

PSCI 3100 A
Politics of Development in Africa
Wednesdays: 11:35 am - 2:25 pm
Please confirm location on Carleton Central.

I) **General information**

Instructor: Dr. Isaac Odoom

Student Hours: Thursday 12:30pm – 2:30pm or by appointment

Email: isaac.odoom@carleton.ca

II) **Course description**

Overview: This course introduces students to the politics of development in Africa by exploring a broad range of issues from both historical and contemporary perspectives. This includes an examination of the legacy of colonialism, the post-colonial state, nationalism and authoritarian rule, democratization, conflict, post-conflict peace-building, and Africa's political and economic relations with the international community. While the course provides a survey of important themes related to African politics, it also draws upon the wider theoretical literature from political studies to ground the analyses in broader debates within the discipline.

The course is structured in three parts. In the first part we will take a tour of Africa's (pre)colonial structures, as well as the impact of colonialism on the post-colonial development process. Secondly, we will explore the influences of external and internal factors during the post-independence era, focusing on social, political, and economic changes engendered through state-building efforts and their consolidation. Thirdly, as the 21st century has been widely touted as the time for Africa to make the push, we will explore some contemporary development trends and discourses in Africa, which would affirm, or challenge such a position.

Aims and objectives: The goal is to learn about specific cases, develop a nuanced understanding of political development in Africa as well as the promises and pitfalls of proposed solutions, learn practical tools for assessing the effectiveness of different interventions, and appreciation for the complexities of African development.

III **Course Format**

This is a lecture course designed to be accessible to all but requires students to spend time in reading assigned literature and follow current events in Africa to broaden their knowledge and motivate contribution in the class discussion. The instructor will lecture during the first half of class. The second half will be used for presentations and discussions. Lectures will not summarize the weekly readings but focus on key components and approaches and provide further elaboration on the themes. The class is expected to be interactive and involves small group presentations.

IV **Learning outcomes**

By the end of this class, students should be able to

1. Critically assess and discuss key features of Africa's development, such as the colonial legacy, structural adjustment policies, democratisation, the politics of aid and the various actors of development.
2. Analyze how Africa relates to the world and analyze the African state-society relationship in a variety of contexts and from different theoretical perspectives.
3. Engage with the theoretical debates and literature through concrete case studies from different African countries and regions.

4. Reflect on the nature of 'Africa' and 'African politics' as a discrete unit of study
5. Develop and employ effective writing, research, analytical and communication skills in the assessment of the theories and practices of development in Africa.

V Texts

There is no required textbook for this course. The required readings for each week are listed below. All the course materials can be found on ARES via Brightspace. I have also included a list of some useful websites for accessing news and data on development in Africa and specific countries.

A (non-exclusive) list of resources to stay up to date on African politics: [Al Jazeera Africa](#), [allAfrica](#), [Africa Is a Country](#), [BBC Africa](#), [Economist](#), [Monkey Cage](#), [CBC World](#), [New York Times](#), [Washington Post](#), [CGTN](#)

We will start each lecture with a roundtable chat on “What’s in the news (about Africa) this week”.

VI Evaluation at a glance

Evaluation of the following course requirements will determine students’ grades

Component	Weight	Due Date
1. Attendance/Participation	15%	Throughout the course
2. Map quiz	5%	Jan 29
3. Midterm Test	20%	Feb 12
4. “Take your pick” Paper	15%	Due not later than March 19.
5. Presentation	15%	Student chosen date
6. Final Exam	30%	Exam Period
Total	100%	

VII Evaluation in detail

1. Attendance and Participation (15%)

The course requires that you interact with your peers (especially the second half of class) and with the instructor during class. The mark for participation is a cumulative score which involves the following: Quality of participation in class discussion, small in-class group exercise and other related activities. (You cannot receive a participation mark if you do not attend class. If you are absent without a valid excuse, you will receive zero (0) for that seminar). To get a good grade and grasp of the subject, students need to carefully read the required readings, prepare their own weekly reading notes, including questions for discussions, and actively participate in discussions. Students should note that listening and raising good questions are as important as making comments. Instructor will take attendance in class.

2. Map Quiz (5%)

The map quiz is intended to test the knowledge about the continent’s political geography. It will mainly involve correctly identifying the countries of the continent, their capitals and general demographic features. The quiz will take place in class on Jan 29.

3. The Midterm Exam (20%)

The closed book in-class midterm exam is intended to encourage students to keep up with readings and course content, and to allow students to demonstrate their understanding of the early elements of the course material. Students will be required to answer short and long answer questions (choices will be provided).

4. "Take your pick" paper: **Reflection Paper (15%):**

Each student will write a 1500-word reflection paper on a chosen week's readings. The Reflection paper will critically synthesize the arguments developed in the assigned readings for that day and develop a response to those arguments. You will be expected to identify the central argument and draw out the points of commonality and differences in the authors' arguments. You should discuss how convincing the authors' arguments are and what you have learned from them. You should also contemplate linkages between previous weeks' readings, if any. The paper must include at least two discussion questions arising from the readings. Further guidelines will be posted on Brightspace.

OR

"Take your pick" paper: **Election Analysis Paper:**

Each student will write a 1500-word analysis of a recent election (past 10 years) in an African country of their choice. You are expected to use at least three (3) peer-reviewed academic articles and at least three reliable media sources. The paper should provide the background of the elections, discuss the issues at stake, explain the reasons for the outcome, and analyze the implications for democracy in that country. Further guidelines will be posted on Brightspace.

5. **Case study Presentations (15%)**

Each student will be assigned a group, and each group will collaborate to prepare and present a case study related to the week's lecture topic. These case studies, which must match the topic for the week, must be selected by the students in consultation with the instructor (at least a week before, if not earlier). The purpose of the presentation is to conduct an in-depth examination of an issue in Africa's development using an example of a case study.

In the presentation, while some summary of the material may be necessary to refresh people's memory and kick-start the discussion, the presentation should not be a long summary of the readings. Presenters should assume that everyone in the class has completed all the readings.

Overall, the group should aim to demonstrate how well they have understood the topic and readings for that week through the use of the case study.

The presentation will use visual aid (PowerPoints, audio/video etc) where appropriate and will not be longer than 20 minutes, followed by Q & A. It is the responsibility of the group to manage the duration of the presentation and the Q & A. A single grade will be assigned for the presentation and will be attributed to all students in that group. All presenters have equal share in leading the presentation and discussion.

Instructor will assign topics/date of presentation to students guided by students' selections. Student will be given an option to pick their top Three (3) preferred Topics/Dates of presentation.

Additional information about the presentation will be provided to students.

6. Final exam (30%):

Students will answer essay-type short/long answer questions related to course content. Review questions will be discussed in class on April 2. The examination will be held in the official examination period at a time and date scheduled by the University. Do not book any travel plans during this period until the final exam schedule is posted.

Contact Policy: Email is the best way to contact me. I normally reply within 24-48 hours, weekends excluded. All email must be through official Carleton University email accounts. For longer questions I recommend scheduling a Zoom appointment or regular office hours.

Students should note that to obtain credit in this course, students must fulfill all of the course requirements.

Late Penalty: Each class assignment is graded out of 100 marks. For late submissions, a penalty of two marks per day will be deducted from the assignment's grade (where applicable).

Previous papers/work. For this course and its assignments, using work already submitted for other courses is disallowed. Students are invited to talk to the instructor if they have any questions related to this provision.

Changes to the syllabus: This syllabus is subject to change. Any amendments will be posted on Brightspace and announced in class.

Generative AI Policy (adapted from Peter Andree's course outline)

Generative Artificial Intelligence tools (such as ChatGPT, Jasper, GPT, Google's Bard, Bing AI, etc.) are powerful new tools that can be helpful to social science researchers. However, the quality and validity of outputs from these tools varies considerably. Further, students in this course are being trained, in part, to think critically, and to strengthen their own writing skills.

For this course, students are expected to do their own research and write the entirety of their own assignments. AI can be used as a guide to new topics, and to correct spelling and grammar, but no more. Students may use Generative AI tools to better understand topics at a general level, and to help them identify sources they may not have known about, much as one might use Wikipedia. As with Wikipedia, the validity of which also varies, text written by Generative AI tools should not be copied into a student's assignment, or even quoted from directly. Instead, students should find and work from original sources to inform their papers, and then cite those original sources in their work.

The instructor reserves the right to ask students to submit evidence of their own research (e.g. rough notes, screenshots of reference sources, etc.) and to participate in an oral defense of any submitted assignment.

Instructor and students will have a chance to discuss the use of generative AI in class.

(This note on AI was developed using language from online resources).

VIII Course Schedule

The weekly reading list is subject to changes by the instructor in the course of the term. Instructor will inform students of any changes ahead of time.

Week 1

Jan 8: Course Introduction and Organisation

TED Talk (Video): Chimamanda Adichie, 'The Danger of a Single Story', 2009. [Available online <https://www.youtube.com/watch?v=D9lhs241zeg>]

You can start using the Africa Map learning tool at <https://lizardpoint.com/geography/africa-quiz.php#> to learn the basic political geography of the continent.

Week 2

Jan 15: Overview of Africa and Development Discourses

Required Readings:

Pierre Englebert & Kevin C. Dunn, *Inside African Politics, 2nd Edition* (Boulder, CO: Lynne Rienner Publishers, 2019) Chapter 1, "Why African Politics Matter"

T. Jayne, R. Mkandawire, F. Owusu (2022) "Is Africa truly rising?" Chapter 6, In Moseley, W.G., & Otiso, K.M. (Eds.). (2022). *Debating African Issues: Conversations Under the Palaver Tree* (1st ed.). Routledge. <https://doi.org/10.4324/9780429259784>

Recommended readings:

Ndongo Samba Sylla, 'From a marginalised to an emerging Africa? A critical analysis?' *Review of African Political Economy*, vol. 41, no. S1 (2014): S7–S25

Week 3

Jan 22: Colonialism and its Legacies

Required readings:

A. Adu Boahen (ed.) 'Africa and the Colonial Challenge' and 'European Partition and Conquest of Africa: an Overview' in *UNESCO General History of Africa: Vol. VII Africa under Colonial Domination 1880 – 1935* [Abridged edition] A. Adu Boahen edited, (Berkeley, CA: University of California Press, for UNESCO, 1990), pp. 1 – 24

Cheeseman and Fisher, "How colonial rule predisposed Africa to fragile authoritarianism," *The Conversation* (31 October 2019).

Podcast: This is a Short History Of...The Scramble for Africa. Available at:

<https://podcasts.apple.com/ca/podcast/short-history-of/id1579040306?i=1000664049280> [You can skip the first 6 minutes]

Recommended reading:

Crawford Young. 2012. "Decolonization, the Independence Settlement, and Colonial Legacy" in *The Postcolonial State in Africa: Fifty Years of Independence, 1960-2010*. Madison: University of Wisconsin-Madison, pp. 87-121

Week 4

Jan 29: The State and Development in Africa

Required readings:

"Nationalism, One-Party States, and Military Rule" in Cheeseman, Nic, David M. Anderson and Andrea Scheibler (eds). 2013. *Routledge Handbook of African Politics*. New York: Routledge. pp. 11-23.

Pierre Englebert & Kevin C. Dunn, Chapter 2 "The Evolution of African States" *Inside African Politics, 2nd Edition* (Boulder, CO: Lynne Rienner Publishers, 2019)

Mkandawire, T. (2001) "Thinking about Developmental States in Africa", *Cambridge Journal of Economics* Vol. 25 No. 3

Recommended Reading

Liisa Laakso and Adebayo O. Olukoshi, "The Crisis of the Post-Colonial Nation-State Projects in Africa," In *Challenges to the Nation-State in Africa*, Adebayo O. Olukoshi and Liisa Laakso edited. (Uppsala, Sweden: Nordic Africa Institute, 1996), pp. 7 – 39

Week 5

Feb 5: Africa, the Aid Regime and Reforms

Required Readings:

Moyo D. (2009) *Dead Aid: Why Aid is Not Working and How There is Another Way for Africa* Chapters 1 and 3.

Ouedraogo, R, Sourouema, WS, Sawadogo, H. (2021) Aid, growth and institutions in Sub-Saharan Africa: New insights using a multiple growth regime approach. *World Econ.* 2021; 44: 107– 142. <https://doi-org.login.ezproxy.library.ualberta.ca/10.1111/twec.12968>

Onyeiwu, S. (2022). "The Nexus of Structural Adjustment, Economic Growth and Sustainability: The Case of Ethiopia." In: Antoniades, A., Antonarakis, A.S., Kempf, I. (eds) *Financial Crises, Poverty and Environmental Sustainability: Challenges in the Context of the SDGs and Covid-19 Recovery*. Springer, Cham. pp 107–120

Recommended Reading:

Awokuse T. (2011) "Food aid impacts on recipient developing countries: A review of empirical methods and evidence" *Journal of International Development*, Vol. 23 No. 4, pg. 493-514

Week 6

Feb 12

MIDTERM TEST (In-class)

Week 7

Reading Week (No classes)

Week 8

Feb 26

Democratization and institutional development (ONLINE CLASS)

Ake, Claude. "The Unique Case of African Democracy." *International Affairs (Royal Institute of International Affairs 1944-)*, vol. 69, no. 2, 1993, pp. 239–44

Nic Cheeseman, George Ayittey "Is multi-party democracy the best form of governance in African countries? Chapter 18 In Moseley, W.G., & Otiso, K.M. (Eds.). (2022). *Debating African Issues: Conversations Under the Palaver Tree* (1st ed.). Routledge.

Suleiman and Onapajo, "Why West Africa has had so many coups and how to prevent more," *The Conversation* (Feb 2022)

Recommended reading:

Said Adejumobi, 'Democratic Performance in Africa: Uneven Progress, Faltering Hopes' in National Democratic Reforms in Africa: Changes and Challenges in Said Adejumobi edited (New York: Palgrave Macmillan, 2015), pp. 1-22

Week 9

March 5

Conflict and Post-Conflict Development (GUEST LECTURE; ONLINE CLASS).

Pierre Englebort & Kevin C. Dunn, *Inside African Politics, 2nd Edition* (Boulder, CO: Lynne Rienner Publishers, 2019) Chapter 7 "War, Conflict, and Security"

Scott Straus. 2012. "Wars do End! Changing Patterns of Political Violence in Africa." *African Affairs* 111(443): 179-201.

Sesay, Mohamed. 2020. "Promotion of the Rule of Law: reinforcing Domination through the Internationalisation of Legal Norms." *Third World Quarterly*. doi :<https://doi.org/10.1080/01436597.2020.1831379>

Recommended reading:

Ngũgĩ wa Thiong'o, 'The Myth of Tribe in African Politics,' *Transition* 101, (2009), pp. 16-23

Week 10

March 12

Gender and Development in Africa

Bawa, S. (2016). Paradoxes of (dis) empowerment in the postcolony: women, culture and social capital in Ghana. *Third World Quarterly*, 37(1), 119-135.

Mary Njeri Kinyanjui and Pamela Abbott, "Do more women in politics lead to better governance in African countries?" Chapter 20 In Moseley, W.G., & Otiso, K.M. (Eds.). (2022). *Debating African Issues: Conversations Under the Palaver Tree* (1st ed.). Routledge.

Asiedu, "Africa has forgotten the women leaders of its independence struggle," *Quartz Africa* (16 March 2019)

Recommended Reading:

Hickel, Jason. (2014) "The 'Girl Effect': Liberalism, Empowerment and the Contradictions of Development," *Third World Quarterly* 35(8): 1355-1373.

Week 11

March 19

The Politics of NGOs, Volunteers and their Implications for Development

Firoze Manji, Carl O'Coill (2002) The missionary position: NGOs and development in Africa, *International Affairs*, Volume 78, Issue 3, July 2002, Pages 567–584,

Hedayat Allah Nikkhah & Ma'rof Bin Redzuan (2010) The Role of NGOs in Promoting Empowerment for Sustainable Community Development, *Journal of Human Ecology*, 30:2, 85-92,

Tiessen Rebecca and Barbara Heron (2012) "Volunteering in the developing world: the perceived impact of Canadian Youth" *Development in Practice* 22, no. (2012): 44-56

Week 12

March 26

Africa and the World: Africa-China relations

Pierre Englebert & Kevin C. Dunn, *Inside African Politics, 2nd Edition* (Boulder, CO: Lynne Rienner Publishers, 2019) Chapter 8, "The International Relations of African States"

Odoom, Isaac (2018) "South-South Cooperation, SDGs, and Africa's Development: A Study of China's Development Intervention in Ghana" in Hanson et al (eds.) *From Millennium Development Goals to Sustainable Development Goals: Rethinking African Development* (New York: Routledge)

Video: "Is China the New Model for Emerging Economies?" Ted Talk by Dambisa Moyo (2013), 16 mins.

Week 13

April 2

Diaspora, COVID-19 and Africa's future (Course Conclusion)

Hélène Pellerin & Beverley Mullings (2013) The 'Diaspora option', migration and the changing political economy of development, *Review of International Political Economy*, 20:1, 89-120.

Lloyd G. Adu Amoah (2021) COVID-19 and the state in Africa: The state is dead, long live the state, *Administrative Theory & Praxis*, 43:3, 355-365, DOI: [10.1080/10841806.2020.1840902](https://doi.org/10.1080/10841806.2020.1840902)

Recommended:

Kimberly Foulds, and Paul Zeleza, "Harnessing the potential of Africa's global academic diaspora"
Conversations May 2015 <https://theconversation.com/harnessing-the-potential-of-africas-global-academic-diaspora-41644>

Political Science Course Outline Appendix

REQUESTS FOR ACADEMIC ACCOMMODATION

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

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus):

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

Mental Health and Wellbeing:

<https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC):

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS):

<https://carleton.ca/csas/>

Equity & Inclusivity Communities:

<https://carleton.ca/equity/>

Off Campus Resources:

Distress Centre of Ottawa and Region: (613) 238-3311 or
TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389,

<https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

Academic consideration for medical or other

extenuating circumstances: Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: 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 accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: 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 [click here](#).

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, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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).

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 its 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/equity/sexual-assault-support-services>.

Accommodation 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 will be provided to students who compete or perform at the national or international level. 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last day to withdraw from full fall term and fall/winter courses with a full fee adjustment is **September 30th, 2024**. The last day for a fee adjustment when withdrawing from winter term courses or the winter portion of two-term courses is **January 31, 2025**. The last day for academic withdrawal from full fall and late fall courses is **November 15, 2024**. The last day for academic withdrawal from full winter, late winter, and fall/winter courses is **March 15, 2025**.

WDN: For students who withdraw after the full fee adjustment date in each term the term WDN will be a permanent notation that appears on their official transcript.

OFFICIAL FINAL EXAMINATION PERIOD

Fall courses: **December 9-21, 2024**. Winter and Fall/Winter courses: **April 11-26, 2025** (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton 2024-2025 Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else’s published or unpublished material, 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 that cannot be resolved directly by 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.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640
Loeb	
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501
Nideyinàn	
Career Services (6611)	401 Tory

