**History 294-12: The History of the African Diaspora (Spring 2016)**

Prof. Christopher Tounsel, ctounsel@macalester.edu

308 Old Main

Mondays, 9:40-10:40am

Office Hours: Tuesdays, 9am-12pm in 308 Old Main

Since Biblical times, Africans have had a long history of migrating-willfully and otherwise-throughout every corner of the world. Other members of the Diaspora have undertaken reverse migration by moving ‘back’ to Africa and bringing with them certain elements of Western culture. Peoples of African descent have had an immeasurable impact on the religions, politics, economies, music, and societies of non-African worlds in which they have lived. This course will examine the diverse histories and cultures of the African Diaspora from the ancient world to the present day. Particular subjects of study will include African slaves in Islamic Asia and Europe, enslaved communities in North and South America, repatriated communities in Liberia and Sierra Leone, Garveyism, and Pan-Africanism.

The course will follow this thematic trajectory:

1. Ancient Africa
2. Africans, the Bible, and Early Christianity
3. Africans and the Islamic World
4. Transatlantic Slavery
5. Asserting the Right to Be
6. Biography of a Runaway Slave
7. Reconnection and Movement

**Grading:** Assignments will include weekly quizzes and journals, a map quiz, mid-term exam, and final exam.

 5% -- Attendance

10% -- Participation

10% -- Map of Africa Quiz

35% -- Weekly Journals (950-1000 words)

40% -- Final Essay

**Policies:**

Attendance: Attendance will be taken at the beginning of each class. While students are expected to attend every class, each student will be allowed one unexcused absence. Each subsequent absence will result in a significant blow to your final grade. Thus, not turning up to class is entirely sufficient for a bad grade. Three late arrivals (entering class after I have received a completed attendance sheet) or early departures will count as an unexcused absence.

You must provide written, official documentation to excuse your absence; this documentation will be accepted at my discretion. As classes will focus on close readings of assigned texts, assigned readings must be brought to class. Failure to bring assigned readings can negatively influence your participation grade.

Participation: It is important that you come prepared to actively participate! It should be clear that participation is critical to your learning, understanding, and success in this course. Ten percent of your final grade is assigned according to your performance in section, so it should also be clear that not participating is sufficient for a high grade. If you believe that I would have difficulty accounting for your contribution to class discussions, you should naturally be concerned and seek to correct this.

Even if you are unsure of what a particular reading is getting at, asking specific questions that showed that you tried to engage with the material will benefit you. I will make sure that everyone gets a chance to talk and will ask questions of people who are not talking in order to give them a chance to express themselves. If you think that you are not getting a fair opportunity to participate in the discussion, please come and talk to me.

Academic Integrity: **Academic Integrity** is assumed and will be enforced. In brief, cite other people when you use or reference their work! When citing a reading or lecture, make absolutely sure to use footnotes including the name, book/article title, location, publisher, and specific page number(s) used. For example,

Diane Bjorklund, *Interpreting the Self: Two Hundred Years of American Autobiography*. Chicago: University of Chicago Press, 1999; 7-8.

When taking someone else’s words verbatim, use quotation marks and footnotes! I will elaborate on this in class, and if you have more questions please do not hesitate to ask. Simply put, plagiarism is an extremely serious offence. We will review proper citation usage and formatting in class before the final essay is assigned.

The College’s standards for academic conduct are provided at the following link:

https://www.macalester.edu/studentaffairs/studenthandbook/03academicpolicies/03-05academicintegrity.html

Weekly Journals: Weekly journal are allowed as intellectual spaces in which you can formally engage the material. This journal should be kept in electronic form and should be ready to be turned in at my discretion.

The reading responses should be between 950-1000 words and consider material engaged *that week*. The response should be written in formal/semi-formal language—free of grammatical errors, slang, or colloquialisms. Writing in the first person is fine, and aim to be concise, insightful, and **analytical**—summary is highly discouraged and will negatively impact your grade. In addition, cut to the chase—rambling and flowery language indicate poor reading and will result in a poor response. Place the readings in conversation with one another, extract key similarities or differences that ring throughout, and respond to any material that you find particularly engaging or intriguing.

Grading Policy: Any requests for reconsideration or grade changes must be submitted to me **after** 24 hours **and within** a week of receiving the grade. In order to have a grade reconsidered you must submit, in writing, your one-page, single-space justification for a higher grade. After submitting the justification your grade will be assessed and may result in a higher or lower grade than the original. Late work will be penalized. If you foresee a time conflict, you must consult with me via email or in person **prior** to the assignment’s deadline. I will personally decide if and/or when your assignment deadline will be changed.

Religious Holidays: Students who expect to miss class or examinations because of religious holidays must inform me by the add/drop deadline. You must reschedule your exam time before your absence.

Accommodation: I am deeply committed to supporting your learning! If you are meeting challenges to your learning that I can assist you with, please bring them to my attention. If you need adjustments or accommodations in light of a disability, please let me know at your earliest convenience. Academic adjustments and accommodations should be accompanied by notification from the Student Affairs Office at 119 Weyerhaeuser Administration Building.

*There is a no cell-phone, no laptop policy in the classroom. Please turn your cell phones to vibrate or silent. If you are seen typing on a cell phone during class, you should expect your participation grade to suffer.*

Books to Purchase:

Michael Gomez, *Reversing Sail: A History of the African Diaspora*. Cambridge University Press, 2004.

*The Classic Slave Narratives.* Henry Louis Gates, ed. Signet, 2012.

Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. Cambridge: Harvard University Press, 2008.

Charles W. Chestnutt, *The Marrow of Tradition*. Mineola: Dover Publications, [1901].

Miguel Barnet, *Biography of a Runaway Slave*. Trans. W. Nick Hill. Willimantic: Curbstone Press, 1994.

**Week One:**

Friday, January 22: Introduction

**Week Two: Ancient Africa**

Monday, Jan. 25th: Collins and Burns, ‘Kingdoms on the Nile’ in *A History of Sub-Saharan Africa*. Second Edition. New York: Cambridge University Press, 2014: 23-40.

Gomez, *Reversing Sail*, ‘Antiquity’, 7-16

Wednesday, Jan. 27th: Benjamin Isaac, ‘Egyptians’ in *The Invention of Race in Classical Antiquity*. Princeton University Press, 2006: 352-370

A. Abu Bakr, ‘Pharaonic Egypt’ *in UNESO General History of Africa, Volume II: Ancient Civilizations of Africa*. Ed. G. Mokhtar. Heinemann, California, UNESCO, 1981; 84-107. [online]

Friday, Jan. 29th: Stanley M. Burstein, ‘When Greek Was an African Language: The Role of Greek Culture in Ancient and Medieval Nubia’ *Journal of World History* Vol. 19, No. 1 (Mar., 2008), pp. 41-61. [JSTOR]

A.A. Kwapong, ‘Africa Antiqua’ *Transactions of the Gold Coast & Togoland Historical Society* Vol. 2, No. 1 (1956), pp. 1-12. [JSTOR]

\*\*No class—assignment due by 10:40am\*\*

**Week Three (Feb. 1st-5th): Africans, the Bible, and Early Christianity**

Gomez, ‘Africans and the Bible’ in *Reversing Sail*, 18-27.

David M. Goldenberg, "The Curse of Ham: A Case of Rabbinic Racism?" in Struggles in the promised land: toward a history of Black-Jewish relations, ed. Jack Salzman and Cornel West. New York: Oxford University Press, 1997; 21-52.

J. Daniel Hays, ‘From the Land of the Bow: Black soldiers in the ancient Near East’ *Bible Review* Vol. 14 No. 4 (August 1998)

Robert A. Bennett, Jr., ‘Africa and the Biblical Period’ *The Harvard Theological Review* Vol. 64, No. 4 (October 1971): 483-500. [JSTOR]

Elizabeth Isichei, ‘North African Christianity in Antiquity’ in *A History of Christianity in Africa: From Antiquity to the Present*. Wm. B. Eerdmans Publishing Co., 1995: 13-44

\*\*Response for these reading due Friday, Feb. 5th at 11:55pm\*\*

**Week Four (Feb. 8th-12th): Africans and the Islamic World**

Monday, Feb. 8th: Meeting in my office, 9:40-10:40am

Dilip Hiro, ‘The rise of Islam: Sunnis and Shias’ in *War Without End: The Rise of Islamist Terrorism and Global Response*. London and New York: Routledge, 2002: 3-23.

Gomez, *Reversing Sail*, ‘Africans and the Islamic World’ (29-52)

M. El Fasi and I. Hrbek, ‘Stages in the development of Islam and its dissemination in Africa’ in *UNESCO General History of Africa, Volume III: Africa from the Seventh to the Eleventh Century*. Ed. M. El Fasi, Ass. Ed. I. Hrbek. Heinemann, California, UNESCO, 1988: 56-91.

Y. Talbi, ‘The African diaspora in Asia’ in *UNESCO General History of Africa, Volume III*, 704-733.

**Week Five (Feb. 15th-19th): Transatlantic Slavery**

Monday, Feb. 15th: meeting in my office and \*\*Map of Africa quiz on this date\*\*

Gomez, *Reversing Sail*, ‘Transatlantic Moment’ (59-78)

*The Classic Slave Narratives*, ‘Introduction’, xi-xxix

Stephanie Smallwood, *Saltwater Slavery*, ‘The Gold Coast and the Atlantic Market in People’ (9-64)

*The Life of Gustavus Vassa*, Chapter I (31-61)

**Week Six (Feb. 22nd-26th)**

Monday, Feb. 22nd: meeting in class

*The Life of Gustavus Vassa*, Chapter III-VI (61-127)

Gomez, *Reversing Sail*, ‘Enslavement’ (82-106)

**Week Seven (Feb. 29th-Mar. 4th)**

Monday, Feb. 29th: meeting for class

Smallwood, *Saltwater Slavery*, ‘Turning Atlantic Commodities into American Slaves’ (153-181)

*The Life of Gustavus Vassa*, Chapter VII-XI (127-209)

**Week Eight**

Monday, Mar. 7th: meeting for class

*The Life of Gustavus Vassa*, Chapter XII (209-225)

William E. Allen, ‘Liberia and the Atlantic World in the Nineteenth Century: Convergence and Effects’ *History in Africa* Vol. 37 (January 2010), pp. 7-49. [JSTOR]

Wednesday, Mar. 23rd: Marie Tyler-McGraw, ‘Virginians in Liberia’ in *An African Republic: Black and White Virginians in the Making of Liberia* (The John Hope Franklin Series in African American History and Culture). Chapel Hill: University of North Carolina Press, 2007: pp. 127-150.

James Ciment, ‘America in Africa’ *Slate* [on Moodle]

Frederick Douglass, ‘Colonization.’ *The North Star*, 26 January 1849.

**Week Nine**

**No class or assignments (Spring Break)—possibly get a jump start on future readings?**

**Week Ten (Mar. 21st-25th)**

Monday, Mar. 21st: meeting for class

Gomez, *Reversing Sail*, ‘Asserting the Right to Be’, 109-159

Charles W. Chestnutt, *The Marrow of Tradition*. Mineola: Dover Publications, [1901], 1998, 2003: vii-viii, 1-31.

**Week Eleven (Mar. 28th-Apr. 1st)**

Monday, Mar. 28th: meeting for class

Chestnutt, *The Marrow of Tradition*, 31-137

**Week Twelve (Apr. 4th-Apr. 8th)**

Monday, Apr. 4th: meeting for class

Chestnutt, *The Marrow of Tradition*, 137-213

**Week Thirteen (Apr. 11th-15th)**

Monday, Apr. 11th: meeting for class

Miguel Barnet, *Biography of a Runaway Slave*. Trans. W. Nick Hill. Willimantic: Curbstone Press, 1994: 11-13, 17-99.

**Week Fourteen (Apr. 18th-22nd)**

Monday, Apr. 18th: meeting for class

Barnet, *Biography of a Runaway Slave*, 100-208

**Week Fifteen (Apr. 25th-29th)**

Monday, Apr. 25th: meeting for class

Gomez, *Reversing Sail*, ‘Reconnecting’, 162-216

**Week Sixteen**

Monday, May 2nd: final day of class

Final Essay due Saturday, May 7th at 10am. **No late essays will be accepted.**