



### Course Outline (Draft)

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|----------------------|--|
| <b>Course Code:</b>  | AFRI 3005 A (also listed as PSCI 3809 C)   |
| <b>Course Title:</b> | African Migrations and Diasporas   |
| <b>Term:</b>         | Fall 2024  |
| <b>Prerequisite:</b> | Third year standing and at least 1.0 credit in AFRI or permission from the Institute of African Studies          |
| <b>Class:</b>        | Thursdays 11:35 am - 2:25 pm   |
| <b>Instructor:</b>   | Professor Samuel Ojo Oloruntoba  |
| <b>Contact:</b>      | Office: 1705 Dunton Tower<br>Office Hours: Consultation & appointment will take place on Tuesdays from 10am-11am |
| <b>Email:</b>        | SamuelOjoOloruntoba@Cunet.carleton.ca  |

Welcome to African Migrations and Diasporas. This course focuses on helping students understand the multinational flows of people of African descent from antiquity through the trans-era of trans-Saharan (7th-20th century) and trans-Atlantic (16th-19th) slave trades to the contemporary times. From antiquity, Africans have moved to different continents of the world, including the Mediterranean, Americas, Europe, Asia and the Caribbean. Over the long durée of history, Africans have conquered others and have been conquered. The over 30 million Africans in other parts of the world have made enduring contributions politically, economically and socially to past and modern civilizations.

This course is aimed at providing both historical insight and contemporary analysis of African migrations and diasporas in terms of the external and domestic factors that informed the migratory flows, the challenges African migrants face and their relationship with their home countries. The course will examine the various phases and spaces of migratory flows of Africans. By adopting a learners' focused and participatory action learning, this course will strengthen students' ability to

engage with the broader history of economic, social and political factors that continue to shape migrations and diasporas relations with Africa.

This course will allow students to engage with the inextricable link between capitalism, racism, globalization and migration. It will examine identity formation and consciousnesses among African diasporas, transnationalism, as well as the contributions of Africans to the development of their host countries and countries of origin.

### **Texts.**

There are no texts to be purchased for this course. The prescribed readings are listed in the Course Format section (p.7-10). All required reading materials will be made available either electronically through the library (Ares) or held on reserve at MacOdrum Library.

### **Course Calendar, Teaching Learning Expectations**

This course is a three-hour course per week, in seminar format. The instructor will provide background on the theoretical and historical parts of the topics. As this is an upper-level course, the delivery will also take the form of conversation and discussion among the students and the instructor. Thus, students will be required to read all assigned materials prior to class and make meaningful contributions to class discussions. Students will be divided into groups of 3-5 with each group making presentations on the readings assigned by the instructor. There will also be individual assignments. Apart from the direct interaction between the instructor and the students, effective learning technology, including audio-visual materials will be used.

In addition to exposing students to the multidimensional aspects of African Migrations and Diasporas, this course will afford students an opportunity to develop their capacity to analyze complex issues in diverse settings. It will also help students develop their critical reasoning skills, hone their writing and presentation skills, and enhance their capacity to listen to, and engage with, divergent opinions.

### **Learning Outcomes**

By the end of this course, students should be able to:

- Analyze the various phases and spaces of African migrations from the past to the current times
- Examine the relationship between capitalism, racism, globalization and African migration
- Analyze the experiences of African diasporas in their host countries
- Examine the relationship between African diasporas and their countries of origin
- Analyze how migration and diaspora relations shape the construction of African identity in the host countries

### **Expectations**

Getting the most out of this course depends on following instructions, active participation in class and completing all required assignments. The instructor expects students to complete all the

assigned readings prior to each class. Engaging in critical discussions with other students will help to broaden understanding of the various aspects of this course. Although the course will be delivered online, students are expected to participate actively in the classes.

Communication between the students and the instructor will be done through Carleton email in Brightspace. This requires that students check their Carleton email regularly.

## Course Structure/Class Format

The course will be taught as a seminar. The first class will be dedicated to the general overview of the course. The students will also be divided into groups, which will form the basis of presentations in future classes. The group are expected to undertake a capstone project on migration. Each group making a presentation in a class will be expected to provide a one-page summary of the presentation in advance. This will be posted in Brightspace to ensure that others have background knowledge of the presentation. This will allow students from other groups to be better prepared to ask questions. Each presentation will last for 20 minutes. The performance of each member of the group will determine the overall mark of the group. In subsequent classes, students will be expected to read the prescribed readings.

## Evaluation

|   |     |
|---|-----|
| Class Participation                       | 15% |
| Assignment (October 17, 2024)             | 15% |
| Weekly quizzes or discussion paper        | 10% |
| Group presentation capstone project       | 25% |
| Outline of final paper (November 7, 2024) | 5%  |
| Final Paper (December 12, 2024)           | 30% |

### Class Participation (15%)

The participation mark will be based on regular attendance, and the quality of your interventions in class, which should consist of thoughtful remarks about the weekly reading materials. Students are expected to participate in weekly seminar discussions.

### Assignment (15%)

#### Assignment (Due October 17, 2024)

It is compulsory for students to complete all assignments and other course requirements in order to get a final grade. The assignments must be submitted in the Brightspace. Late assignments will not be accepted, except under emergency conditions such as sickness or for other documented reasons. In case of illness, students should complete the self-declaration form on the Registrar's Office website. Late penalty: 1 point off the final mark per day. Please let me know if your assignment will be late for personal reasons.

Students are expected to write one short essay for the assignment. This means only one short essay will be written during the semester. The essay should not be more than 6-pages (2000), excluding notes and references. The assignment will be based on the prescribed readings. The assignment will be graded based on the quality of presentation, depth of analysis, relevance to the case study and use of relevant materials. It is essential to properly cite all materials consulted in writing the assignments. The preferred referencing style is Harvard style.

### Group presentation Capstone project (25%) ( From October 17 2024)

Students will be divided into groups of 3-5 to undertake different capstone projects related to the

course. Group presentations of the projects will commence six weeks into the course and continue until the final week. All presentations must be made within 30 minutes, and it is recommended that slides be used. All members of the group are expected to contribute and participate in their presentations. Presentations should include adequate graphics, data, figures and other visual aids where necessary. Students are advised to speak to the slides rather than read them.

Each group will be expected to provide a 2-4-page summary of their presentation at least 3 days in advance. This will be posted in <http://carleton.ca/brightspace> to ensure that others have a background knowledge of the presentation and are better prepared to ask questions. The performance of each member of the group will determine the overall mark of the group.

The evaluation of the project will be based on originality, relevance, content, clarity and flow; understanding of the specific case and depth of analysis. Presenters are strongly encouraged to discuss their presentation with the instructors beforehand.

A schedule of seminar presentations will be circulated early in the term once the groups are constituted and choice of projects finalized.

**Weekly quizzes or discussion paper (10%) (2<sup>nd</sup> week to the 11<sup>th</sup> week).** There will be a total of 10 quizzes/discussion papers. Starting from the second week, students will be asked to do a weekly quiz or write a discussion paper of one page based on the topic for the week. This will continue until the eleventh week. The aim of this is to ensure active engagement with the reading materials. The ten quizzes or discussion paper will be 10 percent of the total grade.

**Outline of the final paper (5%) (Due November 7, 2024)**

Students will be expected to prepare and submit an outline of the final take home paper. The outline should include an introduction, a main research question or hypothesis, main points of the paper, recommendations, conclusions and bibliography of the materials that the students intend to use to write the final paper.

**Final Paper 4000 words (30%) (Due December 12, 2024)**

The final paper will be theoretical and policy oriented in orientation. The paper is expected to align with the thematic issues around African Migration and Diasporas. The topic will be determined through consultation with the instructor during the term. This will be an opportunity to explore in depth one of the topics. The final paper should be written in the form of an analytical essay to use evidence-based research to highlight various aspects of the historical and contemporary trajectories of African Migrations and Diasporas. The paper is also expected to draw policy lessons from the analysis. The final paper should have the following structure:

**Introduction:** This explains the focus of the paper and the methodology used

**Research question or hypothesis:** This will contain the question you intend to answer in the paper.

**Content:** This will contain the analysis of the key issues in the topic and the application of case studies

**Conclusions:** This will contain a summary of the points made as well as policy recommendations.

**Tour:** There will be a tour to the Art Gallery at Carleton University. Details of the visit will be communicated during the first class. Students are expected to participate in this tour as it will afford them an opportunity to watch a film on migration.

**Guest Lecturer:** There will be a Guest Lecturer from the United Nations who will be speaking to the topic of forced migration in Africa.

## **COURSE OUTLINE**

Delivery of this course will take the form of presentations, small-group discussions, videos, and exercises such as forum discussions. This pedagogical approach will provide a balance of theoretical and practical learning.

### **Week 1: September 5**

#### **Introduction: General Overview of the course and review of the course outline**

Zezeza, P (2010) African Diasporas: Towards a Global History, *African Studies Review*, Vol.53, No.1 pp 1-19

### **Week 2: September 12**

#### **Conceptualizing African Migrations and Diasporas: Capitalism, Racism and Globalization**

Patterson, T and Kelley, R ( 2000) Unfinished Migrations: Reflections on the African Diaspora and the Making of the Modern World, *African Studies Review* 43(1): 2000: 11-68.

Webster, J. (2010) A Distant Diaspora: Thinking Comparatively about Origins, Migrations and Roman Slavery. *African diaspora archaeology newsletter*, Vol 3: issues 1, pp 1-21

### **Week 3: September 19**

#### **Phases and Spaces of African Migration and Diasporas**

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.

Zezeza, P (2002) Contemporary African Migrations in a Global Context, African Issues, Volume 30, Issue 1, pp 9-14

#### **Week 4: September 26**

##### **African Migrations and diasporas in the Mediterranean (from the past to the present)**

Zezeza, P. T. (2008). The Challenges of Studying the African Diasporas. African Sociological Review, 12(2), 4–21.

Zezeza, P. T. (2005). Rewriting the African Diaspora: Beyond the Black Atlantic. African Affairs, 104(414), 35–68.

#### **Week 5: October 3**

##### **Racism and the construction of African identity in the diaspora (Cases of United States of America, Canada, and Brazil)**

Armstrong, D. V. (2008) Excavating African American Heritage: Towards a More Nuanced Understanding of the African Diaspora. Historical archaeology. 42 (2), 123–137

Jones, G. M. (2018) Black Lives Abroad: Encounters of Diasporic Solidarity in Brazil. Biography (Honolulu). [Online] 41 (4), 831–855.

#### **Week 6: October 10**

##### **African diasporas in the Caribbean: Historical and contemporary connections with Africa**

Adi, H. (2007) Combating racism and the issue of reparations: African Union - Caribbean Diaspora Conference, London 2007. International journal of African renaissance studies. 2 (2), 250–254.

Jackson, J. V. & Cothran, M. E. (2003) Black versus Black: The Relationships among African, African American, and African Caribbean Persons. Journal of black studies. 33 (5), 576–604.

#### **Week 7: October 17**

##### **Forced Migration and implications on African society (The past and the present) (Seun Adebayo)**

Adepoju, O. (2011). Reflections on international migration and development in sub-Saharan Africa, African Population Studies, Vol. 25, no. 2, 1-22

Nunn, N. (2017). Understanding the Long-Run Effects of Africa's Slave Trades. Available at: <https://voxeu.org/article/understanding-long-run-effects-africa-s-slave-trades>

Inikori, J. E. (1994). Ideology versus the Tyranny of Paradigm: Historians and the Impact of the Atlantic Slave Trade on African Societies. African Economic History, 22, 37–58.

## **Week 8: October 21-25**

### **Reading Week – No Lectures**

## **Week 9: October 31**

### **Pan-Africanism, Afropolitans, and African diasporas**

Oloruntoba, S. (2023) (Re)Negotiating Existence: Pan-Africanism and the Role of African Union in a Changing Global Order, *Global Studies Quarterly*, Volume 3, Issue 3, 1-10  
<https://doi.org/10.1093/isagsq/ksad045>

Young, K (2011). Untrapping the Soul of Fanon: Culture, Consciousness and the Future of Pan-Africanism. *The Journal of Pan African studies* 4, no. 7: 137–161

Mbembe, A (2020). “Afropolitanism.” *NKA* (Brooklyn, N.Y.) no. 46 56–61.

## **Week 10: November 7**

### **Contemporary African Migrations: Brain drain, brain gain, brain circulation and remittances**

Chand, M. (2019) Brain Drain, Brain Circulation, and the African Diaspora in the United States. *Journal of African business*. 20 (1), 6–19.

Ogunniyi, A. I. et al. (2020) Governance quality, remittances and their implications for food and nutrition security in Sub-Saharan Africa. *World development*. [Online] 127104752–.

## **Week 11: November 14**

### **African diasporas and cultural diffusions (Pentecostalism and National Associations)**

Cazarin, R. (2019) The Social Architecture of Belonging in the African Pentecostal Diaspora. *Religions* (Basel, Switzerland ).10 (7), 440–.456

Yong, A. (2013) Out of Africa? Pentecostalism in Africa, the African Diaspora, and to the Ends of the Earth. *Pneuma*. 35 (3), 315–317.

## **Week 12: November 21**

### **Diaspora, DNA, and the Intersection of History and Science**

Jackson, F. (2010) “How Genetics Can Provide Detail to the Transatlantic African Diaspora,” in J. Sweet and T. Olaniyan, eds., *The African Diaspora and the Disciplines*, 75-100

Bustamante, C et al., (2010) “Genome-wide patterns of populations structure and admixture in West Africans and African Americans,” *Proceedings of the National Academy of Sciences of*





## COMMUNICATIONS

All course correspondence should be from the student's Carleton email address to the Instructor's Carleton email address. Consultations/Appointments will take place online through zoom. Students should make appointments via email. If a student cannot attend a scheduled appointment, it is imperative that advance notice be given in order to reschedule the appointment.

Communication on course content and other issues relating to this course will be done through Brightspace, Carleton's learning management system. Other technical problems can be resolved by Information Technology Services by phone at 613 520 3700 or by email at its.service.desk@carleton.ca.

## COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

## PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

## GENERATIVE ARTIFICIAL INTELLIGENCE

Generative Artificial Intelligence (e.g. ChatGPT) If you use generative AI Tools (e.g., ChatGPT) for your oral and written assignments, please make sure that you clearly identify and document how you have used them. Ultimately, it is your responsibility to verify the accuracy of AI-generated content when using it in your oral and written work

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

## **COURSE SHARING WEBSITES and COPYRIGHT**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

## STATEMENT ON CLASS CONDUCT

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

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

**Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”.** [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

## GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

|                  |                 |                 |   |
|------------------|-----------------|-----------------|---|
| A+ = 90-100 (12) | B = 73-76 (8)   | C - = 60-62 (4) | F= 0-49 (0) – Failure: no academic credit |
| A = 85-89 (11)   | B - = 70-72 (7) | D+ = 57-59 (3)  |   |
| A - = 80-84 (10) | C+ = 67-69 (6)  | D = 53-56 (2)   |   |
| B+ = 77-79 (9)   | C = 63-66 (5)   | D - = 50-52 (1) |   |

The following additional final course grades may be assigned by instructors:

**DEF** Official deferral of final exam (see "Petitions to Defer")

**GNA** Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.

**IP** In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.

**WDN** Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

***Pregnancy obligation:*** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

***Religious obligation:*** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

### ***Accommodation for Student Activities:***

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline))

***Survivors of sexual violence:*** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

***Academic Accommodations for Students with Disabilities:*** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered

with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

### **PETITIONS TO DEFER**

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

### **CONTACTS (613-520-2600, phone ext.)**

- Institute of African Studies [african\\_studies@carleton.ca](mailto:african_studies@carleton.ca)
- Registrar's Office (3500) [registrar@carleton.ca](mailto:registrar@carleton.ca)
- Academic Advising Centre [academicadvising@carleton.ca](mailto:academicadvising@carleton.ca)
- Paul Menton Centre (6608) [pmc@carleton.ca](mailto:pmc@carleton.ca)
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back  
[csas@carleton.ca](mailto:csas@carleton.ca)

### **Application for Graduation Deadlines**

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1