
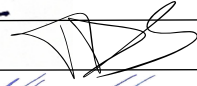
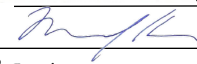
 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>9-13-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title
Credits <i>(Review Provost Memorandum)</i>	Grading <i>(Select One Option)</i> Regular Pass/Fail Sat/UnSat	Course Description <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i>	
Effective Date <i>(TERM & YEAR)</i>			
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course Yes No <i>WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.</i>		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> <i>General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines.</i>	
Minimum qualifications to teach course			
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course	
Approved by Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u>Daniel Macroff</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____			Date <u>3/31/2021</u> <u>8.9.21</u> <u>9-14-2021</u> <u>9-14-21</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Florida Atlantic University
Department of History

AFH 3512: History of the African Diaspora
Fall 2021 3 credits

Instructor: Dr. Jermaine Scott
Days: Tuesdays/Thursdays, 11:00a-12:20p
Place: TBD
Office: Zoom
Office Hours: By appointment
Email: scottj@fau.edu

Course Description/Objectives:

This course explores the emergence of the African Diaspora and its political, racial, and cultural significance. Beginning with the Middle Passage and the Atlantic Slave Trade, students will learn how the institution of New World slavery constituted not only the making of the African Diaspora, but the modern world itself. This section will analyze the differences and similarities of slavery throughout various sites of the Americas with a focus on how enslaved Africans conceptualized resistance. Students will then learn about the migrations of people of African descent under colonial rule, and the range of political and cultural strategies they used to construct diasporic networks of community and solidarity. Finally, students will learn about the period of African decolonization and civil rights. This section will cover the different independence movements throughout the African Diaspora and the political and social implications of post-colonialism. This course will cover a number of different sites of the African Diaspora, including, but not limited to, the United States, Haiti, Jamaica, Brazil, Colombia, England, Germany, Ghana and South Africa. Students will not only learn about the spatial contours of the African Diaspora, but its political possibilities and limitations.

Required Readings:

Keisha N. Blain, *Set the World on Fire: Black Nationalist Women and the Global Struggle for Freedom* (Philadelphia: University of Pennsylvania Press, 2018).

ALL other readings will be available on Canvas

Evaluation:

1. Blog Posts/Participation – 10%
2. Reading Presentations – 20%
3. Book Review: - 30%
4. Final: - 40%

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Course Outline:

This course will be held in-person. Generally, the professor will lecture on Tuesdays, while Thursdays will be reserved for students to present on the readings, a discussion of those readings, and primary sources. Please consult the “course schedule” as this format is subject to change.

Assignments:

Participation/Blog Posts: Students are expected to be present in class every period, unless otherwise noted by instructor, or unless the student has communicated with the professor beforehand. Any day throughout the week, students are required to upload a 250-word blog post about the week’s readings via the discussion board on Canvas.

Reading Presentations: Every Thursday, 2-3 students will give a 10-15 minute presentation on the required readings for the day.

Mid-Term: Please write a 4-5 page book review on *Set the World on Fire: Black Nationalist Women and the Global Struggle for Freedom*. A rubric will be distributed via Canvas. **Due: October 14, 2021.**

Final: On **December 14, 2021 (10:30a-1p)** students will respond to two out of three prompts that relate to the major concepts, movements, and ideologies covered during the semester.

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73- 76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

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Students with Disabilities:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures. For more information, go to <http://fau.edu/sas/>

Academic Integrity:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations: <http://www.fau.edu/regulations/chapter4/4.001> [Code of Academic Integrity.pdf](#)

Attendance Policy:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

Late Assignments Policy:

Late assignments will not be accepted for a grade in this class, except in the event of a documented personal or family emergency.

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Incomplete Grade Policy:

University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“i”). The assignment of the “i” grade is at the discretion of the instructor but is allowed only if the student is passing the course.

Course Schedule:

PART 1: FROM AFRICANS TO SLAVES, 3000 B.C. - 1776

Week 1 – Africa and the Modern World

Tuesday, 8/24

- Lecture: Introduction to course

Thursday, 8/26

- Lecture: Pre-Colonial Africa
- Readings: Michael A. Gomez, *Reversing Sail: A History of the African Diaspora*, Introduction; Brent Hayes Edwards, “The Uses of Diaspora,” *Social Text* 19, no. 1 (2001): 45–73.

Week 2 – The Middle Passage

Tuesday, 8/31

- Lecture: The Trans-Atlantic Slave Trade

Thursday, 9/2

- Readings: Stephanie Smallwood, *Saltwater Slavery*, Ch. 2; Saidiya Hartman, “Venus in Two Acts,” *Small Axe* 26, no. 12 (June 2008): 1–14.

Week 3 –Haitian Revolution

Tuesday, 9/7

- Lecture: The Center of the New World

Thursday, 9/9

- Readings: CLR James, *Black Jacobins: Toussaint L’Ouverture and the San Domingo Revolution*, Ch. 1; Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution*, Chs. 8

Week 4 – Maroonage

Tuesday, 9/14

- Lecture: Brazil and Palmares

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Thursday, 9/16

- Readings: Vincent Brown, *Tacky's Revolt: The Story of an Atlantic Slave War*, Ch. 4; Sylviane Diouf, *Slavery's Exiles: The Story of the American Maroons*, Ch. 10.

Week 5 – Emancipation and Revolution

Tuesday, 9/21

- Lecture: Fights for Independence in Latin America

Thursday, 9/23

- Readings: Ada Ferrer, *Insurgent Cuba: Race, Nation, and Revolution, 1868-1898*, Ch. 6; Marixa Lasso, *Myths of Harmony: Race and Republicanism during the Age of Revolution, Colombia, 1795-1831*, Ch. 3

PART 2: DIASPORIC RADICALISM

Week 6 – New Negroes

Tuesday, 9/28

- Lecture: Black Mecca

Thursday, 9/30

- Readings: Davarian Baldwin, *Chicago's New Negroes: Modernity, The Great Migration, and Black Urban Life*, Ch. 2
- Treva Lindsey, "Climbing the Hilltop: In Search of a New Negro Womanhood at Howard University," in *Escape From New York: The New Negro Renaissance Beyond Harlem*.

Week 7 – Black Radicalism

Tuesday, 10/5

- Lecture: Marcus Garvey and the UNIA

Thursday, 10/7

- Readings: Frank Guridy, "Making New Negroes in Cuba: Garveyism as a Transcultural Movement," in *Escape From New York: The New Negro Renaissance Beyond Harlem*; Minkah Makalani, *In the Cause of Freedom: Radical Black Internationalism from Harlem to London, 1917-1939*, Ch. 6

Week 8 – Black and Latin America

Tuesday, 10/12

- Lecture: Afro-Cubanismo

Thursday, 10/14

- **BOOK REVIEW DUE!!**
- Watch *Black in Latin America*

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Week 9 – Negritude

Tuesday, 10/19

- Lecture: Negritude Movement

Thursday, 10/21

- Readings: T. Denean Sharpley-Whiting, *Negritude Women*, Ch. 3; Annette K. Joseph-Gabriel, *Reimagining Liberation: How Black Women Transformed Citizenship in the French Empire*, Ch. 1

Week 10 – Black Internationalism

Tuesday, 10/26

- Lecture: African American Anticolonialism

Thursday, 10/28

- Readings: Penny M. Von Eschen, *Race against Empire: Black Americans and Anticolonialism, 1937–1957*, Ch. 4; Barbara Ransby, *Eslanda: The Large and Unconventional Life of Mrs. Paul Robeson*, Chs. 11-12

PART 3: DECOLONIZATION AND INDEPENDENCE

Week 11 – Global Black Power

Tuesday, 11/2

- Lecture: Apartheid Abroad, Apartheid at Home

Thursday, 11/4

- Readings: Rupert Lewis, “Jamaican Black Power in the 1960s,” in Kate Quinn, ed., *Black Power in the Caribbean*; Tanisha C. Ford, *Liberated Threads: Black Women, Style, and the Global Politics of Soul*, Ch. 6

Week 12 – Black Europe

Tuesday, 11/9

- Readings: Tiffany N. Florvil, *Mobilizing Black Germany: Afro-German Women and the Making of a Transnational Movement*, Ch. 1; Barnor Hesse, “Afterword: Black Europe’s Undecidability,” in Darlene Clark Hine, Trica Danielle Keaton, and Stephen Small, eds., *Black Europe and the African Diaspora*.

Thursday, 11/11 - NO CLASS - VETERAN’S DAY

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Week 13 – Decolonization

Tuesday, 11/16

- Lecture: African Independence

Thursday, 11/18

- Adom Getachew, *Worldmaking after Empire: The Rise and Fall of Self-Determination* (Princeton, NJ: Princeton University Press, 2019), Chs. 1 & 4

Week 14 – Post-Colonialism

Tuesday, 11/23

- Watch *Life and Debt*

Thursday, 11/25 – NO CLASS – Break

Week 15 – Black and Indigenous

Tuesday, 11/30

- Readings: Tianna S. Paschel, *Becoming Black Political Subjects: Movements and Ethno-Racial Rights in Colombia and Brazil*, Ch. 3; Jaime Amparo Alves, *The Anti-Black City: Police Terror and Black Urban Life in Brazil*, Ch. 3

Thursday, 12/2

- Final exam review

FINAL EXAM DUE ON TUESDAY, DECEMBER 14, 2021 BY 1P.