



Institute of
African Studies
CARLETON UNIVERSITY

COURSE OUTLINE

COURSE: Introduction to African Studies

AFRI 1001A

TERM: Fall 2020

CLASS: **Day & Time:** Monday 13:35-15:25 EST
Online

INSTRUCTOR: Emma Bider

CONTACT: **Office Hours:** Mondays 15:30-16:30 EST (or by appointment) via Zoom
Email : emma.bider@carleton.ca

TEACHING ASSISTANTS Sarah George: sarahgeorge3@gmail.carleton.ca

Nima Aden: nimaaden@gmail.carleton.ca

Chi Chi Ayalogu: chichiayalogu@gmail.carleton.ca

Course Description:

As described in The Undergraduate Calendar, this course is designed as an “Introduction to African studies, including history, geography, literature, and the arts.” Accordingly, the course aims to introduce students to major currents in African Studies through an interdisciplinary lens. The course begins with challenging popular representations of Africa in history and literature, and seeks to provide students with critical tools for dissecting the continent’s complex socio-cultural experience. The course combines literary and cultural texts drawn from traditional and electronic formats to challenge the stereotyped image of Africa especially in North America and Europe (or “the West”) as “the Dark Continent”. The course embraces a broad generation of cultural producers in the Motherland and its Diasporas to reflect the depth and breadth of the African experience across space and time. **For Fall 2020 this course is ONLY OFFERED ONLINE.**

Expected Outcomes:

- Students will acquire better knowledge of the physical and cultural geography of the continent and its Diaspora linkage.
- This course will enable students to rethink the dominant image of Africa as a continent of conflict, disease, and exotica.
- This course will expose students to some of the continent’s exciting literary, visual, musical production, and youth culture and activism.

- Provide students a basic understanding of the interesting scope of the field of African Studies not as a fossilized discipline, but one that is vibrant and related to their contemporary experience.
- Hone students' skills at critical reading, thinking, and writing.

Course Assessments

All course assessments to be handed in **online via Culearn or email by 9AM on the due date.**

Discussion Questions

Total: 12%

This is your participation mark for the class. A question will be posted each week in your groups. You **must** answer the question directly and comment on **one** colleagues' answer. Discussion questions will be posted on Mondays and are due on the Friday of that week. Answers should be at least 200 words long, grammatically correct and directly relate to the question or comment.

Annotation Assignment

Total: 15%

You will choose a 1-2-page passage in Chinua Achebe's *Things Fall Apart* and electronically mark up the text, adding interpretive commentary, links to relevant online resources, images, sounds, and explanatory notes. Think of annotations as shorter, multimedia versions of the type of notes I provide for Robert Hayden's *Middle Passage*. You will be asked to explain the importance of the passage, to highlight and explain words you don't know, and try to provide a deeper understanding of the passage through multimedia links, or explanatory notes. You will have a bibliography at the end.

Due October 5th 9AM

Midterm Quiz

Total: 23%

Your midterm exam will be fifteen short answer, open book questions that stem from both readings and course content up to that point. You will answer them using your course notes and the readings and provide citations in your answers. Each answer should be no more than 200 words long. You will receive your midterm questions via email at 9AM on October 26th and you will have until 9AM on October 27th to hand them in via email.

Midterm will take place on November 2nd

Project Proposal

Total: 15%

Students will be provided four questions they may answer in either paper, podcast or video format. Write a 300-word proposal of how you intend to present your argument, what format you will be using, and a brief annotated bibliography outlining the (minimum) three additional sources you will be using. Students are also welcome to provide their own question.

Due November 30th 9AM

Final Project

Total: 35%

Final assignments will critically engage with one of four questions provided on Moodle based on the two books we have read. They may present their argument in either 8-10-page papers, 8-minute podcasts or 5-minute videos. Please keep in mind that assessment of each format will be the same. More details will follow in class.

Due December 23rd 9AM

Assessment rubrics will be provided on cuLearn.

Course Materials/Requirements

You will be required to read one book in its entirety for this course, which is available in digital form or may be purchased via the Carleton Bookstore. The Carleton Bookstore can send books anywhere in Canada within two days of ordering. All other class materials will be available via Course Reserves, via links provided in the syllabus and on cuLearn.

- Bulawayo N. (2013). *We Need New Names: A novel*. Hachette UK.

Course Schedule

September 14, 2020

Class 1: Introduction to African Studies

*music by Fela Kuti: [It's Highlife Time](#)

We will introduce the course and go over the course outline together.

Introduction of Africa, its countries and basic geographical areas. History of African studies and its interdisciplinary lens.

Activity: The Sunday Edition: [How the Sir George Williams protest changed the conversation about racism in Canada](#)

Readings for next week:

- Rodney, W. (1973). How Africa Developed Before the Coming of the Europeans up to the 15th Century. (p. 35-60). In *How Europe Underdeveloped Africa*. London, UK: Bogle-L'Ouverture Publications.
 - Lightfoot, D., & Miller, J. (1996). Sijilmasa: The Rise and Fall of a Walled Oasis in Medieval Morocco. *Annals of the Association of American Geographers*, 86(1), 78–101.
-

September 21, 2020

Class 2: Pre-colonial Africa and History

*music by Tendé Disswat: [Heriheha](#)

We will discuss some of the efforts to reclaim pre-colonial Africa as a vibrant and complex continent, as well as the politics of history as a discipline and its approach to the continent.

Case Study: North Africa and the world from ancient times to the Renaissance.

Activity: [Watch North Africa - History Of Africa with Zeinab Badawi](#)

Readings for next week:

- *Middle Passage* by Robert Hayden
<https://www.poetryfoundation.org/poems/43076/middle-passage>
 - Osei-Tutu, B. (2007). Ghana's 'Slave Castles,' Tourism, and the Social Memory of the Atlantic Slave Trade. *Archaeology of Atlantic Africa and the African diaspora*, 185-195.
-

September 28, 2020

Class 3: Slavery, Memory and Art

*Music by Almir Guineto: [The Caxambu](#)

We will introduce the transatlantic slave trade and how it reshaped the continent. We will also discuss how art and memory of slavery continue to shape contemporary Africa.

Case study: Memory and history of slavery in African and diasporic writing

Readings for next week:

- Binyavanga Wainana, "How to Write about Africa"
<http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1>
 - Achebe, C. *Things Fall Apart* p. 1-35. Anchor Canada.
 - Brantlinger, P. (1985). Victorians and Africans: The Genealogy of the Myth of the Dark Continent. *Critical Inquiry*, 12(1), 166–203. <https://doi.org/10.1086/448326>
-

October 5, 2020

Class 4: Colonialism and Representations of Africa| Annotation Assignment Due

*Music by Bakia Pierre: [Gitare Na Congo](#)

We will discuss the Scramble for Africa and begin to discuss representation of the continent by both Europeans and African artists.

Case study: Chinua Achebe and the complex African society.

Activity: Watch Chimamanda Ngozie Adichie's video "The danger of a single story".

Readings for next week:

- Schumann, A. (2008). *The beat that beat apartheid: The role of music in the resistance against apartheid in South Africa* (p. 17-39).
 - Pfeffer, J. (2009). Introduction: Art, History and Apartheid. (p.xv-xxii). In *Art and the End of Apartheid*. University of Minnesota Press.
 - Boahen, A. A. (1987). The operation of the Colonial system (p. 58-79). In *African Perspectives on Colonialism*. John Hopkins University Press.
-

October 12, 2020

THANKSGIVING: NO CLASS

October 19, 2020

Class 5: Resistance in Africa

*Music by Mariam Makeba/Hugh Masakela: [Soweto Blues](#)

We will discuss resistance art during colonialism and Apartheid, particularly how it is deployed and why it is such a powerful tool.

Case study: Art and resistance during Apartheid.

Readings for next week:

- [Abiku](#) by J.P. Clark
- [Abiku](#) by Wole Soyinka
- Laye, C. (1954). *The Dark Child*. Farrer, Straus and Giroux. Chapters 1-4.
- Louis Gates Jr. H. & Lemke, S. (2008). Introduction. In *Zora Neale Hurston: The Complete Stories*. Harper Perennial.

October 26, 2020

READING WEEK NO CLASS

November 2, 2020

Class 6: Art and Knowledge in Africa | Midterm Today

*Music by Billie Holiday: [Strange Fruit](#)

We will discuss how art in Africa can represent a different way of engaging with the world and different way of knowing it. We will also discuss the Harlem Renaissance, Negritude and Black Consciousness as movements that promoted African ways of being and knowing the world through artistic expression.

Case study: Totems and rituals in Camara Laye's *The Dark Child*

Reading for next class:

- Popke, J. (2001). The "Politics of the Mirror": On Geography and Afro-Pessimism. *African Geographical Review*, 21:1, 5-27.
- Cavanagh, C.J. (2018). Enclosure, dispossession, and the green economy: new contours of internal displacement in Liberia and Sierra Leone? *African Geographical Review*, 37:2, 120-133.

November 9, 2020

Class 7: Human Geography and Africa

*Music by Drizilik: [This is Sierra Leone](#)

We will discuss how Africa has been portrayed by geographers and explore how land use and location can affect politics, identity and labour practices.

Case study: the role of space and land use in post-conflict Sierra Leone and Liberia

Activity: Try your knowledge of African geography with this quiz!

<https://www.sporcle.com/games/g/africa>

Readings for next week:

- Turino, T. (2000). Race class and nationalism in Zimbabwe. In *Music and the Racial imagination*. Ronaldo R. & Bohlman, P.V. (Eds.) (p.554-584). Chicago, IL: University of Chicago Press.
 - Shoup, J. A. (2013). Rai: North Africa's music of the working class. In M. Soliman & W. El Hamamsy (Eds.) *Popular Culture in the Middle East and North Africa: A Postcolonial Outlook* (p. 39-48). Routledge.
-

November 16, 2020

Class 8: Music and Politics in Africa

*Music by Oliver Mtukudzi: [Chipembenene](#)

We will discuss how music plays a critical role in social and political life, and how it has shaped nationalism and political identity in Zimbabwe.

Case study: Intersections between music, class and politics in Zimbabwe

Activity: Listen to NPR podcast "Politics in Zimbabwe Has A New Soundtrack".

Readings for next week:

- Mire, A. (2019). Pigmentation Pathologies and Regenerative Whiteness. In *Wellness in Whiteness: biomedicalization and the promotion of whiteness and youth among women*. (p. 8-22). Taylor & Francis.
- Lewis, K. M., Harris, S., Camp, C., Kalala, W., Jones, W., Ellick, K. L., ... & Younge, S. (2013). The historical and cultural influences of skin bleaching in Tanzania. In *The Melanin Millennium* (pp. 19-38). Springer, Dordrecht.

- Epprecht, M. (2008). The Ethnography of African Straightness. In *Heterosexual Africa?: the history of an idea from the age of exploration to the age of AIDS*. (p. 34-64). Ohio University Press.
-

November 23, 2020

Class 9: Gender and Power in Africa

*Music by Angelique Kidjo: [Agolo](#)

We will discuss issues of gender and power in Africa, and how race, sexuality and the colonial legacy remain salient in gender discussions on the continent.

Case study: the relationship between skin whitening and gender in Africa

Activity: Guest speaker Dr. Amina Mire will give a talk based on her latest book about skin whitening and biomedicalization.

Readings for next week:

- Dixon, Carol Ann. "Four women, for women: Caribbean diaspora artists reimag (in) ing the fine art canon." *African and Black Diaspora: An International Journal* (2019): 1-16.

Listen for next week:

- [Un-African'? Photos Challenge Notions of LGBTQ Identity in the African Diaspora](#) - Isabella Gomez Sarmiento (November 2, 2019)

Watch for next week:

- Mikael Owunna, [fotograf Limit\(less\): Queer African Representation, Resistance & Colonialism](#)
-

November 30, 2020

Class 10: Art and African Diasporas

We will discuss the conversations that are ongoing between continent and diaspora artists as well as some of the challenges they face in speaking to and engaging with each other.

Case study: Photography and visual art in the diaspora with Debbie Owusu Akyeeah

Activity: Chat with Debbie

Readings for next week:

- Baskett, M. S. (2016). All the World's Futures: Globalization of Contemporary African Art at the 2015 Venice Biennale. *Critical Interventions*, 10(1), 28-42.
 - Bulawayo N. (2013). *We Need New Names: A novel*. Hachette UK. Pp. 90-132 and 147-164.
-

December 7, 2020

Class 11: Globalization and Africa | Project Proposal Due Today

*Music by Afro B: [Drogba](#)

We will discuss globalization and the ways in which African art has been represented on the global stage and how globalization is changing perceptions of African creative output.

Case Study: *We Need New Names* by NoViolet Bulawayo

Activity: Watch [a conversation with NoViolet Bulawayo](#)

Readings for next week:

- Womack, Y. (2013). *Afrofuturism: The world of black sci-fi and fantasy culture*. Chicago Review Press. Introduction and Chapter 1.
- Listen to: Jaafari, S. (2019). Here's the story behind the iconic image of the Sudanese woman in white. PRI.org. <https://www.pri.org/stories/2019-04-10/heres-story-behind-iconic-image-sudanese-woman-white>

Watch for next week: [Osborne Macharia on the Afrofuturism revolution](#)

December 11, 2020

Class 12: Africa and the Future

*Music by Sudan Archives: [Nont for Sale](#)

We will discuss the concept of afro-futurism and how science fiction is becoming a powerful tool on the continent to imagine the future of Africa and its diasporas.

Case Study: Afrofuturism and “Kandaka” in Sudan with guest lecturer Meysoon Amin

Activity: Chat with doctoral candidate Meysoon Amin

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 cuLearn.

The majority of class assignments and activities will be assigned over cuLearn. This is also where you will have access to course reserves, lecture slides and lectures, grading rubrics and grades. Please ensure you have logged into cuLearn and are familiar with the class site.

The following is the list of minimum technical requirements for online learning.

| Requirement | Windows-based PC | Apple Mac/macOS-based PC |
|--------------------------|--|--|
| Operating System | Windows 10 | macOS 10.15 |
| Web Browser | Google Chrome, Firefox, Edge | Google Chrome or Firefox |
| Processor | Intel Core i5 based model | Intel Core i5 based model |
| RAM/Memory | 4 GB, Min, | 4 GB |
| Storage | Minimum 5 GB available space | Minimum 5 GB available space |
| Screen Resolution | 1024 x 768 | 1024 x 768 |
| Connectivity | WiFi or Ethernet; available USB port(s) to accommodate recommended accessories | WiFi or Ethernet; available USB port(s) to accommodate recommended accessories |
| Security | Antivirus | Antivirus |
| Internet Speed | Min. 5 Mbps download | Min. 5 Mbps download |
| Accessories | Speakers, Microphone or Headphones, Video Camera, Keyboard | Speakers, Microphone or Headphones, Video Camera, Keyboard |

What I Expect of You:

Attendance and Participation

As this is an online course, there will be no grades for attendance. However, much of this course does hinge on your willingness to participate in polls, discussion forums 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 and notes **will be** posted on CuLearn as will all recorded lectures.

Class Conduct and Netiquette Guidelines

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

This course welcomes the presence and contributions of all people regardless of their gender, sex, sexual orientation, age, culture, abilities, ethnic origin, marital status, nationality, race, religion, language, disciplinary background, or socioeconomic status.

Prejudice, harassment, and discrimination are detrimental to the values and purpose of any scholarly community. It is the responsibility of all participants to ensure that this course is a safe space for all participants. Please be mindful of and take responsibility for your speech and behaviour. This includes but is not limited to:

- Respecting other participants at all times
- 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.

Netiquette is a set of rules for behaving properly online.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion
- Give other students the opportunity to join in the discussion
- Do not use offensive language. Present ideas appropriately
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them
- Never make fun of someone's ability to read or write
- Share tips with other students
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected
- Think and edit before you push the "Send" button
- Do not hesitate to ask for feedback.
- Using humor is acceptable

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 cuLearn.

Late assignments will be marked down (5% per day, including holidays and weekends.)

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 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, 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.

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;
- 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 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 |
| Academic Advising Centre | (7850) | 302 Tory |
| Paul Menton Centre | (6608) | 501 University Centre |
| Career Services | (6611) | 401 Tory |
| Health and Counselling Services | (6674) | 2600 CTTC |

Application for Graduation Deadlines

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

What to Expect from Me:

Email Policy

Please email me about any questions you may have about the course – however, please make sure that you have first checked the course syllabus, Moodle and calendar for your answer. In the subject line, please include the course code. I will respond within 2 days (excluding weekends).

Alternatively, come and ask questions in person during my office hours! Please do not email about when grades are coming out or if you can know your grade in advance.

Grades

Grades will be posted on cuLearn a maximum of **one week** after the assignment due date. Please wait **24 hours** after receiving your grade before emailing me if you wish to have your grade reviewed and expect that I will ask if you have thoroughly read the feedback you have received.

My Conduct

You as a student have a right to study, work and live in a safe environment free of discrimination or harassment. I will abide by the equity policies outlined by Carleton University and as such pledge to treat all my students with the respect, dignity and compassion they are not only entitled to, but deserve.

My goal is to encourage students to open their minds to other ways of knowing the world and recognize that in doing so, the world becomes more livable, where radical ideas and meaningful connections can take place. I will provide a variety of methods for learning during class and I will provide ample opportunity for students to demonstrate their learning.

COVID-19 STUDENT SUPPORT

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](#).