



Course Outline

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| COURSE: | Course Title AFRI 5000 |
| TERM: | Fall 2020 |
| PRECLUSIONS: | |
| CLASS: | Day & Time: Wednesdays 8.35am-11.25am |
| INSTRUCTOR: | Prof Shireen Hassim (she/her) |
| CONTACT: | Office Online for Fall 2020 Email: Shireen.Hassim@Carleton.ca |

This course examines key themes in the evolution of African Studies as a discipline, including the historical and ongoing debates over its boundaries and genealogies and its changing research paradigms. The course takes an interdisciplinary approach and interrogates the ways in which key historical processes, intellectual strands and institutional and political developments have shaped contemporary Africa. We address ethical and epistemological questions in the study of Africa, beginning from the position that Africa is a site of complex theoretical foment. Intellectual, institutional and ideological contexts shaping production and dissemination of knowledge about Africa, Africans and people of African heritage will receive particular attention in this course.

The course will be run as a seminar, requiring a high level of participation from students. By the end of the course, students will demonstrate ability to explain African Studies as a coherent discipline, its key analytical and methodological approaches coming from different disciplinary perspectives within African Studies, and should be able to craft research questions and projects that will take the discipline forward. Students taking this course will also be expected to attend the Institute of African Studies seminar series, held on Wednesdays.

This course has a strong emphasis on the development of a research question.

Please note: We are living through strange times, requiring new modes of interaction. This course will take place online using Zoom, as an emergency measure in the context of the pandemic. My teaching mode is highly interactive and each class shapes the content of discussion, depending on their specific curiosities. I will endeavor to keep that openness to your interests as far as possible, and I hope that each of us will take responsibility for building a community that is open to learning from each other, and safe for raising what are likely to be challenging questions.

The scheduled class time will be used for synchronous learning. However, all classes will be recorded and made available to registered students. As video conversations place burdens on energy levels, we will be flexible about the length of each class; it is highly unlikely that we will all be able to concentrate and stay engaged for the full 3 hours. I will use the third hour of the allotted class time for 'office hours.' I will be online during this hour, and available to answer specific questions. Should you require private office hours outside of this time, please email me. I have a flexible schedule and we will find a time that works for both of us.

I want to really emphasize that this class works best when there is full commitment from students, including preparation for each class and willingness to risk stepping in to conversations. To underscore this, some part of your final grade is comprised of a participation assessment; please read that section carefully. Also, you will see that some weeks have more reading than others but do not be put off by this. We will make time for reading!

I am aware that many students might be accommodating a range of new commitments stemming from the pandemic. Should responsibilities of care for others, or your own illness, impact on your full participation, please speak to me as soon as possible.

Evaluation

Seminar participation (continuous assessment): 10%

Seminar presentation: 15%

Essay proposal: 20%

Final Presentation: 15%

Final Essay: 40%

Participation

Weekly seminars will consist of discussion. A seminar is a forum within which to examine and discuss ideas and interpretations of assigned weekly readings. The success of a seminar depends entirely on student preparation and participation. Students should arrive to class having read all assigned texts and prepared to discuss them. Your class attendance and the quality (not quantity) of your contribution to class discussion will form the basis of your participation grade. Note that active listening is a crucial aspect of effective participation.

Seminar Presentation

At the first class on September 4, each student will select one short written intervention in class (please consider your preference ahead of class). The text of your presentation should be circulated to the class 24 hours in advance.

Research Essay Proposal

On October 16 2019 all students will present their research proposals. Each student will have 12 minutes, including time for feedback, to present their research topic to the class. Presentations should include the topic, a proposed thesis statement, the major question(s) to be addressed, and sources to be utilized. The objective of the presentation is to elicit useful critical comments and questions from your peers and the instructor before completing the essay. The written proposal should be 10 pages double-spaced Times New Roman font size 12 single-spaced not including bibliography. It is due on October 30.

Research Essay

The major assignment should be a critical examination of a topic that is part of current conversations in the discipline of African Studies. The essay must demonstrate substantial research, critically assess research sources in a coherent analysis, and be well written and formally referenced. The essay must be between 20-24 pages Times New Roman font size 12 double-spaced, and is due on November 27.

Final Presentation

In partial fulfilment of the course, students are required to individually showcase their final research proposal/research essay before a wider audience of Africanist faculty at a special session organized by the Institute of African Studies. You will have the rare opportunity to receive valuable feedback and encouragement from a broad range of faculty with research interests in various sub-disciplines of African Studies. Details about date, time, venue, and order of presentations will be announced in class.

Note: Deadlines are firm except in extraordinary circumstances. An assignment submitted after the due date must be accompanied by official documentation of such circumstances to avoid penalties. All written work handed in late will be marked down one grade point per day, i.e. a B+ paper submitted late becomes a B.

Summary of Requirements

| TASK | WEIGHT | DATE DUE |
|-----------------------|---------------|------------------------|
| Seminar participation | 10% | Continuous assessment |
| Seminar presentation | 15% | Select topic on Sept 9 |
| Research proposal | 20% | November 3 |
| Research Essay | 40% | November 25 |
| Final presentation | 15% | TBD |

COURSE SCHEDULE

September 9: Introduction

This class serves as an introduction to the course. We will discuss objectives, readings, evaluation and organization of the course.

Please come prepared to select a topic from the outline for the seminar presentation.

September 16: 'Africa is a Country' (Not)

Binyavanga Wainana, 2005, 'How to write about Africa,' *Granta* 92, <https://granta.com/how-to-write-about-africa/>
Chimamanda Adichie, 'The danger of a single story' TED Talk,

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

JesutoFunmi Odugbemi, Orapelegn Rammala, Wangui wa Kamonji, 2019, 'There is no African in African Studies' <https://africasacountry.com/2019/08/there-is-no-africa-in-african-studies>

Jean Allman, 2019, '#HerskovitsMustFall: A meditation on whiteness, African Studies and the unfinished business of 1968', *African Studies Review*, Vol. 62, Issue 3:6-39

Amina Mama, 'Is it ethical to study Africa? Preliminary Thoughts on Scholarship and Freedom', *African Studies Review*, Vol. 50 Issue 1, 2007: 1-26

Anthony Bogues, 2003, "Teaching radical Africana political thought and intellectual history", *Radical History Review*, 146-165, <https://read.dukeupress.edu/radical-history-review/article-abstract/2003/87/146/29942/Teaching-Radical-Africana-Political-Thought-and?redirectedFrom=fulltext>

Watch: Simukai Chigudu on activism and academia, here: https://www.youtube.com/watch?v=QGhPBLxX_Vs

September 23: Africa and its diasporas

Saidiya Hartman, *Lose Your Mother*, read Prologue (The path of strangers'), Chapter 1 ('Afrotopia') and Chapter 12 ('Fugitive Dreams') (p.3-48, and 211-235).

Sovereignty, Neoliberalism, and the Postdiasporic Politics of Globalization: A Conversation about South Africa with Patrick Bond, Ashwin Desai, and Molefi Mafereka ka Ndlovu-Christopher J. Lee, available here:

<https://www.dukeupress.edu/reconceptualizations-of-the-african-diaspora-1>

September 30: On epistemology

Achille Mbembe, 2001, *On the Postcolony*, Berkeley: University of California Press, p. 1-23

James Ferguson, 2006, *Global Shadows: Africa in the Neoliberal World Order*, Duke University Press, p.25-49;176-193

Sabelo Ndlovu-Gatsheni, 2020, 'The cognitive empire, politics of knowledge and African intellectual productions: reflections on struggles for epistemic freedom and resurgence of decolonisation in the twenty-first century', *Third World Quarterly*, available here:

https://www.tandfonline.com/doi/full/10.1080/01436597.2020.1775487?fbclid=IwAR1g9O3zsBSobTRO7Qglm103nndU_ZM7d-ospr0tQD31O8luspJmBnK13qc&journalCode=ctwq20

Paul Tiyambe Zeleza, "Introduction: The Disciplining of Africa," in Paul Zeleza, ed., *The Study of Africa*, Volume 1 (Dakar: Council for the Development of Social Science in Africa).

October 7: Colonialism, decolonization and modernity

Frederick Cooper, 2005, *Colonialism in Question*, University of California Press, Part 1, chapters 1 and 2, available here: <https://www.jstor.org/stable/10.1525/j.ctt1ppzr9>

Frantz Fanon, *Wretched of the Earth*, Grove Press 2004 edition, pp.35-55

Achille Mbembe, 2001 *On the postcolony*, p. 25-65

Adom Getachew, 2019 *Worldmaking After Empire: The Rise and Fall of Self-Determination*, Princeton University Press, pages 1-36

October 14: RESEARCH AND ESSAY WRITING WORKSHOP

This is a skills development class. Details will be circulated closer to the time.

October 21: Migrations and their effects

Paul E. Lovejoy, 2012, *Transformations in Slavery: A history of Slavery in Africa*, chapter 1 pp.1-23

Loren Landau, 2018, 'A chronotype of containment: Europe's migrant crisis and Africa's reterritorialization,'

Antipode, <https://onlinelibrary.wiley.com/doi/epdf/10.1111/anti.12420>

'African migration: What the numbers really tell us,' <https://www.weforum.org/agenda/2018/06/heres-the-truth-about-african-migration/>

Owen Sichone, 'Xenophobia and xenophilia in South Africa,' in P. Werbner (ed.) *Anthropology and the New Cosmopolitanism*, Bloomsbury, pp. 519-534.

October 26-30: FALL UNIVERSITY BREAK (No class)

November 4: Research Proposals Workshop

November 11: Formal and informal institutions

Crawford Young, 2004, 'The end of the postcolonial state in Africa?' *African Affairs* 103: 23-49

Cheeseman, Nic 2018 "Understanding African politics: Bringing the state back in,' in N. Cheeseman (ed.)

Institutions and Development in Africa: How the rules of the game shape political development, Cambridge U Press.

Jean Comaroff and John Comaroff, *Law and disorder in the postcolony*, 2006 Introduction

Dyzenhaus, Alex, 2018, "Decentralisation: Accountability in local government," in N. Cheeseman (ed.) *Institutions and Development in Africa: How the rules of the game shape political development*, Cambridge U Press.

Podcast: "The death of democracy," BBC, listen here: <https://www.bbc.co.uk/programmes/b0b1p51m>

November 18: Development, aid and humanitarianism

Daron Acemoglu and James Robinson (2010) "Why is Africa Poor?" *Economic History of Developing Regions* 25(1): 21-50.

Emmanuel Kwaku Ayeampong, Robert H. Bates, Nathan Nunn and James Robinson, 2014, *Africa's Development in Historical Perspective*, Cambridge Press: read Introduction: Africa: The historical roots of Its underdevelopment

Zubairu Wai, 'The empire's new clothes: Africa, liberal interventionism and contemporary world order,' *Review of African Political Economy*, Vol. 41, Issue 142: 483-499

<https://www.tandfonline.com/doi/abs/10.1080/03056244.2014.928278>

Thandika Mkandawire, 2010, 'Aid, accountability and democracy in Africa,' *Social Research* 77, No.4: 1149-1182

Recommended: Walter Rodney, *How Europe Underdeveloped Africa*

November 25: “Saving Africa (again)”

Rebecca Tiessen, 2020, “WE’s International Development identity problem,” available here:

https://www.mcleodgroup.ca/2020/07/wes-international-development-identity-problem/?_fb_privacy_tracking_logged_out_browser_id%22%3A%22cba0886aee275b94dfcf34d8590211b5e3633629%22%7D&fbclid=IwAR1nliHOBj3tlzfO0mNQOf2ZGIQOZMY51LMNxG_ZXulz7uV9AVGdBYCdTX8

Celestin Monga, 2020, Discrimination and Prejudice in Development”, available here:

https://www.brookings.edu/blog/future-development/2020/07/15/discrimination-and-prejudice-in-development/amp/?twitter_impression=true&fbclid=IwAR3F5OW0eONhIVvhBu_MwYe9ka7x5k6vzWflyK-eSZgTEZaQ5q7nmW-eyNo

December 2: Making sense of the pandemic

Simukai Chigudu, 2020, *The Political Life of a Pandemic*, Cambridge University Press, chapter 1 (“The making of urban (dis)order).

Frances Nyamnjoh: <https://americanethnologist.org/features/pandemic-diaries/post-covid-fantasies/a-post-covid-19-fantasy-on-incompleteness-and-conviviality?fbclid=IwAR2bLnw-8IzUvSzni7u1eAa33Q9PPmTT4KrWtFYNd6UpNyoCEKX7ilciGw>

Gautam Bhan, Teresa Caldeira, Kelly Gillespie, and AbouMaliq Simone, 2020, “The pandemic, southern urbanisms and collective life” here: <https://www.societyandspace.org/articles/the-pandemic-southern-urbanisms-and-collective-life?fbclid=IwAR2jV-dRXOAFCowBYzC-hAxU9RNGnaMx4hJajR0qxDCuPUgEmpQ1zHANat8>

December 9: Research Workshop TBC

REGULATIONS COMMON TO ALL AFRI 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:

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|------------------|-----------------|-----------------|--------------------------------------------|
| 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:

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|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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

September 30, 2020: Last day for a full fee adjustment when withdrawing from **fall and fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

December 11, 2020: Last day for academic withdrawal from **fall** courses.

April 9, 2021: Last day for academic withdrawal from **fall/winter (full year)** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

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

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation

during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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

<https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

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

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