

AP Seminar: “The African Diaspora”
Draft Syllabus Prepared for the African Diaspora Consortium
Patrick Manning, 24 April 2017

ABSTRACT

This comprehensive curriculum for a college-level course to be taken by high school students was prepared for the African Diaspora Consortium, a non-profit organization, which entered into collaboration with the College Board to prepare a College Board course on the history and culture of the African Diaspora. The course reviews history and culture of the peoples of Africa and the African Diaspora for the past five centuries. I am author of this year-long course, which was submitted to the College Board; the curriculum was also used in training of teachers who taught pilot courses on the African Diaspora. The College Board chose instead not to offer a full course on the African Diaspora but to introduce some details on the African Diaspora into a more general methodology course entitled AP Seminar. The first five pages of the syllabus give details of the pedagogy of AP Seminar and its QuEST skills. The remainder of this curriculum surveys the experience of the African Diaspora with interactive teaching methods. The actual course as taught in 2020-21 through the College Board may include some of these materials.

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Course Overview

This course explores the African diaspora (in regions of the Americas and Eurasia) and the peoples of the African continent. It is chronological and thematic in its organization. It treats the African and diaspora experience as exemplary of human experience in general. The course explores scales from the local to the global, tracing patterns, parallels, connections, and transformations in the lives of people of African descent.

Our pedagogical objectives for the course include:

- The curriculum is to be challenging but energizing.
- The course is to focus student attention on the big questions of imperialism, resistance, and cultural practice
- There will be an explicit focus on Postcolonial, anticolonial, and critical race theories throughout
- The course is to highlight multiple voices in past and present – it will honor and respect competing explanations with regard for student ideas, and will include disciplinary knowledge in the discussion.
- The pedagogy is to be digitally relevant
- Students are to learn through engagement, research, and authentic interaction with multiple audiences
- Students are to develop their views (by expressing, questioning, responding, and synthesizing) and their skills (in reading, creating, and analyzing).

The College Board AP Seminar Course

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

The primary goals of the AP Seminar course are to help you understand how to study an issue from multiple perspectives, evaluate source information, and then develop and communicate effectively a logical, fact-based point of view. You will practice and apply these skills through the exploration of the complex topics and by examining a variety of and often divergent or competing perspectives.

This course will equip you with the skills to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. You will have the opportunity to explore real-world issues from multiple perspectives and consider varied points of view to develop deep understanding of complex issues and topics in order to make connections between these issues and your everyday life. Gain a rich appreciation and understanding of issues by reading articles, listening to speeches or broadcasts, and experiencing artistic and literary works (College Board Course Description, 2014).

Pedagogical Framework: QUEST

The AP Capstone Seminar provides students with a framework that allows them to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives. This recursive process allows students to go back and forth

between the processes as they encounter new information. Student skills in articulating their knowledge will be developed through reliance on the QUEST Framework and AP Seminar Core Skill areas:

- Question and Explore
- Understand and Analyze Arguments
- Evaluate Multiple Perspectives
- Synthesize ideas
- Team, Transform, and Transmit

Each of the five elements of the QUEST Framework is given specific emphasis in three of the six units in the course, to ensure growth in student skills in analysis and expression. Elements of the QUEST Framework are linked to guidelines regarding specific Core Skill Areas (below), as noted in the Weekly Activities of the syllabus. The pedagogy is to be digitally relevant.

Scaffolding skill levels: each of the QUEST skills is scaffolded at three levels—novice, proficient, and advanced—during the first semester of the course. Lessons and handouts are keyed to the novice, proficient, and advanced levels of student acquaintance and experience with each skill, and students are expected to monitor the development of their skills.

Content Framework: The African Diaspora

This course explores the African diaspora (in regions of the Americas and Eurasia) and the peoples of the African continent. It is chronological and thematic in its organization. It treats the African and diaspora experience as exemplary of human experience in general. The course explores scales from the local to the global, tracing patterns, parallels, connections, and transformations in the lives of people of African descent. Course content introduces the peoples, cultures, and history of the African diaspora, including the African continent, the Americas, and Eurasia. Study ranges from the community level to global consideration of the African diaspora. Students are to develop knowledge and interpretation with a focus on the issues of cultural practice, imperialism, and resistance.

The curriculum is to be challenging but energizing. The course is to focus student attention on the big questions of imperialism, resistance, and cultural practice. There will be an explicit focus on postcolonial, anticolonial, and critical race theories throughout the course. The course is to highlight multiple voices in past and present – it will honor and respect competing explanations with regard for student ideas, and will include disciplinary knowledge in the discussion. Students are to learn through engagement, research, and authentic interaction with multiple audiences. They are to develop their views (by expressing, questioning, responding, and synthesizing) and their skills (in reading, creating, and analyzing).

Regions of the African Diaspora:

- Africa (West, Central, Southern, East, North)
- Afro-Eurasia (Europe, Middle East, South Asia, Indian Ocean, North Africa)
- Americas (North America, South America, Caribbean)
- Diaspora (all: Africa, Americas, Afro-Eurasia)
- Links (any connections among regions in Africa, Americas, and Afro-Eurasia)

Instructional Resources and Activities

To meet the course objectives, source material will be drawn from various primary and

secondary sources, including, but not limited to, current media, magazines, journals and newspapers.

Resources (titles listed by week at the conclusion of this Syllabus)

- The African Diaspora Consortium, which has prepared this syllabus, recommends that teachers working with this curriculum consult the detailed curricular resources available at the ADC website (<http://adcexchange.org>). Each resource is described in its caption by author, time, place, and topic, to provide context for student interpretation.
- In quantity, weekly study of texts and other resources corresponds to 50 pages per week.
- Resources include primary and secondary texts, maps, images and digital media.
- Resources address the history, culture, and society of Africa and the African diaspora in the Americas and Eurasia, conveying the voices of people of the African diaspora over time and space
- Multimedia materials convey cultural practice and its transformations in Africa and the African diaspora. A mix of media for each week emphasizes such cultural resources as literary texts, music, visual art and sculpture.

Materials

- iPad/Tablet/Smartphone/Laptop
- Internet access
- Print, library, and other institutional resources
- Family and community resources

Student Assignments

- Assignments include assessments for each of six units plus additional weekly assignments. Some assignments are individual while others require group work. Students will receive feedback on each assignment.
- Students must include their name and date on every file, paper or digital

Requirements for success in this course

- | | |
|---------------------|-------------------------|
| 1. Attendance | 7. Honesty |
| 2. Responsibilities | 8. Avoid plagiarism |
| 3. Preparation | 9. Help |
| 4. Organization | 10. AP English language |
| 5. Participation | 11. Commitment |
| 6. Respect | 12. Evaluation |

Course Structure

Course Outline

Semester 1 of the course is arranged into units providing chronological, topical, and regional review of the African Diaspora. Each of the units will have a summative assessment, which will mirror the assessments for the AP research components. Semester 2 of the course centers of two major performance tasks: students conduct a team project and make a group presentation, and students develop an individual written argument and present it in multimedia form. The course ends with a two-hour exam.

Assessments in Semester 1

- Each of the six units in semester 1 includes a summative assessment, intended to document student content knowledge, conceptual development, and interpretive skills
- Weekly activities allow assessment on the development of student skills and provide students with feedback
- A brief (20 minute) pre-test and post-test, administered to students in Week 1 and Week 17, provides a basis for gauging advances in student knowledge
- A one-hour essay exam, in Week 17, includes a 30-minute essay interpreting a major issue in African diaspora history and a 30-minute construction of an evidence-based argument based on documents provided

Assessments in Semester 2

Team Project and Presentation – 20% of final AP score

- Individual Research and Reflection (Teacher-scored; College Board validated)
- Written Team Report (Teacher-scored; College Board validated)
- Team Multimedia Presentation and Defense (Teacher-scored)

Individual Research-Based Essay and Presentation – 35% of final AP score

- Individual Written Argument (Teacher-scored; College Board validated)
- Individual Multimedia Presentation (Teacher-scored)
- Oral Defense (Teacher-scored)

End-of-Course Exam (2 Hours) – (College Board Scored) 45% of final AP score

- Analyze an argument
- Compare the effectiveness of two arguments
- Construct an evidence-based argument

AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

Unit 1. Introduction: African Diaspora Today.

Weeks 1-2, 10 days.

QUEST Big Ideas:

- 1 – question and explore (novice)
- 3 – evaluate multiple perspectives (novice)
- 5 – team, transform, and transmit (novice)

Interpretive Focus: Culture—variety and commonality.

Assessment: Group report on websites about African diaspora communities today. Student groups explore websites provided (giving introductions to today’s communities throughout the diaspora), collect materials from the website, and give presentation to the class on the parallels and distinctiveness they see in communities, and the questions to which they would like answers. Student groups should also speak to how their own perceptions of Africa and the African Diaspora have been expanded or challenged.

Week 1. Peoples, culture, geography

<p>Weekly Activity: Encounter African diaspora communities Skill-building: Inquiry and Research—identify main ideas and claims of websites; identify multiple perspectives of websites; students are to develop up to three research questions</p>		
Day 1	Pretest (20 min.) Diaspora	Meaning of diaspora. Diversity in black community experience today. Are past and present related? [Display slides, websites] Resource: Slides, selected websites – Bermuda, Colombia, Brazil, South Africa, Congo, Kenya, UK, US urban, US rural.
Day 2	Diaspora	Introduction: preview of the course [Review syllabus, form groups of 3-5 students] Resource: Course syllabus students respond to questions about the syllabus.
Day 3	Africa	Africans today [Explore listed & other websites] Resource: Africa websites
Day 4	Americas	Diaspora people today of North America, South America, & Caribbean [Explore listed & other websites] Resource: websites on Latin America, Caribbean, and North America
Day 5	Afro-Eurasia	Diaspora people today of Europe, Asia, and North Africa [Explore listed & other websites] Resource: websites on Europe, North Africa, Asia.

Resources: *Unit 1, Week1* – See Resources for Week 1

Week 2. Regions and geography

<p>Weekly Activity: Create maps of African diaspora meetings; prepare group reports Skill-building: Collaboration; Communicating Publicly—citation of websites; students continue to explore the research questions developed in Week 1</p>		
Day 6	Links	Links (connections) among areas of the diaspora. What are “perspectives”? [Group work preparing web reports] Resource: websites presented by students in Week 1
Day 7	Diaspora	Geography

		[Study big maps of the diaspora] Resource: Maps of land, waterways, mountains, deserts, populations, cities
Day 8	Diaspora	Cultural geography. Migration (of free & slave) and exchange [Explore language, poetry, dress] Resource: Images, voices, music
Day 9	Diaspora	Presentations by students [Assessment: group web reports on communities] Resource: Student presentations: each group makes a 5-minute presentation based on websites, followed by 5 minutes of discussion.
Day 10	Americas	Review United States in diaspora context [Review] Resource: Compare the United States to all other Unit 1 resources

Resources: *Unit 1, Week2* -- See Resources for Week 2

Unit 2. 1400-1600. Dispersal and Encounter: Growth of the African Diaspora.

Weeks 3-5, 15 days.

QUEST Big Ideas:

2 – understand and analyze argument (novice)

3 – evaluate multiple perspectives (proficient)

Interpretive Focus: Background—imperialism, resistance, cultural practice

Assessment: Role playing on early encounters across the African diaspora. Students are divided into groups reflecting several encounters of the period 1400-1600 (Europeans and Africans in Africa; Africans and Amerindians in the Americas; Africans of different ancestry meeting as slaves in America; African slaves and European masters; Africans meeting Africans on the continent; Africans and Europeans in Europe; Africans and Asians in Asia). In each case, students will be assigned a role in the encounter and a document (of about 200 words) conveying the role of that person. Students will write notes to prepare for their role, then members of each group will act out their roles by questioning and commenting to each other. For instance: a captive African, a European merchant, an African captor of slaves, an African villager having lost a relative to enslavement. Questions could include religion, belief, and trade. All students should write reflections on the debates and individual roles.

Week 3. Community

Weekly Activity: Explore African roles in communities and encounters

Skill-building: Critical Thinking and Reasoning; Argumentation—articulate arguments expressing the outlooks of Africans and those they encounter; continue exploration of Week 1 questions.

Day 1	Africa	“Community” and “encounter”? West & Central: Africa: Gold, pepper, sugar. Senegal. Luanda. Mali & Songhai. [Society and encounter; assign roles and documents to students] Resource: Niane, <i>Sundiata</i> ; Hale, <i>Askia Muhammad</i> ; Balandier, <i>Daily Life in the Kingdom of Kongo</i>
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Day 2	Africa	“Encounter” Eastern & Southern Africa: War, slavery, Ethiopia. Textiles and money. Moz, Swahili [Society and encounter] Resource:
Day 3	Afro-Eurasia	Africans to Asia, Europe, and North Africa. roles in slavery—military, domestic, cultural. Port, Sp, Ger, Ital, Mor, India, Arabia Resource: Chatterjee and Eaton, <i>Slavery in South Asia</i>
Day 4	Diaspora	Exchange goods and disease: foods, animals, diseases. Carib, Mexico, Peru, Brazil, Colombia Resource: Crosby, <i>Columbian Exchange</i>
Day 5	Diaspora	Exchange culture: language, religion, dress Resource: images of religious ceremonies

Resources: *Unit 2, Week 3* -- see Resources for Week 3

Week 4. Migration (of free and slave) and exchange

Weekly Activity: Explore migrations of Africans, free and slave, and of goods
Skill-building: Critical Reading; Argumentation—respond to an argument expressed by Africans and those they encounter.

Day 6	Eurasia	Africans to Europe Resource: Maghan Keita; Modzinou - poetry
Day 7	Americas	Africans to Americas Resource: Palmer & Bowser
Day 8	Eurasia	Africans to Asia Resource: Mansa Musa, Ibn Battuta, Eaton
Day 9	Diaspora	Exchange goods and disease: foods, animals, diseases Resource: Crosby, Laudan, Goucher, Black Rice
Day 10	Diaspora	Exchange culture: language, religion, dress, sculpture Resource:

Resources: *Unit 2, Week 4* -- See Resources for Week 4

Week 5. Ideas and questions on dispersal from Africa

Weekly Activity: Role playing on early encounters across the African diaspora
Skill-building: Collaboration; Communicating Publicly—analyze similarities and differences of arguments and roles.

Day 11	Diaspora	Empire: Spanish, Portuguese, Asiento system to bring slaves to Spanish territories. Resource:
Day 12	Diaspora	Resistance: Senegal, Peru Resource: Barry - Waalo
Day 13	Diaspora	Culture Resource:
Day 14	Diaspora	Encounters in Atlantic, Africa & Eurasia [Assessment: Role playing in encounters] Resource: Benin, Kongo, Swahili
Day 15	Links	encounters and re-encounters [Review] Resource: student-selected materials on initial and subsequent encounters

Resources: *Unit 2, Week 5* -- See Resources for Week 5

Unit 3. 1600 – 1800. Struggle for Survival: enslavement expands

Weeks 6-8, 15 days.

QUEST Big Ideas:

- 1 – question and explore (proficient)
- 2 – understand and analyze arguments (proficient)
- 4 – synthesize ideas (novice)

Interpretive Focus: Imperialism

Assessment: *Essay on selected documents on slave life.* Students will be provided with several text documents on life under slavery and slave trade. They will write a structured essay, drawing critically on evidence from the documents, to prepare an interpretation of problems in life under slavery.

Week 6. Empire and slavery

Weekly Activity: Question and analyze arguments in documents on slave life
Skill-building: Critical Reading; Argumentation—questions about empire and its relations to slavery.

Day 1	Africa	Africa: war on Slave Coast, Kongo, Segu Resource:
Day 2	Africa	Africa: Enslavement in Africa; female captives Resource:
Day 3	Links	Middle Passage: experience, mortality, bonding Resource: Rediker, <i>Slave Ship</i>
Day 4	Americas	Americas: Brazil & Palmares; male captives Resource: Palmares
Day 5	Americas	Americas: practices of slave communities Resource: Blassingame, <i>Slave Community</i>

Resources: *Unit 3, Week 6* -- See Resources for Week 6

Week 7. Slave and free communities in Africa and abroad

Weekly Activity: Investigate the source and credibility of documents
Skill-building: Inquiry and Research—what were the outlooks and claims of Africans in slave and free communities.

Day 6	Afro-Eurasia	Eurasia: service & culture. Empire: Dutch, Portuguese, Spanish, English, French Resource: images of servants
Day 7	Diaspora	Links: blacks in all directions Resource: Mawlay Ismail
Day 8	Diaspora	Free communities: Wheatley; identities by birthplace, race, color, status, religion. Resource: Wheatley poetry
Day 9	Afro-Eurasia	Eurasia: Europe, Ottomans, Indian O. Ottoman galley slaves; Morocco slave soldiers, Indian O. slavery and sugar. Equiano & other writers. Resource: El Hamel, <i>Black Morocco</i> ; Equiano
Day 10	Africa	Africa Resource:

Resources: *Unit 3, Week 7* -- See Resources for Week 7

Week 8. Labor systems and resistance

Weekly Activity: Complete an argument-based essay on slave life		
Skill-building: Argumentation—what were the arguments for slave labor systems and for resistance?		
Day 11	Links	Sugar Resource: Mintz, <i>Sweetness and Power</i>
Day 12	Americas	American Revolution Resource:
Day 13	Americas	Haiti: Jacob Lawrence images; Resource:
Day 14	Americas	Americas [Assessment: Documents on enslavement and slave communities] Resource: plantation registers, manumission documents
Day 15	Americas	Review Resource:

Resources: *Unit 3, Week 8* -- See Resources for Week 8

Unit 4. 1800 – 1900. Struggle for Emancipation.

Weeks 9-11, 15 days.

QUEST Big Ideas:

- 1 – question and explore (advanced)
- 4 – synthesize ideas (proficient)
- 5 – team, transform, submit (proficient)

Interpretive Focus: Resistance

Assessment: Essay on changes brought by emancipation, using documents found by student.

Students will draw on a wide selection of course resources (i.e., articles, literary texts, websites, maps, and popular culture) of any sort to prepare an essay on what changes were brought by emancipation from slavery—in any part of Africa and the African Diaspora. It can include comparisons to other sorts of emancipation (of women, of workers, of Jews; it can address issues such as whether black or white people were most important in ending slavery; who got compensation for the end of slavery; to what degree freed communities were “free”; and the relationship between emancipation and racial segregation.

Week 9. Emancipation: through families, petitions and war

Weekly Activity: Develop questions on changes brought by emancipation		
Skill-building: Inquiry and Research.		
Day 1	Americas	Americas: Antislavery. End of slave trade vs. freeing of slaves. “Reformed slavery” (without slave imports) in Americas. [Illustrations, 19 th century] Resource: David Walker
Day 2	Afro-Eurasia	Eurasia: British antislavery, end of Ottoman slave trade, Indian Ocean Resource:

Day 3	Americas	Americas: Wars and petitions. US Civil War. Latin American civil wars—black combatants gain freedom or citizenship. Cuba: two wars for freedom from Spain. Black elected officials in U.S., Caribbean, Latin America [Runaway ads] Resource: Frederick Douglass, Harriet Tubman; exodusters
Day 4	Africa	Africa: African slavery and freedom Resource: Diouf, <i>Fighting the Slave Trade</i>
Day 5	Diaspora	Diaspora: Chronology of emancipation. World wide cam-paign to end slavery. [Map and chronology] Resource: Spitzer, <i>Lives in Between</i> ; Chronology

Resources: *Unit 4, Week 9* – See Resources for Week 9

Week 10. New enslavement, racism and racial segregation

Weekly Activity: Team work in selecting documents on emancipation Skill-building: Inquiry and Research; Collaboration—citation of resources.		
Day 6	Americas	Americas: Cuba and Brazil Resource: Debret images
Day 7	Africa	Africa & Eurasia: African continent, Indian Ocean. African enslavement hits peak in 1860s, some emancipation begins. African campaigns for nationhood begin. [African runaways to Christianity] Resource: maritime workers
Day 8	Diaspora	Diaspora: Black politics & emancipation Resource:
Day 9	Americas	Americas: Racism & segregation. Jim Crow era 1890s in US; parallel removal of elected officials in Americas. New rules holding free blacks in submission Resource: emancipation day; free womb laws over time & place
Day 10	Eurasia	Eurasia: Racism & segregation E. Europe end of slavery & serfdom. Ottomans end slave trade. Pushkin, Dumas. Racial theory. Resource:

Resources: *Unit 4, Week 10* – See Resources for Week 10

Week 11. Post-emancipation societies

Weekly Activity: Complete an essay on changes brought by emancipation Skill-building: Critical Thinking and Reasoning; Argumentation		
Day 11	Americas	Americas Resource: Exodusters
Day 12	Americas	Americas Resource:
Day 13	Africa	Africa: East African slavery & slave trade hit peak 1870s. African empires, European conquest displaces African nations Resource: Crowther
Day 14	Diaspora	Diaspora [Assessment: Emancipation essay on Africa, Americas, and Eurasia] Resource:
Day 15	Diaspora	Review the meaning of emancipation [Review] Resource:

Resources: *Unit 4, Week 11* – See Resources for Week 11

Unit 5. 1900 – 1960. Struggle for Citizenship.

Weeks 12-14, 13 days.

QUEST Big Ideas:

2 – understand & analyze arguments (advanced)

3 – evaluate multiple perspectives (advanced)

Interpretive Focus: Cultural Practice

Assessment: Debate by groups on questions they select about citizenship. Students form into teams and identify several questions about “citizenship” in the African diaspora.

Each team divides into two subgroups, and the groups carry out research and a debate on opposing sides of each question. Debate participants should spell out in writing their research and preparation for the debate. Following the debate, all students will write comments on specific arguments and overall debate outcome.

Week 12. Cultural initiative in free communities: Music, dance, visual art, drama, literature

Weekly Activity: Locate and interpret cultural works of the African diaspora		
Skill-building: Inquiry and Research; Critical Thinking and Reasoning.		
Day 1	Americas	Americas: Education & popular culture in U.S. Du Bois, B.T. Washington. NAACP. Migration from US South. Resource: Du Bois, <i>The Negro</i> ; Garvey; Césaire - colonialism
Day 2	Americas	Americas: Colombia, Brazil. Labor organization in N & S America. Breakthroughs against segregation in sport, education, public facilities. Resource: Peter Wade, “Black Music and Cultural Syncretism in Colombia” (1995)
Day 3	Africa	Africa: Education and culture. Elite & popular culture. Resource: Ruth Stone, “In Search of Time in African Music” (1985)
Day 4	Eurasia	Eurasia: Colonialism. Racism. WWII as big test. Resource: Fryer P (1984), <i>Staying Power The History of Black People in Britain</i> ; Paul Gilroy, <i>The Black Atlantic</i> – excerpt (1993)
Day 5	Diaspora	Diaspora: Harlem Renaissance in context Resource: Langston Hughes; Aaron Douglas, Jacob Lawrence

Resources: *Unit 5, Week 12* -- See Resources for Week 12

Week 13. Political activism and the campaign for citizenship

Weekly Activity: Identify political and cultural meanings of citizenship		
Skill-building: Argumentation—select questions about citizenship in political and cultural activity		
Day 6	Diaspora	Diaspora: Pan-African movements. political theory of Nkrumah, Fanon, Mandela. Citizenship Europe/Asia. Algerian independence. Morocco, India. Migration to Europe. Resource: Nkrumah, Fanon, Mandela, M.L.King
Day 7	Africa	Africa & Eurasia: Colonialism and anticolonialism. ARPS (Gold Coast). Education. Chilembwe revolt. New music. Italy seizes Ethiopia. Postwar political mobilization, political parties. Resource:

Day 8	Americas	Civil rights. political theory of Nkrumah, Fanon, Mandela Resource:
Day 9	Americas	Americas & Africa: Migration – travel and migration in the African diaspora. Caribbean migration to N. America & Europe. Growing exchanges with Africa. Resource: Warmington, P. (2014) Black British Intellectuals and Education;
Day 10	Africa	Africa: Independence Resource:

Resources: *Unit 5, Week 13* -- See Resources for Week 13

Week 14. Assessment: Pan-Africanism and citizenship

Weekly Activity: Re-enact the African diaspora debates on citizenship Skill-building: Critical Reading; Argumentation.		
Day 11	Diaspora	Diaspora: challenging segregation, return to politics Resource: citizenship – in empire or not? Cuba, US, Fr Af
Day 12	Diaspora	Diaspora [Assessment: Debate on political citizenship and cultural participation] Resource:
Day 13	Americas	Review for the Caribbean [Review] Resource:

Resources: *Unit 5, Week 14* – See Assessment Week 14

Unit 6. 1960 – present. Struggle for Equality.

Weeks 15-17, 15 days.

QUEST Big Ideas:

- 2 – understand and analyze arguments (advanced)
- 4 – synthesize ideas (advanced)
- 5 – team, transform, and transmit (advanced)

Interpretive Focus: Imperialism and Resistance

Assessment: *Group presentations on whether a selected area of culture encourages equality.*

Student groups identify issues in culture—such as music, sport, literature, cuisine, dress, architecture—and study (1) the place of black people as creators, producers, financiers, and audience in that area of culture; and (2) decide whether this area of culture has contributed to broader social equality or not. Each group will prepare a multimodal presentation to share with their peers, who will then engage them in a dialogue in a conference presentation style format.

Week 15. Politics and Education

Weekly Activity: Analyze arguments on the role of culture in expanding education Skill-building: Argumentation.		
Day 1	Americas	Americas: British Caribbean independence. US Civil rights act Rastafarians & reggae. Cuban revolution, liberation theology, Black Power. Popular culture in music, dance, dress, poetry. Resource: Bob Marley, Pele

Day 2	Diaspora	Diaspora: Black Power. Rastafarians & reggae. Cuban revolution, liberation theology, Black Power. Popular culture in music, dance, dress, poetry Resource: Owusu, K., ed. (2000), <i>Black British Culture and Society: A Text Reader</i>
Day 3	Africa	Africa: Congo & Nigeria crises. Oil, drought. OAU 1963. Dictators. Socialism. Resource:
Day 4	Diaspora	Diaspora: Education, Nobels Resource: W. Soyinka, C. Achebe, T. Morrison
Day 5	Diaspora	Diaspora: Backlash, neocolonialism, civil war Resource:

Resources: *Unit 6, Week 15* – See Resources for Week 15

Week 16. Knowledge and Changing Meanings of “race”

Weekly Activity: Identify aspects of knowledge that contribute to social equality Skill-building: Collaboration; Critical Thinking and Reasoning.		
Day 6	Links	Sport and popular culture Resource: African runners, soccer, basketball, women athletes
Day 7	Diaspora	Diaspora: Biology and race. Race: discussion declined then returned. Blacks in office diaspora-wide. Resource: Cann, “Mitochondrial DNA”
Day 8	Americas	Americas: 1990s South American countries recognize African identity. Resource: Michael Jackson (music); P. Wade, <i>Blackness and Race Mixture: The Dynamics of Racial Mixture in Colombia</i> (1993)
Day 9	Africa	Africa: 1989 national conferences-francophone Africa. Rwanda genocide. Migration & community in Europe; identity in Asia. Gnawa singers Morocco Resource: OAU and AU; OIC
Day 10	Africa	Africa: South African democracy Resource: Mandela, <i>Long Walk to Freedom</i>

Resources: *Unit 6, Week 16* – See Resources for 16

Week 17. Diaspora and Struggle for Equity

Weekly Activity: Group presentations on the influence of culture on equality Skill-building: Collaboration; Communicating Publicly.		
Day 11	Africa	Africa: Health – HIV-AIDS Resource:
Day 12	Diaspora	[Assessment—one-hour exam: 30-minute essay interpreting a major issue in African diaspora history; 30-minute construction of an evidence-based argument]
Day 13	Diaspora	International organizations Resource: UN, UNESCO, OPEC, Organization of the Islamic Conference
Day 14		[Assessment: group presentations on equality and inequality] Resource:
Day 15	Post-test 1 (20 min.)	Review Resource:

Resources: *Unit 6, Week 17* – See Resources for Week 17

Semester 2. Performance Tasks and Exam

Performance Task 1 - Team Project and Presentation

Weeks 18-26 -

Focus: Cultural Practice

Task Overview. Students work in teams of three to five to identify, investigate, analyze, and evaluate an academic or real-world problem, or issue, centering on cultural practice in the African Diaspora. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides a defense to questions posed by the teacher.

Submission Deadline to College Board: April 30

Performance Task 2 - Individual Research-Based Essay and Presentation

Weeks 27-32 -

Focus: Possibilities for the Future.

Task Overview. The College Board's AP Program will annually release cross-curricular stimulus material (texts) representing a range of perspectives focused on a single theme. Students will use these texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least one of the provided sources.

January 2nd is the release date for the stimulus material. Students have at least 30 school days to complete their research, compose their essays, and develop their presentations.

Submission Deadline to College Board: April 30

Weeks 33-36 - End-of-Course Exam

Task Overview. During the AP Exam administration window, students will take the AP Seminar end-of-course exam. The exam consists of four items (three short-answer and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students' skills in synthesizing and creating an evidence-based argument.

The written exam will take place in May, during the AP Exam administration window

Resources by Week

RESOURCES FOR WEEK 1. Peoples, culture, geography

Note: Week 1 resources are organized by Diaspora region, to encourage students to compare diaspora life in different regions today. In later weeks, resources are organized by type of resource (text, video, map, etc.).

Maps

- 1.1. Map 1, Diaspora regions; regions highlighted for the course
- 1.2. Map 2, Cities with large African-descended populations
- 1.3. Map 3, Population (nation, total population, diaspora population)

Diaspora as a whole

- 1.4. Georges Collinet [music diaspora-wide] www.afropop.org/
- 1.5. African diaspora cuisine <http://rootscuisine.org/>
- 1.6. United Nations International Decade for People of African Descent, 2015-24 <http://www.un.org/en/events/africandescentdecade/>
- 1.7. lists 8 books on aspects of black hair care
<http://diasporicroots.tumblr.com/>
- 1.8. Images of dress in US, UK, West Africa, Jamaica (C. Tulloch, *Black Style*)

United States

- 1.9. Kendrick Lamar [2016 Grammy Performance, US]
- 1.10. Jamila Lyiscott US/Caribbean

Americas (Bermuda, Colombia)

- 1.11. Black Lives Matter Toronto [Canada]
<http://theindependent.ca/2016/03/27/black-lives-matter-demonstrations-in-toronto-gaining-momentum/>
- 1.12. Brazilian cuisine
<http://africaredux.com/culture-entertainment/the-african-origins-of-brazilian-cuisine/> [Brazil]
- 1.13. Mexico recognizes Afro-Latinos
http://m.huffpost.com/us/entry/mexico-takes-big-step-in-finally-recognizing-afro-latinos_us_566afc20e4b080eddf57f3e2
- 1.14. Afro-Mexican dance group <https://youtu.be/Mi92OnIy8XI>
- 1.15. Webb, Danica. "Hitting them when they're down: The difficult position of Afro-Colombians" *Progreso Weekly*. April 29 – May 5 2004.[Colombia]
- 1.16. "AfroLatinos" by Renzo Devia (30 min., Spanish-speaking Central & South America) <https://vimeo.com/151897541?ref=em-v-share>

Europe (UK, Italy)

- 1.17. "Strolling" web series on African Diaspora [UK]
<http://www.newyorker.com/culture/cultural-comment/watch-strolling-a-powerful-web-series-about-the-african-diaspora>
- 1.18. Cecile Kyenge, minister in Italy [Italy]
- 1.19. David Lammy interview [UK]

<http://www.independent.co.uk/news/uk/politics/david-lammy-interview-could-the-mps-rootedness-prove-decisive-in-his-bid-to-become-mayor-of-london-10358532.html>

- 1.20. <http://www.economist.com/news/britain/21689606-mainly-caribbean-community-has-become-mainly-african-oneand-poised-become-more-Black-British-community--from-Caribbean-to-African> [UK]
- 1.21. <http://www.blackhistorywalks.co.uk>;
- 1.22. Paul Gilroy, *Black Britain: A Photographic History* (London: Saqi, 2007)[UK]

Asia (Iraq & Kuwait)

- 1.23. “Black Iraqis Struggle” <http://www.al-monitor.com/pulse/originals/2013/06/black-iraqis-face-discrimination-racism.html>

Africa (Senegal, Nigeria, Kenya, South Africa)

- 1.24. Cityscapes (Lagos), <https://www.youtube.com/watch?v=O-YiOvZuzAg>
- 1.25. Africa Cup of Nations 2015 (soccer/football) <https://www.youtube.com/watch?v=c2LvZEEz-Zgg>

RESOURCES FOR WEEK 2. Regions and geography

Texts

- 2.1. Kevin Kenny, *Diaspora, a Very Short Introduction*.
- 2.2. Patrick Manning, *The African Diaspora*, 1-6, 11-16.
- 2.3. CIA World Factbook:
<https://www.cia.gov/library/publications/the-world-factbook/>
- 2.4. <http://www.eyony.com/life/colombia-while-black-double-consciousness-abroad-504#axzz4S0q522xr>

Literary texts

- 2.5. Langston Hughes, “The Negro Speaks of Rivers”

Maps

- 2.6. Map 4, Rivers of Africa and the Diaspora.
- 2.7. Map 5, Languages of Africa and the Diaspora
- 2.8. Map 6, Regions highlighted for the course.

Images

Videos

- 2.9. [images of landscapes in African and diaspora territories]
- 2.10. Black beauty in Venezuela:
<https://www.youtube.com/watch?v=iRV8rtQEGi0>

Music

- 2.11. Music of Guadeloupe: <http://www.guadeloupe-islands.com/music-guadeloupe/>

RESOURCES FOR WEEK 3. Community

Texts

- 3.1. Askia Muhammad (Songhai- Hale); [W Africa]
 - 3.2. Balandier on life in Kongo *Daily Life in Kingdom of Kongo*, 27-35
 - 3.3. Eaton & Chatterjee, *Slavery in South Asia*
 - 3.4. Rogério Budasz, “Black guitar-players and early African-Iberian music in Portugal and Brazil” (2007);
- Literary texts
- 3.5. Sundiata (Mali - Niane); [W Africa]
 - 3.6. *Customs of the Swahili People* (Games, school, women’s and men’s work), 19-22, 27-32, 114-26
- Maps
- 3.7. Map 7 – 8, African peoples and states 1550 (Ehret, *Civilizations of Africa*, 344, 353)
- Images
- 3.8. Urban & rural images of African & African diaspora communities
- Videos
- 3.9. Images of textiles in Africa and overseas
 - 3.10. Images of religious ceremonies
- Music
- 3.11. mbira, xylophone, horn; drums [Ehret, *Civilizations of Africa*, 183-5, 332-5.

RESOURCES FOR WEEK 4. Migration (of free and slave) and exchange

Texts

- 4.1. Mansa Musa (Levtzion, *Corpus of Early Arabic Sources*)
- 4.2. Ibn Battuta (Dunn, *Adventures of Ibn Battuta*)
- 4.3. Eaton & Chatterjee, *Slavery in South Asia*
- 4.4. Bowser on artisans in Peru; *African Slavery in Colonial Peru*, 125-31
- 4.5. Palmer on life in Mexico; [Peru]
- 4.6. Barry on kingdom of Waalo and anti-slave-trade [W Africa]
- 4.7. Medieval Europe (Keita, *Journal of World History* 16, 2002), 1-30
- 4.8. Alexander de Medici (1510 – 1537) [Italy]
- 4.9. St. Benedict the Moor (Italy, 1524 – 1589), http://www.catholic.org/saints/saint.php?saint_id=871
- 4.10. Early slave voyages: Slave voyages website [Africa & Atlantic, <http://slavevoyages.org>]

Literary texts

- 4.11. Juan Latino (1518 – 1594) [Spain, 1571 Latin poem on the birth of King Philip’s son, <http://renaissancelatinpoemoftheweek.blogspot.com/2013/04/5-juan-latino-johannes-latinus-on-birth.html>

Maps

- 4.12. Map 9, Empires in Africa, America, Eurasia;
- 4.13. Map 10, Food crops to and from Africa
- 4.14. Map 11, African diaspora settlements. Appiah & Gates, *Africana*, 23, 26

Images

- 4.15. Timbuktu mosque, Kilwa mosque, Lalibela church
 - 4.16. African sculptures (5 images, West & Central Africa)
- Videos

RESOURCES FOR WEEK 5. Ideas and questions on dispersal from Africa

Texts

- 5.1. Portuguese & Spanish empires; [Atlantic]
- 5.2. Inquisition documents on Africans (James Sweet)
- 5.3. Aquioles Escalante, "Palenques in Colombia," in Price, *Maroon Societies*, 74-81.
- 5.4. African empires; Palmares quilombo; [Brazil]
- 5.5. Zumbi [Brazil]

Literary texts

- 5.6. Poetry and song

Maps

- 5.7. Map 12, Resistance – early slave rebellions.
- 5.8. Culture (crops, spiritualism)

Images

- 5.9. Forbes on Afro-Amerindians [S America, N America]

Videos

- 5.10. Ahmad Baba, <https://keyamsha.com/2014/09/21/ahmed-baba-a-scholar-of-old-africa-by-john-henrik-clarke/>
- 5.11. <https://www.youtube.com/watch?v=1vhx5OHfekk>

Music

RESOURCES FOR WEEK 6. Empire and slavery

Texts

- 6.1. Dutch, English, French empires; [Atlantic]
- 6.2. El Hamel on enslavement in Morocco in *Black Morocco*, 158-165
- 6.3. Rediker, *The Slave Ship*, 14-20
- 6.4. Legacies of British slave ownership, <https://www.ucl.ac.uk/lbs/>

Literary texts

- 6.5. Voltaire, *Candide* (on slavery and empire)

Maps

- 6.6. Map 13, Empires 1600-1800 (Ottoman, Mughal, Atlantic empires, Africa)
- 6.7. Map 14, African Diaspora population flows 1600-1800

Images

- 6.8. slave ships and captives; slavery in the Americas; slavery in Africa]
- 6.9. Stick fighting image – Guadeloupe [Caribbean]

Videos:

Music

- 6.10. Rath on Angola & Gold Coast music [Jamaica; Manning, *Migration in Modern World History*]

RESOURCES FOR WEEK 7. Slave and free communities in Africa and abroad

Texts

- 7.1. Divination in Brazil (Sweet, *Recreating Africa*, 120-28)
- 7.2. Abraham Hanibal (c. 1696 – 1781) Engineer and general under Peter the Great [<http://www.blackpast.org/gah/hannibal-abram-petrovich-gannibal-p-1696-1781>]
- 7.3. Dingiswayo[S Africa]

Literary texts

- 7.4. Poems of Phillis Wheatley poems: “To S.M. A Young African Painter,” “On Being Brought From Africa to America,” “An Hymn to Humanity”
- 7.5. Equiano’s narrative [Atlantic, UK]
- 7.6. Cugoano’s text [Atlantic, UK]

Maps

- 7.7. Map 15, Maroon communities in Americas

Images

- 7.8. Maroon arts (Price & Price)

Videos

Music

- 7.9. Joseph Boulogne Chevalier de Saint-Georges (1745 – 1799) Swordsman, violinist, composer, conductor in France [https://www.youtube.com/watch?v=yN9_weY_Hls]

RESOURCES FOR WEEK 8. Labor systems and resistance

Texts

- 8.1. Portuguese & Spanish empires; [Atlantic]
- 8.2. Aguirre Beltrán on blacks in Mexico
- 8.3. Mintz, Sweetness and Power
- 8.4. Ignatius Sancho - [England]
- 8.5. U.S. revolution, black loyalists move to Canada; [N America]
- 8.6. Geggus on Haitian revolution
- 8.7. Dessalines [Caribbean]
- 8.8. Alvin Thompson, *Confronting Slavery* (Bermuda)

Literary texts

- 8.9. Mary Prince’s autobiography (Bermuda) http://abolition.e2bn.org/people_37.html

Maps

- 8.10. Map 16, Plantations and mines in the Americas
- 8.11. Map 17, Slave rebellions, 1600-1800

Images

- 8.12. Jacob Lawrence: 41 tempera paintings on the life of Toussaint Louverture and the Haitian revolution, with captions

Videos

Music

8.13. Work songs, drumming

RESOURCES FOR WEEK 9. Emancipation: through families, petitions and war

Texts

- 9.1. Ismail Rashid on Bilal in S. Diouf, *Fighting the Slave Trade*, 142-47
- 9.2. L. Spitzer, *Lives in Between*
- 9.3. Henri Christophe (Haiti) [Caribbean]
- 9.4. [British abolition and emancipation] [British empire] James Walvin
- 9.5. Sylviane Diouf on literacy in *Servants of Allah*, 109-112
- 9.6. João Reis book on 1835 Bahia slave revolt [Brazil]; wars against slavery and for independence in Latin America
- 9.7. David Walker, [N America]
- 9.8. J. J. Roberts (Liberia) [W Africa]
- 9.9. Samuel Ajayi Crowther [W Africa, UK]
- 9.10. Christine Hünnefeld book [gender and slavery in Peru]
- 9.11. Alvin Thompson, *Flight to Freedom*
- 9.12. Graham, *Caetana Says No* (Brazil), pp. 1-4.
- 9.13. India and legal status abolition 1843; reform of slavery
- 9.14. Mary Seacole (Jamaican nurse)
<http://www.sciencemuseum.org.uk/broughttolife/people/maryseacole>
- 9.15. Reconstruction in U.S.: black elected officials
- 9.16. Peak of enslavement in Africa, Médard & Doyle, *Slavery in the Great Lakes Region of East Africa*

Literary texts

- 9.17. Usuman dan Fodio [W Africa] *The Human Record: Fourth Edition/* Volume II: Since 1500, (page:233-236)

Maps

- 9.18. Map 18, stages of emancipation. Manning, *Slavery and African Life*, 154.
- 9.19. Map 19, U.S. slave migration from Old South to New South; Brazilian slave migration from Northeast to Southeast.
- 9.20. Map 20, Free black populations of the Americas

Images

Videos

Music

RESOURCES FOR WEEK 10. New enslavement, racism and racial segregation

Texts

- 10.1. Al-hajj Umar Tal [W Africa]
- 10.2. Amistad rebellion and trial (Rediker) [N America, W Africa]
- 10.3. Antonio Maceo – Cuba [Caribbean]
- 10.4. André Rebouças – Brazil 1839-98 [Brazil]
- 10.5. Baquaqua, [W Africa, S America, N America]
- 10.6. story of Swema. [E Africa]
- 10.7. Paul Bogle (Jamaica), [Caribbean]
- 10.8. Maritime workers (Ewald)

10.9. Slave voyages website [Africa & Atlantic, <http://slavevoyages.or>]

Literary texts

10.9. Harriet Jacobs [N America]

10.10. Frederick Douglass—Narrative of a Slave [N America]

10.11. Toni Morrison, *Beloved* [N America]

10.12. Anansi Stories [Jamaica] https://en.wikisource.org/wiki/Jamaica_Anansi_Stories, pages 15-17. 40-42

Maps

10.13. Map 21, Flows of captives, 1800-1900 (Americas, Africa, Asia)

10.14. Map 22, Slavery in Africa, 1800 – 1930.

10.15. Map 23, Colonial conquest of Africa

Images

10.16. Debret's images of Brazil, 1816-1831

https://commons.wikimedia.org/wiki/Category:Paintings_and_drawings_of_black_people_by_Jean-Baptiste_Debret

Videos

Music

RESOURCES FOR WEEK 11. Post-emancipation societies

Texts

11.1. Sidney Lemelle, Pan-Africanism for Beginners

11.2. B.T. Washington. *Up From Slavery* [N America]

11.3. J. E. Casely-Hayford (Gold Coast 1866-1930) *Gold Coast Native Institutions*

11.4. Guyanese working people – Rodney [Caribbean]

11.5. Martin Delany, [N America, W Africa]

11.6. Edward W. Blyden, on education in *Christianity, Islam, & the Negro Race*, 71-74

Literary texts

11.7. Aleksandr Pushkin. Russia, “Eugene Onegin” [Russia]

11.8. Alexandre Dumas (father, 1802-1870) “Count of Monte Cristo,” “The Three Musketeers” [France]

11.9. Alexandre Dumas (son, 1824-1895) France, “Camille” [France]

11.10. Chinua Achebe, “Things Fall Apart”

Maps

11.11. Map 24, S. Carolina; African missions

11.12. Map 25, African-American settlements in Kansas, Oklahoma

11.13. Map 26, Peasant societies—Americas and Africa

Images

Videos

11.14. Ira Aldridge [N America, Europe] <http://www.blackpast.org/aah/aldridge-ira-1807-1867>

11.15. African Methodist Episcopal Zion church [N America]

Music

- 11.16. Fisk Jubilee Singers; ["Swing Low Sweet Chariot"
<https://www.youtube.com/watch?v=GUvBGZnL9rE>]
- 11.17. W.C. Handy, "Memphis Blues"
<https://www.youtube.com/watch?v=ZGqBmlZR3dc&index=16&list=RDGUvBGZnL9rE>
- 11.18. Samuel Coleridge-Taylor. England, composer of "Hiawatha's Wedding Feast [UK] (1863) <https://www.youtube.com/watch?v=hc-ciMBPw-o>

RESOURCES FOR WEEK 12. Post-emancipation societies

Texts

- 12.1. Du Bois; Souls of Black Folk [N America]
- 12.2. ARPS (Gold Coast, 1897), NAACP (US, 1909), ANC (South Africa, 1912). Quotes from founding documents
- 12.3. John Dube (South African Native National Congress) [S Africa]
- 12.4. Peter Wade, "Introduction: The Colombian Pacific Perspective," Journal of Latin American Anthropology 7:2, 2002. [S America]
- 12.5. Marcus Garvey and UNIA (founded 1915) [Caribbean, N America]
- 12.6. Harlem Renaissance (Nathan Huggins)

Literary texts

- 12.7. Jean Toomer, "Cane," *The New Negro*, 96-99
- 12.8. Jean Price-Mars [Caribbean]
- 12.9. Paul Lawrence Dunbar, "We Wear the Mask," "Sympathy" [N America] <http://www.poemhunter.com/paul-laurence-dunbar/>
- 12.10. Claude McKay, "Negro Dancers," *The New Negro*, 214-16
- 12.11. Solomon Plaatje, *Mhudi* (1917) [S Africa]
- 12.12. Zora Neale Hurston, "Their Eyes were Watching God" (1937), 1-5.
- 12.13. Kim Butler, *Freedoms Given, Freedoms Won* [Brazil]

Maps

- 12.14. Map 24, Origins of Jazz, blues, samba, rumba, highlife, etc.

Images

- 12.15. Meta Warrick Fuller: "Ethiopia Awakening (1914)
- 12.16. Meta Warrick Fuller: "Mary Turner: a silent protest against mob violence" (1919)
- 12.17. Aaron Douglas, "Evolution of the Negro Dance" (1935)

Videos

- 12.18. Panama Canal: the workers (PBS)
<http://www.pbs.org/wgbh/americanexperience/features/general-article/panama-workers/>
- 12.19. Bessie Smith [N America]
<https://www.youtube.com/watch?v=kTXBZFvFXdA>
- 12.20. Harlem Renaissance: Howard Dodson on recovering materials,
<https://aalbc.com/authors/harlem.htm>

Music

- 12.20. Scott Joplin, "Maple Leaf Rag" (pianoroll, 1910)
https://www.youtube.com/watch?v=pMA7L7n_-rc

- 12.21. Nkosi Sikelel' iAfrika, [S Africa, E Africa] from credits to film "Cry Freedom" <https://www.youtube.com/watch?v=OLJSz-wzOHI>
- 12.22. "Lift Every Voice and Sing" (James Weldon Johnson, 1909) <https://www.youtube.com/watch?v=ezMfwKiLatU>

RESOURCES FOR WEEK 13. Political activism and the campaign for citizenship

Texts

- 13.1. P. Fryer, Staying Power: the History of Black People in Britain (London: Pluto, 1984) [UK]
- 13.2. CLR James. [Caribbean, UK]
- 13.3. Félix Eboué (West Indian governor of Chad) [Caribbean, C Africa]
- 13.4. Hermano Vianna, *The Mystery of Samba: Popular Music and National Identity in Brazil* (1999)
- 13.5. Eva Hodgson, 2nd class citizens 1st class men (Bermuda)
- 13.6. Walton Brown, *Bermuda & the Struggle for Reform* (Bermuda)
- 13.7. Négritude <https://www.poets.org/poetsorg/text/brief-guide-negritude>

Literary texts

- 13.8. Léopold Sédar Senghor [W Africa] <https://allpoetry.com/Leopold-Sedhar-Senghor>
- 13.9. R. Wright, *Native Son* [N America, France]

Maps

- 13.10. Map 25, Pan-African connections

Images

- 13.11. Jacob Lawrence [N America] "Migration of the Negro" series

Videos

- 13.12. "Song of Freedom" [Robeson film in Britain and Africa 1936]
- 13.13. Haile Selassie (Ethiopia) at League of Nations 1936 <https://www.youtube.com/watch?v=xDI12q-TtHw>

Music

- 13.14. Marian Anderson, Lincoln Memorial Easter concert 1939 <https://www.youtube.com/watch?v=XF9Quk0QhSE>; "Ave Maria" 1944 https://www.youtube.com/watch?v=_iYcheeUS5A
- 13.15. Josephine Baker [France]
- 13.16. Calypso <https://www.youtube.com/playlist?list=PLE72B239F15B842EE>;
- 13.17. Joséito Fernández, "Guantanamera" (1929) <https://www.youtube.com/watch?v=bfNj-oBOyRY>
- 13.18. Paul Robeson, "Let My People Go" <https://www.youtube.com/watch?v=gtLcELU1brA>
- 13.19. Billie Holiday, "Strange Fruit" <https://www.youtube.com/watch?v=Web007rzSOI>

RESOURCES FOR WEEK 14. Assessment: Pan-Africanism and citizenship

Texts

- 14.1. George Padmore [Caribbean, Russia, W Africa]
- 14.2. Cheikh Anta Diop [<https://www.youtube.com/watch?v=DmveOSOMMus>]
- 14.3. Jomo Kenyatta [E Africa, UK]
- 14.4. Alioune Diop (Présence africaine) [W Africa, France]
- 14.5. Political philosophy – Nkrumah, Fanon, Mandela, ML King. [W Africa, Caribbean, S Africa, N America]
- 14.6. Frantz Fanon—A Dying Colonialism (Excerpt) [Caribbean, France, N Africa]
- 14.7. Mandela, *No Easy Walk to Freedom* (1953), 21-31
- 14.8. Nkrumah, Independence speech (1957)
<https://panafricanquotes.wordpress.com/speeches/independence-speech-kwame-nkrumah-march-6-1957-accra-ghana/>
- 14.9. Aimé Césaire, Discourse on Colonialism [Caribbean]

Literary texts

- 14.10. R. Ellison, *Invisible Man* [N America]
- 14.11. Aimé Césaire, *Discourse on Colonialism*, 9-12

Maps

- 14.12. Map 26, Migration from the U.S. South; Caribbean migration to Europe
- 14.13. Map 27, Migrations between Colombia and Venezuela
- 14.14. Map 28, Twentieth-century African migrations

Images

Videos

- 14.15. S. Arib-Mundt & N. Klinger,
"The Windrush Generation: Caribbeans in Britain. http://www.jgohrisch.de/2005_ws/2005_ws_handout_windrush.pdf [UK, Caribbean]
- 14.16. Black Orpheus [film, Brazil]
- 14.17. Pelé [film about soccer in Brazil 1950s]
- 14.18. FESTAC, Festival of African Culture (1966 Dakar)
<https://www.youtube.com/watch?v=YVZJwvzt8dY>

Music

- 14.19. Miriam Makeba, wedding song
<https://www.youtube.com/watch?v=vhgb60Qsjrs>
- 14.20. Mighty Sparrow, [Caribbean]
<https://www.youtube.com/watch?v=BZkiwdxbJBk&t=87s>

RESOURCES FOR WEEK 15. Politics and Education

Texts

- 15.1. Quito Swan, *Black Power in Bermuda* (Bermuda)
- 15.2. TransAfrica –Randall Robinson [N America, S Africa]
- 15.3. Independence in Trinidad & Tobago
- 15.4. Leonard Barrett, *The Rastafarians*
- 15.5. Julius Nyerere, *Freedom and Socialism*

Literary texts

- 15.6. Chinua Achebe, —Things Fall Apart (Excerpts) [W Africa]
- 15.7. Ngugi, *A Grain of Wheat*, [E Africa]

- 15.8. Angelou, Maya—Selected Poems [N America, W Africa] <http://www.poemhunter.com/maya-angelou/>

Maps

- 15.9. Map 29, Independence: Africa, Caribbean, Middle East
15.10. Map 30, Civil rights (U.S. and South Africa)

Images

Videos

- 15.11. “Last supper” (Cuban film 1976) [Caribbean]
15.12. Ousmane Sembène - films [W Africa]

Music

- 15.13. Hugh Masekela [S Africa]
15.14. Franco, [C Africa]
15.15. King Sunny Adé [W Africa]
15.16. Bob Marley (Redemption Songs): https://www.youtube.com/watch?v=OFGgbT_VasI [Caribbean]
15.17. Soundtrack “The Harder They Come” (Jamaica, 1972)
<https://www.youtube.com/watch?v=j0Nm5baiM4M>

RESOURCES FOR WEEK 16. Knowledge and Changing Meanings of “race”

Texts

- 16.1. Mitochondrial DNA and African origins of humanity 1987;
<https://embryo.asu.edu/pages/mitochondrial-dna-and-human-evolution-1987-rebecca-louise-cann-mark-stoneking-and-allan>
16.2. Afrocentrism – C-A Diop, Asante [Egypt, W Africa, N America]
16.3. *Black Style* (2004) – Carol Tulloch [UK]
16.4. Paul Gilroy, *The Black Atlantic*
16.5. Slaves to Fashion: Black Dandyism – Monica L. Miller [UK]
16.6. Pilar Riaño-Alcalá. “Introduction: Memory, Representations and Narratives: Rethinking Violence in Colombia.” *Journal of Latin American Anthropology* 7:1 2002. [S America]
16.7. Genocide in Rwanda 1994

Literary texts

- 16.8. Soyinka, “The Road” (1965) [W Africa] Nobel 1986
16.9. Walcott, [Caribbean] poetry Nobel 1992
16.10. Jamaica Kincaid—Annie John [Caribbean]
16.11. Maryse Condé, *Segou* [Caribbean, W Africa]
16.11. Buchi Emecheta [W Africa, UK]
16.12. Nancy Morejón [Caribbean] <http://www.afrocubaweb.com/nancymorejon.htm>

Maps

- 16.13. Map 31, National conferences in Africa, 1990-1995

Images

Videos

- 16.14. <https://m.soundcloud.com/nobelprize/toni-morrison-nobel-lecture-in-literature-1993> Toni Morrison Nobel lecture [N America]

Music

- 16.14. Kanda Bongo Man, [C Africa]
- 16.15. Youssou Ndour, [W Africa]
- 16.16. Brenda Fassie, [S Africa]
- 16.17. Costeño music, Colombia [S America]
- 16.18. Lauryn Hill (Refugee Camp) [N America]

Websites

- 16.19. George Washington birthday cake book
<http://oomscholasticblog.com/post/new-statement-about-picture-book-birthday-cake-george-washington#.VpwaM7B8QP0.twitter>

RESOURCES FOR WEEK 17. Diaspora and Struggle for Equity

Texts

- 17.1. Afro-Venezuelans and the Struggle against Racism [S America]
- 17.2. La Pequeña Dakar = Buenos Aires [S America]
<http://www.argentinaindependent.com/socialissues/humanrights/la-pequena-dakar-west-africans-in-buenos-aires/>
- 17.3. Organization of Islamic Cooperation:
https://en.wikipedia.org/wiki/Organisation_of_Islamic_Cooperation
- 17.4. Adrian Piper, Out of Order, Out of Sight vol. 2 [art & identity1960s-90s] [N America]
- 17.5. Jaime Arocha, "Afro-Colombia Denied" NACLA 25 (1992) [S America]
- 17.6. AIDS epidemic in Africa
- 17.7. Universities in Africa and the diaspora
- 17.8. AfroCuba Web: <http://www.afrocubaweb.com/raceident.htm>

Literary texts

Maps

- 17.9. Map 32, Recognition of African identity in South America
- 17.10. Map 33, Racial designation in Brazil

Images

Videos

- 17.1. Ian Wooldridge, "Cricket Calypso"
<https://www.youtube.com/watch?v=IFuJB06p5BM> [Caribbean]
- 17.2. <http://www.fordfoundation.org/library/speeches/darren-walker-addresses-the-hunter-college-class-of-2016/> debate on Woodrow Wilson's name on institutions. [N America]
- 17.3. "Nollywood" films and videos
[Nigeria] <https://www.youtube.com/user/NollywoodLove>

Music

- 17.4. Beyonce, "Formation"
- 17.5. African hip hop: www.africanhiphop.com/
- 17.6. Kanye West, "Blood on the Leaves – Strange Fruit" (remake of Billie Holiday) www.youtube.com/watch?v=kFBtVBqrjfw