

## HIS 3P64: Africa and African Diaspora

Fall 2012

**Lecture EA (East Academic) 102 @ Wed, 3-5PM**

**Seminar 1: EA103 @ Tue, 4-5PM**

**Seminar 2- MCC403 @ Tue, 3-4PM**

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**Course Description:** Drawing on writings across academic fields, this course provides a comprehensive introduction to selected themes in African Diaspora. The voluntary and coerced migrations of African peoples have played fundamental roles in the shaping of societies across the globe over many centuries; these historical diasporas and their legacies, along with modern-day parallels and new, unprecedented African diasporas, continue to exercise considerable influence. At its core, the field of African Diaspora remains oriented towards understanding the experiences of Africans and people of Africa descent across the globe. In keeping with recent trends in scholarship, however, this course will examine African diasporas on a global scale, with the African continent as a central point of reference. We will begin by exploring echoes of the slave trade; the presence and experiences of Africans and their descendants in the Mediterranean world, Europe Asia and the Americas, with particular attention to changes and continuities in African identities, and cultural diffusion.

**Course Objectives:** This course's primary objective is to provide students with a broad, well-grounded understanding of African Diaspora. It (1) draws on multiple interpretations and foundational debates, and (2) incorporates selected key themes that highlight recent research trends. Course readings and assignments are designed to help students prepare for class assignments, to gain familiarity with a variety of research methodologies, and to further develop their critical thinking and writing skills. For some, this graduate seminar will also provide an opportunity to explore scholarly works directly or indirectly related to their potential dissertation topic.

### Course Requirements

**15% Class/Lecture Participation:** Students are expected to attend lectures, to carefully read all assigned materials, and to actively participate in discussions.

**25% Seminar Participation:** Seminars are vital features of this course. Directly, they make up 25 per cent of your grade. We meet once a week in hour-long seminar classes. These are required. Each week it is assumed that you will have completed the readings for the class, and you are expected to discuss them. Attendance will be taken, but your grade will be calculated primarily on the quantity and (ESPECIALLY) the quality of your contributions. ***ATTENDANCE IS NOT PARTICIPATION.***

**15% Presentation:** Each student will lead discussion of a set of articles/chapters that is required reading. The presenter/s must evaluate at least three scholarly works for the same week. **That is, you:**

- (a) broadly explain how the work contributes to our knowledge of Africa and African Diaspora
- (b) summarize the work's main arguments;

(c) evaluate the author's research methodology, use of sources, and other factors relating to the production of scholarship.

**10%: Book Review:** Write a 4-5 page review of **Patrick Manning, *The African Diaspora: A History Through Culture* (New York: Columbus University, 2009)**

**5% Essay proposal:** Students are expected to submit a 2-page abstract providing title, summary and bibliography for their essay.

**30% Focused Term essay:** Over the course of the semester, students will write a 20-25 page essay on any theme covered in class

***NOTE: Presentation topics and final term essay themes should not overlap. In other words, students may not choose to write essays addressing the same themes (or the same texts) covered in their presentations.***

**PLEASE NOTE THAT YOU MUST COMPLETE ALL OF THE COURSE WORK IN ORDER TO PASS THE COURSE. ANY STUDENT WHO DOES NOT COMPLETE ALL OF THE COURSE WORK WILL AUTOMATICALLY FAIL THE COURSE, NO MATTER WHAT THE TOTAL MARKS MIGHT BE FOR THOSE PARTS OF THE COURSE THAT S/HE DOES COMPLETE.**

## **POLICIES AND IMPORTANT INFORMATION:**

### **Attendance and Participation:**

The University Undergraduate calendar states (Policies, II.G):

Students are expected to attend all lectures, discussion groups, seminars and laboratory periods of the courses in which they are registered. Instructors must inform students about the relationship between attendance and course grades early in each session.

### **What this means for you:**

**Lectures:** Students are expected to attend the lectures.

N.B. A rubric for seminar evaluation is included in this syllabus.

Absence from a seminar will result in a grade of 0 for that seminar, except for documented emergencies, at the instructor's discretion. (See

<http://www.brocku.ca/health-services/policies/exemption> for Health Services Exemption Policy)

**N.B. STUDENTS MAY NOT CHANGE SEMINARS OR ATTEND SEMINARS OTHER THAN THAT FOR WHICH THEY ARE REGISTERED!**

### **Written assignments:**

Instructions for the assignments will be distributed on Sakai well in advance of the due dates. Students are responsible for access to Sakai. If you have problems, there is assistance available through computer services and the library.

Essays will be evaluated on: 1. Writing and clarity of expression; 2. accuracy and effectiveness of description; 3. quality of analysis. In general, the third of these - quality of analysis - is the most important, but the others are integral to good analysis.

A rubric for grading of essays is included in this syllabus.

### **Extensions.**

Students are responsible for completing assignments on-time. If you encounter exceptional circumstances such as illness, which may prevent you from completing an assignment on time, you should talk to the instructor **as soon as the circumstances become apparent: do not wait until the due date has passed.** You may be asked to provide documentation.

### **Late Penalties:**

Late papers will have a penalty of 5 per cent per day deducted. No written work will be accepted without appropriate documentation more than 7 business days after the due date for the assignment, or after assignments have been returned.

### **Return of Assignments:**

Assignments will be returned as promptly as possible given the class size, usually within three weeks of submission, but always before the next assignment is due.

Returned assignments will always have sufficient feedback both to explain the grade and to provide guidelines on how subsequent written work may be improved.

### **Accessibility:**

The instructors and the teaching assistants keep regular office hours. Office hours will be communicated to students in seminar and are always posted outside offices. If regularly scheduled office hours conflict with your timetable, alternate meeting times will be arranged.

### **Lecture and Seminar Etiquette:**

Brock University is committed to building and maintaining a diverse and inclusive community where our students, staff, faculty, course participants, volunteers and visitors can work and learn in an environment that respects the dignity and worth of members of the Brock community. See: <http://www.brocku.ca/human-rights/policies-procedures>

Students will maintain a proper decorum during lectures and seminars. This means refraining from conversations or any other behaviour that may distract or disturb others.

Laptops and tablets are allowed in class, **but only in order to take notes.** Playing games, watching videos, reading e-mail, checking Facebook, etc. is strictly forbidden. Students caught engaging in these activities will be asked to shut off and put away their laptop for the rest of the class.

Instructors maintain the right to impose supplementary discipline on students who choose to repeatedly ignore this rule.

Cellphones and smartphones must always be turned off during lectures and seminars, and be kept out of sight for the duration of the class. Texting or tweeting in class is forbidden. The instructor and TAs maintain the right to confiscate any phones visible to them. Phones will be returned to their owners at the end of class.

**Sakai:** Many important instructions, documents, explanations, extra copies of the syllabus, and so on can be found on Sakai. However, with four different professors, you will undoubtedly find that each uses it slightly differently (for example, some will post Powerpoint slides, some won't, and some may not even use Powerpoint). Sakai is commonly used in most courses across the campus, and it is the student's responsibility to learn to use it.

### **Academic Misconduct:**

Academic misconduct, which includes submitting or presenting the work of another person as your own, obtaining essays from repositories, and cheating on tests or exams, is a serious academic offense.

For further definitions, procedures, and penalties, see the Brock Undergraduate Calendar 2012/13: <http://www.brocku.ca/webcal/2012/undergrad/areg.html#sec68>

*Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own. Associate dishonest practices include faking or falsification of data, cheating or the uttering of false statements by a student in order to obtain unjustified concessions.*

*Academic misconduct may take many forms and is not limited to the following:*

### **Essays and Assignments**

*Submission of an essay written in whole or in part by someone else as one's own.*

*Preparing an essay or assignment for submission by another student.*

*Copying an essay or assignment, or allowing one's essay or assignment to be copied by someone else.*

*Using direct quotations or large sections of paraphrased material without acknowledgment.*

*The buying or selling of term papers or assignments.*

*The submission of the same piece of work in more than one course without the permission of the instructors.*

### **HIST 3P64: Criteria for seminar evaluation**

<b>Letter grade</b>	<b>Means you...</b>
A (excellent preparation and contribution)	a) did all the assigned readings for the week for the lectures and the seminar; b) came to class well-prepared with questions and ideas for discussion; c) listened respectfully and attentively to others' comments, encouraged others to participate, and avoided dominating the discussion; d) helped keep discussion focused on the assigned readings and issues in them; e) and contributed with <i>substantial, thoughtful comments or questions grounded in the readings</i> that move the discussion along, and avoided merely stating opinions.

B (good preparation and contribution)	a) did all the assigned readings for the week for the lectures and the seminar; b) came to seminar well-prepared with questions and ideas for discussion; c) listened respectfully and attentively to others' comments, encouraged others to participate, and avoided dominating the discussion; d) helped keep discussion focused on the assigned readings and issues in them; e) and contributed at least once with a <i>good, reasonable comment or question grounded in the readings</i> that moves the discussion along, and avoided merely stating opinions.
C (satisfactory preparation and contribution)	a) did most of the assigned readings for the week for the lectures and the seminar; b) came to seminar with questions and ideas for discussion; c) made an effort to contribute to the discussion but had difficulties in one or more of qualities c), d), and e) in the previous letter grade categories.
P	...were present but did not contribute to the discussion, or you did not prepare adequately and can therefore only state your relatively uninformed opinions based on your reaction to the discussion alone. If you attend regularly but make no effort to break the pattern of no contribution or poor preparation, you will receive a grade no higher than 16/40 for the seminar. See your seminar leader if you have questions or concerns.

### HISTORY 3P64 CRITERIA FOR EVALUATION OF WRITTEN WORK

The following grading rubric is commonly used in the Department of History. Though intended for a research paper, the general terms related to writing, analysis, and use of evidence are applicable to any history writing assignment. Grading in history is necessarily subjective, but this offers some guidance to a general framework.

#### **A Grade – Excellent** (80-100%)

The A paper stands out and demonstrates commitment to excellence. It is technically well executed: well-written, free of errors of spelling and grammar. It is effectively organized and strongly argued and provides comprehensive coverage of its topic with few if any omissions or errors of fact or interpretation; it will be completely documented and properly formatted. (If appropriate, well researched, going beyond minimum requirements). The A paper will display maturity and independence of judgment.

#### **B Grade – Good** (70-79%)

The B paper shows good potential and strong effort and stands out from other papers, particularly at the upper B range (77-79). It has a clear thesis, effective research, and uses evidence well, though may not be entirely convincing in the form of its presentation. It may also suffer from minor omissions in research. The analysis amplifies the evidence, but remains somewhat underdeveloped.

#### **C Grade – Acceptable** (60-69%)

The C paper shows some effort and commitment, and a measure of organisation and argument. It is acceptable but lacks originality and needs significant improvement in one or more of the following categories: style, organization, argument, use of evidence, documentation.

#### **D Grade – Poor** (50-59%)

The D paper exhibits little or no originality, perhaps restating obvious points or failing to address the assignment. It demonstrates no clear argument (or lack of discernable argument entirely); frequent errors of spelling and grammar; content may be weak; formatting may be poor.

#### **F Grade – Unsatisfactory** (>45%)

The F paper will display minimal comprehension of the assignment or simply does not address the assignment at all. Many errors of spelling that mar the paper; writing will require attention; will not display solid knowledge of the subject, and may omit many key issues, facts, or interpretations; formatting problems; inadequately researched. Little effort.

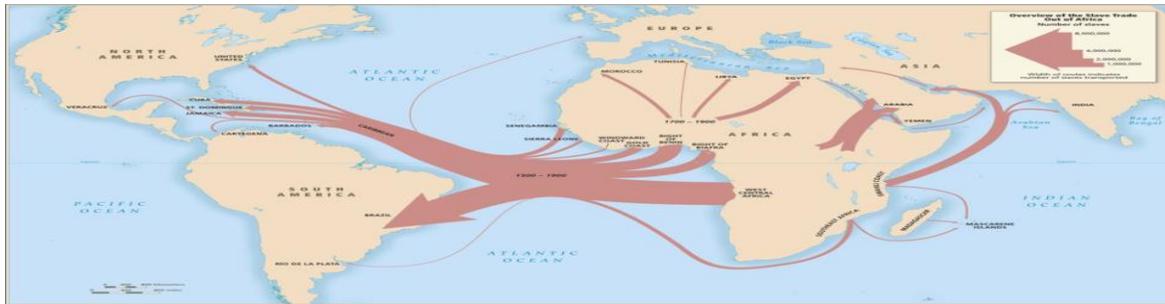
### Required Texts in the Bookstore:

Michael Gomez (ed.), *Diasporic Africa: A Reader* (New York: NYU Press, 2006)

Patrick Manning, *The African Diaspora: A History Through Culture* (New York: Columbia, 2009) **(for review—see above)**

Robyn Winks, *The Blacks in Canada [electronic resource]: a history* (Montreal: McGill-Queen's University Press, 1997) <http://www.k12studycanada.org/files/EarlyBlackCanadianHistory.pdf>.

Also check library RESERVE DESK for other relevant works



### Schedule of Class Meetings

#### 9/12 (Week 1): Introduction & Course Expectations

Required reading: Paul Tiyambe Zeleza, "African Diasporas: Toward a Global History," *African Studies Review* 53:1 (2010): 1-19.

Gomez (ed.), Introduction, pp. 1-24

## I. GLOBAL DIASPORAS

#### 9/19 (Week 2): Slavery and Slaving Networks

**Read:** Stephanie E. Smallwood, "African Guardians, European Slave Ships, and the Changing Dynamics of Power in the Early Modern Atlantic," *William & Mary Quarterly*, 3rd Series, 64:4 (2007): 679-716 (JSTOR)

Ty M. Reese, "Facilitating the Slave Trade: Company Slaves at Cape Coast Castle, 1750-1807," *Slavery & Abolition* 31:3 (Sept 2010): 363-377 (ONLINE)

Mariana P. Candido, "Merchants and the Business of the Slave Trade in Benguela, c.1750-1850," *African Economic History* 35 (2007): 1-30 (JSTOR)

George LaRue, "The Frontiers of Enslavement: Bagirmi and the Trans-Saharan Slave Routes," in Paul E. Lovejoy (ed.), *Slavery on the Frontiers of Islam* (Princeton, NJ: Markus Weiner, 2004), ch. 2 **(SAKAI)**

#### 9/26 (week 3): Africans in Iberia & Mediterranean World

**Class Discussion:** Ruth Pike, "Sevillian Society in the Sixteenth Century: Slaves and Freedmen," *Hispanic American Historical Review* 47:3 (1967): 344-359

**Seminar Discussion:** James H. Sweet, "The Iberian Roots of American Racist Thought," *William & Mary Quarterly*, 3<sup>rd</sup> Series, 54:1 (1997): 143-166

John O. Hunwick, "Black Slaves in the Mediterranean World: Introduction to a Neglected Aspect of the African Diaspora," *Slavery & Abolition* 13:1 (1992): 5-38

Chouki El Hamel, in Gomez (ed). Ch. 8

**10/3 (week 4): African Diasporas in Asia and the Indian Ocean World**

**Class Discussion:** Paul E. Lovejoy, 'Slavery, the Bilād al-Sūdān, and the Frontiers of the African Diaspora' in Paul E. Lovejoy (ed.), *Slavery on the Frontiers of Islam*, ch. 1 (SAKAI)

**Seminar Readings:** Gwyn Campbell, "Madagascar and the Slave Trade, 1810-1895," *Journal of African History* 22 (1981): 203-227

Edward Alpers, "The African Diaspora in the Indian Ocean: A Comparative Perspective' and "The African Diaspora in Sri Lanka" in Silva Jayasuriya and Richard Pankhurst (eds.), *The African Diaspora in the Indian Ocean* (Trenton, NJ: African World Press, 2003), 19-52—ON RESERVE

Richard B. Allen, "The Mascarene Slave-Trade and Labour Migration in the Indian Ocean During the Eighteenth and Nineteenth Centuries", *Slavery and Abolition*, 24.2 (2003), 33-50

**\*BOOK REVIEW DUE ON Oct 3, 2012)\* (Manning, *African Diaspora*)**

**II. ETHNIC IDENTITIES & CREOLIZATION**

**10/10 (week 5): Ethnicities & Core Cultures**

P.E.H. Hair, "Ethnolinguistic Continuity on the Guinea Coast," *Journal of African History* 8 (1967): 247-268. **(JSTOR)**

Terence Ranger, "The Invention of Tradition in Colonial Africa," in *The Invention of Tradition*, eds. E. Hobsbawm and T. Ranger (Cambridge: Cambridge University Press, 1983), 211-262; (RESERVE)

D. R. Wright, "What Do You Mean There Were No Tribes in Africa?: Thoughts on Boundaries and Related Matters in Precolonial Africa," *History in Africa* 26 (1999): 409-426. **(JSTOR)**

James Sweet in Gomez (ed.), ch. 4

Robin Law, "Ethnicities of Enslaved Africans in the Diaspora: On the Meanings of 'Mina' (Again)," *History in Africa* 32 (2005): 247-67 **(JSTOR)**

Steven Thomson, "Revisiting 'Mandingization' in Coastal Gambia and Casamance (Senegal): Four Approaches to Ethnic Change," *African Studies Review* 54:2 (2011): 95-121. **(JSTOR)**

**10/17 (week 6): Creolization & Créolité**

**Class discussion:** Sidney W. Mintz and Richard Price, *The Birth of African-American Culture: An Anthropological Perspective*, 2nd ed. (Boston: Beacon Press, 1992 [1976])--**SAKAI**

**Seminar:** Philip Morgan, "The Cultural Implications of the Atlantic Slave Trade: African Regional Origins, American Destinations and New World Developments," *Slavery & Abolition* 18:1 (1997): 122-145

David Northrup, "Becoming African: Identity Formation among Liberated Slaves in Nineteenth-Century Sierra Leone," *Slavery & Abolition* 27:1 (April 2006): 1-21

Andrew Apter, "On African Origins: Creolization and Connaissance in Haitian Vodou," *American Ethnologist* 29:2 (2002): 233-260 **(JSTOR)**

Olatunji Ojo, 2008 "Beyond Diversity: Women, Scarification, and Yoruba Identity," *History in Africa: A Journal of Method* (HA) 35 (2008), 347-374. **(JSTOR)**

William C. Van Norman, "The Process of Cultural Change among Cuban Bozales during the Nineteenth Century," *The Americas* 62:2 (2005): 177-207 **(JSTOR)**

**Final Essay proposal Due—IN LECTURE**

### 10/24 (week 7): Atlantic Creoles

**Class Discussion:** Ira Berlin, "From Creole to African: Atlantic Creoles and the Origins of African-American Society in Mainland North America," *The William & Mary Quarterly*, 3rd series, 53:2 (1996): 251-288. (JSTOR)

Linda M. Heywood and John K. Thornton, "'Canniball Negroes,' Atlantic Creoles, and the Identity of New England's Charter Generation," *African Diaspora* 4 (2011) 76-94  
<http://booksandjournals.brillonline.com/content/10.1163/187254611x566279>

**Seminar Readings:** Peter Mark, "The Evolution of 'Portuguese' Identity: Luso-Africans on the Upper Guinea Coast from the Sixteenth to the Early Nineteenth Century," *Journal of African History*, 40.2 (1999), 173-91. (JSTOR)

Randy L. Sparks, "Two Princes of Calabar: An Atlantic Odyssey from Slavery to Freedom," *The William and Mary Quarterly* Third Series, 59.3 (2002), pp. 555-84 (JSTOR)

Alexander X. Byrd, "Eboe, Country, Nation and Gustavus Vassa's Interesting Narrative." *William & Mary Quarterly* 63, no. 1 (2006): 123-148. (JSTOR)

Jane Landers, "Acquisition and Loss on a Spanish Frontier: The Free Black Homesteaders of Florida, 1784-1821," *Slavery and Abolition* 17, no. 1 (April 1996): 85-101. (JSTOR)

Travis Glasson, "Missionaries, Methodists, and a Ghost: Philip Quaque in London and Cape Coast, 1756-1816," *Journal of British Studies*, 48.1 (2009), 29-50 (JSTOR)

### III. AFRO-ATLANTIC CULTURAL DIFFUSION

#### 10/31 (week 8): Transformation of Spiritual Practices: Healing, Magic, & Witchcraft

**Class Discussion:** Gomez (ed.), chs. 2-3

**Seminar Readings:** Gomez (ed.), chs. 5-7

### IV. POST-EMANCIPATION DIASPORAS

#### 11/7 (week 9): Liberated Africans and Back to Homeland

**CLASS DISCUSSION:** African origins database

**Class Reading:** Rosanne Adderley, "'A most useful and valuable people?': Cultural, Moral and Practical Dilemmas in the Use of Liberated African Labour in the Nineteenth-century Caribbean," *Slavery and Abolition*, 20.1 (1999), 59-80.

Samuel Coghe, "The Problem of Freedom in a Mid Nineteenth-Century Atlantic Slave Society: The Liberated Africans of the Anglo-Portuguese Mixed Commission in Luanda (1844-1870)," *Slavery & Abolition*, 33.3 (2012), 479-500.

**Seminar:** R. Law, "The Evolution of the Brazilian Community in Ouidah," *Slavery and Abolition*, 22 (2001), 3-21.

Salamisha Tillet, "In the Shadow of the Castle: (Trans)Nationalism, African American Tourism, and Gorée Island," *Research in African Literatures*, 40.4 (2009), 122-141.

E. Frances White, 'Creole Women Traders in the Nineteenth Century,' *International Journal of African Historical Studies* 14.4 (1981), 626-642 (JSTOR)

Katharina Schramm, "Negotiating Race: Blackness and Whiteness in the Context of Homecoming to Ghana," *African Diaspora* 2 (2009) 3-24

<http://booksandjournals.brillonline.com/content/10.1163/187254609x430795>

### **11/14 (week 10): Blacks in Canada**

**Lecture:** John N. Grant, "Black Immigrants into Nova Scotia, 1776-1815," *The Journal of Negro History*, 58.3 (1973), 253-270

**Seminar Readings:** Sharon A. Roger Hepburn, "Following the North Star: Canada as a Haven for Nineteenth-Century American Blacks," *Michigan Historical Review*, 25.2 (1999), 91-126 (JSTOR)

<http://www.jstor.org/stable/pdfplus/20173830.pdf?acceptTC=true>

Janele Joseph, "The practice of capoeira: diasporic black culture in Canada," [Ethnic & Racial Studies](#), 35.6 (2012), 1078-1095

Carl E. James, "Students "at Risk": Stereotypes and the Schooling of Black Boys," [Urban Education](#), 47.2 (2012), 464-494 <http://www.jstor.org/stable/pdfplus/1562457.pdf?acceptTC=true>

Amoaba Gooden, "Community Organizing by African Caribbean People in Toronto, Ontario," *Journal of Black Studies*, 38.3 (2008), 413-426

### **11/21 (week 11): Present-day African Diasporas**

**Class Discussion:** Gomez, ch 9 and 12

**Video Commentary:** see link <http://www.youtube.com/watch?v=3xi3agZ52yY>

**Seminar Readings:** Michele C. Johnson, "Death and the Left Hand: Islam, Gender, and 'Proper' Mandinga Funerary Custom in Guinea-Bissau and Portugal," *African Studies Review* 52 (2009): 93-117

Terje S Skjerdal, "Journalists or activists? Self-identity in the Ethiopian diaspora online community," *Journalism*, 12.6 (2011): 727-744. <http://jou.sagepub.com/content/12/6/727.full.pdf+html>

K. M. Langellier, "Performing Somali Identity in The Diaspora," *Cultural Studies*, 24.1 (2010), 66-94.

Sylvie Bredeloup, "African Trading Post in Guangzhou: Emergent or Recurrent Commercial Form?," *African Diaspora* 5 (2012) 27-50

<http://booksandjournals.brillonline.com/content/10.1163/187254612x646206>

Boris Nieswand, 'Ghanaian Migrants in Germany and the Social Construction of Diaspora,' *African Diaspora* 1 (2008) 28-52.

<http://booksandjournals.brillonline.com/content/10.1163/187254608x346051>

### **11/28 (week 12): CLASS REVIEW**

**\*\*\*FINAL ESSAY DUE DEC 4\*\*\***