Course Syllabus including Tentative Host Country Schedule
The African Atlantic Diaspora: Race, Memory, Identity and Belonging

Overview
This course will introduce and examine both conceptual frameworks and personal experience as it pertains to questions on the notions of ‘Blackness’ across the African Atlantic Diaspora and belonging. Concerned with anti-black sentiment locally, nationally and globally students will explore Black consciousness within the diaspora. This course will not only focus attention on students who have personal experience and/or are interested in exploring concepts of Blackness within the diaspora but who also wish to think through their experiences in a predominantly white institution with such close ties to the transAtlantic slave trade. Roughly 6.3 million enslaved Africans were shipped from West Africa to North and South America, about 4.5 million of that number was shipped between 1701 and 1810. Brown University was founded in 1764 and its founders were benefactors of the transAtlantic Slave Trade. Some of the course objectives are to unpack the legacy of the transAtlantic Slave Trade and the ways in which this history across the diaspora is misremembered. We will examine the ways in which blackness is viewed individually and collectively by groups. In the initial weeks leading up to the start of the course and in the first week of the course students will read academic texts, view documentaries and engage in discussions that focus on concepts of race, memory, identity formation and belonging.

During our two weeks in Ghana, students will spend the first week experiencing the history of Ghana through a series of faculty led workshops, tours and meetings with local organizations. The second week aims to engage students in meaningful dialogue around some of the issues that exist in multiple spaces within the diaspora. Critical conversations will be supplemented by readings they will have completed during weeks prior. Key questions and ideas driving the immersion experience will include: What does it mean to be of the diaspora and live in the West or on the continent? What are the colonial legacies present in the U.S. and Ghana? We will explore questions of “ancestral home” for those from the diaspora as well as black cultural capital within the diaspora - who has it and who gets to decide? Parallels will be drawn between history and present day Ghanaian and African American culture. Finally we will unpack ‘African Authenticity’ in Ghana and the U.S. i.e. loss of lineage within the diaspora and afrocentricity.

Site visits and memorialization
We will spend the first week of the course reading literature, covering critical race theory as well as narratives on the diaspora. The second and third week of the course will take place in Accra, Ghana. During the first week in Accra students will embark on a series of cultural learning excursions where they will acclimate to life in the capital city, learn about the history of Ghana pertaining to the slave trade and middle passage. This includes seminar sessions with local faculty and outings to the Cape Coast Castle + Elmina Slave Castles, Kumasi (Ashanti region of Ghana), The W.E.B. Dubois Center for PanAfrican Culture, the Kwame Nkrumah Mausoleum and several other key historical sites to learn about the history.

Format
This course will operate as a seminar. Students are expected to come to class having read assigned readings and be ready to discuss the material. Each student is required to post to the public class blog at the end of every day during the class. Blogging should be tied to major themes for the day/week and pose questions that will inspire class discussion.

Assessments, Expectations, and Goals:
Attendance and participation - [first week on campus and engagement with local sites in Ghana] (30%)
Daily reflections and academic blogging [incorporates readings and travel experiences] (30%)
2 writing assignments (20% each) - each assignment is 2-3 pages incorporating text from the course and analyzing two major components of Blackness in the African Diaspora that will be covered in the course (racial categorization and identity/belonging)
**Attendance, Participation and Journaling**

Students are expected to be in class each day and participate in a substantive fashion. Attendance is mandatory and necessary due to the intense timeframe of the course. The success of a seminar is largely based on lively classroom discussion. As such, all students are expected to have read all assigned readings and complete daily reflections and academic blogposts.

**Trips and Excursions**

The majority of this course will take place outside the formal classroom setting. Students are expected to attend all field trips and excursions as we explore sites of commemoration and memory throughout Ghana. Short assignments may be assigned in conjunction with individual site visits and trips. More on these activities will be provided in class.

**Course Materials: Readings and viewings**

**Required Pre-Reading:**
2. Excerpt from Césaire, Aimé. *Discourse on colonialism*.
3. Slavery and Justice: Report of the Brown University Steering Committee on Slavery and Justice (optional)

**Key text/reading required for in-class sessions:**
4. 2 Articles from *Race: Are We So Different*, A project of the American Anthropological Association

**Required viewings during in-class sessions: (supplied by instructor)**

Black in Latin America, Henry Louis Gates, Jr. [documentary]
The Neo-African-Americans, Kobina Aidoo [documentary]
Race: The Power of an Illusion, PBS [documentary]

**Optional texts** (excerpts from these texts may be used by the instructor but they are not required)

Chimamanda Ngozi Adichie - *Americanah*
Christina Sharpe - *In the Wake: On Blackness and Being*
Christy Clark Pujara - *Dark Work: Slavery in Rhode Island*
Miriam Jiménez Roman and Juan Flores. *The Afro-Latin@ reader: history and culture in the United States.*
Michel-Rolph Trouillot - *Silencing the Past*
Saidiya Hartman - *Lost Your Mother: A Journey Along the Atlantic Slave Route*
Sowande Mustakeem - *Slavery at Sea*
Schedule (Subject to change)
(Please note: Pre-readings may be assigned prior to the start of the course at the instructor’s discretion)

2nd week of December 2018
Pre-departure meeting
  How the country is governed
  Customs
  What to wear/not to wear
  Safety
  Managing expectations

Wednesday, January 2 - Saturday, January 5, 2019 [Providence, RI]
During our time on campus in Providence students will engage with text and discussions that explore race, memory and belonging across the African Atlantic Diaspora. We will meet daily from 9-4 with a 1 hour break for lunch.

Class 1 | Wednesday, January 2, 2019: Who is Black in a U.S. Context?; Why Ghana? Why Now?

Class 2 | Thursday, January 3, 2019: Slavery and the Emergent Ideology of Racial Hierarchy

Class 3 | Friday, January 4, 2019: Black Identity and Belonging

Class 4 | Saturday, January 5, 2019: African Authenticity: Race and Culture Across the Diaspora

Sunday, January 6, 2019: Depart for Ghana (overnight flight; arrive next day)

Monday, January 7, 2019
Jetlag recovery, onsite orientation and welcome dinner with members of Ahaspora

Tuesday, January 8, 2019
Guided exploration of University of Ghana and local sites
  Jamestown, one of the oldest districts in Ghana inhabited by the Ga people: a fisherman area with direct ties to the colonial past
Workshop with Afropole: Local host runs a blog and will lead a workshop on the diaspora and belonging in both the US and in Ghana

Wednesday, January 9, 2019
Kwame Nkrumah Mausoleum and Independence Arch
Session with documentary filmmaker Kobina Aidoo
W.E.B Dubois Center
Webster University - Professor Michael Williams: Pan-Africanism and Belonging in Ghana

Thursday, January 10, 2019
Ashesi University sessions with local students and seminar course on the following:
  African authenticity in the U.S and within the continent
Friday, January 11, 2019  
Travel to Cape Coast; Visit University of Cape Coast sessions with local students and seminar course  
Overnight stay in Cape Coast

Saturday, January 12, 2019  
Visits to Elmina and Cape Coast Slave Castles  
Canopy Walk - Kakum

Sunday, January 13, 2019  
Kaeme Shea Butter Facility  
Makola Market and Arts and Craft Center  
Closing dinner session with Ahaspora members

Monday, January 14, 2019  
University of Ghana: African Dance class with Master Teacher  
Group closing reflective session

Tuesday, January 15, 2019  
Flight back to the U.S.

Wednesday, January 16, 2019  
Utilize campus library resources and course texts to work on final papers

Thursday, January 17, 2019  
Utilize campus library resources and course texts to work on final papers

Friday, January 18, 2019  
Final papers due and culminating dinner

**Estimated time allocation**

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<tr>
<th>Activity</th>
<th>Duration</th>
<th>Frequency</th>
<th>Total Hours</th>
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<tbody>
<tr>
<td>Class</td>
<td>6 hours/day</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>Reading</td>
<td>2.5 hours/night</td>
<td>14</td>
<td>35</td>
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<tr>
<td>Trips and Excursions</td>
<td>6 hours/day</td>
<td>10</td>
<td>60</td>
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<tr>
<td>Daily Reflections</td>
<td>1 hour/night</td>
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<tr>
<td>Archival Library Research</td>
<td>4.5 hours/day</td>
<td>2</td>
<td>9</td>
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<tr>
<td>Courses/Workshops in Ghana</td>
<td>3 hours/workshop</td>
<td>5</td>
<td>15</td>
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<tr>
<td>Academic Blog Assignments</td>
<td>1.5 hours/day</td>
<td>14</td>
<td>21</td>
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<tr>
<td>Final Short Papers</td>
<td>3 hours</td>
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<td>6</td>
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<tr>
<td><strong>Total</strong></td>
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