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**AFST 201  
Introduction to African Studies  
GFC Hours 3-0  
Winter 2023**

**Instructor:** Dr. Motilola Akinfemisoye-Adejare      **Lecture Location:** CHC 105

**Phone:** 403-220-6688      **Lecture Days/Time:** Mon and Weds  
2:00pm-3:15pm

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**Office Hours:** Tuesdays 2:00pm-3:00pm or by  
appointment

**TA:** KT Vanderkolk  
**TA Email:** kaitlyn.vanderkolk@ucalgary.ca

**Office hours:** Wednesdays 12pm-1pm

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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 exert on the world on the rest of 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 (5<sup>th</sup> edition)*. Boulder: Lynne Rienner Publishers.
- Bohannan, P., & Curtin, P. (2000), Chapter 4.

**REQUIRED TECHNOLOGY AND EQUIPMENT:**

To successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; current antivirus and/or firewall software enabled; broadband internet connection, a word processor such as Microsoft Word and PowerPoint for assignments and presentations. Learners are expected to know how D2L and TopHat work, please visit: <https://elearn.ucalgary.ca/technology-requirements-for-students/>

<https://app-ca.tophat.com/e/378774>

**PEDAGOGY:**

The course involves two weekly lectures devised around a set of required and recommended readings wherein students will also be encouraged to participate and engage with course content in meaningful ways. Relevant internet links to a mix of scholarly and popular websites are provided on D2L and on the course outline. The internet is a powerful tool, and we should employ it to our advantage – but there remains no substitute for the required reading.

**COURSE REQUIREMENTS AND ASSESSMENTS**

Book Review	20%	Due Monday February 6, via D2L Dropbox no later than 11:59pm
Mid-Term Exam	30%	Wednesday, March 8, 2023 (in-class exam)
Class Participation and Discussion	10%	On-going throughout the course
Final Exam	40%	To be scheduled by Registrar

**Note:**

- All assignments/component 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 have a mixed format – a combination of multiple choice, short-answer and long-answer questions. There may be exceptions to this rule for exams missed for legitimate reasons. All missed exams may consist exclusively of long-answer questions.
- Except missed final exams which are scheduled by the registrar's office, all other missed exams will be rescheduled within two weeks on a date chosen by the instructor

**ASSIGNMENTS AND EVALUATION GUIDELINES****Book Review Assignment (worth 20% of your grade; due February 6, 2023 by 11:59pm, to be submitted via Dropbox).**

The book review entails writing a **two-page** critical analysis of Chinua Achebe's novel *Things Fall Apart*. You must indicate how the issues covered in the book relate to Africa or the themes covered so far in the course.

**Mid-Term Exam (worth 30% of your grade), Wednesday March 8, 2023*****Format and structure:***

The midterm exam is closed-book and consists 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. This means that you will be expected to have read all the required readings on all topics covered in the course up to the date of the exam. The best way to prepare for this exercise is to read and reflect on the lectures and course material on regular basis. 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. As a closed-book exam in-person, no other materials or devices are allowed, except your pens, pencils, and erasers. This means you cannot consult your notes, the textbook, D2L, google/any internet browser while completing the tests. To do otherwise will constitute academic dishonesty, which comes with serious consequences.

**Class Attendance and Participation (10%):** As well as attending every class punctually and regularly, students are expected to read texts assigned for class discussions before every class and be ready to interact respectfully with the materials, instructor, and other students. Attendance will be taken through TopHat. Any student may be called upon during class to respond to questions or to engage with the topic/text being discussed. The criteria for determining participation grade will be based on the depth and relevance of responses and completion of tasks during class.

**FINAL EXAM (worth 40% of your grade), to be scheduled by Registrar's office*****Format and structure of final exams***

The final exam follows the same format and structure as the midterm (mixed format: a combination of multiple-choice, short-answer and long-answer questions). Like the midterm, it is also a closed-book in-person exam, which means only pens, pencils and erasers are allowed (no other materials or devices are allowed). Also, as closed-book in-person exam, you cannot consult your notes, the textbook and google/any internet browser. We will do review of the

course materials before the exam to familiarise you with the kind of questions to expect. All deferred final exams are scheduled by the Registrar's office and may consist exclusively of long-answer questions.

### **POLICY ON MISSED EXAMS/ASSIGNMENTS & LATE SUBMISSIONS:**

Assessments 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](https://www.ucalgary.ca/registrar/exams/deferred-final-exams)).

Missed assignment or presentation cannot be made up without the approval of the instructor. Students who miss an assessment have up to **48 hours** to contact the instructor to ask for a makeup assessment. Please note that It is at the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup assessment with the instructor within this **48-hour period** forfeit the right to a makeup assessment. At the instructor's discretion, a makeup assessment may differ significantly (in form and/or content) from a regularly scheduled assessment. For instance, instead of an essay, a student could be asked to a short answer and essay test. Once approved by the instructor a makeup test/exam must be written within **two weeks** of the missed assessment on a day/time scheduled by the instructor.

For written assignments: Late assignments will be penalized 5% per day, including holidays and weekends. All assignments must be submitted to the Dropbox on D2L.

Regarding documentation: Students may provide supporting documentation for an exemption/special request. 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. Students cannot be required to provide specific supporting documentation, such as a medical note. 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.

Deferral of the registrar-scheduled final exam requires Registrar approval  
<https://www.ucalgary.ca/registrar/exams/deferred-final-exams>

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

**\*\*Please note that no extra credit or 'make up' work is available in this class\*\***

You do not need to pass each course component to earn a passing grade in the class

## Land Acknowledgement

The Department of Anthropology and Archaeology acknowledges the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3.

## Acknowledgment 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

- Respect is very crucial on this course. Viewpoints expressed during presentations should be done in a collegial manner. Harsh or hostile comments or insults are strictly prohibited and will not be tolerated. Please be respectful of other students in the classroom environment and 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.
- **Email Policy**  
I will make every effort to respond to your email within 24-48 hours. Please include your UCID and course code in the subject of your email when you contact me. Please note that formal email netiquettes apply when contacting me: "Dear Dr. Motilola" together with a well signed off greeting such as "Sincerely", "Kind regards" etc, work best. If I have not responded after 48 hours, it might be that I have missed your email. Kindly send a follow-up message, forwarding your initial message. Thank you for your kind understanding.
- You are more than welcome to review your graded exam during my office hours or during the T.As office hours. 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 or lower grade. Your written submission on a grade dispute or problem should be between **250 words (minimum) and 500 words (maximum)**.
- **Accessibility: Lecture notes will be made available at the end of the week.**

## 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/university-policies-procedures/accommodation-students-disabilities-procedure>.

### **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](http://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](http://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**

Student 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**

*The class schedule is subjected to minor changes and revisions.*

Week	Date	Topic/Activity/Readings/Due Date
<b>Week 1</b>	<b>M Jan9 W Jan 11</b>	<p><b>Introduction and Overview of course materials and requirements &amp; Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• Course introduction: review of course set-up, materials and guidelines, norms of collaborations and other matters (academic integrity)</li> <li>• History, geography, ethnic and linguistic landscape</li> <li>• The geographical, historical, political, social plus the ethnic and linguistic landscape &amp; diversity that characterizes the continent, and the distinctive experiences of African states and societies</li> <li>• The “(mis)representation” of and “discourse” on Africa: the role of myths and stereotypes in shaping perceptions of Africa/ the multiple, changing, and competing conceptions of ‘Africa</li> <li>• The role Africans have played in global historical processes</li> <li>• African history from an African perspective</li> </ul> <p><b>Required readings:</b></p> <p><b>Chapter 1 of the textbook</b></p>

		<p><b>Other useful sources on the representations of the “Dark Continent”:</b></p> <ul style="list-style-type: none"> <li>• 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: <a href="http://www.jstor.org/stable/3818468">http://www.jstor.org/stable/3818468</a></li> <li>• Simon Moss 2012, <a href="https://www.youtube.com/watch?v=Go4Xsd53Qqw">https://www.youtube.com/watch?v=Go4Xsd53Qqw</a></li> <li>• Paul Zeleza, “The Inventions of African Identities and Languages: The Discursive and Developmental Implications.” See <a href="http://www.lingref.com/cpp/acal/36/paper1402.pdf">http://www.lingref.com/cpp/acal/36/paper1402.pdf</a> pp 1-26.</li> <li>• Binyanvanga Wainana, “How to Write about Africa” (<a href="http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1">http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1</a>) It is also available on YouTube (<a href="http://www.youtube.com/watch?v=c-jSQD5FVxE">http://www.youtube.com/watch?v=c-jSQD5FVxE</a>)</li> <li>• Chimamanda Adichie, “The Danger of a Single Story” (<a href="http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html">http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html</a>)</li> </ul>
Week 2	M Jan 16 W Jan 18	<p><b>Survey of the continent and its people</b></p> <p><b>Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• history, geography, ethnic and linguistic landscape.</li> <li>• The diversity and history of African societies</li> <li>• The role of myths and stereotypes in shaping perceptions of Africa</li> <li>• The role Africans have played in global historical processes</li> <li>• African history from an African perspective.</li> </ul> <p><b>Required readings:</b></p> <p><b>Chapters 2 &amp; 3 of the textbook</b></p> <p><b>Recommended readings:</b></p> <ul style="list-style-type: none"> <li>• Bohannan, P. &amp; Curtin, P. (2000), Chapters. 1–4.</li> <li>• Gordon A. A. and D. L Gordon (Eds.) (2013), Chapters 1 &amp; 2.</li> </ul>
Week 3	M Jan 23 W Jan 25	<p><b>Historical context: from the pre-colonial to the postcolonial era</b></p> <p><b>Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• Reconstructing the African Past: Sources and methods</li> <li>• Economics as a Cultural System</li> <li>• Hunter-Gatherers to modern economic systems in Africa</li> <li>• Dimensions of resource extraction and impacts</li> <li>• Epidemiology of pandemic diseases and African response</li> </ul> <p><b>Required readings:</b></p> <p><b>Chapter 9 of the textbook</b></p> <p><b>Recommended readings:</b></p> <ul style="list-style-type: none"> <li>• Bohannan, P., &amp; Curtin, P. (2000), Chapters 10, 11, 12, &amp;13.</li> <li>• Gordon, A. A., &amp; Gordon, D. L (Eds.) (2013), Chapter 3 and Chapter 5 (the section on <i>Pre-colonial economies</i>).</li> </ul>
Week 4	M Jan 30 W Feb 1	<p><b>Socio-cultural institutions, traditions, and organizations</b></p>



		<p><b><i>Discussion Points:</i></b></p> <ul style="list-style-type: none"> <li>• Socio-Cultural life: Family, marriage, kinship, and social organization</li> <li>• Shifting and contradicting conceptions of femininity and masculinity.</li> <li>• LGBTQIA+ discourses and Africa.</li> <li>• Cultural productions of African women throughout history</li> <li>• Women and men in culture and life; polygamy, sexuality, domination, and autonomy.</li> <li>• Are gender institutions in Africa oppressive?</li> </ul> <p><b><u>Required readings:</u></b></p> <p><b>Chapters 4 &amp; 6, of the textbook</b></p> <p><b><u>Recommended readings:</u></b></p> <ul style="list-style-type: none"> <li>• Bohannan, P., &amp; Curtin, P. (2000), Chapter 5.</li> <li>• Gordon, A. A., &amp; Gordon, D. L. (Eds.), (2013), Chapter 9.</li> </ul>
Week 5	M Feb 6 W Feb 8	<p><b>Religious practices &amp; traditions, and culture and identity</b></p> <p><b><i>Discussion Points:</i></b></p> <ul style="list-style-type: none"> <li>• Witchcraft, science, and rationality: The translation of culture</li> <li>• Understanding cultural difference: multiple rationalities and “games” we don’t know</li> <li>• Ancestors, Gods, and The Philosophy of Religion: Belief systems, gods, divinities, ancestors and the social order</li> </ul> <p><b><u>Required readings:</u></b></p> <p><b>Chapters 7 &amp; 8 of the textbook</b></p> <p><b><u>Recommended readings:</u></b></p> <ul style="list-style-type: none"> <li>• Gordon, A. A., &amp; Gordon, D. L. (Eds.), (2013), Chapter. 11.</li> <li>• Bohannan, P., &amp; Curtin, P. (2000), Chapters. 7, 8, &amp; 9.</li> </ul> <p><b>Book Review Assignment due Monday, February 6, 2023</b></p>
Week 6	M Feb 13 W Feb 15	<p><b>Material and non-material culture - music, dance, art, literature, architecture</b></p> <p><b><i>Discussion Points:</i></b></p> <ul style="list-style-type: none"> <li>• Arts, aesthetics, heritage, and identity</li> <li>• Cultural creativity and politics play in art, literature, drama, and music</li> <li>• Innovation versus tradition</li> </ul> <p><b><u>Required readings:</u></b></p> <p><b>Chapters 17, 18, 19, 20 &amp; 21</b></p> <p><b><u>Recommended readings:</u></b></p> <ul style="list-style-type: none"> <li>• Gordon, A.A., &amp; Gordon, D. L (Eds.) (2013), Chapter 12.</li> <li>• Bohannan, P., &amp; Curtin, P. (2000), Chapter 4.</li> </ul> <p><b><u>Additional resources on: Music, Politics, and Africa’s liberation:</u></b></p>

		<ul style="list-style-type: none"> <li>• <b>Bob Marley</b> “<a href="#">Africa Unite</a>”</li> <li>• <b>Fela Anikulapo Kuti</b>, “<b>Beasts of No Nation</b>” <a href="https://www.youtube.com/watch?v=DDPChDbZqs0">https://www.youtube.com/watch?v=DDPChDbZqs0</a>);</li> <li>• From <i>Broadway to Finding Fela</i> (<a href="http://www.youtube.com/watch?v=yyqhh3QEfm8">http://www.youtube.com/watch?v=yyqhh3QEfm8</a> );</li> <li>• <b>Huge Masekela</b>, “<a href="#">Bring Him Back Home</a>”</li> <li>• <b>Miriam Makeba</b> with <b>Hugh Masekela</b>, “<a href="#">South African freedom song</a>”</li> </ul> <p><b>Art and Politics</b></p> <ul style="list-style-type: none"> <li>• Yasmine Ryan, “<a href="#">Art challenges Tunisian revolutionaries</a>” in</li> <li>• Komi Olafimihan (<a href="http://komiolaf.com/about/">http://komiolaf.com/about/</a> )</li> </ul> <p><b>Cultural practice &amp; meaning of culture</b></p> <ul style="list-style-type: none"> <li>• 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. <a href="http://www.jstor.org/stable/20027671">http://www.jstor.org/stable/20027671</a></li> </ul>
Week 7	Feb 19-25	Term Break, No classes
Week 8	M Feb 27 W Mar 1	<p><b>Topic: Africa and the Atlantic world: Colonialism &amp; the transatlantic slave trade</b></p> <p><b>Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• European Imperialism and ‘The Civilizing Mission’</li> <li>• The partition of Africa and European colonization</li> <li>• Strategies of Imperialism and colonialism: intersections of domination and resistance</li> <li>• How so few controlled so many</li> <li>• Impacts and long-term legacies of the colonialism and Slave trade</li> </ul> <p><b>Required readings:</b></p> <p>Chapter 5 of the textbook</p> <p><b>Africa Speaker Series Guest Lecture this week</b></p> <p><b>Recommended readings:</b></p> <ul style="list-style-type: none"> <li>• Bohannan, P., &amp; Curtin, P. (2000), Chapters 13, 14, 17, &amp; 18.</li> <li>• Gordon, A.A., &amp; Gordon, D. L. (Eds.) (2013), Chapter 4 (the section on <i>Colonialism</i>) and Chapter 3 (the section on <i>Slave Trade</i>).</li> </ul>
Week 9	M Mar 6 W Mar 8	Monday: Tutorial for mid-term examination Wednesday March 8, 2023 <b>Mid-term exam</b>
Week 10	M Mar 13 W Mar 15	<p><b>Topic: Nationalism and the struggle for independence I</b></p> <p><b>Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• Nationalism, decolonization, and independence/the Transfer of powers, Independence</li> <li>• Africa’s struggles to be free and the challenges of democracy</li> <li>• African states in Global Perspective</li> </ul>

		<ul style="list-style-type: none"> <li>• the Transfer of powers, Independence</li> </ul> <p><b>Required readings:</b></p> <p><b>Recommended readings:</b></p> <ul style="list-style-type: none"> <li>• Bohannan, P., &amp; Curtin, P. (2000), Chapter. 19.</li> </ul> <p>Gordon, A., &amp; Gordon, D. L. (Eds.) (2013), Chapter 4(the sections on <i>Nationalism and the politics of independence</i>)</p>
Week 11	M Mar 20-W Mar 22	<p><b>NATIONALISM AND THE INDEPENDENCE STRUGGLE (I)</b></p> <p><b>Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• Identity and the symbolic underpinnings of the state-from resistance to culture</li> <li>• Rituals of rebellion and conflict: Fragmenting and problematizing the State</li> <li>• Internationalization of African politics through global flows and flaws.</li> <li>• Why doesn't development work? How does Africa work?</li> </ul> <p><b>Required Readings: Chapters 10-13 of the textbook</b></p> <p><b>Recommended readings:</b></p> <ul style="list-style-type: none"> <li>• Bohannan, P. and Curtin, P. (2000), Chapter 20.</li> <li>• Gordon A., &amp; Gordon, D. L. (Eds.) (2013), Chapter 4, page 75-92.</li> </ul>
Week 12	M Mar 27-W Mar 2	<p><b>Topic: Post-colonial Africa and the wider world (I)</b></p> <p><b>Discussion Points:</b></p> <ul style="list-style-type: none"> <li>• Current trends in African (e.g., China and Africa)</li> <li>• The Dilemma of development: Debt, climate change and international aid</li> <li>• The fate of democracy on the continent, the challenges of both economic and political liberalization and the extent to which democracy has improved conditions of Africa's poor</li> <li>• The nature of ethnic conflict and violence in the post-cold war era, especially the resurgence of ethnic conflict in societies like Rwanda, Sudan, Ivory Coast, and the Democratic Republic of Congo.</li> </ul> <p><b>Required readings:</b></p> <p><b>Chapters 10-13 of the textbook (continued)</b></p> <p><b>Recommended readings:</b></p> <ul style="list-style-type: none"> <li>• Bohannan, P., &amp; 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").</li> <li>• Gordon, A., &amp; Gordon, D. L. (Eds.) (2013), Chapters 6, 7, 8, &amp; 13.</li> <li>• Thandike Mkandawire (2005), 'Maladjusted African Economics and Globalization,' <i>African Development</i>, Vol, No.1 and 2, pp.1-33.</li> <li>• 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)</li> </ul>

		<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ian Taylor, "Sino-African Relations and the Problem of Human Rights," <i>African Affairs</i>, vol.107, no. 426. January 2008.</li> <li>• Video: Africa and the Curse of Foreign Aid</li> </ul>
<b>Week 13</b>	<b>M Apr 3- W Apr 5</b>	<p><b>Topic: Post-colonial Africa and the wider world (II)</b></p> <p><b>Required readings:</b></p> <p><b>Chapters 14-16 of the textbook</b></p>
<b>Week 14</b>	<b>W Apr 12</b>	<b>WRAP OF COURSE AND REVIEW FOR FINAL EXAMS</b>

### IMPORTANT DATES

M Jan 9	First day of Winter Term lectures
R Jan 19	Last day to drop a class without a financial penalty
F Jan 20	Last day to add or swap a course
F Jan 27	Fee payment deadline for Winter Term full and half courses.
Feb 20-24	Reading Break. No classes.
F Apr 7	Good Friday, University closed. No classes.
M Apr 10	Easter Monday, University closed. No classes.
W Apr 12	Winter Term Lectures End. Last day to withdraw with permission from Winter Term half courses.
Apr 15-26	Winter Final Exam Period

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