

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

Trevor Burnard, *Mastery, Tyranny & Desire: Thomas Thistlewood and his Slaves in the Anglo-Jamaican World* (U of North Carolina Press, 2004) ISBN 0807855251 pbk

C. L. R. James, *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. (Vintage, 1989). ISBN 9780679724674

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.

Patterson, *Slavery and Social Death: A Comparative Study* (Cambridge, MA, 1970) pp. 1-19.

William Starna and Ralph Watkins, "Northern Iroquoian Slavery," *Ethnohistory* 38 (1991): 34-57.

James L. Watson, "Slavery as an Institution, Open and Closed Systems," and Jack Goody, "Slavery in Time and Space," in James L. Watson, ed. *Asian and African Systems of Slavery* (U California Press pp. 1-42.

Class 3, 23 September. Slavery and Race.

David Eltis, *The Rise of African Slavery in the Americas* (Cambridge University Press, 2000), pp. 1-84.

Linda Heywood and John Thornton, *Central Africans, Atlantic Creoles and the Foundation of the Americas, 1585-1665* (Cambridge, 2007), pp. 294-332.

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

John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800* (2nd ed Cambridge, 1998), pp. 43-125.

Linda Heywood, "Slavery and its Transformation in the Kingdom of Kongo, 1491-1800," *Journal of African History* 50 (2009): 1-22.

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-

Mexican Community in the North of New Spain,” *The Journal of Pan-African Studies* 6 (2013): 20-34.

Pablo Miguel Sierra Silva, “An Elite Afro-Indigenous Couple in Colonial Mexico, 1641-1688, *Ethnohistory* 62 (2015): 361-384

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

Elizabeth Kiddy, “Congoadas, Calungo, Candomblé: Our Lady of the Rosary in Minas Gerais, Brazil,” *Luso-Brazilian Review* 27 (2000): 47-61.

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”.

Ciro Flammarion Cardoso, “The Peasant Breach in the Slave System: New Developments in Brazil,” *Luso-Brazilian Review* 25 (1988): 49-57.

Sydney Mintz and Douglas Hall, “The Origins of the Jamaican Internal Market System,” in Beckles and Shepherd, *Caribbean Slave Society*, pp. 319-34.

Richard Sheridan, “Strategies of Slave Subsistence: The Jamaican Case Reconsidered,” in Mary Turner, ed. *From Chattel Slaves to Wage Slaves. The Dynamics of Labour Bargaining in the Americas* (Indiana University Press, 1995), pp. 48-67.

Class 10, 11 November Freedom in Slave Societies

Jerome Handler, *The Unappropriated People: Freedmen in the Slave Society of Barbados* (Johns Hopkins University Press, 1974), pp. 7-28; 190-218.

James Sweet, “Manumission in Rio de Janeiro, 1749-54: An African Perspective,” *Slavery and Abolition* 24 (2003): 54-70.

Larry Koger, “Black Masters: The Misunderstood Slaveowners,” *Southern Quarterly* 43 (2006): 52-73.

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

Mavis Campbell, *The Maroons of Jamaica, 1655-1796* (Africa World Press, 1990), pp. 126-208.

John Thornton, “War, the State, and Religious Norms in Coromantee Thought,” in Robert Blair St. George, ed., *Possible Pasts: Becoming Colonial in America* (Cornell University Press, 2000), pp. 181-200

Class 13, 2 December The Haitian Revolution

C. L. R. James, *Black Jacobins* (whole book)

John Thornton, "'I am the Subject of the King of Congo': African Ideology in the Haitian Revolution," *Journal of World History* 4 (1993): 181-214.

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>

Ronald Bailey, "The Slave(ry) Trade and the Development of Capitalism in the United States: The Textile Industry of New England," in Inikori and Engerman, *Atlantic Slave Trade*, pp. 205-246.

Seymour Drescher, "Public Opinion and Parliament in the Abolition of the British Slave Trade," *Parliamentary History* 26 (2007): 42-65.