

Professor Abosedo George
Hours: Milsten 804 M, 1:15 - 3:15

Teaching Fellows TBD
Office Hours: ERC, TBD

Mapping the Ekopolitan Project: A Spatial Approach to Pan-African Circulations

Spring 2019

Location TBD

M/W 2:40 – 3:55 or 4:10 – 5:25

Description

*This course is designed as a historical research seminar that is open to first year students and sophomores. Thematically the course dwells at a point of intersection between African history and African diaspora history.

*In this course, we will be studying African migrations to Africa, and within the continent, in the 19th and 20th centuries. We will be reading scholarly works on spatial history, African migrations, and ‘Back-to-Africa’ movements.

*We will also be analyzing primary sources on African migrations, which shall form the bases of a series of digital scholarship workshops. These workshops will cover mapping with ArcGIS, translating qualitative knowledge into quantitative data, and effective digital storytelling.

*The digital projects that we generate in this class will be published on the professor’s research blog, www.ekopolitanproject.org.

*The course will have a dedicated personal librarian and dedicated teaching assistants from the Empirical Reasoning Center who will assist with training students in historical research, historical mapping, and digital scholarship more broadly.

*This seminar will meet twice weekly for class discussions and skills trainings. All trainings will take place within the context of class meetings.

Readings

- Roquinaldo Ferreira: Cross-cultural exchange in the Atlantic world: Angola and Brazil during the era of the slave trade
- Lisa Earl Castillo, The Yoruba in Brazil, Brazilians in Yorubaland: cultural encounter, resilience, and hybridity in the Atlantic world
- Solimar Otero, Afro-Cuban Diasporas in the Atlantic World
- Lisa Lindsay, Atlantic bonds: a nineteenth-century odyssey from America to Africa

Student Learning Outcomes

Demonstrate knowledge about African migrations in the Atlantic World

Explain the merits and limitations of spatial approaches to historical research

Visualize quantitative and qualitative data

Render historical maps

Practice transcription of handwritten documents

Practice primary source criticism

Clearly distinguish between primary and secondary sources

Requirements	
Participation	15%
Opening Discussion	10%
Workshop Assignments	40%
Draft StoryMap	20%
Final StoryMap	15%

Participation. Seminar participants must complete reading assignments before each meeting and be prepared to participate actively in all seminar discussions.

In Class Presentation. Each student is responsible for opening presentations for two class meetings. Good presentations will include but are not limited to providing a brief intellectual bio of the author, critical evaluation of each reading, statement of key shared themes, a larger framework within which to consider readings, and a list of 3 discussion questions which must be submitted to the professor. You may work in pairs as relevant.

Wellness Statement. It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself--your own health, sanity, and wellness--your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

- <http://barnard.edu/primarycare>
- <http://barnard.edu/counseling>
- <http://barnard.edu/wellwoman/about>

ODS Statement

If you are a student with a documented disability and require academic accommodations in this course, you must register with the Office of Disability Services (ODS) for assistance. Students requesting accommodations will need to first meet with an ODS staff member. Once registered, students are required to request accommodation letters each semester to notify faculty. Accommodations are not retroactive, so it is best to contact ODS early each semester to access your accommodations. If you are registered with ODS, please see me to schedule a meeting outside of class in which you can bring me your faculty notification letter and we can discuss your accommodations for this course. Barnard ODS is located in Milbank Hall, Room 009/008

1.
Jan 23 Introductions and Syllabus Review

2.
Jan 28 WORKSHOP 0: Digital Storytelling Principles
Review research blog that we will be publishing on: ekopolitanproject.org
Overview session with librarian Vani Natarajan and ERC team to explore three examples of story mapping, their underlying research processes, and available research tools at BC/CU/NYC.

- Jan 30 -Allen Howard and James Shain, *The Spatial Factor in African History: The Relationship of the Social, Material, and Perceptual*. Introduction
-Ato Quayson, *Oxford Street, Accra: City Life and the Itineraries of Transnationalism* (2014) Introduction.

3.
Feb 4 -Kristin Mann, ed., *Rethinking the African diaspora: the making of a Black Atlantic World in the Bight of Benin and Brazil*, selections.

- Feb 6 -Kristin Mann, ed., *Rethinking the African diaspora: the making of a Black Atlantic World in the Bight of Benin and Brazil*, selections.

4.
Feb 11 Roquinaldo Ferreira: *Cross-cultural exchange in the Atlantic world: Angola and Brazil during the era of the slave trade*, selections.

- Feb 13 Roquinaldo Ferreira: *Cross-cultural exchange in the Atlantic world: Angola and Brazil during the era of the slave trade*, selections.

5.
Feb 18 Lisa Earl Castillo, *The Yoruba in Brazil, Brazilians in Yorubaland: cultural encounter, resilience, and hybridity in the Atlantic world*

- Feb 20 Lisa Earl Castillo, *The Yoruba in Brazil, Brazilians in Yorubaland: cultural encounter, resilience, and hybridity in the Atlantic world*

6.
Feb 25 Solimar Otero, *Afro-Cuban Diasporas in the Atlantic World*, selections

- Feb 27 Solimar Otero, *Afro-Cuban Diasporas in the Atlantic World*, selections

7.
Mar 4 Lisa Lindsay, *Atlantic bonds: a nineteenth-century odyssey from America to Africa*, selections.

- Mar 6 Lisa Lindsay, *Atlantic bonds: a nineteenth-century odyssey from America to Africa*, selections.
- 8.
- Mar 11 ****Guest lecture***** with historical geographer Dr. Ademide Adelusí-Adeluyí
- Mar 13 WORKSHOP 1: Researching historical maps
- 9.
- Mar 25 GROUP EXERCISE: In-class presentations and critiques of maps that student groups found independently
- Mar 27 WORKSHOP 2: General ArcGIS or QGIS Workshop using [lagos shapefiles](#)
- 10.
- Apr 1 WORKSHOP 3: Geo-referencing in ArcGIS or QGIS
- Apr 3 WORKSHOP 4: Working with Databases.
- 11.
- Apr 8 GROUP EXERCISES
 Primary Source: Liberated Africans Project
 <<http://www.liberatedafricans.org/index.html>>
 “Sierra Leone Mixed Commission.” Cases
 “The Vice Admiralty Court” Cases.
 “Havana Slave Trade Commission.” Cases
- or
- *Trans-Atlantic Slavery Database
 <www.slavevoyages.com>
 “Dobo: A Liberated African in Nineteenth Century Havana”
 “Ayuba Suleiman Diallo and Slavery in the Atlantic World”
 “Catherine Zimmermann-Mulgrave: A Slave Odyssey”
- Apr 10 WORKSHOP 5: Converting qualitative knowledge into quantitative tables
- 12.
- Apr 15 GROUP EXERCISES
 *Primary Source: Payne’s Almanac
 Census (1889)
 Shipping Intelligencer (1887)

Primary Source: Payne's Almanac List of Jurors (1882)
Primary Source: A.B. Laotan, The Torch Bearers OR Old Brazilian Colony in Lagos
Primary Source: Kunle Akinsemoyin, "Who Are the Lagosians?" (1977)

Apr 17 WORKSHOP 6: Digital Storytelling

13.
Apr 24 GROUP EXERCISES
Present Story Map Proposals included sources and written rationale.

May 1 GROUP EXERCISES
Present Completed Story Maps to class / community

14.
May 6 Review of the course.