

## Term Information

Effective Term Spring 2020

## General Information

Course Bulletin Listing/Subject Area African American & African Std  
Fiscal Unit/Academic Org African-Amer & African Studies - D0502  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3370  
Course Title Being Africn in America  
Transcript Abbreviation BeAfrcnAm  
Course Description We examine the particular experiences of first and second generation Africans in America, for whom today's amplified "us vs. them" rhetoric threatens to fracture what W.E.B. Du Bois called an African American sense of "two-ness." What are the constraints on a doubly conscious "African" and "American" identity in the United States? What are the challenges of sustaining a fragile social pluralism?  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites English 1110  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 05.0201  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Examine and interrogate with the social, cultural, economic, and political conditions of African diasporic communities in the United States
- Study the various modes of identification and related “identity politics” among African communities in America today
- Explore the place of new African diasporas in American popular media

### Content Topic List

- Somalis in the Twin Cities and Columbus
- Critique of Black Reason
- No Comfort in This Life

### Sought Concurrence

No

## Attachments

- Being African in America Syllabus.docx: Syllabus  
*(Syllabus. Owner: Beckham,Jerrell)*
- CurriculumMap&ProgramLearningGoals\_AAAS\_New.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Beckham,Jerrell)*

## Comments

- Please attach updated curriculum map if this course will be able to count at all in the major. *(by Vankeerbergen,Bernadette Chantal on 08/27/2019 04:11 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham,Jerrell	07/30/2019 11:33 AM	Submitted for Approval
Approved	Drake,Simone Charice	07/31/2019 09:13 PM	Unit Approval
Approved	Heysel,Garett Robert	08/24/2019 11:57 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	08/27/2019 04:12 PM	ASCCAO Approval
Submitted	Beckham,Jerrell	08/28/2019 10:15 AM	Submitted for Approval
Approved	Skinner,Ryan Thomas	08/28/2019 10:25 AM	Unit Approval
Approved	Heysel,Garett Robert	08/28/2019 10:22 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	08/28/2019 10:22 PM	ASCCAO Approval

**AFAMAST 3370: Being African in America**  
**Spring 2020**  
**University Hall 0XX**  
**TR 9:35AM-10:55AM**  
**Instructor: Simone Drake**

**Office Hours: T 11:00AM-12:30PM, 486 University Hall**  
**Email: drake.194@osu.edu**  
**Phone: (614) 292-4460**

### **Course Description**

American society has long championed the narrative of an incorporative and inclusive national identity, taking pride in the notion of "unity within diversity," E Pluribus Unum. In public discourse, this American brand of "multiculturalism" emphasizes the idea that one can be "American" and something else, celebrating ethnic and racial difference as a positive contribution to our social and cultural landscape.

Critics may note that this multicultural ideal of myriad and complementary "hyphenated identities" is more myth than reality; that privilege and prejudice continue to sustain historically entrenched socioeconomic inequalities and injustices. And yet, this narrative has been powerful, of which the Obama Presidency was in many ways iconic. However, with ascendance of an openly xenophobic and more narrowly nationalist politics, it appears as if this inclusive and incorporative national narrative—myth, or not—has been broken.

In this course we will consider the particular experiences and perspectives of first and second generation Africans in America, for whom today's amplified "us vs. them" rhetoric threatens to fracture what W.E.B. Du Bois once called an African American sense of "two-ness." What are the constraints on a doubly conscious "African" and "American" identity in the United States today? And, what are the challenges of sustaining a fragile social pluralism in a time of heightened ethnic (and racial) nationalism and patriotism?

### **Course Objectives**

In this class, students will:

- Examine and interrogate with the social, cultural, economic, and political conditions of African diasporic communities in the United States
- Study the various modes of identification and related "identity politics" among African communities in America today
- Explore the place of new African diasporas in American popular media

- Consider the tensions, divisions, affiliations, and alliances between black American and African immigrant communities in the United States

## Assignments

### I. Attendance and Participation

*Class attendance is obligatory.* Further, getting to class in a timely manner is a good virtue. All absences or late-arrivals must be cleared with the instructor in advance or, in the case of a medical emergency, be accounted for in writing after the fact. Unexcused absences and late-arrivals demonstrate a lack of respect to your professor and peers and will significantly lower your grade. Absences and lateness will be assessed on a percentage basis. Thus, three absences will approximately amount to a 10% reduction in your attendance grade. A late arrival will count as 80% of attendance on a given day. Class participation entails regular contributions to in-class discussion, and attentive and sensitive listening to others.

### II. Research Essays

Students will complete two significant essay assignments for this course. These essays entail substantive research, drawing on both academic and popular texts and media to enhance and nuance the student's argument. Students will choose the topics for these essays themselves—consistent with the ideas and issues addressed in the course, and in consultation with the professor. Each essay should be 5-7 pages (double-spaced, Times New Roman font, 12 pt.) and include a bibliography of works cited. (For citation guidelines, see: <http://www.bibme.org/citation-guide/mla>)

### III. Presentations

Before turning in the longer essay assignments, students will present a partial version of their research to the class. For this assignment, students will choose one slide to show the class (an image, text, or short clip) relevant to the essay topic the student has researched. Students will then give a five-minute presentation (no more, no less) based on that slide, covering an aspect of research accomplished thus far. Following the presentation, we will take another five minutes (but no longer) to comment on and ask questions about the presentation.

## Grading

Attendance:	20%
Participation:	20%
Research Essays (2):	40%
Presentations (2):	20%

## OSU Standard Grade Scheme

93 - 100 (A)  
90 - 92.9 (A-)  
87 - 89.9 (B+)

83 - 86.9 (B)  
80 - 82.9 (B-)  
77 - 79.9 (C+)  
73 - 76.9 (C)  
70 - 72.9 (C-)  
67 - 69.9 (D+)  
60 - 66.9 (D)  
Below 60 (E)

## **Disability Services**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

## **Policy on Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## **University Statement on Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center

and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

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## **Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## **Diversity**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **COURSE SCHEDULE**

## **January 7**

Course Overview & Discussion

“African-American” Becomes a Term for Debate.

<http://www.nytimes.com/2004/08/29/us/african-american-becomes-a-term-for-debate.html>

The Changing Face of Citizenship

<https://www.bostonglobe.com/metro/2014/03/24/immigrants-from-africa-caribbean-changing-make-black-population-massachusetts/hYhp23NSlxyCDobXeHBD7L/story.html>

## **January 9**

Pew Research Center, 6 Key Findings about black immigration to the U.S. April 2015

<http://www.pewresearch.org/fact-tank/2015/04/09/6-key-findings-about-black-immigration/>

Kristen McCabe, “African Immigrants in the United States.” Migration Policy Institute. 2011

Mary Mederios Kent, “Immigration and America’s Black Population.” *Population Bulletin*. 62.4 : 2007. <http://auth.prb.org/pdf07/62.4immigration.pdf>

## **Living Theory**

### **January 14**

Kwame Anthony Appiah, “Cosmopolitan Patriots” (Canvas)

Stuart Hall, “Cultural Identity and Diaspora” (Canvas)

### **January 16**

Achille Mbembe, *Critique of Black Reason* (excerpts on Canvas)

## **The Entertainment Industry**

### **January 21**

*Star Wars: The Force Awakens*

Raimi Gbadamosi, “Black Face in Hyperspace” in *Journal of the African Literature Association*. <https://doi.org/10.1080/21674736.2017.1335950>

### **January 23**

*Dirty, Pretty Things*

Thomas Whittaker, "Between the Dirty and the Pretty: Bodies in Utopia..." in *International Journal of Cultural Studies*.

### **January 28**

*12 Years a Slave*

Tillet, S. "'I Got No Comfort in This Life': The Increasing Importance of Patsey in *12 Years a Slave*." *American Literary History*, vol. 26 no. 2, 2014, pp. 354-361. *Project MUSE*, [muse.jhu.edu/article/544246](https://muse.jhu.edu/article/544246).

Lupita Nyong'o, 2014 [Essence Black Women in Hollywood](#) speech

### **February 4**

Jidenna, "Classic Man" and "Long Live the Chief"

Article on Jidenna: <https://www.rollingstone.com/music/features/jidenna-inside-classic-man-singers-quest-for-excellence-w473269>

Akon, select music videos

Article on Akon: <https://www.bloomberg.com/view/articles/2018-01-29/the-6-things-to-watch-in-this-week-s-fed-meeting>

## **Education**

### **February 6**

Pamela R. Bennett, Amy Lutz, "How African American Is the Net Black Advantage? Differences in College Attendance Among Immigrant Blacks, Native Blacks, and Whites" *Sociology of Education*. Vol 82, Issue 1, pp. 70 - 100  
<https://doi.org/10.1177/003804070908200104>

Douglas S. Massey, Margarita Mooney, Kimberly C. Torres, and Camille Z. Charles, "Black Immigrants and Black Natives Attending Selective Colleges and Universities in the United States," *American Journal of Education* 113, no. 2 (February 2007): 243-271. <https://doi.org/10.1086/510167>

### **February 11**

Kimberly A Griffin, Wilfredo del Pilar, Kadian McIntosh and Autumn Griffin. "'Oh, of course I'm going to go to college': Understanding the role of habitus in the college choice process of Black immigrant college students" *Journal of Diversity in Higher Education* Vol. 5 Iss. 2 (2012)

### **February 13**

**Midterm Presentations**

### **February 18**

**Midterm Presentations**

## City and Regional Planning

### February 20

Stefanie Chambers, *Somalis in the Twin Cities and Columbus: Immigrant Incorporation in New Destinations*

### February 27

*Somalis in the Twin Cities* cont'd

## Midterm Research Paper Due

## Social Lives

### March 3

Cawo Abdi, "[The Newest African-Americans?: Somali Struggles for Belonging](#)" in *Bildhaan: An International Journal of* " vol. 11

More Nigerian-Americans Are Reaching Highest Level of Sports  
<https://www.nytimes.com/2015/03/19/sports/more-nigerian-americans-are-reaching-highest-levels-of-sports.html>

### March 5

Adeleke Adeeko, "Photography and the Panegyric in Contemporary Yoruba Culture" in *Arts of Being Yoruba: Divination, Allegory, Proverb, Panegyric*

Chimamanda Ngozi Adichie, "[We Should All Be Feminists](#)"

**March 10**    **SPRING BREAK**

**March 12**    **SPRING BREAK**

## Employment and Wealth

### March 17

Cawo Mohamed Abdi, "Threatened Identities and Gendered Opportunities: Somali Migration to America," *Signs: Journal of Women in Culture and Society* 39, no. 2 (Winter 2014): 459-483. <https://doi.org/10.1086/673380>

### March 19

Marilyn Halter and Violet Showers Johnson, *African & American: West Africans in Post-Civil Rights America*

### March 24

*African & American* cont'd

## Inter-Ethnic Relations

**March 26**

Chimamanda Ngozi Adichie, *Americanah* or *The Thing Around Your Neck*

**March 31**

*Americanah* cont'd

**April 2**

*Americanah* cont'd

**April 7**

Edmondson, Belinda. "The myth of Black immigrant privilege." *Anthurium: A Caribbean Studies Journal* 4, no. 1 (2006): 16.

Black Immigrants in U.S. Earning 30% More than U.S. Born Blacks

<http://www.blackenterprise.com/black-immigrants-in-u-s-earning-30-more-than-u-s-born-blacks/>

[Black Immigration, Occupational Niches, and Earnings Disparities Between U.S.-Born and Foreign-Born Blacks in the United States](#) *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4(1), 60–77 (2018).

**April 9**

Presentations

**April 14**

Presentations

**April 16**

Presentations

**Final Research Paper Due**

<b>Program Learning Goals</b>			
	<b>Goal A:</b> Demonstrate an understanding of the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African World.	<b>Goal B:</b> Identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African-descended peoples.	<b>Goal C:</b> Implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.
<b>Core Courses</b>			
2201	Beginning	Intermediate	
3310	Intermediate	Intermediate	
3440	Intermediate	Advanced	Beginning
4921	Intermediate	Advanced	Intermediate
<b>Elective Courses</b>			
<b>2000-Level (Max of 3 courses)</b>	Beginning	Beginning	Beginning
<b>3000- Level (Max of 3 courses)</b>	Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate
<b>4000-Level</b>	Advanced	Advanced	Advanced
<b>5000-Level</b>	Advanced	Advanced	Advanced