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:


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/](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?

October 9: The Atlantic Slave Trade

- 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/](https://www.slavevoyages.org/)

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?oloudah+equiano

WEEK 3

October 14: Slavery in the Americas

- 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


WEEK 4

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


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


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

WEEK 5

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


October 30: Anthropology of the African Diaspora – Cultural Continuities


WEEK 6

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


• Ethnographic Review: the British national archives, “Black British History on Record” [http://www.nationalarchives.gov.uk/black-history/ (Links to an external site.)]

November 6: Ethnographies of the African Diaspora – On Return


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


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


WEEK 9
November 25: Ethnographies of the African Diaspora – On the transnational


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


WEEK 10

December 2: Ethnographies of the African Diaspora – On religion


December 4: Ethnographies of the African Diaspora – On religion


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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Pts</th>
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<tbody>
<tr>
<td>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.</td>
<td>3.0 pts</td>
</tr>
<tr>
<td>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.</td>
<td>3.0 pts</td>
</tr>
<tr>
<td>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.</td>
<td>3.0 pts</td>
</tr>
<tr>
<td>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.</td>
<td>3.0 pts</td>
</tr>
<tr>
<td>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.</td>
<td>3.0 pts</td>
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### Museum Assignment

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<tr>
<th>Criteria</th>
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<tr>
<td>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.</td>
<td>1.0 pts</td>
</tr>
<tr>
<td>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?</td>
<td>1.0 pts</td>
</tr>
<tr>
<td>This criterion is linked to a Learning Outcome Organization &amp; 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.</td>
<td>2.0 pts</td>
</tr>
<tr>
<td>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.</td>
<td>2.0 pts</td>
</tr>
<tr>
<td>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</td>
<td>4.0 pts</td>
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<tr>
<td>Museum Assignment</td>
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<tr>
<td><strong>Criteria</strong></td>
<td><strong>Pts</strong></td>
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<td>at hand. They demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenge contexts.</td>
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