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 final decades of the nineteenth century. The class will concentrate on the coerced migrants or enslaved persons, as they almost certainly constituted the majority of the Africans in Diaspora. The bulk of this enslaved population was transported to Asia and the Americas. Descendants of this original enslaved population can be found in the Americas, Europe, and Asia. We will track the history of this displaced group.

Course Objectives
By the end of this class, students should 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 adjusted in their new environments;
3. evaluate their strategies of survival;
4. examine the ways in which the Africans demonstrated their attachment to Africa;
5. and demonstrate proficiency in writing history papers.

Required Textbooks and Internet Resources
2. Harris, Joseph, ed., Global Dimensions of the African Diaspora
3. Benjamin, Jules, A Student’s Guide to History

Internet Resources (maps, images, essays, etc.)
3. http://tubman.apps01.yorku.ca/
## Course Requirements and Evaluation

The final grade for the course will be based on the following calculation:

<table>
<thead>
<tr>
<th>Categories</th>
<th>% of Course Grade</th>
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<tbody>
<tr>
<td>2 Exams</td>
<td>50</td>
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<tr>
<td>2 Short Analytical Papers</td>
<td>20</td>
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<tr>
<td>Palaver</td>
<td>15</td>
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<tr>
<td>Class Participation</td>
<td>10</td>
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<tr>
<td>NOD (News of the Diaspora)</td>
<td>05</td>
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1. **Two Exams (50%)**: You are required to write grammatically correct sentences. Both exams will be drawn from the lectures, readings, and the Palavers. Excellent tips for taking notes and studying can be found in *A Student's Guide to History* (Chapters 2 & 3). Dates of the exams are listed below. Do not miss the exams, quizzes, and class presentations: See *Attendance, Make-ups, and Late Work* below.

2. **Two Short Analytical Papers (20%)**: Papers should be three pages, single-spaced, and written in Times New Roman font size 12. I will post the instructions for each essay on *GA View*, and you will do likewise with the completed paper. Format for the papers will be discussed and posted on *GA View*. We will also discuss the sections on *Plagiarism* and *Documenting Your Paper in A Student's Guide to History*. Plagiarism is presenting someone’s ideas as yours (without indicating so). The class will read aloud the KSU’s *Academic Integrity Policy* posted below. There are consequences for tardy assignments: First, a grade of “B” is the highest you can earn on late assignments. And second, you will forfeit all the points, if you do not turn in the essay two days after the original deadline.

Papers will be graded for content as well as grammar. If you need help with writing, read this: “The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly writing assistants work with you throughout the writing process on concerns such as topic development, revision, research, documentation, grammar, and mechanics. Rather than edit your paper for you, writing assistants will help you learn strategies to become a better writer on your own. For more information or to make an appointment (appointments are strongly encouraged), visit [http://www.kennesaw.edu/english/WritingCenter](http://www.kennesaw.edu/english/WritingCenter), or stop by Room 242 in the English Building.”

3. **Palaver (15%)**: Palaver is the name of our student-led class discussion. It is a trade word that evolved when Portuguese and Africans traded for the first time on the Atlantic coast of West Africa. Portuguese traders complained about what they saw as endless haggling with African merchants in their gazebo-like Palaver Huts. The concept of the *Palaver Hut* remains central to West African social life. Almost every issue is discussed in large gatherings, and the talks tend to be long-winded. Palaver has taken on a variety of meanings, all of which center around intense discussions and conflict resolutions. The goal of our *Palaver Hut* is for a group of students to engage the class in a discussion. I will assign a topic to a four-person team (known as the Palaver leaders), along with
corresponding questions. (Palaver leaders were chosen alphabetically; see GaView.) They must address the questions in ways that involve the class in the discussion. The rest of the class will also be required to answer the same questions in advance. So Palaver leaders must ask the students questions and engage them in the discussion; students in turn can earn points for Class Participation by being involved in the Palaver Hut. Palaver Leaders should always conclude the Palaver Hut with a question that is intended to provoke or stimulate further class discussion. Palaver leaders will be graded on individual presentation within the group. Grades will be determined by the following: participation in the group, knowledge of the Palaver, and the capacity to engage the class in the discussion. You may ask to see your grade afterward.

4. Class Participation (10%): To earn points for Class Participation, you must make consistent efforts to do the readings in advance, contribute to the discussions in class including the NOD and in the Palaver Hut. I will keep a regular score of Class Participation.

5. News of the Diaspora (NOD, 5%): Each month you can present one piece of news about any place or topic in the African Diaspora. Give the source, date of publication, and show the relevance of the news to the topic under discussion. There are various authoritative news sources including the national cable networks. Others are http://www.bbc.co.uk/news/world/, The New York Times, and The Atlanta Journal-Constitution. Each news item is worth one point. Thus, the total four presentations equal a score of A, three presentations B, two C, and one D: no news, no points=F.

6. Attendance, Make-ups, and Late Work: Class attendance is mandatory. Please drop the class if you expect to miss more than the three, penalty-free absences allowed for the semester. Absences will adversely affect your final grade, since absentees cannot earn points for Class Participation. As a rule, there are no make-ups for missed exams, Palaver Huts presentations, and NOD.

7. Final Grade
The formula for converting your numerical grade is 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F.

KSU’s Academic Integrity Policy (We Will Read Aloud in Class!)
“No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior that a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class.
without the prior permission of the current professor(s). (From Section II-A of the KSU Student Code of Conduct, as modified for Fall semester 2011.)

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.” The use of all electronic devices during class is strictly prohibited. The exception is taking notes. I will ask you to turn off the device, if you are doing otherwise.

March 12: (LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY)

Tentative course schedule: (We will intersperse the Palaver Huts in the lectures and readings; schedules will be announced on GA View.)

Part I Introduction to Class; Why African Diaspora? What is Diaspora?
Jan. 9-11 Read Gomez, Introduction; Harris, Introduction

Part II Themes and Problems in the Study of the African Diaspora
Jan. 16 No Class (M.L. King Jr.’s Birthday)
Jan. 18-25 Read Harris, Chapters 1-2

Part III Earliest Recorded Dispersal c. 500 BCE to c. 800 CE
Jan. 30-Feb. 13 Read Gomez, Chapters 1-2; Harris Chapter 14

Part IV Scattering, c.1000 CE to c. 1800s CE
Feb. 15-27 Read Gomez, Chapter 3; Harris Chapters 17-18

Part V Making the New World Diaspora, 1500 to 1800s
Feb. 29-March 19 Read Gomez, Chapters 4-5; Harris, Chapter 5

Feb. 29 Exam # 1; Assign Topic for Paper #1

March 5, 7 No Class: Spring Break

Part VI Resettlement and Adjustment
March 21-April 4 Read Gomez, Chapter 6; Harris, Chapters 6, 8-9

March 28 Paper # 1 Due/Assign Topic for Paper # 2
Part VII  “Reversing Sail:” Return to Ancestral Land

April 9-23  Read Harris, Chapters 19, 20, 23, and 24

April 16  Paper # 2 Due

April 18  Video: “The Language You Cry In”

Part VIII  Internal Migrations in Diaspora, Post World War II

April 25-30  Read Gomez, Chapter 8

April 30  Last Day of Class

May 7  Exam # 2; 3:30-5:30