The Africans in Diaspora

Kennesaw State University

Time: T & R 5-6:15 P. M.  
Room: SO 1022  
Office Hours: T & R 4-4:45 and by appointment anytime  
Website: http://kennesaw.view.usg.edu

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Course Description
This introductory course is the history of the forced and voluntary migrations of Africans, from around the several centuries just before the Christian era to the end of the nineteenth century. Coerced migrants or enslaved persons constituted the overwhelming majority of those who ended up abroad. The bulk of this enslaved population was transported to Asia and the Americas, from about 800 CE to the waning years of the nineteenth century when the Atlantic slavery was abolished in Brazil, the last stronghold in the Americas. Estimating the total number of slaves involved in the dispersion is problematic because sources are hard to find. However, 23 million or thereabouts is the figure that is generally suggested for the recorded period. Today, descendants of this original enslaved population can still be found primarily in the Americas, Europe, and Asia.

Course Objectives
By the end of this class, students should be able to accomplish the following:
1. determine the difference between the African Diaspora and other historic dispersions;
2. identify the areas of resettlement and observe how the migrants rebuild their cultures;
3. evaluate the strategies of survival Africans in the Diaspora adopted, especially in the face of legalized oppression and vicious racism; and
4. examine the practical ways in which Africans in the Diaspora demonstrated their emotional attachment to Africa

Required Textbooks
2. Harris, Joseph, ed., Global Dimensions of the African Diaspora

Books on Reserve (KSU Library): These are very useful resources for in-depth information on topics that may be related to your short essays and class presentations.
2. Potkay & Burr, ed., Black Atlantic Writers of the 18th Century
3. Sertima, African Presence in Early Asia
4. Northrup, Africa’s Discovery of Europe, 1450-1850
Internet Resources
Here are two important web sites with outstanding resources, including maps and articles. Besides the required reading listed under Part V, these sites are especially useful for the assignments and short essays.


Course Requirements and Evaluation
The final grade for the course is derived from the following:

<table>
<thead>
<tr>
<th>Areas</th>
<th>% of Course Grade</th>
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<tr>
<td>Two exams</td>
<td>40</td>
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<tr>
<td>Three quizzes</td>
<td>30</td>
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<tr>
<td>Three separate page-long papers</td>
<td>24</td>
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<tr>
<td>Class presentation</td>
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1. Two exams: These non-cumulative exams will comprise questions that were not included in the previous quizzes. The exams, which will require short essay answers, will be drawn from the lectures and assigned readings. Therefore, by doing the readings you will significantly improve your chance of passing. Look in the subsequent pages for the dates of the exams and the quizzes: Do not miss the exams, quizzes, and class presentations: as a rule, there are no make-ups.

2. Three quizzes: The quizzes will be mostly objective, i.e., they will require answers that are directly from the readings and lectures.

3. Three separate page-long papers: You will write three individual page-long, single-spaced papers in 12 pt Times New Roman font. Each paper should have a separate page (s) for the bibliography and reference. I will post the assignment on WebCT Vista, and you will do likewise when you complete it. Read the sections on Plagiarism and Documenting Your Paper (Chapters 4 and 5) in A Student's Guide to History (on Reserve). The consequence of presenting someone’s ideas as yours (without indicating so) is simple: I will give you an F for plagiarism. (See also below.) “B” is the highest grade you can earn on a late assignment. You have two days from the original deadline to turn the assignment in; otherwise you will lose the points. It is your responsibility to make arrangement with me to turn in tardy assignments. You have two days from the original deadline to hand in late work otherwise you will forfeit the points.

4. Class presentation: Occasionally, I assign topics for presentation in class. The measure of your performance is preparedness and familiarity with the topic. If you are absent for your scheduled presentation, you will lose the points. Sufficient time will be
allowed for you to prepare for the presentation. You may ask to see your grade following
the presentation.

5. **Final grade**: To convert your numerical grade to a letter, follow this formula: 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F.

**Academic Integrity**
Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

**Class Etiquette**
The consequence for “abusive, profane, threatening and/or inappropriate behavior” is severe; see Disruption of Campus Life Statement in the KSU Faculty Handbook, pp. 3.10-3.12. Accordingly, proper behavior and respect for class decorum is essential. Please silence all cell phones and electronic devices that tend to disrupt the decorum of the class. Laptops should be used only for notes and other related class activities.

**March 6: (LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY)**

**Tentative Course Schedule**

**Part I**  
*Introductory discussion: scope and sequence of course; defining knotty terms, geography of Diaspora, etc.*

Jan. 8-13  
Read Gomez, Introduction; Harris, Introduction

**Part II**  
*Themes and problems in the study of the African Diaspora*

Jan. 15-20  
Read Harris, Chapters 1-2

**Part III**  
*Earliest recorded dispersal c. 500 BCE to c. 800 CE*  
*(page-long essay on one of the above topics)*

Jan. 22-29  
Read Gomez, Chapters 1-2; Harris Chapter 14

Jan 29  
**Quiz # 1**
Part IV  Scattering in Asia, c. 1000 CE to c. 1800s CE

Feb. 3-17  Read Gomez, Chapter 3; Harris Chapters 17-18

Part V  The Making of the New World Diaspora, 1500 to 1800s
(page-long essay on this topic)

Feb. 19-March 5 Read Gomez, Chapters 5-6; “Slave Voyages” in
http://portal.unesco.org/culture/en/ev.php-
URL_ID=25659&URL_DO=DO_TOPIC&URL_SECTION=473.html; click on
Transatlantic Trade; go to bottom of screen and click Slave Voyages; then click PDF for
the article. Reading assignment: The Origins and Development of Slavery, The
Transatlantic Slave Trade; Financial and Commercial Organization; The Middle
Passage; also note the Timeline or chronology of the Transatlantic Slave Trade below
Contents.

Feb. 26  Exam # 1

March 10 & 12 SPRING BREAK: NO CLASSES

Part VI  Resettlement and adjustment

March 17-31 Read Gomez, 7-8; Harris, Chapters 6, 8-9

March 26  Quiz # 2

Part VII  “Reversing sail:” return to ancestral land
(page-long paper on one of the above topics)

April 2-30  Read Harris, Chapters 19-24; The New York Times International,
Thursday, Oct. 18, 2007, P. 4

April 21  Film (The Language You Cry In)

April 23  Quiz # 3

April 30  LAST DAY OF CLASS

Exam # 3  (or Final Exam; see official schedule for date and time)