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Office Hours: Thursday from 1:00PM to 2:00 PM

ANG6930/062G & AFS6905/08B9 “Diasporas of Africa”

Monday, period 6-8 (12:50 PM to 3:50PM), Room: NSC 0225

COURSE DESCRIPTION

African Diaspora(s) have attracted recently a lot of interest from various specialists in social sciences and the humanities. But there is a lot of confusion and variation in the way in which scholars define the African Diaspora(s). Some tend to limit the label Diaspora to exclusively the black communities in the Caribbean and in the Americas. The shared experience of a violent dispersal through enslavement is evoked as legitimating the use of Diaspora in their particular case. The use of the Jewish case as a prototype of what a Diaspora is or should be makes the violent dispersal a prerequisite to the formation of a diasporic identity.

The post Second World War migration has brought to Europe and to North America different wave of refugees and economic migrants from the African continent. These Africans are reconstructing their homes far away from Africa. In some of the receiving countries they have created vibrant African communities living in between host and home countries. Some scholars have extended the use of the term Diaspora to these new African communities arguing that they display some of the fundamental characteristics of diasporic identities. This seminar will address both the old and new African Diaspora(s). It will examine a number of dimensions often associated with the formation and the maintenance of a diasporic identity: definition and relation to a homeland, consciousness of belonging, political activism, ambivalent relations with the host society, symbolic or physical return to home, and cultural reconstructions and the role or place of home and host societies in socio-cultural processes.

The seminar will also address the different attempts by the Diaspora(s) and African elites to foster solidarity between peoples of African descent around the globe and the African continent based on the idea of blackness and resistance to racial discrimination and colonization. It will examine the history of the Pan African movement and the different political reasons of its weakening. It will also cover the recent revival of Pan African ideas through the creation of the African union and the considerable expectations that African leaders have towards both the old and new African Diaspora(s).

COURSE REQUIREMENTS

Participation: 10 points

Each student will be expected to participate in class discussion. Students will be evaluated for their familiarity with required readings and their productive contributions to class debate. Attendance is compulsory. Any absence has to be justified to the satisfaction of the instructor. Any unjustified absence will seriously

undermine your final grade. An attendance sheet will be distributed each class and students are required to sign it.

Oral Presentation: 25 points

Each student will be expected to give 1 oral presentation of the required readings for one class (30 minutes) and then lead a discussion on the issues addressed in the reading material (30 minutes). To prepare for these presentations and discussions the student must not only read the assigned text, but also complementary readings pertinent to the questions and themes at study. (It is not a requirement but those who want to talk to me about their presentation or their strategy for stimulating and leading discussion can come to me during my office hours).

Précis's of Reading: 25 points

Each student is required to write a précis for seven classes. A précis is a relatively brief (1-2 pages) summary of critical thought that arise during your reading. It should include: (1) the primary argument of the text (s); (2) note on the object of analysis and kinds of evidence; (3) the intellectual, disciplinary, and /or political context of the work. These should be sent to me by e-mail at the latest on Sunday by noon.

Questions on readings: 10 points

Each student will be expected to write 3 questions that he or she found important about the required readings. The questions have to be asked in class and turned in to the instructor at the end of each class.

Research Paper: 30 points

Each student will be expected to write a research paper of 15 pages. The paper should be double-spaced, in 12 pt font, with 1" margins on all sides. This paper may review some substantive matter of interest to the student, or directly address a theoretical issue of relevance to African Diaspora(s). Please talk to me about your topic and focus by the end of February. This paper will be due on the last day of class. Place all papers in my mailbox in the Anthropology Office by 4 pm on that day. There will be no extensions.

REQUIRED BOOKS

1-Kevin K. Gaines (2006). *American Africans in Ghana: Black Expatriates and the Civil Right Era*. University of North Carolina Press: Chapel Hill. 342p.

2-Paul Gilroy (1993). *The Black Atlantic: Modernity and Double Consciousness*. Harvard University Press, 261p.

3-Michelle Wright (2004). *Becoming Black: Creating Identity in the African Diaspora*. Durham: Duke University Press.

4-Kevin A. Yelvington (2006). *Afro-Atlantic Dialogues: Anthropology in the Diaspora*. Santa Fe: School of American Research Press. Part I

5-Lorand Maty (2005). *Black Atlantic Religion: Tradition, Transnationalism, and Matriarchy in the Afro Brazilian Candomblé*. Princeton: Princeton University Press. Chap 1 to 4.

6-Brent Hayes Edwards (2003). *The Practice of Diaspora. Literature, Translation, and the Rise of Black Internationalism*.

These books will be available for purchase at the University Bookstore. Some of the reading material is also available in the course reserve at the Library West.

Academic Honesty:

All work submitted by a student for a grade must be completed by that student and free from unauthorized assistance or deliberate misrepresentations. The penalty for plagiarism or cheating is a grade of zero points on the assignment in question; in such cases an incident form will also be sent to the Office of the Dean of Students. If you have questions about what constitutes academic misconduct, please consult the UF Honor Code as well as the UF Policies on Academic Honesty, Student Rights and Responsibilities. These are available online at:

<http://www.dso.ufl.edu/studentguide/studentrights.php-academichonestyguidelines>.

ADA Statement: “Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning accommodations.”

Grading Scale: The following scale will be used for grades on all assignments and exams: 94-100=A; 90-93=A-; 87-89=B+; 83-86=B; 79-82=B-; 76-78=C+; 72-75=C; 69-71=C-; 66-68=D+; 62-65=D; 59-61=D-; 58 and below=E (failing). Regarding university grading policies, be advised that a grade of C- is not valid for major, minor, Gen Ed, Gordon Rule, or for college basic distribution credit. For questions about minus grades, please see <http://www.isis.ufl.edu/minusgrades.html>.

You may consult current UF policy on how grade point averages are calculated at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

Health and Counseling: The University offers the following health and counseling services for students in the event personal problems threaten to hinder academic performance: University Counseling Center (301 Peabody Hall, 392-1575), Student Mental Health (Student Health Care Center, 392-1171), and Sexual Assault Recovery Services (Student Health Care Center, 392-1161).

Please note: The Instructor may make minor adjustments to class readings or assignments during the course of the semester. Any and all modifications will be announced ahead of time.

MEETING SCHEDULE AND ASSIGNED READING

Week 1:

Mon, Jan 9: *Seminar Overview*

Week 2:

Mon, Jan 16: No class (MLK day)

Week 3:

Mon, Jan 23: *Defining Diaspora*

Robin Cohen (1997). *Global Diasporas. An Introduction*. Chapter 1: Classical Notions of Diaspora: transcending the Jewish tradition. UCL Press, pp. 1-29. Chapter 2: Victim Diasporas. Africans and Armenians, pp. 31-55.

Kim D. Butler: "Defining Diaspora, Refining a Discourse". In *Diaspora* 10:2 2001, pp. 189-219.

James Clifford (1997). *Routes. Travel and Translation in the Late Twentieth Century*. Harvard University Press. Chapter 10: "Diasporas", pp. 244-277.

Week 4:

Mon, Jan 30: Theorizing the African Diaspora

Ruth Simms Hamilton (2007). *Routes of Passage. Rethinking the African Diaspora*. Michigan State University press. Vol. 1 Part 1. pp. 1-163.

Week 5:

Mon, Feb 6: Blackness, Double Consciousness and Counter Modernity

Paul Gilroy (1993). *The Black Atlantic: Modernity and Double Consciousness*. Cambridge: Harvard University Press. Chap 1 to 3.

Week 6:

Mon, Feb 13:

Paul Gilroy (1993). *The Black Atlantic: Modernity and Double Consciousness*. Cambridge: Harvard University Press. Chap 4 to end.

Week 7:

Mon, Feb 20: Black Subjectivities

Michelle Wright (2004). *Becoming Black: Creating Identity in the African Diaspora*. Durham: Duke University Press. Chap 1 to 3.

Deborah A. Thomas and Tina M. Campt, Dialogue Participants: Jacqueline Nassy Brown and Bayo Holsey (2006). "Diasporic Hegemonies: Slavery, Memory, and genealogies of Diaspora." *Transforming Anthropology*, Vol. 14, Issue 2, pp. 163–172

Deborah A. Thomas and Tina M. Campt. Dialogue Participants: Maureen Mahon and Lena Sawyer (2007). *Diasporic Hegemonies: Popular Culture and Transnational Blackness*. *Transforming Anthropology*, Vol. 15, Numbers 1, pp. 50–62

Week 8:

Mon, Feb 27: Diaspora Identity and Gender

Michelle Wright (2004). *Becoming Black: Creating Identity in the African Diaspora*. Durham: Duke University Press. Chap 4 to end.

Week 9:

Mon, Mar 6: Spring break

Week 10:

Mon, Mar 12: Blackness and the Building of a Transnational Diasporic Agenda: The Role of Literature and Translation

Brent Hayes Edwards (2003). *The Practice of Diaspora: Literature, Translation, and the Rise of Black Internationalism*. Cambridge: Harvard University Press. Chap. 1 to 4.

Week 11:

Mon, Mars 12:

Brent Hayes Edwards (2003). *The Practice of Diaspora: Literature, Translation, and the Rise of Black Internationalism*. Cambridge: Harvard University Press. Chap 5 to end.

Week 11:

Mon, Mars 19: Religion and Transnational Connections between Africa and its Diasporas

Lorand Matory (2005). *Black Atlantic Religion: Tradition, Transnationalism, and Matriarchy in the Afro Brazilian Candomblé*. Princeton: Princeton University Press. Chap 1 to 4.

Week 12:

Mon, Mars 26

Lorand Matory (2005). *Black Atlantic Religion: Tradition, Transnationalism, and Matriarchy in the Afro Brazilian Candomblé*. Princeton: Princeton University Press. Chap 5 to end.

Andrew Apter (2002). "On African origins: creolization and connaissance in Haitian Vodou." *American Ethnologist* 29(2):233-260

Week 13

Mon, Apr 2: Invention of Africa in the Diaspora: Debates about identity and cultural forms in the Diaspora

Kevin A. Yelvington (2006). *Afro-Atlantic Dialogues: Anthropology in the Diaspora*. Santa Fe: School of American Research Press. Part I, pp. 1 to 147.

Week 14:

Mon, Apr 9:

Kevin A. Yelvington (2006). *Afro-Atlantic Dialogues: Anthropology in the Diaspora*. Santa Fe: School of American Research Press. Part II.

Week 15:

Mon, Apr 16: Pan Africanism and the Fight against Colonization in Africa and Racial Discrimination in America

Kevin K. Gaines (2006). *Black Expatriates and the Civil Right Era: American Africans in Ghana*. Chapel Hill: The University of North Carolina Press. Chap 1 to 4.

Mon, Apr 23:

Kevin K. Gaines (2006). *Black Expatriates and the Civil Right Era: American Africans in Ghana*. Chapel Hill: The University of North Carolina Press. Chap 5 to end.