Course Title: AFRI 3005A (Winter Term, 2016), African Migrations and Diasporas
Lecture: Thursdays, 2:35 to 5:25 pm
Location: Mackenzie Building 3328, Carleton University
Instructor: Andriata Chironda
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Office: 457 Paterson Hall
Office Hours: Thursday, 1:00 to 2:00 pm or by appointment
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Introduction:
This course explores the migrations of African people from the slave trade to the present. Given the expansive scope, multiplicity and complexity of this phenomenon, this course is primarily an interdisciplinary introduction to African migration and diasporas, with particular attention to questions of history, race, identity, trans-nationalism, globalization and cultural production. The primary goal of this course is to engender and nurture critical and analytical approaches to discourses, theories, literature and debates regarding migration from [to, and within] Africa, African diasporas and their relationship to the African continent.

The term “African diaspora” has been commonly used to describe the enslavement and dispersal of millions of people from Western and Central Africa to the Americas and Caribbean islands during the Transatlantic Slave trade, from the 1400s to the 1800s. While this is a key component to understanding the African diaspora, it is not the only one. The course distinguishes between the African transatlantic diasporas produced from the slave period and African diasporas from the late 19th century onwards; a wave that also includes South-to-South migration and migration within the African continent. In this latter context— through select readings and case studies— the course explores the economic, political, global and structural determinants, context and impact of African migration and diasporas.

The “story” of Africa, and in turn, African migration and diasporas, is neither singular nor simple. In turn, the many “stories” have never been of mere victimhood, but have been characterized by individual and collective agency, even in the face of disempowerment or precariousness.

There is an effort, where possible, to highlight African migration and diasporas as they relate to Canada. The required texts reflect this intent. Both are authored by Canadians of African descent and directly speak to themes that are relevant to this course.

Required Texts:
2. Esi Edugyan, Half-Blood Blues (2011)

Both texts are available at Octopus Books, located at 116 Third Avenue, in the Glebe, Ottawa (Telephone: 613-233-2589)
Useful Online Sources:

Class Format:
This course is comprised of a three-hour lecture, once a week on Thursdays, from 2:35 to 5:25 pm. All students must attend lectures, must participate in class discussions and, must critically engage with all required readings.

Aims and Goals:
The main goal of this course is to develop interdisciplinary and critical understandings of African migration and diasporas. It is intended that the concepts advanced through the prism of “African migration and diasporas” also help students develop critical reading, critical thinking and critical writing tools that can be applied more broadly to understanding historical and contemporary human migration and dispersal.

Assessment:
1. Class attendance and participation (20%)
   [Attendance to all lectures is mandatory and each student will be graded on both attendance and the quality of participation.]

2. Two Short Response papers (40%) – Due on the Monday following selected weekly readings
   [Students must select at least two weeks of required readings and write two short responses papers (1-2 pages/ 500 words each. Each response paper is worth 20% of the final mark]

3. Book Analysis (40%) – Due during the final lecture, April 7, 2016
   [Students must select one of the required texts above and write a book analysis (8-10 pages/ 2500-3000 words). It is not enough to merely summarize the book. The analysis should reflect original thought as well as a critical engagement with concepts covered in the course]

Note: Written assignments must be double spaced and all sources properly referenced (both in-text citations and bibliography) using the Chicago Manual of Style.

Late submissions:
There will be penalties for late submission for all assignments. The penalty will be half-a-grade for each day that an assignment is late. For example, an A+ assignment that is one day late will receive a grade of A- and if it is two days late, it will receive a grade of B+.

Plagiarism and Academic Integrity:
Plagiarism is a serious academic offence and will not be tolerated. It is defined as presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own, misrepresentation, fabricating or misrepresenting research data, unauthorized cooperation or collaboration or completing work for another student. Penalties are not trivial and may range from expulsion, suspension, academic probation or a grade of “F” for the course.
Please ensure that all sources are properly referenced in your assignments (both in-text citations and bibliography) using the Chicago Manual of Style. Please see the Carleton University Student Academic Integrity Policy: http://www1.carleton.ca/studentaffairs/academic-integrity/

Academic Regulations:

For university rules regarding registration, withdrawal, appealing marks etcetera: http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

Request for Academic Accommodations:

**Academic Accommodation:** 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 me 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 the Student Guide: http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

**Religious obligation:** write to me 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 the Student Guide.

**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 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 assignment requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

Course Schedule:

**Part One: Remembering Africa, Transatlantic Slave Trade and Narratives of “freedom”**

**Week 1:** January 7, 2016 – Introduction and overview of key concepts

**Week 2:** January 14, 2016 – Remembering Many “Africas”

**Required:**

Week 3: January 21, 2016 – Slavery and the making of the Atlantic World

Required:

- Lawrence Hill, *Book of Negroes* (2007) [students are expected to have begun reading this text]

Recommended:


Week 4: January 28, 2016 – Narratives of “Freedom”

Required:


Recommended:


Week 5: February 4, 2016 – Narratives of “Freedom” [Continued...]

Required:


Recommended:

Part Two: Race, Identity and the African Diaspora

Week 6: February 11, 2016 – Finding the “African” in Europe

Required:
- Stuart Hall, “Cultural Identity and Diaspora” (1993)

Week 7: February 25, 2016 – “The fact of blackness…”

Required:

Recommended:
- Franz Fanon, *Wretched of the Earth*, a book (1961)

Week 8: March 3, 2016 – Becoming “black”: race and identity in contemporary United States

Required:
- Trevor Noah’s Stand-up Comedy “African American” (2015) [in-class video is approx. 1 hr]

Recommended:

Week 9: March 10, 2016 – Gendered Perspectives

Required:
- Tina Campt and Deborah Thomas, “Gendering Diaspora, Transnational Feminism, diaspora and its hegemonies”, *Feminist Review* 90, October 2008 [pages 1-8]

Recommended:

**Part Three: African State Formation Processes, Trans-nationalism and Globalization**

Week 10: March 17, 2016 – State failure, Displacement and “Survival Migration”

**Required:**


**Recommended:**


Week 11: March 24, 2016 – Exile and the Trans-nationalism [Zimbabwe Case Study]

**Required:**


**Recommended:**


Week 12: March 31, 2016 – “Identities” of [from] Exile

**Required:**


[In class conversation] with a Rwandan-Canadian [details TBA]

**Recommended:**


**Week 13: April 7, 2016 – Concluding perspectives on the past, present and future of migration [from, within or to] Africa**

**Required:**


[In class conversation] Two weeks in advance of the final lecture, students **must** submit images, music and/or art on major themes covered in the course which appear in mainstream media or in the public discourse. Of these, the instructor will select submissions to be discussed during the class. The goal is to foster a critical engagement with ideas and ideologies we encounter and consume on a day-to-day basis. [Details on this will be provided during the introductory lecture.]

**Note:** Book Analysis assignment is due during the final class.