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### Course Outline

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<b>COURSE:</b>	<b>African Studies as a Discipline: Historical and Current Perspectives</b> AFRI 5000 F
<b>TERM:</b>	Fall 2021
<b>PRECLUSIONS:</b>	
<b>CLASS:</b>	<b>Day &amp; Time:</b> Wednesdays 9:00 am – 11:25 am
<b>INSTRUCTOR:</b>	Prof Shireen Hassim (she/her)
<b>CONTACT:</b>	<b>Office</b> Online for Fall 2021 <b>Email:</b> Shireen.Hassim@Carleton.ca

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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. 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.*

***Please note the 9:00 am start for the class***

*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.

**Knowing Africa Seminar Series**

The seminar programme is an extension of the curriculum designed to introduce you to the leading ideas and thinkers working on Africa today. While attendance is not mandatory, it will enrich your research to attend these. Please join the IAS mailing list to follow the precise dates and speakers.

### **Seminar Presentation**

At the first class on September 8, each student will select one short theme on which to present an intervention in class (please consider your preference ahead of class). Your presentation should pose at least three questions that arise out of the readings, and then answer at least one of these. The written text of your presentation should be circulated to the class 24 hours in advance. Please note that this is graded. The participants in class will be expected to consider whether the three questions are the most relevant, to suggest other questions that might be asked of the literature and to consider whether the presenter's answer is a cogent one based on the readings.

### **Essay Proposal**

On October 20 all students will present their ideas for an essay addressing key themes in African Studies. Each student will have 15 minutes, including time for feedback, to present their topic to the class. Presentations should include the topic, a proposed thesis statement/ hypothesis, 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 5 pages double-spaced Times New Roman font size 12 single-spaced not including bibliography. The proposal is due by noon on October 12, and should be circulated to Prof Hassim as well as to the rest of the class.

### **Essay**

The major assignment should be a critical examination of a topic that is part of current conversations in the discipline of African Studies. You may choose to write a literature review that compares and contrasts a body of writing on a specific topic, or you may use this essay to develop a dissertation proposal. The essay must demonstrate substantial reading, critically assess research sources in a coherent analysis, and be well written and formally referenced. The essay must be between 20 pages Times New Roman font size 12 double-spaced, and is due on November 24.

### **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.

### **Summary of Requirements**

<b>TASK</b>	<b>WEIGHT</b>	<b>DATE DUE</b>
Seminar participation	10%	Continuous assessment
Seminar presentation	15%	Select topic on Sept 8
Essay proposal	20%	October 12
Final Essay	40%	November 24
Final presentation	15%	TBD

## COURSE SCHEDULE

### September 8: 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 15

#### Epistemology 1: History of African Studies

Binyavanga Wainana, 2005, 'How to write about Africa,' *Granta* 92, <https://granta.com/how-to-write-about-africa/>

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](https://www.youtube.com/watch?v=QGhPBLxX_Vs)

### September 22

#### Epistemology 2: On knowledge production

Verónica Amarante, Ronelle Burger, Grieve Chelwa, John Cockburn, Ana Kassouf, Andrew McKay & Julieta Zurbrigg (2021): Underrepresentation of developing country researchers in development research, *Applied Economics Letters*, DOI:10.1080/13504851.2021.1965528

Toby Green, North-South dynamics in academia, *J of African Cultural Studies*, Vol 31, No. 3 2019, <https://doi.org/10.1080/13696815.2019.1630263>, Pages 280-283

Insa Nolte, The future of African Studies: What we can do to keep Africa at the heart of our research, *J of African Cultural Studies*, Vol 31, No. 3 2019, pages 296-313

Brenda Nyandiko Sanya and Anne Namatsi Lutomia, "Archives and Collective Memories: Searching for African Women in the Pan-African Imaginary," *Feminist Africa*, no. 20 (July 2015): 69-76.

### September 29:

#### Epistemology 3: Theorising from Africa

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=IwAR1g9O3zsBSoBTRO7QgIm103nndU\\_ZM7d-ospr0tQD31O8IuspJmBnK13qc&journalCode=ctwq20](https://www.tandfonline.com/doi/full/10.1080/01436597.2020.1775487?fbclid=IwAR1g9O3zsBSoBTRO7QgIm103nndU_ZM7d-ospr0tQD31O8IuspJmBnK13qc&journalCode=ctwq20)

**September 29 1pm-2.30pm**

**Knowing Africa Series: Achille Mbembe**

**October 6**

**RESEARCH AND ESSAY WRITING WORKSHOP**

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

**October 13**

**Colonialism 1: Histories**

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

Adam Hochschild, *King Leopold's Ghost*,

**October 13: 1pm-2.30pm**

**Knowing Africa Series: Pumla Dineo Gqola**

**October 20**

**Colonialism 2: Legacies**

Mahmood Mamdani, 1994, *Citizen and Subject*, chapter 1: 3-34

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>

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

**October 25-29: FALL UNIVERSITY BREAK (No class)**

**November 3: Writing Workshop**

**November 3 1pm-2.30pm: Knowing Africa Series: TBC**

**November 10**

## State and institutions 1

Patrick Chabal and Jean-Pascal Daloz, 1999, *Africa Works: Disorder as political instrument*, chapter 1 (pages 3-16) and ch 2 (pages 17-30)

Bayart, *The State in Africa: Politics of the Belly*, chapter 4 (pages 104-115).

Thomas Bierschenk and J-P Olivier de Sardan, 2014, "Studying the dynamics of African bureaucracies: An introduction to states at work" in *States at Work: Dynamics of African Bureaucracies*, Leiden: Brill.

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

John S. Saul, 1991, "South Africa: Between 'barbarism' and 'structural reform'" *New Left Review* 188

## November 10

**1pm-2.30pm: Knowing Africa Series: Mark Gevisser**

## November 17

### State and Institutions 2

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

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 17

**1pm-2.30pm: Knowing Africa Series: Cynthia Becker**

## November 24:

### Development

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

<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 (also "Thinking about developmental states in Africa")

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=IwAR3F5OW0eONhIVvhBuMwYe9ka7x5k6vzWflYK-eSZgTEZaQ5q7nmW-eyNo](https://www.brookings.edu/blog/future-development/2020/07/15/discrimination-and-prejudice-in-development/amp/?twitter_impression=true&fbclid=IwAR3F5OW0eONhIVvhBuMwYe9ka7x5k6vzWflYK-eSZgTEZaQ5q7nmW-eyNo)

Michela Wrong, 2009. *It's our turn to eat: The Story of a Kenyan Whistle-Blower*, chapters 1 and 2

Recommended: Walter Rodney, *How Europe Underdeveloped Africa*

**December 1**

**Resistances**

Miles Larmer, 2010, "Social movement struggles in Africa", *Review of African Political Economy* Vol 37, pages 251-262

Alex de Waal and R. Ibreck, "Hybrid social movements in Africa", *Journal of Contemporary African Studies*, 31(3); pages 303-324

Adam Branch and Zachariah Mampilly, 2015, *Africa Uprising: Popular Protest and Political Change*, Zed, chapters 1 and 2.

**December 1**

**1pm-2.30pm: Knowing Africa Series: Christopher Ouma**

**December 8: Presentations**



## **SPECIAL INFORMATION REGARDING FALL 2021 PANDEMIC MEASURES**

Carleton will continue to follow all public health guidelines as the COVID-19 pandemic continues. Instructors may find it helpful to review the [guidelines for in-class teaching](#) and [labs](#). Both guideline documents are available on the [COVID-19 website](#).

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

## REGULATIONS

### 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.]

### *Late Assignments and Accommodations*

**All assignments must be submitted by 9 am on their due date electronically via Brightspace.** Late assignments will be marked down (1 point per day excluding weekends and holidays) Assignments will automatically receive 0 if submitted more than 7 days after the due date.

If a late submission of a paper or an assignment is unavoidable (e.g., personal or medical reasons), please inform the Instructor/TA *before* the due date if possible and have written documentation available if possible.

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

**Pregnancy obligation:** Please contact your instructor 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, visit the [Equity Services website](#).

**Religious obligation:** Please contact your instructor 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, visit the [Equity Services website](#).

**Academic Accommodations for Students with Disabilities:** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

**Survivors of Sexual Assault:** 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 [Sexual Assault Support Services](#).

**Accommodations 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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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, access [the policy](#).

### **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.

### **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***

**September 30, 2021:** Last day for a full fee adjustment when withdrawing from fall and fall/winter (full year) courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

**December 10, 2021:** Last day for academic withdrawal from fall courses.

**January 31, 2022:** Last day for academic withdrawal from fall/winter (full year) courses.

**April 12, 2022:** Last day for academic withdrawal from fall/winter and winter term courses.

### ***Academic Integrity***

Academic integrity is an important issue that must be considered within every course. The

Undergraduate Course Calendar spells out several guidelines regarding student conduct.

The University Senate defines plagiarism as “presenting, whether intentional 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 using 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 Deans of the Faculty conduct 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 range from a mark of zero for the plagiarized work to a final grade of "F" for the course, and even suspension from all studies or expulsion from the University.

### ***Intellectual Property***

Student or professor materials created for this course (including slides, assignments, activities, etc.) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Among other things, this means that you must receive written consent of the author(s) before offering any of these materials to a course sharing website or other service.

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).

### ***Student Resources***

[Institute of African Studies](#) (613-520-2600, ext. 2220) 439 PA  
[Registrar's Office](#) (3500) 300 Tory

<a href="#">Academic Advising Centre</a>	(7850)	302 Tory
<a href="#">Paul Menton Centre</a>	(6608)	501 University Centre
<a href="#">Career Services</a>	(6611)	401 Tory
<a href="#">Health and Counselling Services</a>	(6674)	2600 CTTC

*Covid-19 Student Support*

- [Empower Me](#) is a free, confidential counselling service for students. This service can be accessed any time by telephone, video-counselling or e-counselling.
- [TAO Online Therapy](#) is designed to address issues related to anxiety and depression. The online modules are accessible 24/7.
- For a listing of mental health resources across Canada, please visit our [Provincial Support resources website](#).
- Additional student resources are available on [Carleton's Mental Health and Well-Being website](#).
- Information about Health and Counselling Services (HCS) will be available on the [HCS website](#).