AFRICA AND ITS DIASPORAS

Instructor: Dr. Katz
Term: Spring 2020
Class Time: M/W/F, 12:30-1:20pm
Course Location: Mercy 311
My Office: 420 Bobet Hall
Office Hours: M/W/F 9:20-10:20am (walk-in) or M/W 2:30-3:30 (by appointment only)
Email: sakatz@loyno.edu

Course Description: The course takes a multimedia and interdisciplinary approach to a range of historical, literary, artistic, religious, economic, and political questions crucial to the understanding of the experiences of people of African descent. Using maps, films, the visual arts, important historical and contemporary texts, the course will focus on four major themes: 1) migration and the middle passage; 2) slavery and resistance; 3) segregation, colonialism and freedom movements; and 4) the arts and global Black consciousness. While the course will focus on the Americas, it will also explore a wide geography including Europe, the Middle East, and Africa.

Learning Goals and Outcomes: By the end of this course, students will:
1. Be aware of the major theories and debates concerning the concept of diaspora.
2. Learn about the on-going transnational connections linking Africa to its diaspora.
3. Learn about the different global routes of African enslavement.
5. Learn about religion in the diaspora.
6. Learn about the political debates that have divided Black America at different moments.
7. Explore different visions of Afro-utopias.
8. Improve their critical reading and historical thinking skills.
9. Improve their writing skills.
10. Gain basic historical research skills.
11. Improve their ability to analyze primary sources.

Grade Breakdown:
Map Quiz: 5%
Theories of Diaspora Personal Reflection: 10%
Slavery Exhibition Plan: 15%
Black Power/Protest Flyer: 14%
Test 1: 13%
Test 2: 13%
Final Project: 15%
Commitment: 15%

Assignments:

1. In-class informal writing: sometimes you will produce informal writing in-class. These will be graded √/√+/√- and will contribute to your commitment grade.

2. Eight Discussion Questions: You will pick eight days to post three potential discussion questions for the assigned readings. These are due at 5pm the day before class meets. The reason for this is that I will sometimes incorporate these questions into class discussion. You should post these on the “discussion” section of Blackboard. Please read what people have already posted to avoid repeating questions. These questions will be graded as complete or incomplete, and will go towards your commitment grade. A great discussion question shows that you have engaged deeply with the readings, and is broad enough to generate discussion among your peers. You may pick any weeks besides those that are marked with “**”.

3. Theories of Diaspora Personal Reflection (2pgs): After we read a series of readings on diaspora studies, you will be asked to write a short response. Drawing on the readings, this response should provide an overview of some of the debates discussed in the readings and in class. Your reflection should answer at least one of the follow questions: How have definitions and approaches to defining diaspora changed over time? How does the position of scholars (either in terms of their academic discipline or personal identity) impact their approach to the study of diaspora? You may also want to reflect on your own relationship to the academic field of diaspora studies, and why/how your identity will matter and/or contribute to your own approach. Your style of writing should match that of an academic blog post. This is to say, you should still be citing sources and demonstrating that you’ve thought critically about the readings,
but your tone can also be conversational, and reflect on your own life and positionality in a way that is more personal than formal academic writing. This is due January 22nd.

4. Slavery Exhibition Plan (3-4 pgs): Once you have learned about a number of aspects of the Atlantic slave trade, you will be designing an exhibition related somehow to the topic of slavery. You will have an exhibition space of five rooms. Will you focus on one aspect of the Atlantic slave trade, or will you try to provide an overview of it? What objects will you put in your exhibit? Will each room have a different theme? What order will you present your material in? Will there be any installations? These are all decisions you will make. The material you exhibit must come from the readings. You also need to keep in mind who your audience will be: it could be your neighborhood, your school, a city, the US, etc. Your exhibit should be tailored to that audience. Your introductory paragraph will explain what your exhibit will be titled, who your audience is, and what the main message or goal you have with the exhibit. Then you should write one paragraph for each room, describing how it will be laid out, what items will be included, etc. This is due March 4th.

5. Black Power/Protest Flyer: Once we have read about the different tropes found in art from the Black Power movement, you will design your own protest or event flyer, poster, or mural. You can do this for a protest/event that happened in the past during this period or any period/place we've studied in class. In either case, you need to write a 2 page explanation for how you decided what symbols, images, font, color scheme, etc. to use for your poster. You will not be graded on artistic ability, but on the thought and care behind your visual decisions. While you could draw your poster, feel free to make collages with magazines, images printed out from the Internet, or design the poster entirely on the computer. This is due April 21st.

6. Tests 1 and 2: There will be two tests, one halfway through, one at the end. These tests will be relatively straightforward, with a mix of multiple choice, IDs, and short answer. You will get a study guide a week before the test with a list of possible IDs and short answer topics. As long as you do the readings, come to class, and visit me in office hours whenever you find yourself confused by either the readings or lecture, you should do fine on these tests. I’m am more interested in grading what you know rather than what you don’t know. Test 1 is on March 13th will cover everything up until March 4th. Test 2 will cover everything afterwards and is on April 29th.

7. Final Project: One of the goals of this course is to give you all experience doing research. Together, we will be exploring the history of African and diasporic students at Loyola (and possibly also Tulane, and other universities in New Orleans). We will be during this research collectively, in groups, with archival holdings at Loyola University and Tulane. In groups, you will write two components: One centered on a relevant student group at Loyola, and one using newspaper articles we find together. Your grade will be based on your participation in this research, as well as the writing your group turns in. The research sessions are January 27th, March 9, and March 30.

8. Map Quiz: A blank map will all the countries you need to know will be distributed in advance of the quiz, which is on January 31st.
9. **Commitment**: Quite simply, the commitment grade measures how much you showed me that you cared about the course, about what we did in class, what we read, and the ideas we dealt with. A teacher sees commitment to the course in many ways: attendance & participation in class, improvement, observation of deadlines, respectful treatment of teachers & classmates, office hour visits, engagement in writing, etc. Part of this involves the discussion questions you will craft before 8 class meetings, which I will grade on a √/√+/√- scale. These responses are purposely open-ended to allow students a chance to think critically about whatever they felt was most interesting about the reading. In-class free writes will also be graded in a similar fashion, and will contribute to your commitment grade.

**Attendance**: It is your responsibility to inform me of any absences related to official university business (sports-related, choir, etc.) and religious holidays. Otherwise, I allow 3 absences without it impacting your grade. While you should stay home and rest if you are sick, this will count towards one of your 3 allowed absences. But, if you see me in office hours within 10 days of your absence to go over the material you missed and discuss the readings with me, then I will excuse it. Sometimes you can make-up the work over email. This is not to penalize anyone for getting ill, but to ensure that people who miss a significant amount of class due to illness do not fall far behind.

Any absences over the 3 allowed absences will cause you to lose 10% from your commitment grade. Once you’ve hit 10 absences beyond the 3 allowed absences, your commitment grade is automatically at zero. From there, every additional absence takes 10% off your total grade. Once you miss 15 absences, I will withdraw you from the course.

That said, should any chronic illness and/or tragic situation arise such as the death of a loved one, please let me know—I take attendance seriously, but I am also willing to be flexible on a case by case basis, but the key is you need to communicate this to me in a timely manner. (i.e. letting me know at the end of the semester why your attendance was poor all term is not the best approach).

**Laptop Policy**:
Technology is a great tool, but it can also be a great source of distraction. Laptops are allowed in class during lecture. That said, if I get the sense that people are using their laptops to use Facebook rather than take notes, I will rescind this privilege. When we are having a discussion, or doing an exercise with primary sources, I will ask you put your laptops away. This means you will need to have access to the readings on paper. Even if the readings are online, please print them out.

**Cell Phones**: Cell phones are not permitted in class, and belong in your bags, on silent. Please note that if I frequently notice you texting and so forth during class, this will negatively impact your commitment grade.

**Late Work**: It’s important to turn in your assignments on time. For every 24hrs late, I take off 1/3 of a letter grade. (So, an A- turns into a B+). If an assignment is due at 1:30pm, and you turn it in at 6pm that day, it’s still considered a day late. If you turn it in the next day at 6pm, that’s two days late.
**Grade Scale:**

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\begin{array}{cccc}
97–100 &= A+ \\
90–92 &= A- \\
83–86 &= B \\
77–79 &= C+ \\
70–72 &= C-
\end{array}
\]

**Email Policy:** I will respond to all student emails within 48hrs. This means that the time to ask a question about a graded assignment is *not* the night before it is due. Please put the name of the course in the subject line of the email: this helps me organize my emails.

**Required Texts:**  
They are available for purchase in the bookstore or online. If you purchase them used, it’s fine to get any version, but be aware that page numbers might be a bit different—it’s your responsibility to make sure you are doing the correct reading. The rest of the readings will be available on Blackboard.

- *Discourse on Colonialism*, Aimé Césaire  
  **ISBN-13:** 978-1583670255

- *The Fire Next Time*, James Baldwin  
  **ISBN-13:** 978-0679744726

- *Black Panther, Book One*, Ta-Nehisi Coates  
  **ISBN-13:** 978-1302900533

*Note: This syllabus is a living document, and I reserve the right to change it as we go along.*

**Schedule:**

**UNIT 1: Theorizing Diaspora**

**Monday, January 6: Introductions**

*Reading:* The Syllabus  
*Class Activities:* Introductions, going over the syllabus, mapping Africa and the diaspora activity.

**Wednesday, January 8: What is Diaspora? Definitions and Debates.**

*Readings:*

- African Diasporas: Toward a Global History by Paul Tiyambe Zeleza*
  *Class Activities: Free write: How do you define diaspora? Discussion of the readings.*

**Friday, January 10: Theories of Identity in the Diaspora**
Readings:


Assignment: Please fill out the reading guide (handed out on Monday and on BB) for the readings due Wed and today. Generally, I will not collect these, but I want to collect the first one to make sure everyone is where they need to be in terms of reading at the college level. This will be graded as a check minus, check, or check plus, and will factor into your commitment grade.

UNIT 2: Passageways: Forced and Voluntary

Monday, January 13: Impact on African Societies

Readings:
- Chapter 1 in *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*, Stephanie Smallwood, pp.9-32

Class Activities: Lecture. Discussion of the reading.

Wednesday, January 15: Violent Forced Departures

Reading:
- Chapter 5 in *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*, Stephanie Smallwood, pp.122-152

Class Activities: Watch selections from Alex Haley’s *Roots* (1977 and 2016). Discussion of dramatizations of the Middle Passage.

Friday, January 17: Social Death? Life in the New World

Reading:
- Vincent Brown, “Social Death and Political Life in the Study of Slavery.” American Historical Review. 2009;114 (No. 5 (December) :pp.1231-1249*
- Chapter 7 in *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*, Stephanie Smallwood, pp.182-207*

Class Activities: Discussion and Debate of the Readings.

Monday, January 20: No Class! (MLK Day)

Wednesday, January 22: Slave Voyage Database**
Reading:

- None!

Class Activities: Working with the Slave Voyage Database in class.

Assignment: Theories of Diaspora Personal Reflection

Friday, January 24: Life on the Plantation and Global Capitalisms

Reading:

- Selections of Soul by Soul, Walter Johnson*

Class Activities: Discussion of the reading.

Monday, January 27: Research Trip (Library Archive)

Wednesday, January 29: Finishing up US Slavery and Introducing Equiano

Readings:


Class Activities: Discussion of the reading.

Friday, January 31: Discussing Equiano

Reading:

- Selections from The Interesting Narrative and Other Writings by Olaudah Equiano*

Class Activities: Discussion of the reading. Watch selections of Son of Africa.

Assignment: Map Quiz

Monday, Feb 3: The Middle East: Networks of Trade and Islamic Scholarship Across the Sahara

Reading:

- Ch. 2 “A Thirst for Knowledge: Arabic Literacy, Writing Paper and Saharan Bibliophiles in the Southwestern Sahara” by Ghislaine Lydon in The Trans-Saharan Book Trade, pp.35-77.*

Class Activities: Mini lecture on Trans-Saharan trade routes, and slave trade. Discussion of the reading.

Unit 3: Diasporas of Religion

Wednesday, Feb 5: Orishas and Catholicism: The Caribbean and Brazil

Reading:
Class Activities: Lecture and Watch Bahia: Africa in the Americas

Friday, Feb 7: Candomblé in Brazil Today

Readings:
- Selection from “Serving the spirits, healing the person : women in Afro-Brazilian religions” Kelly E. Hayes, pp.101-111*

Monday, Feb 10: Muslim Slaves in the Americas, Rebellion, and Legacies

Reading:
- Sylviane Diouf, Servants of Allah, pp. 99-127* [Stop at the heading “Slave and the Slaveholder”]

Wednesday, Feb 12: Muslim Slaves in the Americas, Rebellion, and Legacies

Reading:
- Sylviane Diouf, Servants of Allah, pp. 127-142, 210-220 [start at the heading “Slave and the Slaveholder” on p.127. Read up to “The Muslim Revolts in Bahia” on p.220]*

Friday, Feb 14: Muslim Slaves in the Americas, Rebellion, and Legacies

Reading:
- Sylviane Diouf, Servants of Allah, pp. 220–250 [Finish the chapter]*

Monday Feb 17: Group Peer Review of Loyola Student Clubs

Assignment: In your groups from our library visit, you are to write a draft of whichever student club you did research on during our library visit on January 27th. The draft should be 2-3pgs long. How you split up this writing in your group is up to you. You could write the whole thing together, or each write a section.

Wednesday, Feb 19: Religious Practice among Slave Communities in America

Reading:
- Chapter 1, “Kongo in the Lowcountry” in Rituals of Resistance, African Atlantic Religion in Kongo and the Lowcountry South in the Era of Slavery by Jason Young, pp.24-41*
Class Activities: Lecture on Kongo. Discussion.

Friday, Feb 21: Religious Practice among Slave Communities in America

Reading:

Class Activities: Discussion

Unit 4: Colonialism in Africa and Jim Crow America; a Basis for Transnational Solidarity

Monday, Feb 24-Feb 28: No Class! (Mardi Gras)

Monday, March 2: Public Lynching and the Great Migration**

Readings:
- “Testimony of Benjamin Singleton before the Senate Investigating the Negro Exodus from the Southern States (April 17, 1880)”*
- Ida B. Wells, Mob Rule in New Orleans (1900), excerpts*
- Ida B. Wells, “Lynch Law in America.”*

Class Activities: Lecture

Wednesday, March 4: Ida B. Wells**

Assignment: Slavery Exhibition Paper

Class Activities: Watch selections of the film Ida B. Wells: A Passion for Justice and discuss.

Friday, March 6: Designing a Memorial/Monument

Class Activities: Coming up with a proposal to a monument/memorial for the violence depicted in Mob Rule in New Orleans. Test #1 study guide will be posted.

Monday, March 9: Research Trip (Tulane Library)

Wednesday, March 11: Test Review/ Processing Our Research
Class Activities: Come with any questions you have. First we will be doing review together in groups, then as a class.

**Friday, March 13: Test #1**

**Monday, March 16: The New Negro, Marcus Garvey and the UNIA**

Readings: None
Class Activities: Lecture and Watch selections of the film Marcus Garvey: Look for Me in the Whirlwind.

**Wednesday, March 18: Primary Source Workshop**

Readings:
- Marcus Garvey, “Africa for Africans” and “The Future as I See It”*
- Amy Ashwood Garvey, “The Birth of the Universal Negro Improvement Association”*
- Amy Jacques Garvey, “Women as Leaders Nationally and Racially” in Words of Fire *
- Alaine Locke, “The New Negro”*
- Hubert Harrison, “Two Negro Radicalisms”*

Class Activities: Discussing the film from last class. Analyzing primary sources together.

**Unit 5: Subjectivities and Psychological Violence**

**Friday, March 20: Psychological Violence in Colonial Africa**

Readings:
- Discourse on Colonialism, by Aimé Césaire.

Class Activities: Discussion of the readings. Mini lecture on Negritude.

**Unit 6: Education as Uplift? Hopes and Structural Limits in Africa and the Diaspora**


Readings:
- Washington, Du Bois and the Black Future*

Class Activities: Discussion and lecture

Readings:
- "Equal and Exact Justice to Both Races," in Booker T. Washington, *Up from Slavery* (1901)*

Class Activities: Discussion/source analysis

Friday, March 27: Debating Du Bois and Washington**

Class Activities: Debate!

Monday, March 30: Research Trip (TBA)

Wednesday, April 1: Processing Your Research

Class Activities: Figuring out a research and writing plan based on the newspaper articles in your groups.

Unit 7: Black Resistance Movements

Friday, April 3: Civil Rights and Black Power

Readings:
- First half of *The Fire Next Time*, James Baldwin

Class Activities: Watch selections from the Baldwin biographic film, *I am Not Your Negro."

Monday, April 6: James Baldwin

Readings:
- Second half of *The Fire Next Time*, James Baldwin

Class Activities: Discussion

Wednesday, April 8: Primary Source Workshop

Readings:
  
  Class Activities: Primary source exercise: how did different African newspapers cover Civil Rights in America? Discussion of the reading.

**Friday, April 10: No Class (Easter)**

**Monday, April 13: No Class (Easter)**

**Wednesday, April 15: Apartheid South Africa: The Boycott and Transnational Solidarity**

**Readings:**
- Black Workers Organizing Committee, Detroit to Durban: Black Workers. Common Struggle (1973).*

  **Class Activities:** Watch selections of Sport, South Africa, and the Boycott. Discussion of the readings

**Friday, April 17: Globalized Symbols and Visualizing Resistance**

**Reading:**
- *Soul of a nation: art in the age of black power,* edited by Mark Godfrey and Zoé Whitley (2017), selections*

  **Class Activities:** Discuss the readings.

Unit 8: Afro-utopias, Real and Imagined

**Monday, April 21: Case Study One: Oyotunji African Village**

**Readings:**
- Ch. 1 selections in *Mapping Yoruba Networks: Power and Agency in the Making of Transnational Communities* by Kamari Maxine Clarke (Duke UP, 2004), pp. 51-86*

  **Class Activities:** Discussion of the reading.

**Wednesday, April 23: Case Study Two: Debating ADOS**

**Readings:** (these will be made available on Blackboard for those blocked by the NYTimes paywall)

**Assignment due:** Black Power/Protest Flyer/Mural Assignment

**Friday, April 24: Case Study Three: Wakanda**
Reading:
- Watch: *Black Panther* (do the reading first, before watching the film)
  
Class Activities: Discussing the reading and film. Visual translation of a panel.

**Monday, April 27: Case Study Three: Wrapping up Wakanda + Test Review + Research Check In**

Reading:
- Black Panther, Issues 3-4 (in book one) + the vintage issue in the back

Class Activities: Discussion, test review, and checking in on how people are doing on the final research project.

**Wed, April 29: Test #2**

Reading:
- Black Panther, Issues 7-12 (in book one), by Ta-Nehisi Coates.

Class Activities: Discuss the comic and the film. Wrapping up the class!

End of class. Your final project is due Wednesday, May 6 at 1:30pm.