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

Instructor: Dr Motilola Akinfemisoye-Adejare **Lecture Location:** SA 104

Phone: 403-220-6688

Lecture Days/Time: MoWeFr/
11:00am-11:50am

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Office: ES 602E

Office Hours: Mondays and Wednesdays
10:00am-10:30am, by email appointment; or
via Zoom Tuesday 10:00am-10:45am

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Prerequisite(s): None

COURSE DESCRIPTION

This is a multidisciplinary course that explores 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 and explore how the Afropolitan 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. 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 ASSESSMENTS

Assessment	%	Due Date
Short Reflective Essay	20	Wednesday February 8, 2023
Group Presentation	30	Beginning Friday March 17, 2023

Presentation summary and individual reflection (due before or on presentation day)	5	Beginning Friday March 17, 2023
Final Essay	30	Wednesday April 12, 2023
Class Participation and Discussion	15	Ongoing throughout course
Total	100	

Details on Methods of Assessment

Short Reflective Essay (750- 1000 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. Submission via D2L Dropbox on **Wednesday February 8, 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. 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. The decision to have one representative speak on behalf of the group or have each member present is up to the group. There will be a question-and-answer session after each presentation and students’ ability to answer the questions directed at their group will fetch them more marks. 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 **Friday March 17, 2023. Details about groups and chapter allocations would be posted on D2L at the end of Week 3**

Class Participation/Discussion 15%weighting

I will choose 10 random classes to mark attendance; each attendance marked will be 0.5 points which makes a total of 5 points for attendance. The remaining 10 points will go into students' individual contributions in class discussions. On the days I am not marking attendance, I will be looking out for students' ability to participate in class discussions and will be awarding 1 point after each class to the students who participate in the discussions. If students are not very comfortable with talking in class, they are welcome to post their contributions on the discussion section of D2L so that I can use that to grade them for participation. Again, as a participatory class, students are expected to have read the assigned readings beforehand. Students are encouraged to jot down their points/thoughts while reading as that will help them to be better discussants in class. Please note that the maximum score for this 100%. As such, once this is reached, students can no longer earn additional points.

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 by March 10, 2023, at the latest **Submission via D2L Dropbox on Wednesday April 12, 2023**

Late Policies:

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.

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 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.

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

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

Week	Date	Topic/Activity/Readings/Due Date
Week 1	M Jan 9 W Jan 11 F Jan 13	Introduction: General Overview of the course and course outline review Read: Falola and Oyebade (2017) "Introduction" in Faola, 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 Jan 16 W Jan 18 F Jan 20	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
Week 3	M Jan 23 W Jan 25 F Jan 27	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.) <i>Palgrave Handbook of Africa and the Changing Global Order</i> Cham: Springer, 1-22.
Week 4	M Jan 30 W Feb 1 F Feb 3	Contemporary African Diasporas: Brain drain, brain gain and remittance flows 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. Further readings: 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 <i>Bekele, Gashawbeza (2017) "Revisiting Africa's brain drain and the Diaspora option" in Falola , Toyin and Oyebade, Adebayo</i>

		(eds) <i>The New African Diaspora in the United States</i> New York: Routledge pp:165-180
Week 5	M Feb 6 W Feb 8 F Feb 10	New African diasporas and the export of Pentecostalism 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 Further reading: 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 Short Reflective Essay due this Wednesday February 8, 2023
Week 6	M Feb 13 W Feb 15 F Feb 17	Maintaining 'Africanness': The identity question and meanings of 'home' among Africans in the diaspora Read: 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
Week 7	Feb 19-25	Term Break, No Classes
Week 8	M Feb 27 W Feb 1 F Mar 3	Afropolitans and the African Diasporas Read: Mbembe, A (2020). "Afropolitanism." <i>NKA</i> (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 " Relationship between the African Diaspora and the African continent. Read: Adepaju, O. (2011). Reflections on international migration and development in sub-Saharan Africa, <i>African Population Studies</i> , 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
Week 9	M Mar 6 W Mar 8 F Mar 10	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 TBC: Guest Lecture
Week 10	M Mar 13 W Mar 15 F Mar 17	Belonging neither 'here' nor 'there': The 'returnees' and new life in the homeland Discussing Adichie's <i>Americanah</i> Further 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 Friday March 17, 2023: Student Presentations, Discussion and Feedback
Week 11	M Mar 20 W Mar 22 F Mar 24	Student Presentations, Discussion and Feedback
Week 12	M Mar 27 W Mar 29 F Mar 31	Student Presentations, Discussion and Feedback
Week 13	M Apr 3 W Apr 5	Student Presentations, Discussion and Feedback
	F Apr 7	Good Friday, No Classes
	M Apr 10	Easter Monday, No Classes
Week 14	W Apr 12	Final thoughts, discussions, Final essay submission via D2L no later than 11:59pm

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>