

224M: Introduction to Anthropology of the African Diaspora
Fall 2019
Mondays & Wednesdays, 10am – 11.20am
McKenzie 221

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Hendricks 322

Office Hours: Wednesdays 12pm – 2pm and by appointment

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Course Description

This course introduces three primary theoretical questions and methodological concerns framing an Anthropology of the African Diaspora.

1. **African Diaspora:** We begin by focusing on the concept of the African Diaspora, drawing on key texts from critical Black/Africana studies. What is the African Diaspora? Who is included? What are the primary debates surrounding the notion of the African Diaspora? How do anthropologists take up the framework of Diaspora in their work?
2. **History of the Discipline:** We then study the history of Anthropology as a discipline, and focus on the role of Anthropologists of the African Diaspora within it: from Antenor Firmin and WEB DuBois, Herskovitz and Hurston, through the critical turn and up to the present moment. What have been the intellectual preoccupations of Afro-Diasporic Anthropologists, over time? What does the history of the discipline, and a focus on Afro-Diasporic Anthropologists within it, teach us about what anthropology can contribute to our societies in the present moment?
3. **Ethnographies:** We will study key ethnographies of the Anthropology of the African Diaspora, including folklore, experimental ethnographies, and oral histories.

Students in this course will walk away with a critical understanding of how anthropologists of the African diaspora have contributed and complicated the intersections between the fields of anthropology, African diaspora studies and women, gender and sexuality studies.

Expected Learning Outcomes

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

1. Articulate the primary debates present within the framework of an anthropology of the African Diaspora;
2. Identify key figures within and their contributions to the anthropology of the African Diaspora;
3. Articulate major themes, questions and concerns present within historical and contemporary ethnographies treating the African Diaspora.

Evaluation

- **Course Policy Quiz (5 points)** - Please complete the online course policy quiz by Sunday, October 6, midnight.
- **Lecture Assignments (20 points)** – in large class and in section. Students are expected to attend all lectures and discussion sections.
- **Discussion Section Participation (20 points)** - discussion participation. Students are expected to attend all lectures and discussion sections. Discussion section point allocations will be determined by your GE.
- **Museum Assignment, Week 7 (10 points)** - In Week 7, you will visit the Museum of Natural and Cultural History and complete an ethnographic assignment related to the museum exhibit. Due Friday November 15, in Section.
- **Paper 1 (15 points)** – Write a brief essay (3-4 pages, double-spaced, 12 point Times New Roman, 1-inch margins) that critically engages the following question: What are the historical, social and

economic conditions that produced the African Diaspora? Engage the course readings and online sources from Weeks 1 - 3 as evidence for your argument. Due by Sunday October 27, 11.59pm.

- **Paper 2 (15 points)** Write a brief essay (3 -4 pages, double-spaced, 12 point Times New Roman, 1-inch margins) discussing one of the primary concerns among anthropologists of the African Diaspora. Provide an example and engage course readings and online sources from Weeks 4 – 6. Due Sunday November 17, 11.59pm.
- **Paper 3 (15 points)** Write a brief essay (3-4 pages, double-spaced, 12 point Times New Roman, 1-inch margins) that critically engages the following question: What does Anthropology teach us about the African Diaspora? Provide examples engaging course readings and online sources from Weeks 1 – 10. Ground your discussion in one specific aspect of the diaspora as presented in Weeks 7 – 10. Due Sunday December 8, 11.59pm.

Specifications: All assignments must be submitted online via Canvas; they should be double-spaced, 12-point Times New Roman, 1-inch margins, and meet the required page numbers. Use Chicago citation styles. Upload all files as .doc, .docx, or .rtf

Grades

All assignments are given a point value; out of 20 points, 18 points is equivalent to 90%; 16 points is equivalent to 80%, etc. There are 100 total points available. They are equivalent to the following letter grades:

95-100: A
90 – 94: A-
87-89: B+
84-86: B
80 -83: B-
78-80: C+
74-77: C
71-73: C-
68 – 70: D+
65 – 67: D
62 – 64: D-
0 – 61: F

Generally, letter grades mean the following:

- (A) Outstanding performance relative to course requirements; demonstrates a mastery of course content at the highest level;
- (B) Performance that is significantly above course requirements; demonstrates a mastery of course content at a high level;
- (C) Performance that meets course requirements in every respect; demonstrates adequate understanding of course content;
- (D) Performance that is at a minimum level to pass, but does not fully meet requirements in all aspects; demonstrates a marginal understanding of course content;
- (F) Performance that does not meet requirements, for whatever reason; demonstrates an inadequate understanding of course content.

Course Readings

Required Books:

- Fernández Olmos, Margarite, Joseph M. Murphy, and Lizabeth Paravisini-Gebert. *Creole religions of the Caribbean: an Introduction from Vodou and Santería to Obeah and Espiritismo*. NYU Press, 2011.

All other course readings are available on Canvas, under Files, including links to texts available on Internet Archives.

READING SCHEDULE

!!!! Readings and film viewings are to be completed in time for class discussion. !!!!

PLEASE NOTE: This is a 200-level course, and readings/films/music and other texts have been selected accordingly. The expectation is that you will complete all readings and film viewings. Readings and films are an essential component of the course, as it is from the readings and films that we formulate our discussions. If you are struggling with reading skills, please take advantage of the UO Teaching and Learning Center (<http://tlc.uoregon.edu/services/>). I am also happy to sit down with you individually to figure out how to best approach the reading materials. Feel free to come to my office hours. ~Professor Lara

WEEK 1



October 2: Introductions

- Today we will go over the main course questions, topics, themes, requirements and method


EXTRA CREDIT OPPORTUNITY (2 points): Attend the talk “The When and Where of Our Talk: The Shoals of Black and Native Feminisms” by Tiffany Lethabo King on Thursday October 3, 12pm at the Knight Library Browsing Room.

WEEK 2

October 7: What is Africa?

- Mudimbe, V.Y. [*The Invention of Africa: Gnosis, Philosophy, and the Order of Knowledge*](#). Indiana University Press, 1988: 5 - 36.
- Mazrui, Ali A. [*The Re-Invention of Africa: Edward Said, V.Y. Mudimbe, and beyond*](#). “*Research in African Literatures*, 36, No. 3 (Autumn 2005): 68-82.

October 9: The Atlantic Slave Trade


- Eltis, David and David Richardson, "[West Africa and the Transatlantic Slave Trade: New Evidence of Long-Run Trends](#),  " *Slavery and Abolition*, Volume 18 (1997), pp. 16-35
- Working with primary data. Read "Understanding the Database" for the segments on the 1) Trans-Atlantic Slave Trade and on the 2) Intra-American Slave Trade. Borucki, Alex et al. *Slave Voyages*. [<https://www.slavevoyages.org/> (Links to an external site.)]

Supplemental:



- Equiano, Olaudah *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African*. 1789 [Chapters 1 - 6] Available at: <https://archive.org/details/interestingnarra00olau?q=oloudah+equiano> (Links to an external site.)

WEEK 3

October 14: Slavery in the Americas


- Guitar, Lynne "[Boiling it Down: Slavery on the First Commercial Sugarcane Ingenios in the Americas \(Hispaniola 1530-1545\)](#),  " in *Slaves, Subjects, and Subversives: Blacks in Colonial Latin America*. Jane Landers, ed. University of New Mexico Press, 2006.
- Ethnographic Review: [The Federal Writers' Project Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves](#). (Links to an external site.)

October 16: Archaeology of the African Diaspora



- Battle-Baptiste, Whitney. *Black feminist archaeology*. Routledge, 2017. "[Introduction](#)  " and "[The Hermitage](#)  "

WEEK 4

October 21: Anthropology of the African Diaspora – Defining the Black Experience

- Du Bois, William Edward Burghardt. *The souls of black folk*. Oxford University Press, 2008: 1 – 24. Available at: [<http://way.net/SoulsOfBlackFolk/SoulsOfBlackFolk.html> (Links to an external site.)]
- Drake, St. Clair "[Anthropology and the Black Experience](#)  " *The Black Scholar*, Vol 11, No. 7 (Sept/Oct 1980): 2-31.


October 23: Anthropology of the African Diaspora – The Construction of Race

- Baker, Lee D. [*From Savage to Negro: Anthropology and the construction of race, 1896-1954.*](#)  Univ of California Press, 1998: 26 – 53.
- Haller Jr., John S. “[Race and the Concept of Progress in Nineteenth Century Ethnology](#)” ” *American Anthropologist*. Vol. 73, No. 3 (June 1971): 710-724.


Paper #1 due this week by Friday October 25, 11.59pm.

WEEK 5

October 28: Anthropology of the African Diaspora – the Herskovitz/Frazier debate



- Herskovits, Melville Jean. *The myth of the Negro past*. Beacon Press, 1990: 110 – 142
[\[https://archive.org/details/mythofthenegropa033515mbp \(Links to an external site.\)\]](https://archive.org/details/mythofthenegropa033515mbp)
- Frazier, E. Franklin “[The Negro Family in Bahia, Brazil](#)” ” *American Sociological Review*, Vol. 7, No. 4 (August 1942): 465 – 478.

October 30: Anthropology of the African Diaspora – Cultural Continuities


- Mintz, Sidney Wilfred, and Richard Price. [*The birth of African-American culture: An anthropological perspective.*](#)  No. 2. Beacon Press, 1976: 1 – 82.

WEEK 6

November 4: Anthropology of the African Diaspora – The Idea of Diaspora

- Clifford, James. “[Diasporas](#)” ” *Cultural Anthropology*. Vol. 9, No. 3 (1994): 302-338.
- Jacqueline Nassy Brown, “[Black Liverpool, Black America, and the Gendering of Diasporic Space](#)” ” *Cultural Anthropology* 13, No. 3 (1998), pp. 291-325
- Ethnographic Review: the British national archives, “Black British History on Record”
[\[http://www.nationalarchives.gov.uk/black-history/ \(Links to an external site.\)\]](http://www.nationalarchives.gov.uk/black-history/)

November 6: Ethnographies of the African Diaspora – On Return

- Schramm, Katharina “[Negotiating Race: Blackness and Whiteness in the Context of Homecoming to Ghana](#)” ” *African Diaspora* 2 (2009): 3-24.
- Watch Film: Abdel Kader Ouedraogo, Jeremy Rocklin *Dollars and Dreams: West Africans in New York*. [Documentary Educational Resources, 2007. [58 min] On Kanopy:
<https://uoregon.kanopy.com/video/dollars-and-dreams-west-africans-new-york> (Links to an external site.)

WEEK 7

November 11: Museum Assignment

On Monday November 11, please meet at the University of Oregon Museum of Natural and Cultural History for a tour to the exhibit, "[Racing to Change': Oregon's Civil Rights Years - the Eugene Story](#)."

Visit the following website: [Oregon Black Pioneers \(Links to an external site.\)](#)

and watch the youtube video: "Oregon Black History Timeline" by Walidah Imarisha

November 13

NO CLASS MEETING TODAY. PLEASE USE THIS TIME TO WORK ON THE MUSEUM ASSIGNMENT and PAPER #2.

EXTRA CREDIT OPPORTUNITY (2 points): Attend the lecture "Illuminating Oregon's Black History," by Gwen Carr on Thursday November 14, 6pm at the Museum of Natural and Cultural History.

Paper #2 is due Friday November 15 at 11.59pm.

WEEK 8

November 18: Ethnographies of the African Diaspora – On Black Identities

- Gordon, Edmund T., and Mark Anderson. "[The African Diaspora: Toward an Ethnography of Diasporic Identification](#)." *The Journal of American Folklore* 112, no. 445 (1999): 282-96.
- Wade, Peter "[Defining Blackness in Colombia](#)" *Journal de la Société des Américanistes*. Vol 95, No 1 (2009): 165-184.

November 20: Ethnographies of the African Diaspora – On Globalization, Race and Gender

- Ulysse, Gina A. [Downtown ladies: informal commercial importers, a Haitian anthropologist and self-making in Jamaica](#). University of Chicago Press (2007): 132-156.
- Harrison, Faye. "[The Gendered Violence of Structural Adjustment](#)." *Gender and Women's Studies in Canada: Critical Terrain*. ed. / Margaret Hobbs; Carla Rice. Toronto : Women's Press, 2013. p. 561-568.

WEEK 9

November 25: Ethnographies of the African Diaspora – On the transnational

- Costa Vargas, João "[The inner city and the favela: transnational black politics](#)" *Race & Class*, Vol. 44, No. 4 (2003): 19-40.
- Noble, Denise. "[Postcolonial Criticism, Transnational Identifications and the Hegemonies of Dancehall's Academic and Popular Performativities](#)." *Feminist Review* 90, no. 1 (2008): 106-127.

November 27: Ethnographies of the African Diaspora – On Black communities

- Wekker, Gloria [The Politics of Passion: Women's Sexual Culture in the Afro-Surinamese Diaspora](#), New York, Columbia University Press (2006): 223 – 257.
- Gill, Lyndon K. "[Chatting Back an Epidemic: Caribbean Gay Men, HIV/AIDS, and the Uses of Erotic Subjectivity](#)." *GLQ: A Journal of Lesbian and Gay Studies* 18, no. 2-3 (2012): 277-295.

WEEK 10

December 2: Ethnographies of the African Diaspora – On religion

- Fernández Olmos, Margarite, Joseph M. Murphy, and Lizabeth Paravisini-Gebert. *Creole religions of the Caribbean: an Introduction from Vodou and Santería to Obeah and Espiritismo*. NYU Press, 2011: Introduction, Chapters 1 – 3.

December 4: Ethnographies of the African Diaspora – On religion

- Fernández Olmos, Margarite, Joseph M. Murphy, and Lizabeth Paravisini-Gebert. *Creole religions of the Caribbean: an Introduction from Vodou and Santería to Obeah and Espiritismo*. NYU Press, 2011: Chapters 4 – 7.

Paper #3 due Sunday December 8, 2019 at 11.59pm.

ASSIGNMENTS

Paper 1

Write a brief essay (3-4 pages, double-spaced, 12 point Times New Roman, 1-inch margins) that critically engages the following question:

What are the historical, social and economic conditions that produced the African Diaspora?

Engage the course readings and online sources from Weeks 1 - 3 as evidence for your argument.

Due by Sunday October 27, 11.59pm.

Paper 2

Write a brief essay (3 -4 pages, double-spaced, 12 point Times New Roman, 1-inch margins) discussing one of the primary concerns among anthropologists of the African Diaspora.

Provide an example and engage course readings and online sources from Weeks 4 – 6.

Due Sunday November 17, 11.59pm.

Paper 3

Write a brief essay (3-4 pages, double-spaced, 12 point Times New Roman, 1-inch margins) that critically engages the following question:

What does Anthropology teach us about the African Diaspora?

Provide examples engaging course readings and online sources from Weeks 1 – 10. Ground your discussion in one specific aspect of the diaspora as presented in Weeks 7 – 10.

Due Sunday December 8, 11.59pm.

Museum Assignment

On Monday November 11, please meet at the University of Oregon Museum of Natural and Cultural History for a tour to the exhibit, "[Racing to Change": Oregon's Civil Rights Years - the Eugene Story.](#)

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and watch the youtube video: "Oregon Black History Timeline" by Walidah Imarisha

Part 2: Peer Interview

Interview a classmate, asking them the following questions:

1. What did you know about the African Diaspora before this class?
2. What did you know about the history of Black/African American communities in Oregon before this week?
3. What did you learn from the museum exhibit?
4. What questions do you still have about African Americans in Oregon?

Part 3: Write up

Complete a two-page write up (single spaced) of your peer interview, making reference to the two online sources and the Museum visit. Your write up should include the following:

- An overview of African-American history in Oregon
- An overview of the Museum Exhibit and your experience of it
- A discussion of your interview results, including your peer's questions
- A conclusion about what you are taking away from this process, including any questions you still have, too.

Grading Rubrics

Papers	
Criteria	Pts
This criterion is linked to a Learning Outcome Explanation of issues Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	3.0 pts
This criterion is linked to a Learning Outcome Evidence Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	3.0 pts
This criterion is linked to a Learning Outcome Influence of context; assumptions Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	3.0 pts
This criterion is linked to a Learning Outcome Position Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position.	3.0 pts
This criterion is linked to a Learning Outcome Conclusions Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	3.0 pts

Museum Assignment	
Criteria	Pts
This criterion is linked to a Learning Outcome Timeliness Was the assignment completed and submitted on time? For each day the assignment is late, the student loses half a point.	1.0 pts
This criterion is linked to a Learning Outcome Mechanics Did the student attend to correct spelling, grammar and uses of citation? How did the student use language? Was their use of language able to successfully communicate meaning to readers with clarity and fluency? Is it virtually error free?	1.0 pts
This criterion is linked to a Learning Outcome Organization & Clarity The student's writing is clear, consistent and skillfully organizes ideas into a cohesive presentation. Their central message is precise, compelling, clearly stated and strongly supported.	2.0 pts
This criterion is linked to a Learning Outcome Summary of Content The student demonstrates a thorough understanding of context, audience, and purpose. They attended to all of the elements of the assigned task and demonstrate skillful use of high-quality, credible, relevant sources to develop ideas appropriate to the course.	2.0 pts
This criterion is linked to a Learning Outcome Analysis The student draws on course materials and assignment specifications, in depth, to reveal a significant perspectives and to yield a rich awareness or express new insights into the subject	4.0 pts

Museum Assignment	
Criteria	Pts
at hand. They demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenge contexts.	