



<b>COURSE:</b>	Historical Trajectory Of African Naming: The Imperative Of Identity and Adaptation
<b>CROSS LISTED AS:</b>	HIST 4703 A
<b>TERM:</b>	Fall 2018
<b>PREREQUISITE(S):</b>	Fourth-year standing and at least 1.0 credit in AFRI or permission of the Institute of African Studies. <b>Please note:</b> Email is the preferred means of communication for this course.
<b>CLASS:</b>	<b>Day &amp; Time:</b> Friday 1435-1725 <b>Room:</b> 417 Southam Hall
<b>INSTRUCTOR:</b>	Moses P. Galadima
<b>CONTACT:</b>	<b>Office:</b> 457 Paterson Hall <b>Office Hrs:</b> Thursday, 10:30-11:30. Also available by appointment. <b>Telephone:</b> 613-520-2600 extension 2229 (during office hours only) <b>Email:</b> <a href="mailto:mosesgaladima@cunet.carleton.ca">mosesgaladima@cunet.carleton.ca</a>

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**I. Course Description:** content, aims, learning objectives

This course examines the evolutionary pattern of naming among Africans on the continent and the diaspora. It analyses the historical, ideological and sociocultural imperatives that shaped and are reshaping African naming and the resultant institutionalization of identity and adaptation. The trajectory of African naming from traditional times through the epochs of slavery, colonialism and the influence of world religions on the practice of naming of Africans and by Africans will be explicated in this course. Specifically, the course studies and discusses examples that illuminate considerations that go into naming, as well as the analysis of readings and videos. A major objective of the course is to offer sound theoretical basis for the analysis of the continually evolving phenomenon of African naming on the continent and through migratory patterns and the mix of the global culture. Additionally, the course seeks to promote the appreciation of African naming as products of complex systemic formations with wide ranges of communicative meaning. The course will conclude by assessing the impact of globalization, youth cultures, diaspora and social media age on contemporary practices of naming in Africa.

**II. Texts:**

Oluviu Felecan (Ed) Name and Naming: Synchronic and Diachronic Perspectives. 2012

Richard D. Alford Naming and Identity: A Cross-Cultural Study of Personal Naming Practices

1988

Frank Nussel. *The Study of Names: A guide to the principles*. 1992

J.L. Dillard. *Black Names*. 1976

*Available at Carleton University Library*

### **III. Course Requirements**

1. ALL students must have access to the university online learning system (CU Learn). This requires having a university email account. If you do not have one, get one as soon as possible. ALL online course communication will be done via the online learning system.
2. Students are expected to attend classes, read assigned readings, and participate fully in class discussions, exercises, and activities.
3. Assignments are expected to reflect an understanding of the readings assigned and the themes discussed in class, while critical analysis could explore further.
4. ALL written assignments MUST be submitted on the university online learning system and a hardcopy must also be submitted IN CLASS.
5. Students must receive a passing grade in all components of the assigned work in order to pass this course.

### **Late Submissions**

There will be late penalties for all essays and research proposals. Essays will be penalized a half grade for each day the essay is late. For example, a B+ essay that is one day late will receive a grade of B, if it is two days late it will receive a grade of C+, and if it is three days late it will receive a grade C.

### **IV. Course Evaluation**

Essay & Presentation guidelines will be uploaded on CU Learn.

#### **1) Writing Assignment *Due September 28, 2018***

*\* Based on the readings in this course from which you are to draw examples, write a 2-3 page reflection contemplating why naming is important and how it constitutes identity. (40%)*

#### **2) Critical Analysis: *Due November 9, 2018- April 5, 2018.* (To be uploaded on CU Learn 40%)**

#### **3) Presentation (10%)**

#### **4) Class Participation (10%) – See grading rubric below.**

### **Class Participation**

Each week students are required to prepare three discussion questions (drawn from issues addressed in the assigned readings) for the seminar. They are to be uploaded on CU Learn by midnight of the day before class. In addition, a hardcopy of the questions should be submitted to the professor at the beginning of class.

Please see the grading scheme below.1 Participation implies, but is not restricted to, regular attendance. Class discussion will be grounded in the weekly readings, so students must demonstrate that they have a grasp of the literature assigned. Students should be able to demonstrate that they have read the required readings by their active participation and involvement in class discussion.

### **A+ / A / A- A student receiving a grade in the A range:**

- Always comes to class having done the readings
- Contributes readily to the conversation but does not dominate it

- Makes thoughtful contributions that advance conversation
- Shows interest in and respect for others' views
- Has an excellent attendance record

**B+ /B /B- A student receiving a grade in the B range:**

- Almost always comes to class having done the readings
- Makes thoughtful comments when called upon
- Shows interest in and respect for others' views
- Has a very good attendance record

**C+ /C /C- A student receiving a grade in the C range:**

- Participates in discussion, but may have apt doing so at times
- Makes rambling or tangential contributions
- Bluff their way when unprepared or otherwise dominate discussions
- May or may not have a good attendance record

**D+ /D /D- A student receiving a grade in the D range:**

- Does not voluntarily contribute to discussions
- Gives only minimal answers when called upon
- Has not demonstrated their command of the course material
- May or may not have a good attendance record

**F A student receiving a F grade:**

- Has given no evidence that they have engaged with course material
- Has not demonstrated that they have developed a university level understanding of the course themes.
- Attends less than 50% of the seminars.

**V. Course Calendar:**

**September 7: Course Introduction**

**September 14: African Naming I**

Kofi Agyekum (2006) The Sociological Significance of Akan Personal Names. Nordic Journal of African Studies Vol. 15 No. 2 <http://www.njas.helsinki.fi/pdf-files/vol15num2/agyekum.pdf>

Galadima Moses (2012) A Semantic and Theoretical Analysis of the Tarok Naming system (to be loaded on CUlearn)

**September 21: African Naming II**

1. M. T. Chauke. 2015 Personal names and Naming Practices Among the Vatsonga

[http://krepublishers.com/02-Journals/T-Anth/Anth-19-0-000-15-Web/Anth-19-1-000-15-Abst-PDF/T-ANTH-19-1-303-15-895-Chauke-M-T/T-ANTH-19-1-303-15-895-Chauke-M-T-Tx\[32\].pmd.pdf](http://krepublishers.com/02-Journals/T-Anth/Anth-19-0-000-15-Web/Anth-19-1-000-15-Abst-PDF/T-ANTH-19-1-303-15-895-Chauke-M-T/T-ANTH-19-1-303-15-895-Chauke-M-T-Tx[32].pmd.pdf)

2. Ngozi U. Emeka-Nwobi. 2016 Dynamics of Onomastics in Afikpo Igbo Society.  
<https://iiste.org/Journals/index.php/RHSS/article/viewFile/31460/32300>

### **September 28: The influence of religion on African names**

- Bertie Neething (2012) "The Right to a Good Name: Muslim and Xhosa Children"  
pp. 147-161. Oliviú Felecan (Ed) Name and Naming: Synchronic and Diachronic Perspectives.  
Mary Nyambura Kuchiri (2004) The Significance of Names to Africans: A Preliminary Investigation. African Journal for Transformational Scholarship Vol. 1 No.2 <http://www.sjutpress.org/ojs/index.php/ajts/article/view/172/140>

### **October 5: Naming under slavery**

1. Jerome Handler and JoAnn Jacoby (1996) "Slave Names and Naming in Barbados 1650-1830. The William and Mary Quarterly, Third Series, Vol. 56 No.4 PP. 685-728  
<https://www.jstor.org/stable/pdf/2947140.pdf?refreqid=excelsior%3A46721f0374a7893d120e53a2dc0d9b13>
2. Trevor Burnard (2001) Slave Naming Patterns Onomastics and the Taxonomy of Race in Eighteenth - Century Jamaica. Journal of Interdisciplinary History xxxi 3: Winter 325-346  
<https://www.mitpressjournals.org/doi/pdf/10.1162/002219500551550>

### **October 12: Naming in multiracial Contexts**

1. Rosalind Edward and Chamion Caballero "What's in a name? An Exploration of the Significance of Personal Naming of 'Mixed' Children for Parents from Different Racial, Ethnic and Faith Backgrounds
2. Geraldine Ifesinachi Nnamdi-Eruchalu 2018 A Sociolinguistic Study of the Emerging Trends in Igbo Personal Names <file:///C:/Users/mosesgaladima/Downloads/4408-11625-1-PB.pdf>

### **October 19: Diaspora Names**

1. Richard D.E. Burton (1999) Names and Naming in Afro-Caribbean Cultures New West Indian Guide Vol 1-2 No. 73 35-58
2. Stanley Lieberson and Kelly S. Mikelson 1995. Distinctive African-American Names: An Experimental, Historical and Linguistic Analysis of Innovation. American Sociological Review Vol. 60 No. 6 pp928-946 [https://www.jstor.org/stable/2096433?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/2096433?seq=1#page_scan_tab_contents)

### **October 26 Fall Break**

### **November 2 Black Names: Gain or Loss**

1. Marriane Berthrand and Sendhil Mullainathan 2004 "Are Emily and Greg More Employable than Lakisha and Jamal?" A Field Experiment on Labour Market Discrimination  
[http://www2.econ.iastate.edu/classes/econ321/orazem/bertrand\\_emily.pdf](http://www2.econ.iastate.edu/classes/econ321/orazem/bertrand_emily.pdf)
2. Roland G. Fryer Jr. and Steven D. Levitt 2003 (Working paper 9938) The Causes and Consequences of Distinctively Black Names  
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.217.5007&rep=rep1&type=pdf>

### **November 9: Place Names**

1. Nna O. Oluacha 2015 Decolonizing Place Names: Strategic Imperative for Preserving Indigenous Cartography in Post-Colonial Africa

[http://www.academicjournals.org/ebook/journal1440512241\\_AJHC%20Ebook%20-%20September%202015%20Issue.pdf](http://www.academicjournals.org/ebook/journal1440512241_AJHC%20Ebook%20-%20September%202015%20Issue.pdf)

2. L. F. Mathenjwa Eradicating A People's Culture, History and Heitage Through Geographical Naming: A south African Experience. <http://eastsea1994.org/data/bbsData/14630201291.pdf>

### **November 16: Videos and recordings on African names**

1. <https://www.youtube.com/watch?v=SldZ-r5pHfA>
2. <https://www.youtube.com/watch?v=YPgltFM44KA>
3. <https://www.youtube.com/watch?v=SB9Is0Er5WM>
4. <https://www.youtube.com/watch?v=5AzIT779b4c>

### **November 23: : Naming and the internet**

1. Sarah N. Gatson (2011) Self-Naming Practices on the Internet: Identity, Authenticity and Community <http://journals.sagepub.com/doi/10.1177/1532708611409531>
2. Charlotte Hagstrom 2012. Naming Me, Naming You. Personal Names, On-line Signatures and Cultural Meaning <https://www.journals.uio.no/index.php/osla/article/view/312/437>

### **November 30: Nicknaming**

1. J.L. Dillard Black Names (Carleton Library)
2. Ibukun Filani and Omotosho Moses Melefa 2014 A Socio-semiotic Study of Nicknaming Among Undergraduate in a Nigerian University <https://bop.unibe.ch/linguistik-online/article/view/1632/2756>

### **December 7 Brand Names**

1. J.L. Dillard Black Names (Carleton Library)
2. <http://www.brandafrica.net/Documents/BrandAfrica1002017.pdf><http://www.smallstarter.com/get-inspired/10-top-successful-made-in-africa-footwear-brands-making-africa-proud/>

Additional texts to be uploaded on CUlearn.

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## **REGULATIONS COMMON TO ALL AFRICAN STUDIES COURSES**

### **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;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

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	B = 73-76 (8)	C - = 60-62 (4)
(12)		
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)

F Failure. No academic credit WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

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.

## **WITHDRAWAL WITHOUT ACADEMIC PENALTY**

September 30, 2018: Last day for a full fee adjustment when withdrawing from **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

December 7, 2018: Last day for academic withdrawal from **fall** courses.

April 9, 2019: Last day for academic withdrawal from **fall/winter (full year)** courses.

## **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:** 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/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**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 its 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 complete a final term paper or 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 extend a term paper deadline or 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.

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

- Institute of African Studies (x2220) 439 Paterson Hall (PA)
- Registrar's Office (3500) 300 Tory
- Academic Advising Centre (7850) 302 Tory
- Paul Menton Centre (6608) 500 Unicentre
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back (3822) 4th flr. Library



## **Application for Graduation Deadlines**

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