

**AFRI 5000: Disciplining Africa: Historical and Current Perspectives on the Study of Africa**

Instructor: Prof. Susanne Klausen

Time: Wednesdays, 2:35 to 5:25

Location: Tory 219

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Office Hours: Wednesdays 11:30 to 1:30 or by appointment

This course is intended for graduate students that are enthusiastic about Africa-related issues, ideas and research. It examines the formation of African Studies as a discipline, including the historical and ongoing debates over its boundaries and genealogies and its changing research paradigms. Students will be exposed to foundational texts and arguments in the discipline of African Studies and how these boundaries are pushed and rethought in cross-cutting interdisciplinary research. The students will be exposed to forms of knowledge about Africa developed in numerous disciplines, including cultural studies, history, anthropology, political science, film and economics.

By the end of the course, students will demonstrate an ability to explain African Studies as a coherent discipline, its key analytical and methodological approaches coming from different disciplinary perspectives within African Studies, and possible future directions in the discipline.

**Evaluation**

Seminar participation: 20%

Seminar presentation: 15%

Essay proposal: 15%

Group presentation: 15%

Essay: 35%

**Participation**

Weekly meetings will consist of discussion. A seminar is a forum within which to examine and debate ideas and interpretations of assigned weekly readings. The success of a seminar depends entirely on student preparation and participation. Students should arrive to class having read all assigned texts and prepared to discuss them. The grade will be based upon attendance and the quality (not quantity) of your contribution to class discussion. Note that active listening is a crucial aspect of effective participation.

**Seminar Presentation**

There are six seminars devoted to a major discipline. In the first half of each seminar a member of faculty will give a lecture on her/his discipline from an Africanist perspective and answer questions. In the second half, students working in small groups of two or three will identify and reflect on major themes in the assigned readings and pose discussion questions developed beforehand to the class.

**Essay Proposal**

On February 12 and 26 students will present topics for research essays to the class. Presentations should take about 15 minutes and include the topic, a proposed thesis statement, the major question(s) to be addressed, and sources to be utilized. The object of the presentation is to elicit useful critical comments and questions from your peers and the instructor before completing the essay. The written proposal of 5-7 pages (not including bibliography) is due on March 5 and will be returned the following week.

### **Group Presentations**

Three groups of five students will make a 90-minute presentation on one theme related to African Studies that was not the focus of class discussion during class. Each group will choose the topic, two readings, make a short presentation and facilitate discussion. The grade will be based on presentation, readings and facilitation of questions/discussion.

### **Research Essay**

The major assignment should be a critical examination of a topic that is part of current conversations in the discipline of African Studies. The essay must be between 20-23 pages, demonstrate substantial research, critically assess research sources in a coherent analysis, and be well written and formally referenced. The essay is due on the last day of class, April 2.

**Note:** Deadlines are firm except in extraordinary circumstances. An assignment submitted after the due date must be accompanied by official documentation of such circumstances to avoid penalties. All written work handed in late will be marked down one grade point per day, i.e. a B+ paper submitted late becomes a B.

### **Class conduct**

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

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

Carleton University Equity Services states that "every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment." It follows, therefore, that students are expected to behave in a civil manner. Within seminar groups, vigorous discussion and conflicting opinions are welcome and encouraged, but personal attacks, disrespectful comments, and gender or racial slurs WILL NOT be tolerated and students can be expelled from seminar groups if their behaviour is deemed to be disruptive.

### **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 visit the Equity Services website

[http://www.carleton.ca/equity/accommodation/student\\_guide.htm](http://www.carleton.ca/equity/accommodation/student_guide.htm)

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 visit the Equity Services website  
[http://www.carleton.ca/equity/accommodation/student\\_guide.htm](http://www.carleton.ca/equity/accommodation/student_guide.htm)

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the deadlines published on the PMC website:  
<http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>

**Note:** Students must always retain copies of all work that is submitted. All final grades are subject to the Dean's approval.

## **Schedule for Winter Term**

### **January 8**

Introduction to Course

Discussion of course objectives, readings, evaluation and organization of the course.

### **January 15 Introduction to the Disciplining of Africa**

#### Readings

1. Wole Soyinka, "The Dark Continent? Or Beholder's Cataract?" *Of Africa* (New Haven: Yale University Press, 2012), 3-26. On reserve.
2. Paul Tiyambe Zeleza, "Introduction: The Disciplining of Africa," in Paul Zeleza, ed., *The Study of Africa, Volume 1* (Dakar: Council for the Development of Social Science in Africa). On reserve.

Film: *Bamako*, by Abderrahmane Sissako

### **January 22 Westocentrism and the Study of Africa**

Professor Nduka Otiono

#### Readings

1. Chinua Achebe, "An Image of Africa," in *Research in African Literatures*, Vol. 9, No. 1, Special Issue on Literary Criticism (Spring, 1978), 1-15  
Available at: <http://www.jstor.org/stable/3818468>
2. Anthony Kwame Appiah, "Ethnophilosophy and its Critics," in *The African Philosophy Reader*, eds. Peter H. Coetzee and A. P. J. Roux (London: Routledge, 1998), 109-133. Electronic resource.
3. Karin Barber, "Introduction," in *Readings in Popular African Culture*, ed. Karin Barber (Oxford and London: The International African Institute, 1997), 1-12. On reserve.

4. Esiaba Irobi, "The Problem with Postcolonial Theory: Re-Theorizing African Performance, Orature and Literature in the Age of Globalization and Diaspora Studies," *Sentinel Literary Quarterly*, Vol. 2, No.1, October 2008. [www.sentinelquarterly.com](http://www.sentinelquarterly.com) Web. Nov 7, 2008. Available at: [https://groups.google.com/forum/#!topic/usaafricadialogue/eLTo\\_H2UVsA](https://groups.google.com/forum/#!topic/usaafricadialogue/eLTo_H2UVsA)

## **January 29 History**

Professor Susanne Klausen

### Readings

1. Meshack Owino, "'What Have We, Jo-Ugenya, Not Done? We Have Even Killed an Arab/Swahili Hermaphrodite': Constructing a History of the Jo-Ugenya-Arab/Swahili War by Means of a Saying," in *Africanizing Knowledge: African Studies Across the Disciplines*, eds. Toyin Falola and Christian Jennings (New Brunswick, USA and London, UK: Transaction Publishers, 2002), 103-123. Ares.
2. E. Brizuela-Garcia, "The History of Africanization and the Africanization of History," *History in Africa*, 33 (2006): 85-100. Electronic resource.
3. Frederick Cooper, "Postcolonial Studies and the Study of History," in Ania Loomba, Suvir Kaul, Matti Bunzl, Antoinette Burton and Jed Esty, eds., *Postcolonial Studies and Beyond* (Durham, N.C.: Duke University Press, 2005), 401-422. On reserve.
4. Oyeronke Oyewumi, *The Invention of Women: Making an African Sense of Western Gender Discourses* (Minneapolis: University of Minnesota Press, 1997), 1-30. On reserve.

## **February 5 Anthropology**

Professor Bernhard Leistle

### Readings

1. Edward Westermarck, *Ritual and Belief in Morocco* (New Hyde Park, N.Y.: University Books), 35-51, 262-276. On reserve.
2. Clifford Geertz, *Islam Observed: Religious Development in Morocco and Indonesia*, Ch. 2 "The Classical Styles" (New Haven: Yale University Press, 1968), 23-55. On reserve.
3. Vincent Crapanzano, *Tuhami: A Portrait of a Moroccan*, "Introduction" (Chicago: University of Chicago Press, 1980), 3-23. On reserve.
4. Abdellah Hammoudi, *Master and Disciple: The Cultural Foundations of Moroccan Authoritarianism*, Ch. 4, "The Colonial Elaboration of Authoritarianism" (Chicago: University of Chicago Press, 1997), 98-133. On reserve.

## **February 12**

Essay proposals, Group 1

## **February 19**

Winter break

## **February 26**

Essay proposals, Group 2

### **March 5 Political Science**

Professor Linda Freeman

#### Readings

1. Deborah Fahy Bryceson, "Discovery and Denial: Social Science Theory and Interdisciplinarity in African Studies," *African Affairs*, CXI, 4C43 (February 2012): 281-302. Electronic resource.
2. William G. Martin, "Africa's Futures: from North-South to East-South?" *Third World Quarterly*, XXIX, 2 (2008): 339-356. Electronic resource.
3. Sabelo Ndlovu-Gatsheni, "Fiftieth Anniversary of Decolonisation in Africa: A Moment of Celebration or Critical Reflection?" *Third World Quarterly*, XXX, 1 (December 2011), 71-89. Electronic resource.
4. Thandika Mkandawire, "From Maladjusted States to Democratic Developmental States in Africa," in Omano Edigheji, ed., *Constructing a Developmental Democratic State in South Africa* (Cape Town: HSRC Press, 2010), 59-81. Online at:  
<http://www.hsrcpress.ac.za/product.php?productid=2278&freedownload=1>  
Note: Essay proposals due

### **March 12 Film**

Professor Aboubakar Sonogo

Films and Readings TBA

### **March 19 Economics**

Professor Dane Rowlands

#### Readings

1. The World Bank, *Accelerated Development in Sub-Saharan Africa: An Agenda for Action* (Washington D.C.: The World Bank, 1981), 1-16, 121-134. Online at:  
<http://documents.worldbank.org/curated/en/1981/01/438047/accelerated-development-sub-saharan-africa-agenda-action>
2. Benno Ndulu et al, *Challenges of African Growth: Opportunities, Constraints and Strategic Directions* (Washington D.C.: The World Bank, 2007), 1-26.  
<http://web.worldbank.org/external/default/main?pagePK=51083064&piPK=51246258&theSitePK=258644&menuPK=258666&query=&fromDate=&qDate=4&IRISF=&fromDisclDate=&disclDate=4&docTitle=&author=&aType=&owner=&origu=&colTitle=&region=119222%2C&docTY=581952%2C620264%2C&displayOrder=DOCNA%2CDOCNT%2CREPNB%2CDOCTY&callBack=&siteName=EXTBOD&sType=&report=&loan=&trustfund=&projid=&credit=&sourceCitation=&projectId=&sorting=DOCNT&dAtts=DOCNT%2CDOCNA%2CDOCTY%2CREPNB%2CLANG%2CVOLNB%2CREPNME&startPoint=20&pageSize=10>
3. Emmanuel Nnadozie, "Economics and African Studies," in Paul Zeleza Ed. *The Study of Africa Volume 1* (Dakar: Council for the Development of Social Science in Africa, 2006), 203-232. On reserve.
4. Daron Acemoglu and James Robinson (2010) "Why is Africa Poor?" *Economic History of Developing Regions* 25(1): 21-50. Electronic resource.

### **March 26 Group Presentations**

Groups 1 and 2

**April 2                    Group Presentation and Concluding Discussion**

Reading

Colin Bundy, "Continuing a Conversation: Prospects for African Studies in the 21st Century,"  
*African Affairs*, vol. 101, no. 402 (January 2002): 61-73.

Group 3

Note: Essay due