Introduction
This course introduces students to the historical, theoretical, and social question of liberation in the African diaspora from the period of slavery up to the current era. As such, we will take up three major themes: slavery, marronage, and freedom; Pan-Africanism, Black Power, and national liberation; and global Hip-Hop. We will examine how African peoples conceptualized freedom and liberation in these periods, the major organizations and intellectuals who framed them, and how popular activity developed and informed all three (ideas, organizations, and intellectuals). Some of the questions we will take up include: how did enslaved Africans conceptualize freedom? Did their ideas and activities merely extend western notions of liberty and freedom, or develop distinct conceptions of freedom, rights, and humanity? Why in the early Twentieth Century did African peoples around the world, who had little interactions with one another, pursue pan-Africanism as a political philosophy? What limitations have class, nationality, gender, and sexuality posed to such movements? Did national liberation struggles from the 1950s through the 1970s in Africa and the Caribbean bring about fundamental changes to those societies, or merely replicate colonialism’s oppressive regimes? What connections existed between national liberation movements in Africa and the Caribbean, and Civil Rights and Black Power in the United States and England? How did Hip-Hop emerged as a culture of diaspora?

Alongside these concerns, we will consider what constitutes a diaspora, and what makes Africans and peoples of African descent around the world an African diaspora. Is the African diaspora a racial or geographical designation? Are those people of African descent in the Caribbean and Latin America who identify as something other than “black” part of the African diaspora? What role does national location and citizenship play in how we think about the diaspora? How has the migration/movement of peoples across regional and national boundaries contributed to a sense of diasporic belongings?

Flags: Global Cultures
This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

Grading:
Participation: 10%
Four Quizzes: 30% (10% each quiz; lowest quiz dropped)
Essay Assignment 25% Due Thursday, March 22, IN CLASS (Hard copies).
Final Exam: 35%, Wednesday, May 11, 9:00-12 noon.
• Guidelines for all assignments, including the mid-term and final exam, will be distributed during the semester.
• The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the office of Services for Students with Disabilities: phone: 512-471-6259; Videophone: 512-410-6644; email ssd@austin.utexas.edu.

**Grading Scale**

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<th>Letter</th>
<th>Excellent</th>
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<th>Satisfactory</th>
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<td>B+</td>
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<td>92</td>
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Your grade will be determined based on this scale. For example, if you receive a “B” on the Essay Assignment, the corresponding numerical score would be 85. As 20% of your grade, this will translate into (85 x .20 =) 17. Adding all your grades will give you a final that corresponds to a letter grade (83 translates into a B-). An “F” grade ranges in value between 35-0; the failure to submit an assignment will result in “0” points.

**Required Books**

• Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave.*
• Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution.*
• Chimamanda Ngozi Adichie, *Half of a Yellow Sun.*

**Course Schedule**

Jan 19  Introduction: Black Excellence & White Supremacy

**Unit 1: Slavery, Marronage, and Freedom**

*Revolution, Universal Rights, and the Slave*


*Rebellion & Rumors of Rebellion*

Feb 1  “Letters from the Slave Revolt in Martinique”; Jean-Baptiste Belley, “The True Colors of the Planters, or the System of the Hotel Massiac….”
Feb 4  Dubois, *Avengers of the New World,* 230-279.

*Quiz #1*

**Haiti, Hispaniola, & Diasporic Freedom**

Feb 9  *Sankofa* (Movie at Fine Arts Library)
Feb 11  David Walker, *Appeal to the Coloured Citizens of the World, Article IV.*

**Black Abolitionists**

Feb 16  *(Discussion)* Frederick Douglass, *Narrative of the Life of Frederick Douglass*
Feb 18  *(Discussion)* The Haitian Declaration of Independence, Jan. 1, 1804; The Haitian Constitution, 1805; Dubois, *Avengers of the New World,* 280-301.
Unit 2: Pan-Africanism & National Liberation
Ethiopia, Pan-Africanism, and Diaspora
Feb 25 Pan-African Congress Resolutions; UNIA Declaration.
Quiz #2

Anticolonialism, Coloniality, & Black Internationalism
March 1 Camp de Thiaroye (Movie)
Robin D. G. Kelley, “This Ain’t Ethiopia, But It’ll Do.”

March 8 & 10: Office Hours, Conferences for Essay Assignment
March 15 & 17: Spring Break

Black Power & Revolutionary Violence
March 22 Frantz Fanon, “On National Culture.”

Essay Assignment Due
March 24 Aimé Césaire, Discourse on Colonialism; Claudia Jones, “An End to the Neglect of the Problems of the Negro Woman.”

The Caribbean PostColony

African National Liberation & the PostColony
April 5 & 7 Adichie, Half of a Yellow Sun.

Unit 3: Global Hip-Hop
The Boggie Down and the Caribbean
April 12 Chang, Can’t Stop Won’t Stop, Loop 1
Quiz #3
April 14 Chang, Can’t Stop Won’t Stop, Loop 2

Diasporic Mix-Tape
April 21 Chang, Can’t Stop Won’t Stop, Loop 3 & 4; Michael Ralph, “Killing Time.”

Big Pimpin’, Sex Tourism, and Black Masculinity
April 26 Documentary: Beyond Beats and Rhymes.
April 28 Tommie Shelby, “Justice, Deviance, and the Dark Ghetto.”
Learning Goals
While this course covers several key themes, it still has a loose chronological structure which students are expected to learn. Rather than rote memorization, students will gain a sense of the historical processes of change over time, and a broad methodology for assessing how events and experiences influence the choices people make, what they believe is possible, and how these inform human activity today. There are two broad learning goals in this course.

1) Conceptually, we examine different approaches to understanding and analyzing:
   — how individuals and groups are shaped by the past and shape the contemporary world
   — how people interact with and change society and social institutions
   — the role of large-scale political, economic, and ideological forces in human history
   — whether black people’s experiences in one location explains diasporic histories elsewhere

2) Practically, students will develop and/or sharpen skills essential to their academic and professional growth. These include:
   — how to read and engage a variety of sources, documents, and literatures (newspaper accounts, memoirs, novels, scholarly works)
   — develop arguments based on analyzing such source materials
   — write in a way that effectively communicates your ideas

Attendance
To this end, students are expected to complete the assigned readings and arrive to class prepared to engage lectures and to participate in discussions. Because attendance is essential, your “Participation” grade also involves your presence in class. On your fourth absence, your “Participation” grade automatically become an “F”, effectively lowering your overall grade by one full letter.

Classroom Policies
Laptops are not permitted for any reason in this course, unless there are legitimate, documented reasons why one would need a laptop to take notes. Cell phones are not permitted. If you are found using a cell phone for any reason, you will be asked to leave the class.

Academic Integrity
Students are advised to familiarize themselves with the University of Texas’ policies on academic integrity, and the penalty for plagiarism and other forms of cheating. Please note, any instance of plagiarism in this course will result in an automatic “F” for the assignment; the final disposition of a penalty will follow the University’s guidelines. Please follow the links below for more information:

http://deanofstudents.utexas.edu/sjs/for_students.php
http://deanofstudents.utexas.edu/sjs/acadint_what_is.php