
**AFST 201 (L01)
Introduction to African Studies
GFC Hours 3-0
Fall 2023**

Instructor:	Rowland Caesar Apentiik	Lecture Location:	SA 106
Phone	403-220-4857	Lecture: Days/Time:	Tuesday & Thursdays 2:00PM - 3:15PM
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Prerequisite(s): none

COURSE DESCRIPTION

This course introduces students to the African continent, and its diverse societies and cultures. It will address the geographical, sociocultural, economic, and political conditions on the continent from an interdisciplinary perspective. We will explore the nature of African society including the diversity and similarities, and the processes of change that have shaped the continent's development, and the effects of these processes in historical and contemporary contexts.

The objective of the course is to assist students in developing a holistic understanding of the continent and its people, beyond the often-parochial dominant images found in the media that depict Africa as a continent of conflict, disease, and exotica. Thus, the course provides students with the opportunity to explore, analyze and (de)construct some of the forces that have shaped and continue to affect African development, as well as insights into the profound impact Africa has had and still exerts on the world vis-à-vis the impact of the world on the continent.

LEARNING OUTCOMES:

Upon completion of this course, students should be able to:

- Analyze, evaluate and explain how varied historical events and actors, together with the continent’s physical and socio-cultural geography have shaped, and continue to impact its political, economic, and cultural development from an interdisciplinary perspective.
- Identify, describe, analyze and explain the similarities and differences that exist within and among contemporary African societies in terms of the challenges they face, their achievements and triumphs, and the opportunities the continent has to offer.
- Have honed their skills in critical thinking, reading, writing, and debating about African issues from an interdisciplinary perspective.

REQUIRED READINGS/TEXTBOOKS:

- Chinua Achebe. 2005. *Things Fall Apart*. London: Macmillan.
- Manuh, T., & Sutherland-Addy, E. (Eds.). (2014). *Africa in Contemporary Perspective: A Textbook for Undergraduate Students*. Sub-Saharan Publishers.

The required textbooks are available for purchase at the University Bookstore.

RECOMMENDED/OPTIONAL READINGS:

- Gordon, A., & Gordon, D. L. (Eds). (2013). *Understanding Contemporary Africa (5th edition)*. Boulder: Lynne Rienner Publishers.
- Bohannan, P., & Curtin, P. (2000), Chapter 4.

REQUIRED TECHNOLOGY AND EQUIPMENT:

In order to successfully engage in this course, you will require computer with:

- a supported operating system, as well as the latest security and malware updates
- a current and updated web browser and internet connection to download lectures notes and submit assignments, as well as the latest word processor or other basic software to do your assignments.

COURSE REQUIREMENTS AND ASSESSMENT

Critical Review Chapter	20%	October 5, at 4:30pm via dropbox
Mid-Term Exam	40%	October 26, 2023 (in-class closed book exam)
Final Exam	40%	To be scheduled by the Registrar

Note:

- All assignments/components must be completed in order to pass the course, but you do not need to pass each course component to earn a passing grade in the class.
- No extra credit or ‘make up’ work is available in this course.
- All written assignments except multiple choice questions will be assessed in part based on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity.
- Both midterm and final exams are closed-book and have a mixed format – a combination of multiple choice (Scantron based), short-answer and long-answer questions. There may be exceptions to this rule for exams missed for legitimate reasons.
- Final exam is not cumulative.
- Deferral of registrar scheduled final exam requires Registrar approval --final exams are approved and scheduled exclusively by the registrar’s office (<https://www.ucalgary.ca/registrar/exams/deferred-final-exams>)
- All assignments must be submitted to the Dropbox on D2

BRIEF DESCRIPTION OF ASSIGNMENTS, EXAMS, AND GRADING EXPECTATIONS/CRITERIA (See D2Lfor details)

Format and structure of both mid-term and final exam

Both exams are closed-book consist of a combination of multiple-choice, short-answer and long-answer questions designed to test your grasp of the material covered in the lectures, by guest speakers and from the course readings and videos covered in the class up to the date of the exam. We will do a review of the course materials before the exam to familiarize you with the kind of questions you can expect on the exam.

Format, Structure and evaluation of the book (Things Fall Apart, Achebe) review assignment (see D2I for details)

Format:

The paper must:

- have a title page, which includes the following information: *title of paper, course code, instructor's name, student ID, and date of submission.*
- not be more than **2 PAGES excluding final list of references** (bibliography and brief appendix are not included in the length restrictions). **All pages should be numbered.** Students are urged to stay within the maximum page length or risk a penalty of loss of grade (e.g., A- to B+) or two (2) points, depending on the number of pages over the maximum limit required.
- be typed and doubled-spaced in 12-point font, with page margins of 1 inch (2.5 cm) wide.
- include a minimum of 3-4 properly cited scholarly peer-reviewed references, in addition to the text used for the assignment.
- use APA citation format for both in-text citation and final list of references (detailed examples posted on D2L).

Evaluation based on:

- *well-informed review or discussion of the chapter including coherent argument with clear and logical progression of ideas and thoughts throughout the paper.*
- clarity of expression and correct use of grammar (quality of grammar).
- a critical analysis, as opposed to descriptive analysis.
- understanding and applying information from lectures, readings, and other relevant literature.
- Well formatted in-text citations and final list of references. Substantial marks will be taken off for improper in-text-citation and bibliographical formatting.
- it is the student's responsibility to keep a copy of each assignment submitted. A student should be prepared to provide a second copy of his/her assignment if requested. A student who cannot provide a second copy of his/her essays may risk receiving a zero grade for this portion of the course.

Note: Visit D2I for detail guidelines on Book Review Assignment.

POLICY ON MISSED EXAMS/ASSIGNMENTS & LATE SUBMISSIONS:

Late assignments will be penalized 5% per day, including weekends, without prior instructor approval or loss of a grade (e.g., A- to B+)

Missed examinations/tests cannot be made up without the approval of the instructor. Exams may only be deferred in the case of serious illness or medical emergency, religious observance, or domestic affliction (see: <https://www.ucalgary.ca/registrar/exams/deferred-final-exams>). It is your duty to contact the instructor with legitimate reasons/excuses via email within **24-hour** period when you miss an exam/test to request for a make-up test/exam. Note that it is at the instructor's discretion if he/she will

allow a make-up exam. If the instructor accepts your reasons and approval given, you must be prepared to write the makeup exam/test within **two weeks** of the missed test/exam on a date (day/time) scheduled or chosen by the instructor. Students who do not schedule a makeup test/exam with the instructor within this **24-hour period** forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly in form and/or content from a regularly scheduled test/exam. Makeup exams may consist exclusively of long answer/essay questions.

Documentation Issues:

Although students are not required to provide specific supporting documentation (e.g., medical note), they may provide supporting documentation for an exemption/special request in including missed exams/tests and assignments. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Reappraisal of Graded Term Work: <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade: <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Department of Anthropology and Archaeology Grading Scheme:

A+	95 – 100%	B+	80 – 84.9%	C+	67 – 70.9%	D+	55 – 58.9%
A	90 – 94.9%	B	75 – 79.9%	C	63 – 66.9%	D	50 – 54.9%
A-	85 – 89.9%	B-	71 – 74.9%	C-	59 – 62.9%	F	< 50%

Land Acknowledgement

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Region 3.

Acknowledgement and Respect for Diversity

The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

COURSE POLICIES

- **Pedagogy:** Pedagogically, the course involves two (2) weekly lectures devised around a set of required and recommended readings wherein students will also be encouraged to participate in a meaningful way. This mean that a combination of lectures, class discussion, team collaboration, and student presentations will be used throughout the course. As such, it is essential that students read the materials beforehand and be prepared to engage in discussions and debates.

- **Accessibility:** Lecture notes in form of PowerPoint will be made available to students after each lecture on d2l.
- **Posting of grades and picking-up of assignments:** Graded assignments will be made available electronically through the course's D2L link. Grades and assignments will not be available at the Department of Anthropology and Archaeology's main office. Students who may wish to go over their graded exam are welcome to do so during my office or TA's office hours as well as by appointment.
- **Grade Disputes:** With regards to grade problems or dispute, please do note that I will not discuss such issues during class time. You are encouraged to see me by appointment or use the office hours on such issue. Before coming to see me about a grade dispute or problem, you must indicate in writing where and why you believe your work should get a higher grade. Your written submission on a grade dispute or problem should be between 250 words (minimum) and 500 words (maximum).
- **Classroom conduct:** Please be respectful of other students in the classroom environment and also avoid working on things unrelated to the class during class time. Refrain from text messaging, surfing the Internet or social networking sites, talking on your cell phone. **I reserve the right to deduct 5 points from your grade for every instance of disruptive behavior exhibited by you in class. You may also be asked to leave the class, if disruptive behavior continues.**
- It is your responsibility to come to class and on time to be able to fully understand the materials covered. If you cannot attend class, I strongly encourage you to get the notes from a classmate. **Please do not ask me to provide you with class notes. It is equally your responsibility to know the due dates for assignments and dates for course exams which are on the outline.**
- If you come in late or leave during class time, please sit near a door and be respectful of other students. **If tardiness, early exit, and other disruptive behaviors during class become a problem, you may be asked to withdraw from the course.**
- **communication policies:** All course related communication via email or other methods with peers and instructor should be formal. This means that emails must be clearly written, devoid of shorthand and other forms of informalities. Questions and information of general interest will be addressed in class or posted on Desire2Learn. Students are encouraged and required to use their ucalgary email accounts or Desire2Learn in all their communication with me and with peers.
- **Use of Email:** Due to a high volume of e-mail messages received daily, students are advised to meet me during my office hours or make an appointment with me on matters that require urgent attention. Please note that e-mail messages can be sent to the wrong email address, can be accidentally deleted, and can be buried or may mysteriously disappear into cyberspace. I will normally reply to emails within 72 hours, during regular business hours.
Note: Please feel welcome to discuss with me any aspect of the course requirements or package you think is unclear to you.

UNIVERSITY POLICIES

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in

relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

ACADMIC INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

ACADEMIC MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

tudent information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE FOR REGULAR FALL SESSION (T/R Class)

Note: The class schedule is subject to changes and revisions

Schedule/Dates	Topic, Activity/Issues, Readings and other important dates
<p>WK1: Sept. 5 & 7</p>	<p>Topic/Issues/Activities <i>Discussion Points</i> /:</p> <ul style="list-style-type: none"> ▪ Introduction: Overview of the course material including course requirements and expectations, norms of collaboration, academic integrity and other relevant matter ▪ Survey of the continent and its people <ul style="list-style-type: none"> • History, geography, ethnic and linguistic landscape <ul style="list-style-type: none"> -The geographical, historical, political, social plus the ethnic and linguistic landscape & diversity that characterizes the continent, and the distinctive experiences of African states and societies • The “(mis)representation” of and “discourses” on Africa <ul style="list-style-type: none"> - the role of myths and stereotypes in shaping the various perceptions of Africa/ -the multiple, changing, and competing conceptions of ‘Africa • The role Africans have played in global historical processes. • African history from an African perspective <p>Required readings:</p> <p>Chapter 1 of the textbook</p> <p>Other useful optional sources on the representations of the “Dark Continent”:</p> <ul style="list-style-type: none"> • Chinua Achebe, “An Image of Africa,” in <i>Research in African Literatures</i>, Vol. 9, No. 1, Special Issue on Literary Criticism (Spring, 1978), 1-15. Available at: http://www.jstor.org/stable/3818468 • Simon Moss 2012, https://www.youtube.com/watch?v=Go4Xsd53Qqw • Paul Zeleza, “The Inventions of African Identities and Languages: The Discursive and Developmental Implications.” See http://www.lingref.com/cpp/acal/36/paper1402.pdf pp 1-26. • Binyanvanga Wainana, “How to Write about Africa” (http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1) <p>It is also available on YouTube (http://www.youtube.com/watch?v=c-jSQD5FVxE)</p> <p>Chimamanda Adichie, “The Danger of a Single Story” (http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html)</p>

<p>WK2: Sept. 12 & 14</p>	<p>Topic/Issues/Activities/Discussion Points:</p> <ul style="list-style-type: none"> ▪ Survey of the continent and its people (Cont.) <ul style="list-style-type: none"> • history, geography, ethnic and linguistic landscape. • The diversity and history of African societies • The role of myths and stereotypes in shaping perceptions of Africa • The role Africans have played in global historical processes • African history from an African perspective. <p>Required readings:</p> <p>Chapters 2 & 3 of the textbook</p> <p>Recommended/optional readings:</p> <ul style="list-style-type: none"> • Bohannan, P. & Curtin, P. (2000), Chapters. 1–4. <p>Gordon A. A. and D. L Gordon (Eds.) (2013), Chapters 1 & 2.</p>
<p>WK3: Sept.19 & 21</p>	<p>Topic/Issues/Activities/Discussion Points:</p> <ul style="list-style-type: none"> ▪ Historical context: from the pre-colonial to the postcolonial era <ul style="list-style-type: none"> • Reconstructing the African Past: Sources and methods • Economics as a Cultural System • Hunter-Gatherers to modern economic systems in Africa • Dimensions of resource extraction and impacts • Epidemiology of pandemic diseases and African response <p>Required Readings: Chapter 9 of the textbook</p> <p>Recommended/optional Readings:</p> <ul style="list-style-type: none"> • Bohannan, P., & Curtin, P. (2000), Chapters 10, 11, 12, &13. • Gordon, A. A., & Gordon, D. L (Eds.) (2013), Chapter 3 and Chapter 5 (the section on <i>Pre-colonial economies</i>).
<p>WK4: Sept. 26 & 28</p>	<p>Topic/Issues/Activities/Discussion Points:</p> <ul style="list-style-type: none"> ▪ Socio-cultural institutions, traditions, and organizations <ul style="list-style-type: none"> ▪ Socio-Cultural life: Family, marriage, kinship, and social organization/stratification include gender institutions. ▪ Shifting and contradicting conceptions of sexuality, femininity masculinity, polygyny another relate issues including the cultural productions of African women, domination and autonomy (e.g are gender institutions oppressive?) <ul style="list-style-type: none"> ▪ LGBTQIA+ discourses and Africa response. <p>Required Readings: Chapters 4 & 6, of the textbook</p> <p>Haslam et al, chapter 3 & 4 (textbook).</p> <p>Recommended/optional Readings:</p> <ul style="list-style-type: none"> ▪ Bohannan, P., & Curtin, P. (2000), Chapter 5.

	<ul style="list-style-type: none"> ▪ Gordon, A. A., & Gordon, D. L. (Eds.), (2013), Chapter 9.
WK5: Oct. 3 & 5	<p>Topic/Issues/Activities/Discussion Points:</p> <ul style="list-style-type: none"> • Topic: Religious practices, traditions, belief systems (philosophy of religion, gods, divinities, ancestors and the social order) and culture and identity <ul style="list-style-type: none"> • Witchcraft, science, and rationality: The translation of culture & tradition • Understanding cultural difference: multiple rationalities and “games” we don’t know. • The extent to which religious life permeate all departments of life (economics, political, social and everyday life) <p>Required Readings</p> <ul style="list-style-type: none"> • Chapters 7 & 8 of the textbook <p>Recommended/optional readings:</p> <ul style="list-style-type: none"> • Gordon, A. A., & Gordon, D. L. (Eds.), (2013), Chapter. 11. • Bohannan, P., & Curtin, P. (2000), Chapters. 7, 8, & 9.
WK6: Oct. 10 & 12	<p>Topic/Issues/Activities/Discussion Points:</p> <ul style="list-style-type: none"> ▪ Topic: Material and non-material culture - music, dance, art, literature, architecture: <ul style="list-style-type: none"> • Arts, cultural creativity & aesthetics, heritage, and identity • Arts (e.g. art, music and dance, literature, drama, games etc.)in the social-cultural, religious , economic and • Issues around innovation versus tradition • Debates, discourses and controversies around cultural piracy, exploitation and restitution <p>Required Readings: Chapters 17, 18, 19, 20 & 21.</p> <p>Recommended /Optional readings:</p> <ul style="list-style-type: none"> • Gordon, A.A., & Gordon, D. L (Eds.) (2013), Chapter 12. Bohannan, P., & Curtin, P. (2000), Chapter 4. <p>Additional resources on: <i>Music, Politics, and Africa’s liberation:</i></p> <ul style="list-style-type: none"> • Bob Marley “Africa Unite” (https://www.youtube.com/watch?v=FpfxD0yY6f8) • Fela Anikulapo Kuti, “Beast of No Nation” https://www.youtube.com/watch?v=E0BhNPiq78k ; https://www.youtube.com/watch?v=DDPChDbZqs0); • From <i>Broadway to Finding Fela</i> (http://www.youtube.com/watch?v=yyqhh3QEfm8);

	<ul style="list-style-type: none"> • Huge Masekela, “Bring Him Back Home” (https://www.youtube.com/watch?v=XKCK8o5xzaM&list=RDXKCK8o5xzaM#t=51) • Miriam Makeba with Hugh Masekela, “South African freedom song” (https://www.youtube.com/watch?v=OJiqvPMQXAc&list=RDXKCK8o5xzaM&index=5) <p>Art and Politics</p> <ul style="list-style-type: none"> • Yasmine Ryan, “Art challenges Tunisian revolutionaries” in http://www.aljazeera.com/indepth/features/2011/03/201132223217876176.html http://kalamu.posthaven.com/video-photo-essay-revolutionary-street-art-in • Komi Olafimihan (http://komiolaf.com/about/) <p>Cultural practice & meaning of culture</p> <ul style="list-style-type: none"> • Richard A. Shweder, “What about ‘Female Genital Mutilation’? And Why Understanding Culture Matters in the First Place,” <i>Daedalus</i>, Vol. 129, No. 4, (Fall, 2000), pp. 209-232. http://www.jstor.org/stable/20027671 <ul style="list-style-type: none"> • October 12: Review for exams • October 12: book review assignment due (via drop box).
<p>WK7: Oct. 17 &19</p>	<p>October 17: Review of course material for midterm exam October 19: In-class closed book Midterm Exam</p>
<p>WK8: Oct. 24 &26</p>	<p>Topic/Issues/Activities/Discussion Points:</p> <ul style="list-style-type: none"> ▪ Africa and the Atlantic world: Colonialism & the transatlantic slave trade <ul style="list-style-type: none"> • European Imperialism and ‘The Civilizing Mission’ • The partition of Africa and European colonization • Strategies of Imperialism and colonialism: intersections of domination and resistance • How so few controlled so many • Impacts and long-term legacies of the colonialism and Slave trade <p>Required readings: Chapter 5 of the textbook</p> <p>Recommended readings:</p> <ul style="list-style-type: none"> • Bohannon, P., & Curtin, P. (2000), Chapters 13, 14, 17, & 18. • Gordon, A.A., & Gordon, D. L. (Eds.) (2013), Chapter 4 (the section on <i>Colonialism</i>) and Chapter 3 (the section on <i>Slave Trade</i>)

<p>WK9: Oct.31 & Nov.2</p>	<p>Topic/Issues/Activities/Discussion Points:</p> <ul style="list-style-type: none"> ▪ Nationalism and the struggle for independence <ul style="list-style-type: none"> • Nationalism, decolonization, and independence/the transfer of powers, independence • Africa’s struggles to be free and the challenges of democracy. • African states in Global Perspective <p>Required readings: to be posted on D2L.</p> <p>Recommended/optional readings:</p> <ul style="list-style-type: none"> • Bohannon, P., & Curtin, P. (2000), Chapter. 19. • Gordon, A., & Gordon, D. L. (Eds.) (2013), Chapter 4(the sections on <i>Nationalism and the politics of independence</i>)
<p>Wk10: Nov. 7 & 9</p>	<p>Topic/Issues/Activities/Discussion Points:</p> <ul style="list-style-type: none"> ▪ NATIONALISM AND THE INDEPENDENCE STRUGGLE (cont.) <ul style="list-style-type: none"> • Identity and the symbolic underpinnings of the state-from resistance to culture • Rituals of rebellion and conflict: Fragmenting and problematizing the State • Internationalization of African politics through global flows and flaws. • Why is development not working? How do we get Africa work again? <p>Required Readings: Chapters 10-13 of the textbook.</p> <p>Recommended/optional readings:</p> <ul style="list-style-type: none"> • Bohannon, P. and Curtin, P. (2000), Chapter 20. ▪ Gordon A., & Gordon, D. L. (Eds.) (2013), Chapter 4, page 75-92.
<p>WK11. Nov 12-18</p>	<p>Term Break, No Classes</p>
<p>Wk12: Nov.21 & 23</p>	<ul style="list-style-type: none"> ▪ Post-colonial Africa and the wider world <ul style="list-style-type: none"> • Current trends in African (e.g., Debates around China’s presence in Africa) • The Dilemma of development: Debt, climate change and international aid • The fate of democracy on the continent, <ul style="list-style-type: none"> -the challenges of both economic and political liberalization and the extent to which democracy has improved conditions of Africa’s poor • The nature of ethnic conflict and violence in the post-cold war era, especially the resurgence of ethnic conflict in societies like Somalia, Sudan, and the Democratic Republic of Congo. <p>Required readings: Chapters 10-13 of the textbook (continue)</p>

	<p>Recommended /optional readings:</p> <ul style="list-style-type: none"> • Bohannan, P., & Curtin, P. (2000), Chapter 20 (“The Decentralization of Power; Patronage, the patrimonial State; Military Intervention; Political economy in Decline; and State and Society in Crisis”). • Gordon, A., & Gordon, D. L. (Eds.) (2013), Chapters 6, 7, 8, & 13. • Thandike Mkandawire (2005), ‘Maladjusted African Economics and Globalization,’ <i>African Development</i>, Vol, No.1 and 2, pp.1-33. • Konado-Agyemang, Kwadwo and Baffour Kwaku Takyi, “Structural Adjustment Programs and the Economy of Development and Underdevelopment in Africa,” in Kwadwo Konadu- Agyemang (ed.), <i>IMF and World Bank Sponsored Structural Adjustment Programs in Africa</i>, 200, Ch.2, pp. 17-40 (On reserve) • Crawford, G. and Abdulai, A. G 2009 ‘The World Bank and Ghana’s Poverty Reduction Strategies: Strengthening the State or Considering Neoliberalism?’ <i>Labour, Capital, and Society</i> 42(182):83-115. • Ian Taylor, “Sino-African Relations and the Problem of Human Rights,” <i>African Affairs</i>, vol.107, no. 426. January 2008. <ul style="list-style-type: none"> • Video: Africa and the Curse of Foreign Aid
Wk13: Nov 28 & 30	<p>Topic/Issues/Activities/Discussion Points: Post-colonial Africa and the wider world (continuation of previous week)</p> <p>Required readings: Chapters 14-16 of the textbook</p>
Wk14: Dec 5	<ul style="list-style-type: none"> • Wrap up of course: review of course material for final exam
Wk14: Dec.9 - 20	Final Exam Period

IMPORTANT DATES

M Sept 4	Labour Day, No Classes
T Sept 5	Start of Classes
R Sept 14	Last day to drop a class without a financial penalty
F Sept 15	Last day to add or swap a course
F Sept 22	Fee payment deadline for Fall Term full and half courses.
S Sept 30	National Truth and Reconciliation Day
M Oct 9	Thanksgiving Day, No Classes.
M Nov 13	Remembrance Day Observance
Nov 12-18	Reading Break. No classes.
W Dec 6	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 9-20	Fall Final Exam Period.
Dec 25-31	Holiday Observance, University Closed.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>