BOSTON UNIVERSITY

Department of History and African American Studies Program
AAS 514/Hi 584

Labor, Sexuality, and Resistance in the Afro-Atlantic World

Prof John K. Thornton
Fall 2013, Wednesdays, 2-5 PM
Meets at AA 101
Office: African American Studies Center, 138 Mountfort, Room 205 (go through Room 202)
Office Hours MWF 9-10, and by appointment
Office phone: 617 358 1423
E-mail: jkthorn@bu.edu

This course explores how Africans brought to the Americas lived during the period before the Abolition of Slavery. Themes will include African origins, the history of labor relations in the Atlantic world, social relations especially focusing on gender and sexuality, and understanding the nature of resistance by Africans and their descendants to the social relations in which they were enmeshed.

This course will be largely discussion-based, anchored on weekly key readings. These readings represent the leading literature in the field, and explore the most important controversies and themes that have interested historians of the African Diaspora in the past 40 years.

Each class will be structured around an interrelated group of readings, mostly either as excerpts from books or as articles. It is absolutely essential that each student read all readings and attend each class. Please advise me in advance if you will be missing a class if this is possible. The excerpts will be available on-line on the course website, see the listing under AA514 on Blackboard. In addition you will be required to purchase the following books:


Written course work will consist of four papers of approximately 5 pages in length in which summarize and then evaluate the reading for that week, followed by a final paper (see below for fuller details). All written work will be submitted as e-mail attachments to nkuwu1491@yahoo.com. The choice of weeks to write on will be determined on the first day of class. Those students who are writing essays will be expected to take the lead in the discussion that week.

The short papers should first outline the principal arguments in each of the readings dealt with on that day, and then proceed to produce an evaluation of the readings on their own and in the context of the others. As a rule of thumb, of the five pages, about three should be descriptive and the remaining two evaluative. In order to increase the quality of the paper, students should do some outside reading, for example reviews of books, or if relevant commentary on articles found by searching on GoogleScholar or other scholarly websites.

In addition to the short papers, each student should write a research paper. This paper can focus on any theme that the class has dealt with, and should include an overview of how other historians have addressed the question, as well as insights from your own research, which should include primary sources that are available to you. Please consult with the instructor before embarking on the research.

Ten per cent of your grade will be based on my assessment of your participation in class, then each short essay will be worth 15% to a total of 60% of the grade, and the final paper will be worth 30% of the grade.

Papers are due on the day the class meets by 5:00 pm (as determined by the date given your message by my email account). If you have reasons to believe you cannot make this date, inform me and discuss options. Late papers will be assessed a grade reduction of one third of a grade (ie an A becomes an A-) for each class session that the paper is late, but no paper will fail simply because of lateness. I expect each student to produce independent papers though I encourage students to discuss their ideas with each other and read and comment on each other’s papers. Plagiarized papers will be dealt with according to the CAS Academic Conduct Code.

**Schedule of Reading/Classes**

**Class 1, 4 September. Introduction and Assignments**

**Class 2, 11 September. Slavery and Labor.**

“Theoretical Perspectives on Accounting for Labor on Slave Plantations in the United States and the British West Indies,” *Accounting, Auditing and Accountability Journal* 17 (2004): 758-78.

**Class 3, 18 September. Slavery, the Slave Trade and its Impact in Africa**


**Class 4. 25 September. Origins and its Problems**

Heywood and Thornton, *Central Africans*, whole book

**Class 5. 2 October. Slavery and Identity**


(Read these two articles in conjunction with John Thornton, *Africa and Africans in the Making of the Atlantic World*, pp. 183-205)


**Class 6. 9 October. Brazil**


**Class 7, 16 October. Status and Control**

Burnard, whole book.

Sections of the Diary of Thomas Thistlewood, to be assigned to each student

**Class 8, 23 October. The Internal Market, Bargaining, and the “Peasant Breach”**


Class 9, 30 October Freedom in Slave Societies

Class 10, 6 November. Women in Slavery

Class 11, 13 November. Resistance and Maronage

Class 12, 20 November. The Haitian Revolution
Laurent Dubois, *Avengers of the New Worlds* (whole book)

Class 13, 4 December. The Williams Thesis: Slavery and the Industrial Revolution
Eric Williams, *Capitalism and Slavery*, pp. 126-68.

Class 14, 11 December, Wrap up