto Uprising (TEXT)
Week 9 – Nov. 20th: #RhodesMustFall and #FeesMustFall (Part One)

- S. Booysen, Chapter 1 (pp.22-52) “Two Weeks in October” in Fees Must Fall (TEXT)
- G. Godsell and R. Chikane, Chapter 2 (pp. 54-73) “The Roots of the Revolution” in Fees Must Fall (TEXT)
- L. Hewlett et al., Chapter 7 (pp. 148-168) “Learning from Student Protests in Sub-Saharan Africa” in Fees Must Fall (TEXT)

Week 10 – Nov. 27th: #RhodesMustFall and #FeesMustFall (Part Two)

- O. Ntshingila, Chapter 4 (pp. 87-100) “OutSourcingMustFall Through the Eyes of Workers” in Fees Must Fall (TEXT)
- V. Satgar, Chapter 10 (pp. 214-244), “Bringing Class Back In” in Fees Must Fall (TEXT)
- P. Pillay, Chapter 12 (pp. 256-268), “Financing of Universities” in Fees Must Fall (TEXT)

Week 11 – Dec. 4th: Decolonizing Higher Education Globally


Week 12 – Friday, Dec. 8th: RESEARCH ESSAY DUE [NO CLASS]
TAKE-HOME EXAM MADE AVAILABLE ON CuLEARN
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;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

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)
- A = 85-89 (11)
- A - = 80-84 (10)
- B+ = 77-79 (9)
- B = 73-76 (8)
- B - = 70-72 (7)
- C+ = 67-69 (6)
- C = 63-66 (5)
- C - = 60-62 (4)
- D+ = 57-59 (3)
- D = 53-56 (2)
- D - = 50-52 (1)

F Failure. No academic credit
WDN Withdrawn from the course
ABS Absent from the final examination
DEF Official deferral (see "Petitions to Defer")
FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

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
The last date to withdraw from Fall term courses is December 8, 2017. Last day to withdraw from full-year courses is April 11, 2018.

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 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 see the Student Guide: [https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)
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 see the Student Guide: https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.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 complete a final term paper or 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 extend a term paper deadline or 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.

ADDRESSES (613-520-2600, phone ext.)
- Institute of African Studies (x2220) 439 Paterson Hall (PA)
- Registrar’s Office (x3500) 300 Tory
- Student Academic Success Centre (x7850) 302 Tory
- Paul Menton Centre (x6608) 500 Unicentre
- Learning Support Services – Study Skills, Writing Tutorial Service (x1125) 4th flr. Library

Application for Graduation Deadlines
- Spring Graduation (June): March 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1

Centre for Student Academic Support (CSAS)
CSAS is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.