**Course Description**

This course will train the student to conceptualize field inquiry methods appropriate to New African Diaspora (NAD) groups, such as the Murids. The Old African Diasporas are fraught with connotations of enslavement and forced migration, however, the modern era is highly characterized by a more free movement of African people in pursuit of a range of goals. While global, political and economic forces drive new African Diasporas, understanding the Senegalese Murid Diaspora requires a re-conceptualized approach to the study of the African experience that locates their agency within a spectrum of push-pull factors of migration and the dynamics of diaspora formation. This course requires the students to use this agency-oriented approach and apply it to a formal project that is built around a research question (proposed by the student). The first part of this course will provide students with an understanding of qualitative inquiry methodology. In the second half of the course, students will be required to construct their own demonstration projects, which reflect a synthesis of the experiences and courses comprising the New African Diasporas program. Significantly, students will be required to distinguish between ethical and unethical inquiry models. The student’s question-posing ability, and the character of the Murid world, will inform the student demonstration project.

**Learning Outcomes**

By the completion of the course, students will be able to:

- articulate the distinction between Black Studies and African Studies;
- define such concepts as cultural grounding, academic excellence and social responsibility;
- articulate a critical theory framework appropriate for the study of NADs;
- demonstrate skills in developing a generative line of inquiry (the inquiry must have aspects of basic and applied inquiry) emergent from both their own intellectual interests and the pressing social issues facing communities like the Murids;
- select a comprehensive body of literature illustrating a variety of frameworks and contributing to a framework for their inquiry;
• define and propose a cumulative, comparative project focused on key issues such as facing communities like the Murids in places like Senegal, Italy, France and the United States. Examples include:
  o Home and Diaspora;
  o Intersectional Identity;
  o Environmental context and Entrepreneurship;
  o Cultural Agency, Education and Media Engagement;
• based on their own line of questioning, design a project that employs a set of methods appropriate for field inquiry about groups like the Murids; methods may include interviews, surveys, participant observation, etc.; and
• analyze and evaluate ethical issues emerging from the study of New African Diaspora communities based on a Black/Africana Studies framework; students will attend to ethics of inquiry with human subjects and their own impact on the NAD community and inquiry process.

Course Materials
Required Text

Supplementary readings are indicated on the syllabus will be compiled onto student USB flash drives and distributed at the start of the program. If students would like to focus on a particular issue in more depth, guidance on further reading will also be provided. Students are expected to complete required readings before each faculty session and/or during DIY time designated to catching up on readings. Students should use the readings for reference in discussions as well as essays. In addition, students are encouraged to make use of in-country and traveling libraries, where available, and to investigate local resources, including news media. Reading newspapers regularly in each city offers a valuable resource for understanding current issues and debates. Students are also encouraged to use their own initiative to find supplementary resources.

Course Chronology
Topics covered in each lecture will draw on site visits, guest lecturers, and other activities, in addition to the assigned readings. Each country will involve a series of classes structured around the key lines of inquiry outlined in the course overview. The order of the lectures may be rearranged to respond to activities or opportunities presented in each location of the program.

Course Schedule

Module 1: Research Paradigms and Approaches (January 14-28)
This module takes place in Atlanta, Georgia, where students will receive an introduction to research design and inquiry in Africana Studies.

Lecture 1: Field Inquiry (January 16th 2018)
• Introduction to Field Inquiry Methods in Africana Studies
  a. Speaking to Posterity and the Africana Intellectual Heritage
  b. Defining Inquiry, Research Methods and Africana Studies Domain of Inquiry
  c. Ways of Knowing and Roadblocks to Critical Thinking

Required Readings:
Lecture 2: Research Paradigms & Approaches (January 22\textsuperscript{nd} 2018)

- **A Comparison of Methodologies**
  a. Methodology in Africana Studies
  b. Ontological, Epistemological, Philosophical, Qualities and Quantitative Methods
  c. Participant Observation, Interviews, Survey Research, Testing/Experiments, Digital/Video/Written Documentation

**Required Reading:**

Site Visits for Module 1 (Atlanta, Georgia):
- Westgate Flea Market Excursion
- Jummah at the Atlanta Mesjid
- Neighborhood Day (Downtown, Atlanta)
- Dinner at Bamba House Cuisine Restaurant

Module 2: Frameworks, Ethical Dilemmas in Research and Writing Styles (January 29 – February 25)

This module takes place in Dakar and Touba, Senegal. Students will engage in activities where they will use what they have learned about research methods to conduct fieldwork while staying within explicit ethical parameters. Students will also receive useful guidelines on writing styles (general vs. academic) as they will be submitting fieldnote diary entries (general) and written assignments (academic)

Lecture 3: An Introduction to Frameworks (February 2\textsuperscript{nd} 2018)

- **Theoretical and Conceptual Frameworks**
  a. Defining Theory and Framework
  b. Applying Theory to Diaspora as Social Phenomena
  c. Inductive and Theory
  d. A Murid Conceptualization of Cultural Identity

**Required Readings:**

**Recommended Reading:**

Lecture 4: Ethics in Inquiry (February 7\textsuperscript{th} 2018)

- Ethics vs. morality in field inquiry
- Exploring the relationship between values and inquiry
- Inquiry Ethics and Africana Pre- and Postcolonial moments

**Required Readings**
- McDougal, S. (2014). Ch. 3 “Ethics in Research”
Lecture 5: General and Academic Writing (February 14th 2018)
   a. General Writing Styles
      i. Spelling
      ii. Punctuation & Grammar
      iii. Sentence Structure
   b. Academic Writing: Writing with the Intent of Generating New Knowledge
      i. Guidelines for Writing Research
      ii. Understanding and Avoiding Plagiarism (also discussed in Lecture 11)
   c. Presentation of Written Work

Recommended Readings:
   o Hollister, C.V. 2013. Handbook of Academic Writing for Librarians Chicago: Association of
     College and Research Libraries
   o Field, M. 2003. Improve Your Punctuation and Grammar: Master the Essentials of the English
     Language and Write with Greater Confidence howtobooks:Oxford

Site Visits and Excursions for Module 2 (Dakar & Touba, Senegal):
   - City Tour
   - Jummah at the Masalikul Jinna Masjid
   - Gorée Island
   - Jummah at the Grand Mosque of Dakar
   - Sandaga Market
   - Touba (Hizbut Tarquiyya, Great Mosque of Touba)
   - Kaolak (Medina Baye, Niasenne Tijani Community, African American Muslim
     Neighborhood)
   - Thies (Wildlife Reserve Park)

Module 3: Research Design (February 26 – March 24)
This module takes place in Turin, Italy and Toulouse, France. Students will gradually take steps
 toward securing their research interests. During this module, students will have the opportunity to
design the projects that they will eventually complete and submit for their final presentations.

or Descriptive Approaches? (March 2nd 2018)
   a. What Units of Analysis are in NAD Studies of the Murids
   b. What is your Purpose in Inquiry?
   c. Weighing Quantitative and Qualitative Data Collection
   d. Studying Abroad: Temporal Order and Inquiry Design

Required Reading:
   o McDougal, S. (2014), Ch. 4 “Research Design”

Lecture 7: Designing a New African Diaspora Inquiry Project – Part 2: Choosing an
Inquiry Topic (March 8th 2018)
   a. Intersecting Interests Theory and NAD Inquiry
   b. Mining the Self: Developing Topics and Questions of the Murid
   c. Writing your Literature Review: Organization
   d. Structuring your Inquiry proposal
Required Reading:
  o McDougal, S. (2014). Ch. 5 “Choosing a Topic, Writing a Question, Assignment: Reviewing the Literature”

Recommended Documentary: (to be viewed in class)
  o On Murids and Sustainable Development: Peace Village in Pout, Senegal Stable (URL: https://www.youtube.com/watch?v=UcuAldNBylw&feature=related)

Lecture 8: Operationalizing and Measuring Social Reality (March 15th 2018)
  a. Social Reality, the Inquirer’s Self and Wolof Worldview
  b. Defining and Measuring Variables
  c. Reliability, Validity and Preventing Error
  d. Operationalizing Murid culture in the Field: Practices, Episodes, Encounters, Roles, Relationships, Groups, Organizations, etc.

Required Reading:
  o McDougal, “Ch. 6, Measuring Social Reality”

Lecture 9: Mapping the Semantic and Semiotic Field with Non-Reactive Methods (March 22nd 2018)
  a. Making Sense of Physical Evidence in the Field
  b. Making Sense of Culture through Content Analysis
  c. Secondary Analysis
  d. Statistical Data and the Limitations of Secondary Data

Required Reading:
  o McDougal, S. (2014). Ch. 8 “Non-Reactive Methods”

Site Visits for Module 3 (Italy, France):
  - Brescia (Murid Community)
  - Pontevico (Murid Community)
  - Neighborhood Day (San Salvario, Barriera di Milano, Porta Polazzo)
  - Migrant Training Facility
  - Italian Food Culture Workshop
  - International Training Center
  - Turin School of Development
  - ILO
  - Toulouse (Murid Community)

Module 4: Data Analysis and Citation Guidelines (March 25 – April 21)
This module takes place back in Dakar, Senegal. It is designed to help students analyze the data that they have collected throughout the program towards writing up their final papers. Students will also learn how to avoid plagiarism and how to cite properly

Lecture 10: Qualitative Field Inquiry and Data Analysis (March 29th 2018)
  a. Qualitative methods and Field Inquiry
  b. Coding behavior
  c. Qualitative Interviews, Discourse and Conversation Analyses
  d. Profiling, Narrative Analysis, Case Studies and Focus Groups
  e. Qualitative Data Analysis
Required Readings:
- McDougal, S. (2014). Ch. 12 “Qualitative Field Research and Data Analysis”
- Recommended Readings: pp. 1-21

Recommended Readings:
- McDougal, S. (2014). Ch. 9 “Scales and Indexes”

Lecture 11: Citations (April 4th 2018)
- Why Do We Cite?
  a. Understanding and Avoiding Plagiarism
  b. In-text Citations
  c. Footnotes
  d. Endnotes
  e. Writing a Reference List or Bibliography

Required Readings:
- What is Plagiarism? http://www.plagiarism.org/article/what-is-plagiarism

Recommended Reading:

Site Visits and Excursions for Module 4 (Dakar, Senegal):
- Layenne Community
- El Hadj Malick Sy Library
- Ndiasanne
- Tivaounne
- Saint Louis

Evaluation and Grading Criteria
All students will be evaluated based on the following five categories. Their descriptions follow and their placement/sequence is indicated on the syllabus.

Assignment Percentage Breakdown
- Attendance 5%
- Class Participation 5%
- Fieldnote Diaries 15%
- Methodology (Individual) Presentations 25%
- Final Paper 50%
- Total 100%

Description of Assignments
Note: All assignments should be submitted to the academic director.
Assignments will be typed or handwritten depending on the content and internet access. Typed assignments should be saved on a flash/pen drive, and then submitted to Moodle, or emailed directly to the academic director. Please refer to the policy on technology in the Student Handbook for more information.

Fieldnote Diaries (Due every 2 weeks)
It is expected that each student will keep a fieldnote journal throughout the duration of the program. This is for recording everyday observations and experiences. Journals will be provided but students may decide if they want to type or write these journal entries. These might include notes from specific field visits, observations made during homestays or on the street, as well as more concerted reflections which draw on some of the concepts elaborated through the classes. The fieldnote journal is graded and it will also provide the backbone of the student’s research and will thus significantly impact the quality of other graded assignments. There will be some guidance at the beginning of the course as to the function of these journals, what might be included in them and how they can be used as part of the research and writing work.

Methodology (Individual) Presentations (Due February 28th)
Students must present their intended methodologies that they will use to collect and analyze their data (data which you will not actually have to collect). While students will collect data during site visits, excursions, at their homestays and informally during the program, the presentations should reflect their current approach and how they would collected data in an extended period of research.

Final Paper (Due April 20th)
Each student must select a topic of comparative study that will guide their scholarly project for the rest of the course. While it is understood that these topics may experience a reasonable degree of evolution during our time in Senegal and Italy, the first rigorous articulation of your topic must be presented at the end of the first two weeks in Atlanta (informal presentations). Your progress on this project/paper must be discussed with the academic director approximately every two weeks. A rehearsal of your presentation will take place during the final weeks of the program. Then, the final version of your paper will be submitted in the last week of the program. The final written version of your project will be the basis of your presentation during the presentation period.

Your final project must center on at least one of the following program themes: inequality, identity & community, migration, or economies. It can, however, center on more than one theme, or the interconnections between them, and it must demonstrate a reasonable level of mastery of one of the course learning outcomes. Your final project must be geographically comparative, but can also rely on other forms of comparison (time, demographic group, etc.).

Grading Scale

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
<td>Above Average</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
<td>Above Average</td>
</tr>
<tr>
<td>84-86%</td>
<td>B</td>
<td>Average</td>
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<tr>
<td>80-83%</td>
<td>B-</td>
<td>Average</td>
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<tr>
<td>77-79%</td>
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<td>Average</td>
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<tr>
<td>74-76%</td>
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<td>Average</td>
</tr>
<tr>
<td>70-73%</td>
<td>C-</td>
<td>Average</td>
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<tr>
<td>67-69%</td>
<td>D+</td>
<td>Below Average</td>
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<tr>
<td>64-66%</td>
<td>D</td>
<td>Below Average</td>
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<tr>
<td>Below 64</td>
<td>F</td>
<td>Fail</td>
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</tbody>
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Expectations and Policies

Class preparation
This program is built upon the strong belief that your experiences result in deep insights and powerful learning. Course assignments are created to facilitate learning opportunities and experiences. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is very important. As a learning community, each one of us will influence the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

Attendance and Participation
Participation is a minimum expectation, not generally to be rewarded with class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved of by staff and faculty. Even after missing class with an excuse, students are required to acquire the knowledge/skills that were facilitated during the missed session, and then to demonstrate what they have learned to the faculty-person in a manner that will be specified. Attendance will be taken daily. Missing one class means a small makeup assignment (as determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade. Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

Policy on deadlines
Coursework assignments are due on the deadlines indicated in the assignment handouts. Work is due at the designated time on the specified day. Unexcused late work will result in the lowering of the student’s grade one full step per day (for example, a B will drop to a B-). No exceptions will be permitted; extensions are not given unless there are exceptional circumstances. Exact deadlines for assignments can be confirmed in class.

Keep an additional copy of all work you turn in, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean photocopying or scanning any handwritten assignments. Assignments that are not easily legible will be returned ungraded.

Technology in the classroom
In order to submit assignments and access course content, students are expected to bring a laptop on this program. Students are welcome to use technology in class to take notes, access readings, and perform other class-related activities. As all students are expected to be responsible for contributing to a shared learning environment, the use of technology to perform activities unrelated to class (ex: social media, email, etc.) is prohibited as it creates a distraction for other students as well as the instructor. Faculty can request that Wi-Fi be turned off during class time and students who are observed using their technology for activities unrelated to class will be asked to put away their technology. Where any form of note-taking would be inappropriate (ex: personal stories), the instructor will indicate for all students to discontinue their note-taking. As access to technology may be limited in some local contexts, it is important to be mindful of varying cultural norms around displaying technology, using technology, and in-person communication. Students should be aware that traveling with technology can increase the risk of theft and that it may be difficult to repair technology while traveling.

Please refer to the SIT Study Abroad Handbook for other policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals
process. Also, refer to the specific information available in the Student Handbook and the other program materials given to you at Orientation.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at http://studyabroad.sit.edu/disabilityservices.