
AFST 305 (LEC01)
Introduction to African/Black Diaspora
GFC Hours 3-0
Fall 2023

Instructor: Dr. Motilola Akinfemisoye-
Adejare

Lecture Location: SA 104

Phone: 403-220-6688

Lecture Days/Time: MoWeFr/
9:00am-9:50am

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Office Hours: Monday 12:00pm-1:00pm, by
email appointment; Zoom Tuesday

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Prerequisite(s): None

COURSE DESCRIPTION

This multidisciplinary course explores the multinational flows of people of African descent from the era predating the trans-Atlantic slave trade through the trans-Atlantic slave trade to contemporary times. While differentiating between the old and new diasporas, students on this course will gain both historical and contemporary insights into the domestic and external factors that shape and constrain migratory flows, the question of identity and African diasporic members' relationship with their homelands as well as the experience of Africans living in Africa, Europe, North and South America, the Caribbean, and the Mediterranean. The multidisciplinary nature of the course means that it draws from history, literature, and the social sciences. Students will study racial, ethnic, cultural, and religious traditions of the African Diaspora, including patterns of exclusion and inclusion and the social relations between Diaspora Africans and non-African populations.

LEARNING OUTCOMES:

The Department of Anthropology and Archaeology is committed to student knowledge and skill development.

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

- Demonstrate conversance with the various phases of African diasporic migrations from the past to contemporary times
- Analyze how diaspora relations shape and constrain the construction of African identity in the host countries
- Interrogate how an Afropolitan novel contributes to the recalibration of discourses around nationalism, citizenship and the diaspora.
- Explore how the novel formulates new modes of being African in the world, while working together in groups.
- Discuss the relationship between African diasporas and their countries of origin
- Analyze the experience of Africans in the diaspora

READINGS AND TEXTBOOKS:

Required Texts

Adichie, Chimamanda (2014) *Americanah* Knopf Canada

Falola, Toyin and Oyebade Adebayo (2017) *The New African Diaspora in the United States* New York: Routledge

Other relevant texts and materials will be posted on D2L

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. To participate effectively in this course, 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>

COURSE REQUIREMENTS AND ASSESSMENT

Assessment	%	Due Date
Short Reflective Essay	20	Wednesday October 4, 2023
Group Presentation	30	Beginning Monday

		October 30, 2023
Presentation summary and individual reflection (due before or on presentation day)	5	Beginning Monday October 30, 2023
Final Essay (1500-2000 words)	30	Wednesday December 6, 2023
Class Participation and Discussion (In class and on D2L Discussion boards)	15	Ongoing throughout course
Total	100	

Details on Methods of Assessment

Short Reflective Essay (750 words) 20% weighting

For this assignment, students will be required to write a short essay based on what has been taught and discussed in class up to that moment, using Taiye Selase’s “Don’t ask me where I am from” TedTalk as an illustrative anchor. The essay will require students to reflect on what they have learnt so far in the class, and how this has challenged or reinforced their understanding of the African Diaspora. You could draw on your lived experience or those of others in writing this reflection. Submission via D2L Dropbox on **Wednesday October 4, 2023.**

Group Presentation 30% weighting + written summary and reflections 5%

Depending on the final number of students taking the course, I will divide the class into groups. The aim is to have between 5-6 students per group. Each group will make a presentation on the chapters of Chimamanda Adichie’s *Americanah* assigned to them and draw out themes from their reading. Your presentation therefore could be about race relations in the novel, migration, return migration or other themes that have been teased out of your reading of your assigned chapters. The essence of the group presentation is to test and improve your ability to work as a team. Therefore, to get a good grade for your group presentation, you should be able to convince us (the class) that your work is truly a product of a collective effort. There will be a question-and-answer session after each presentation and your ability to answer the questions directed at your group will fetch you more points. The presentation could take the form of a debate if the group wishes. The presentation should last for no more than 20 minutes. While the presentation itself is worth 30 points, students are expected to provide a written summary of their presentation on or before the day of the presentation. This should include individual reflections for each group member, detailing each person’s contribution to the presentation. The written summary is worth 5 points and should be submitted via D2L dropbox. The group presentations will come after we have discussed all topics in the class schedule from **Monday October 30, 2023. Details about groups, chapter allocations and grading rubrics, would be posted on D2L at the end of Week 3**

Class Participation/Discussions in class and on D2L 15%weighting

One of the pedagogical legs on which this course stands is co-creating with learners. As such, discussions in class and on D2L will be useful our collaborative learning while encouraging sharing stories from lived experiences. What makes this course very exciting are the lively contributions from students. However, if you do not get a chance to share your contributions because there are many people trying to get in, or you are not very comfortable with speaking in class, you are welcome to post your contributions on the discussion section of D2L so that I can use that to grade them for participation. Again, as a participatory class, you are expected to have read the assigned readings beforehand. Please note that the maximum score for this component is 15% of the total marks for this course. As such, once this is reached, you can no longer earn additional points or transfer any such additional points to other assessment components.

Final Essay (1500-2000 words) 30%weighting

For the final essay, students are free to choose any research topic that broadly fits into the theme of the course. The essay should be historically and theoretically driven and should align with thematic issues around African Diasporas. While engaging with scholarly texts, such as books and journal articles will be very important, the grading will be based primarily on originality of ideas, clarity of argument and the ability to critically analyze various aspects of the historical and contemporary trajectories of African diasporas. Student will therefore need to have their topics approved by the instructor. Essay topic submissions due from Wednesday October 25 to Friday October 27, 2023, at the latest. **Final Essay Submission via D2L Dropbox due from Monday December 4 to December 6, 2023 at 23:59.** You are more than welcome to submit your essay earlier than this deadline.

Policy on missed, late and deferred 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 and will receive a mark of zero on the exam or assignment. 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 write a closed-book short answer 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. You may also request, in writing, that the weight of a missed assessment be transferred to remaining assessments. Please note that this policy excludes the participation component of this course.

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.

Please NOTE: Should a request to defer term work exceed the end of the term, a Deferral of Term Work form must be completed and submitted to the Office of the Registrar. The deferral will be recorded on the student record. Deferrals are granted at the discretion of the Dean or designate and are normally granted for 30 days beyond the last day of the term. Should circumstances warrant, the maximum time that may be granted for a deferral of term work is one additional term. Approved extensions must be sent to the Office of the Registrar. Application information is available at:
<https://www.ucalgary.ca/registrar/student-centre/student-forms>

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%

****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 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.

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 classes, on D2L discussion posts and presentations should be done in a collegial manner. Harsh, hostile comments or insults are strictly prohibited and will not be tolerated. The submission of AI-generated content and essays as your work is prohibited.

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.

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>

ACADEMIC 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

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
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE

Please note that this schedule might be subject to minor adjustments with prior notice.

Week	Date	Topic/Activity/Readings/Due Date
Week 1	W Sep 6 F Sep 8	Introduction: General Overview of the course and course outline review Read: Falola and Oyebade (2017) "Introduction" in Falola, Toyin and Oyebade, Adebayo (eds.) <i>The New African Diaspora in the United States</i> New York: Routledge pp: 1-8 Watch : Taiye Selase " Don't Ask Me Where I am From " Zeleza, P (2010) African Diasporas: Towards a Global History, <i>African Studies Review</i> , Vol.53, No.1 pp 1-19
Week 2	M Sep 11 W Sep 13 F Sep 15	Conceptualizing African Diasporas What is the diaspora? Who is a part of it? Read: Webster, J. (2010) A Distant Diaspora: Thinking Comparatively about Origins, Migrations and Roman Slavery. <i>African diaspora archaeology newsletter</i> , Vol 3: issues 1, pp 1-21 Read: Tettey, W & Puplampu, K (2005) "Continental Africans in Canada: Exploring a Neglected Dimension of the <i>African-Canadian Experience</i> " in W. Tettey and K. Puplampu (eds.) <i>The African Diaspora in Canada: Negotiating Identity & Belonging</i> University of Calgary Press, pp 3-22
Week 3	M Sep 18 W Sep 20 F Sep 22	Phases and Spaces of African Diasporas Read: Zeleza, P (2002) Contemporary African Migrations in a Global Context, <i>African Issues</i> , Volume 30, Issue 1, pp 9-14

		Further reading: Oloruntoba, S and Falola T, (2022) Africa in the Changing Global Order: The Past, the Present, and the Future, in S. Oloruntoba and T. Falola (eds.) Palgrave Handbook of Africa and the Changing Global Order Cham: Springer, 1-22.
Week 4	M Sep 25 W Sep 27 F Sep 29	<p>Contemporary African Diasporas: Brain drain, brain gain and remittance flows</p> <p>Read: Chand, M. (2019) Brain Drain, Brain Circulation, and the African Diaspora in the United States. <i>Journal of African business</i>. 20 (1), 6–19.</p> <p>Further readings:</p> <p>Kwarteng, Kirstie (2017) “The Remittance Objectives of Second-Generation Ghanaian-Americans” in Falola , Toyin and Oyebade, Adebayo (eds) <i>The New African Diaspora in the United States</i> New York: Routledge pp:107-128</p> <p><i>Bekele, Gashawbeza (2017) “Revisiting Africa’s brain drain and the Diaspora option” in Falola , Toyin and Oyebade, Adebayo (eds) The New African Diaspora in the United States</i> New York: Routledge pp:165-180</p>
Week 5	M Oct 2 W Oct 4 F Oct 6	<p>New African diasporas and the export of Pentecostalism</p> <p>Read: Yong, A. (2013) Out of Africa? Pentecostalism in Africa, the African Diaspora, and to the Ends of the Earth. <i>Pneuma</i>. 35 (3), 315–317</p> <p>Read: Oyebade, Adebayo (2017) “African Immigrants and their Churches” in Falola , Toyin and Oyebade, Adebayo (eds) <i>The New African Diaspora in the United States</i> New York: Routledge pp: 41-58</p> <p>Short Reflective Essay due this Wednesday October 4, 2023</p>
	M Oct 9	Thanksgiving Day, No Class
Week 6	W Oct 11 F Oct 13	<p>Maintaining ‘Africanness’: The identity question and meanings of ‘home’ among Africans in the diaspora</p> <p>Read: Tettey, W & Puplampu, K (2005) “Border Crossings &Home-Diaspora Linkages among African-Canadians: An Analysis of Translocational Positionality, Cultural Remittance &Social Capital” in W. Tettey and K. Puplampu (eds.) <i>The African Diaspora in Canada: Negotiating Identity & Belonging</i> University of Calgary Press , 149-174</p> <p>Further Reading: Takyiwaa Manuh (2003) “‘Efie’ or the Meanings of ‘Home’ among Female and Male ‘Ghanaian’ Migrants in Toronto, Canada and Returned Migrants to Ghana” in Koser, Khalid <i>New African Diasporas</i> London: Routledge</p>

Week 7	M Oct 16 W Oct 18 F Oct 20	<p>Afropolitans and the African Diasporas Read: Mbembe, A (2020). "Afropolitanism." NKA (Brooklyn, N.Y.) no. 46, 56-61. Critiques of Afropolitanism Discussing Emma Dabiri's "Why I am not Afropolitan", Stephanie Santana Bosch's "Exorcizing Afropolitanism" and Simon Gikandi's "Between Roots and Routes"</p> <p>Relationship between the African Diaspora and the African continent. Read: Adepoju, O. (2011). Reflections on international migration and development in sub-Saharan Africa, African Population Studies, Vol. 25, no. 2, 1-22 Read: <i>Nweke Kenneth and Nyewusira Vincent</i> (2017) "The Role of the Diaspora in Strengthening Democratic Governance in Africa," in Falola, Toyin and Oyebade, Adebayo (eds) <i>The New African Diaspora in the United States</i> New York: Routledge pp 143-153 Final Essay topic proposals due next week</p>
Week 8	M Oct 23 W Oct 25 F Oct 27	<p>Connecting 'home' through the plate: Of food from home and the African diaspora, from Waakye, jollof rice, injera and the fusions Read: Davis-Marks, Isis (2021) "New Online Portal Chronicles the Culinary Legacy of the African Diaspora" Smithsonian Magazine Optional further readings: Marshall, L (2020) African Diaspora Foodways in Social and Cultural Context, <i>Journal of African Diaspora Archaeology and Heritage</i>, 9:2,73-76, DOI: 10.1080/21619441.2021.1928960 Smith, J (2021) How the Diaspora is Reconnecting to Africa Through Food <i>Black Restaurant Week</i> Cheatham, A (2022) Seeds of Change: Fusion Foods of the African Diaspora <i>The Spruce Eats</i> Final essay topic proposals due from Wednesday October 25 to Friday October 27, 2023</p>
Week 9	M Oct 30 W Nov 1 F Nov 3	Student Presentations, Discussions and Feedback
Week 10	M Nov 6 W Nov 8 F Nov 10	Student Presentations, Discussions and Feedback
Week 11	Nov 12-18	Reading Break, No Classes
Week 12	M Nov20 WNov22	Student Presentations, Discussions and Feedback

	F Nov 24	
Week 13	M Nov 27 W Nov 29 F Dec 1	Student Presentations, Discussions and Feedback
Week 14	M Dec 4	Belonging neither 'here' nor 'there': The 'returnees' and new life in the homeland Wrapping up discussions on Adichie's <i>Americanah</i> Further optional reading: Knudsen, Eva and Rahbek, Ulla (2017) "An Afropolitan literary aesthetics? Afropolitan styles and tropes in recent diasporic African fiction" <i>European Journal of English Studies</i> 21(2) pp: 115-128 Final essay due from Monday December 4 to Wednesday December 6, 2023 via D2L dropbox
	W Dec 6	Final thoughts, discussions, Final essay submission via D2L dropbox no later than 11:59pm

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>