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
Monday 2:30-5:15
Meets at AA 101
Office:  African American Studies Center, 138 Mountfort, Room 105 (you must pass through Room 102 to reach the office)
Office Hours MWF 10-11, and by appointment (email me if you want to meet at another time, I am usually available)
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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 important or classic 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:

Hilary Beckles, Centering Woman: Gender Discourses in Caribbean Society (Ian Randle 1999) ISBN 0852557728


Also available online as a free download at: http://www.ouleft.org/wp-content/uploads/CLR_James_The_Black_Jacobins.pdf
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 jkthorn@bu.edu (my email address). 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. To do this, read the texts carefully and think about questions you might highlight, for example, what is the author’s primary intent in this piece, and did he or she achieve it? If there are multiple texts, how do they fit together, can we understand why there are differences in positions? Other students in the class should also think of their own questions, either factual or conceptual that are raised by the reading. The quality of the discussion will depend very heavily on not just doing the reading, but thinking about it and having questions or comments to make.

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. Students leading the class should use these reviews also to guide their discussion.

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. This paper will be due on the day the class would have its examination if there were an examination (not yet posted).

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 2:00 pm (as determined by the date given your message by my email account). If you have reasons to believe you cannot make this date and time, 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.

Hub Learning Outcomes
Historical Consciousness: The class will study development of African and African-American (broadly defined to include both hemispheres) societies in the early modern period and over time.

Diversity, Civic Engagement, Global Citizenship: Course material includes substantial material on multiple world areas, for example Africa and various countries in North and South America and the Caribbean basin. It will include discussion of slavery, exploitation and resistance in multiple regions, cultures and contexts.

Toolkit: Students will write as well as communicate knowledge orally to the other students through the class presentations and assignments. Work will include both historical methodology and critical history, as well as a long paper (according to the class of the student).

**Schedule of Reading/Classes**

Class 1, 9 September. Introduction and Assignments

Class 2, 16 September. Theory and Definitions of Slavery.


Class 3, 23 September. Slavery and Race.


Class 4, 30 September. Slavery, the Slave Trade and its Impact in Africa


Class 5, 15 October (Substitute Monday) Spanish Variations

- Juana Moriel-Payne, “La Confradía de la Limpia Concepción de los Pardos de San Joseph del Parral: 1600-1800: Reconstructing the Historical Memory of an African-
Class 7, 21 October Brazilian Variations

Rafael de Bivar Marquese, “The Dynamics of Slavery in Brazil: Resistance, the Slave Trade and Manumission in the 17th to 19th Centuries, Novos Estudos 2 (2006): 1-17


Class 8, 28 October. Status and Control

Burnard, whole book.

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

Class 9, 4 November. The Internal Market, Bargaining, and the “Peasant Breach”.


Class 10, 11 November Freedom in Slave Societies


Class 11, 18 November. Women in Slavery

Hilary Beckles, Centering Woman (whole book) Note: Hilary Beckles is a man.

Class 12, 25 November. Resistance and Maronage


Class 13, 2 December The Haitian Revolution
C. L. R. James, *Black Jacobins* (whole book)

**Class 14, 9 December. The Williams Thesis: Slavery and the Industrial Revolution**
Eric Williams, *Capitalism and Slavery*, pp. 126-68. This whole book is also available as a free download at [https://archive.org/details/capitalismandsla033027mbp](https://archive.org/details/capitalismandsla033027mbp)