

INTERNATIONAL STUDENTS EXCHANGE PROGRAM

THE BLACK DIASPORA: GHANA'S PAST IN THE AFRICAN DIASPORA

Course instructor: D.E.K. Baku, PhD.

Meeting days: Monday, Tuesday, and Wednesday.

Meeting times: 9:00 am to 12:00 noon.

Course Description

The course provides an introduction to the dispersal of Africans from Ghana and West Africa to the Mediterranean, Arabia, Asia, and the New World of the Americas from the 8th century CE. The course uses Ghana as a window to explore the history and material culture of slavery and the Atlantic slave trade in West Africa and how Africans were dispersed out of Africa. It combines lectures, class discussions, documentaries, and field trips to sites of enslavement, slave markets and resistance to slavery and student analysis of historical novels and contemporary sources. Instead of presenting a comprehensive survey, covering every aspect of this vast subject, this course takes a topical approach by focusing on a selection of themes and issues that are crucial to developing an understanding of slavery in Ghana and West Africa and the slave trade across the Sahara Desert, the Red Sea, the Indian and Atlantic Oceans. Themes to be covered include African and non-African agencies in slavery and slave trade; slavery and nation building in West Africa, slavery and slave trade in framing the social structure of Ghana and West Africa; the legacies of slavery in Ghana and West Africa and the ways in which slavery is remembered in Ghana and West Africa. Throughout the course, we will pay attention to the debilitating effects of slavery and the slave trade on West Africa and on its development.

Objectives

The objectives of the course include but are not limited to:

1. Introducing students to the organization of the slave trades out of Ghana and West Africa, the creation the Black diasporas, the integration of Africa into the global economic systems, the consequent creation of modern economies, modern constructions of race, cultural practices, religious beliefs, and their effects on Africa.
2. Introducing students to a clear understanding of what it means to write and read both critically and analytically in an historical mode.

Teaching & Learning Philosophy

Student and teacher interaction in this course is underpinned by the philosophy of Confucius, the Chinese philosopher who lived from 551 BC to 479 BC, which says that:

Tell me and I'll forget,
Show me and I will remember,
Involve me and I will understand.

As such you will be expected, **at the minimum**, to read and take notes on the weekly materials in this syllabus and be prepared to discuss them in class. You will understand the course better only if you read the weekly course materials before class. Your contribution to class discussions will enhance your grade for class participation.

Course Requirements

Attendance and Tardiness

1. Students will be required to attend and participate in **all** lectures and field trips.
2. Attendance at lectures and field trips is **NOT** optional and the roll will be taken at random. Excuses will not be accepted for absence from lectures and field trips unless prior permission has been sought.
3. Students who frequently absent themselves from lectures and field trips will not be eligible to take the end of semester examinations
4. There will be no **make-up** for an unexcused absence.
5. Please note that your participation in class is a crucial part of whether our collective time together will be productive or not. "Participation" means coming to class prepared, having read the readings. It also means having some questions prepared, and some observations about the text already worked out. It means actively listening to lectures and to one another and making connections both to the readings and conversations happening during our meeting time and to those that have happened in the past. Simply saying something in class does **NOT** constitute excellent class participation.

Attendance and class contributions to class discussions will fetch 20 marks representing 20% of the end of semester grade.

Writing Assignments

You will have 2 writing assignments during the semester. These assignments are designed to reflect your experiences on field trips and to support our work in the classroom and must be handed in on time. It goes without saying that all written work must be original, any plagiarism will result in an "F" in the course.

Plagiarism will not be tolerated in any form. Please read your University's statement on Academic Integrity, and visit Northwestern University's website on avoiding plagiarism for a comprehensive discussion of what plagiarism entails.

Both your response papers to field trips and the longer Critical Essay in the final examination must be written using standard Chicago Manual of Style (also known as Turabian) citation form. This form uses footnotes for references, not parenthesis. Citation format is quite specific—even if you believe that you know how to construct your citations use this website <http://library.duke.edu/research/citing/within/turabian.html> as a starting point.

Additional writing instructions

1. You must comply with all the rules of formal academic writing.
2. You must write in double-spacing, using Times New Roman Font size 12.
3. You must write in formal academic style.
4. You must NOT use abbreviations and contractions unless they are used in sources from which you are quoting.
5. You must not use acronyms unless you write the name in full first. For example, the United Nations, (UN). Thereafter, you can use the UN.
6. You must edit your carefully and correct all editorial mistakes.
7. You must write your name and title of the paper on your assignment.

Field trips:

1. There will be five field trips to:
 - Assin Manso/Cape Coast/Elmina
 - Christiansborg, Osu
2. These field trips will be organized by the Accra Study Centre on dates to be announced.
3. You will write at least a 3-page reaction paper to each of the field trips each of which will be graded over 25 making 50% of the final grade for the course.
4. The reaction paper should address, among others:
 - How should Ghana memorialize the sites of slavery and the slave trade.
 - The key lessons learned on the field trip.
 - The contribution(s) of the trip to your understanding of the course.
 - New lessons learned.

Late Assignment

1. There will be no make up for unsubmitted assignments.
2. Where you submit your assignment within 24 hours after the deadline, you would lose 25% of the total grade.
3. Where you submit it within 48 hours after the deadline, i.e., the subsequent 24 hours after the first 24 hours, you would lose 50% of the total grade.
4. An assignment submitted after 48 hours after the deadline **will not** be graded.

5. The only exception to the above is an extension granted by a doctor or of the Faculty Director of the Accra Study Centre on medical grounds, in which case the point deductions will start from the day the end of the extended deadline.

Summary of grade for the semester

The grade for this course will be determined according to the following formula:

Assignment/Activity	Date due	% of final grade
Class attendance and participation	Throughout the semester	20%
Field trip to Assin Manso Donkoh Nsuo/Cape Coast/Elmina	TBA	25%
Field trip to Christiansborg, Osu, Accra.	TBA	25%
Final exam	Last day for classes	30%
Total		100%

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Points	Percent
A	4.00	92.5% and higher
A-	3.67	90.0 – 92.49%
B+	3.33	87.5% - 89.99%
B	3.00	82.5% - 87.49%
B-	2.67	80% - 82.49%
C+	2.33	77.5% - 79.99%
C	2.00	72.5% - 77.49%
C-	1.67	70% - 72.49%
D+	1.33	67.5% - 69.99%
D	1.00	62.5% - 67.49
D-	.67	60% - 62.49%
F	.00	59.99% and lower

Assessment Expectations

Grade A: An A student attends class regularly and always contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other's ideas and challenging assumptions/perspectives; all of his/her discussion questions reflect a synthesis of readings, guest presentations and discussions; all of his/her reflection/response papers eloquently link reading/discussion to his/her experience.

Grade B: A B student attends class regularly and sometimes contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other's ideas and challenging assumptions/perspectives; three-quarters of his/her discussion questions reflect a synthesis of readings, guest presentations and discussions; 2 out of 3 of his/her reflection/response papers eloquently link class material/discussion to his/her experience.

Grade C: A C student attends class regularly but rarely contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other's ideas and challenging assumptions/perspectives; half of his/her discussion questions reflect a synthesis of readings, guest presentations and discussions; 1 out of 3 of his/her reflection papers eloquently link class material/discussion to his/her experience.

Grade D: A D student attends class regularly but never contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other's ideas and challenging assumptions/perspectives; a quarter of his/her discussion questions reflect a synthesis of readings, guest presentations and discussions; none of his/her reflection papers eloquently link class material/discussion to his or her experience.

Grade F: An F student attends class irregularly and never contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other's ideas and challenging assumptions/perspectives; his/her discussion questions have no bearing on the readings, guest presentations and discussions; his/her reflection and response papers make no links to class material/ discussion to his or her experience.

View Grades

All assignments will be graded and handed over in class or sent to you by email. You should, therefore, be able to tabulate your grades as we progress.

Classroom Etiquette

To optimize the experience in the learning environment, please note the following:

- Please do not eat during class and minimize any other distracting noises (e.g., rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Students should always be respectful and courteous to all participants in class

Required texts

(Students must buy)

1. Ayesha Harruna Attah, *The Hundred Wells of Salaga*, New York: Other Press, 2018
2. Yaa Gyasi, *Homegoing*, New York: Vintage Books, 2016

Optional

Jemina Pierre, *The Predicament of Blackness, Postcolonial Ghana and the Politics of Race*, Chicago & London: The University of Chicago Press, 2013

Other readings will be copied into a course reader.

However, please note that journal articles are available on JStor. So, please carefully read the syllabus and download all journal articles before you leave the US for Ghana.

And where you cannot find a journal on JStor, request for it through your University's Inter-Library Loan system.

Schedule

Week/Date	Topic	Readings
Lecture 1	Getting started, introducing the course, expectations, etc. & Introducing Ghana	Course syllabus AND D.E.K. Amenumey, <i>Ghana, A Concise History</i> , Accra: Woeli Publications, 2008: 1-22
Lecture 2	Historiography of slavery in Ghana	J. Anquandah, "Researching the Historic Slave Trade in Ghana – an overview", in <i>The Transatlantic Slave Trade: Landmarks, Legacies and Expectations</i> . (eds) J.K. Anquandah, N.J. Opoku-Agyemang, & M.R. Doortmont, Accra: Sub-Saharan Press, 2007, pp. 23 – 53. Ella Keren, "The Transatlantic Slave Trade in Ghanaian Academic Historiography: History, Memory and Power", <i>William and Mary Quarterly</i> , 3d Series, Volume LXVI, Number 4, October 2009, pp. 975 – 1000.
Lecture 3	Slave trades out of Africa	Erik Gilbert & Jonathan T. Reynolds, <i>Africa in World History</i> (2 nd edition) Upper Saddle River: Pearson, 2008: 141-175.
Lecture 4	Literary representation of internal organization of the slave trades	Ayesha Harruna Attah, <i>The Hundred Wells of Salaga</i> , New York: Other Press, 2018
Lecture 5	Documentaries on slavery and the slave trade	1. Henry Louis Gates, "Wonders of the African World" 2. Zeinab Badawi, "Slavery and Suffering" 3. Zeinab Badawi, "Slavery and Salvation" 4. Top 10 African Tribes Taken in the Atlantic Slave Trade
Lecture 6	Field trip to Assin Manso/ Cape Coast/ Elmina	
Lecture 7	Field trip to Danish Christiansborg, Osu, Accra.	
Lecture 8	How should Ghana memorialized sites of slavery and the slave trade	Edward M. Bruner, "Tourism in Ghana: The Representation of Slavery and the Return of the Black Diaspora" <i>American Anthropologist</i> , (New Series) 98, 2, (1996): 290-304 (Available on J-Stor or Inter-library loan) AND

		Brempong Osei-Tutu, "African-American reactions to the restoration of Ghana's 'slave castles'" <i>Public Archaeology</i> , 3, 4, (2004): 195-204 (Available on J-Stor or Inter-library loan).
Lecture 9	The African diaspora in the Mediterranean and Asia	J.O. Hunwick, "African Slaves in the Mediterranean World: A Neglected Aspect of the African Diaspora" in <i>Global Dimensions of the African Diaspora</i> (ed), Joseph E. Harris. Washington: Howard University Press, 1993, pp. 289-324
Lecture 10	The African diaspora in Latin America	Henry Louis Gates, Black in Latin America
Lecture 11	Linking Africa and the African diaspora	Yaa Gyasi, <i>Homegoing</i> , New York: Vintage Books, 2016
Lecture 12	Reuniting the African family – Pan-Africanism	Kwame Anthony Appiah, "Pan-Africanism" in Appiah, K. A. & H. L. Gates Jr. (eds.) (1999). <i>Africana: The Encyclopedia of the African and African American Experience</i> . Basic Civitas Books, pp. 1484 - 1486.
Lecture 13	What next? Reparations and Redress?	Ta-Nehisi Coates, "The Case for Reparations", <i>The Atlantic</i> , June 2014. Access at: https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/ Rhoda E. Howard-Hassman, <i>Reparations to Africa</i> , Philadelphia: University of Pennsylvania Press, 2008: 60 – 87 (i.e., chapters 5 and 6).
Lecture 14	Final exams	You will write a response paper to selected pages in Jemina Pierre, <i>The Predicament of Blackness, Postcolonial Ghana and the Politics of Race</i> , Chicago & London: The University of Chicago Press, 2013. The selected pages will be available at the Course Book at the Accra Study Centre.