

GINS 4090 C: Ethnicity in Africa
Advanced Undergraduate Seminar
Carleton University
Kroeger College of Public Affairs
Bachelor of Global and International Studies
Seminar Outline

SESSION: Fall, 2020
INSTRUCTOR: Dr. Amal Madibbo
EMAIL: amalmadibbo@cunet.carleton.ca
LECTURES: Wednesdays 2:35 - 5:25
OFFICE HOURS: Wednesday 5:30 - 6:30 OR by appointment

Seminar Description

This seminar explores particular conceptual and social issues associated with ethnicity in Africa. It examines various theoretical conceptions of ethnicity and interrogates their relevance and implications to the study of this social phenomenon in the African contexts. It assesses both the positive and negative aspects of ethnicity in post-colonial Africa. The content will include colonialism and neo-colonialism; politicized ethnicity; mechanisms of conflict regulation; immigration and displacement; gender and education, and projects of democratization. We will consider the possibility to anticipate future forms of ethnic articulation that will help create peace and stability and foster development in Africa.

Expected Learning Outcomes

1. Acquire well-informed knowledge about the African continent;
2. Obtain multidisciplinary perspectives about ethnicity, conflict and conflict resolution, migration, forced displacement, and democratization;
3. Foster critical thinking to question discourses and practices about Africa;
4. Strengthen analytical skills to examine ethnicity issues in relation to Africa;
5. Apply specific conceptions and themes to the study of ethnicity in Africa.

The seminar's format is primarily organized around lectures, discussions of the assigned readings and documentaries, and group activities. The seminar will be run online synchronically via BBB and the students will join with audio and video connection. The instructor will first teach live and if we encounter technical difficulties the instructor will record her lectures before class then use them during class. The lectures of this seminar will be recorded and made available for students to view in CuLearn for 5 days following each lecture.

The instructor may make minor changes to the content and format of the course as global events evolve.

Required Readings

Textbook: McDonnell, F. and Akallo, G. 2007. *Girl Soldier: A Story of Hope for Northern Uganda's Children*. Grand Rapids, MC: Chosen Books.

.There is an e-copy of the book in reserve available through ARES.

.You may purchase a copy of the book from the publisher -<http://bakerpublishinggroup.com/books/girl-soldier/279836>

.The **Additional required readings** are available through ARES.

Evaluation

The final grade for this seminar will be based on 2 tests, a term paper outline, a major term paper, 2 group presentations, and class participation.

1. Tests

The **first test** will be held in class on **Oct 14**

The **second test** will be held in class on **December 9**.

These tests questions are based on the required readings, lecture notes, and documentaries we watch. These tests are not cumulative and will consist of short answer questions, multiple choice questions, and short-essay questions.

2. Two Group Presentations

The **1st**, a 20-30 minute power-point presentation of the required book, will focus on a specific theme in the book. It will define the theme, link it to two class themes, and formulate one (1) question for the class discussion. It is set for **October 7**. The instructor will assign students to groups and each group will choose a theme in the book to focus their presentation on. The groups will notify the instructors of the theme that they will choose by email on Oct 5 (worth 2% of the presentation's grade). Each group will pre-record their presentation and send it to the instructor one day before the presentation date (worth 2% of the presentation's grade). Students will then show the presentation during class and lead the question-answer period live online.

The **2nd** is a 30-35 minute power-point presentation of one of the documentaries that are indicated on the schedule below. Students will summarize the documentary and formulate and reply to 2-3 questions relevant to the course materials and discussions. The students will also prepare one (1) question for the class discussion. The groups and documentaries will be assigned by the instructor. Each group will pre-record their presentation and send it to the instructor one day before the presentation date (worth 2% of the presentation's grade). Students will then show the presentation during class and lead the question-answer period live online. The presentations are respectively set for **September 30, November 18 & 25, and December 2**.

3. Term Paper Outline

A **term paper outline** of 1.5-2 (one and a half to two) double-space pages (12 font, Times New Roman), not including the bibliography and title page, is due on **November 4**. The term paper outline identifies the research topic you select for the major term paper, your main argument, your research questions and your methodology (how you plan to conduct your research). It also includes a bibliography (a list of 4-6 sources you plan to use). The sources may include books, journal articles, one internet source, one media report, or one documentary. The bibliography incorporates 1-2 sources from the assigned readings. It will be submitted through CuLearn.

4. Major Term Paper

A **major term paper** of 9-11 double-spaced pages (12 font, Times New Roman), not including the title page and bibliography, is due on **December 9**. You must choose a topic relevant to ethnicity in Africa. Your topic can be on, but does not have to be limited to any issue or debate we cover in class. You may, for example, choose to focus on a subject such as ethnic conflicts, conflict

regulation, migration, education, race, gender, development or projects of democratization in a particular country or in two states in Africa. Utilize theory related to ethnicity. The major term paper will be submitted through CULearn.

Your paper needs to include:

1. **A Title Page:** Consists of your name and student number, the topic's title, the course's title and number, and the instructor's name.
2. **An Introduction:** Outlines the overview/summary of the main themes, issues and objectives discussed in the paper.
3. **Analysis:** Analyzes the main concepts, themes and issues. Incorporates the relevant literature review. You need to be analytical (not only describing real social events and issues, but explaining why and how they occur)
4. **A Conclusion:** Summarizes the topic discussed and the findings of your research.
5. **A Bibliography:** A list of the sources used in the paper (7-9 sources).

The sources may include books, journal articles, a book chapter (more than 1 chapter from the same book counts as 1 chapter), 2 internet sources, one media report, one newspaper article and 2 films/documentaries. The bibliography incorporates 3-4 sources from the assigned readings.

Referencing: The paper should consist of proper referencing in the body of the paper, as well as in the bibliography section at the end of the paper. You may choose to use the style of the American Psychological Association (APA) below:

An example of a style you may wish to use in the body of your paper is the following: Deng (2006) found that ethnic relations are shaped by a number of social and political determinants.

Examples of a style you may wish to use in the bibliography section:

1. Straus, S. (2006). *The Order of Genocide: Race, Power and War in Rwanda*. New York: Cornell University Press.
2. Totten, S. and Marusen, E. (2006). The Darfur Crisis. In S. Totten and E. Marusen, E. (Eds.), *Genocide in Darfur: Investigating the Atrocities in the Sudan* (pp. xiii-xli). London & New York: Routledge.

5. The in-class **Participation** will be assessed in terms of how well you are prepared for each class and your participation in the class discussions and small group work, which is why it is important that you read the assigned readings before class. It will also be based on your answer to a question the instructor will send you before each class. These messages will be exchanged through the Discussion Forum.

Breakdown, Weight and Due Date of Student Evaluation

<i>Assignment / Exams</i>	<i>Due Date</i>	<i>% Grade</i>
Presentation 1, Book	Oct 7	10 %
Test 1	Oct 14	10 %
Term Paper Outline	Nov 4	10 %

Presentation 2, Documentaries	Sept 30, Nov 18 & 25, Dec 2	15 %
Final Term Paper	Dec 9	30 %
Test 2	Dec 9	10 %
Class Participation	Throughout the semester	15 %

Academic Accommodation

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](#).

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](#).

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).

Plagiarism: 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 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 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) 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).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline. Arrangements for late submission of term work is to be determined by your instructor. Final tests are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from BGINs will be via official Carleton university e-mail accounts and/or CULearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and CULearn accounts.

Official Course Outline: The course outline posted to the BGINs website is the official course outline.

[SEMINAR SCHEDULE OF TOPICS AND READING ASSIGNMENTS](#)

Week 1: Introduction: Colonialism and Post-colonialism

September 9: Introduction to course & review of syllabus
& Colonialism and Post-colonialism – Lecture notes - No readings assigned

Week 2: The Political Manipulation of Ethnicity in Africa

September 16

Opondo, Abiero. 2004. "Ethnicity: a Cause of Political Instability in Africa?"

& Harkness, Kristen A. 2014. "The Ethnic Army and the State: Explaining Coup Traps and the Difficulties of Democratization in Africa". Journal of Conflict Resolution, 60(4): 587-616.

Week 3: Positive Ethnicity in the African Context

September 23

Hameso, Seyoum. 1996. "Towards Positive Ethnicity in Africa".

& Deng, Francis. 1997. "Ethnicity: An African Predicament".

Week 4: Conflict Management, Prevention and Resolution

September 30

Gottu, Shadrack. 1991. "The OAU's New Mechanism for Conflict Prevention, Management and Resolution". CODESRIA Bulletin, pp. 15-20.

& Kwesi, Aning. 2005. "The Challenges of Civil Wars to Multilateral Interventions –UN, ECOWAS, and Complex Political Emergencies in West Africa: A Critical Analysis. African and Asian Studies, 4(1-2):1-20.

& [Documentary](#) – The Imam and the Pastor, The Nigerian Reconciliation That Offers A Roadmap Back From Extremism (39.55 mns). 2008. US Institute of Peace, Washington, DC.
& [Students presentation](#) about the documentary

Week 5: Child Soldiers

October 7: The story of Grace Akallo

[Students presentations](#) about the book

Week 6: Migration and Displacement in the African Context 1

October 14

[Test 1](#)

& Adepoju, Aderanti. 2005. "Migration in West Africa".

& Zlotnik, Hania. 2004. "International Migration in Africa: An Analysis Based on Estimates of the Migrant Stock". Migration Information Source.

Week 7: Migration and Displacement in the African Context 2

Oct 21

Lenard, Jeremy. 2019. *Africa Report on Internal Displacement*, pp. 8-31.

October 26-30 Fall break. No class

Week 8: Gender in the African Context: Ghana, Zimbabwe, Kenya, & the Projects of Democratization in Africa

Nov 4

Olurode, Lai. 2003. "Gender, Globalization and Marginalization in Africa". Africa Development, 28(3&4): 67-88

&

Shabaya, J., & Konadu-Agyemang, D. 2004. "Unequal Access, unequal participation: Some spatial and socio-economic dimensions of the gender gap in education in Africa with special reference to Ghana, Zimbabwe and Kenya". Compare: A Journal of Comparative and International Education, 34(4): 395-424.

[Paper Outline due on November 4](#)

Week 9: South Africa 1

November 11

Bekker, Simon and Anne Leildé. 2003. "Is Multiculturalism a Workable Policy in South Africa?" International Journal on Multicultural Societies, 5(2):119-134.

& Fattar, Aalm. 2005. "Discourse, Differentiation, and Agency: Muslim Community Schools in Post Apartheid Cape Town". Comparative Education Review, 49(1): 23-35.

Osaghae, Eghosa. 2005. "State, Constitutionalism and the Management of Ethnicity in Africa". African and Asian Studies, 4(1-2): 83-106.

Week 10: South Africa 2

November 18: [Documentray](#). Sarafina (98 mins.). Roodt, D. (Director). 2002.

& [Students presentation about the documentary](#)

Week 11: Sudan - The Lost Boys & Girls of Sudan

November 25

Finlay, Juli. 2015. "To cross the River: Refugee-physicians and their Mission to return to Post-Conflict Sudan". In Amal Madibbo (ed.), Canada in Sudan, Sudan in Canada: Migration, Conflict and Reconstruction, pp. 100-124. Montreal & Kingston: McGill-Queen's University Press.

&

[Documentaries:](#)

1. Lost Boys of the Sudan, Profile on Sudanese civil war survivors, Simon Deng and Peter Nyok.. 2009. (10.43 mns).

2. The Lost Girls. 2014. (6.15 mns).

3. Lost Boys 60 Minutes. 2014. (22,41 mns).

& [Students presentations](#) about the documentaries

Week 12: The Democratic Republic of Congo

December 2: [Documentary](#). Lumumba, The Death of a Prophet. (1:49:00 mns). 2000.

& [Students presentations about the documentary](#)

& Osaghae, E. "State, Constitutionalism and the Management of Ethnicity in Africa". African and Asian Studies, 4(1-2): 83-105

Week 13: December 9

[Test 2](#)

[Final paper Due December 9](#)

