Description:
This survey introduces undergraduates to the study of the African Diaspora since 1800. It is divided into three parts: slavery, emancipation, and citizenship in Africa, the Americas, and Europe. All three topics are examined from the perspective of the Diaspora of black people globally. By April, students should have achieved the following aims. Some understanding of the global dimensions of the black historical experience; how to critically examine documentary sources; the utility of the world wide web for studying history; and, the practice of history as an interpretive discipline rather than memorizing facts or learning a narrative.

Requirements:
◆ You are expected to attend class regularly. On Tuesdays, I will lecture on the week’s topic. On Thursdays, we shall discuss the readings of the week. These should be read before class meets. You are expected to regularly participate in weekly discussion.
◆ Each week, students are expected to summarize each of the readings for discussion within 1-2 pages. These weekly summaries should highlight the main points rather than simply describe what is in the reading. These weekly summaries tell me you have done the reading; they also encourage you to contribute to class discussion on Thursdays. Students will receive 3 points for an excellent summary, 2 points for a good summary, 1 for a satisfactory summary, and 0 for a poor/no summary. This is 40% of your grade.
◆ You will write THREE examinations. The questions will be handed-out one week before they are due. The instructions will be on the exam. The bibliography attached to this syllabus is there for your usage in these papers. The papers are due on the dates listed below. They are worth 20% each of your grade.
◆ All written assignments must be typed, double-spaced, proof-read, and professionally presented. Failure to do so will result in grade deduction.

Readings:
The four books listed below are all required. They have been ordered at Howard Bookstore.

Those readings marked below with an asterisk* are on Undergraduate Library Reserve and are available electronically. Go to Howard University webpage. Go to Libraries; Go to Course Reserves; enter Kerr-Ritchie.
Those readings with added parenthesis ie: (www), (Howard), etc., are available electronically. If they are (www), just google the line. If they are (Howard), go to: Libraries—Sterling—Sterling—Journals—Journal of Negro History—jstor.

SCHEDULE:

Jan. 12: What is History? What is Diaspora?
I: Slavery

Jan. 19: The Middle Passage: Numbers v. Experience?
Zora Neale Hurston, “Cudjo’s Own Story” * Journal of Negro History 12 (1927), 648-63 (Howard)

Jan. 26: British West Indies
Jan. 28: Richard Dunn, “Sugar Production & Slave Women in Jamaica,” *
Mary Prince, The History of Mary Prince (www)

Feb. 2: Antebellum American South
Feb. 4: Joseph Reidy, “Patterns of Right,” *
John Blassingame, “Culture,” *

Feb. 9: Afro-Latin America (1st exam handed-out)
Feb. 11: George Andrews, chap. 1
Robert Conrad, editor, Children of God’s Fire, selections *
No summaries due this week!

Feb. 16: FIRST EXAM DUE

II: Emancipation

Feb. 16: The Haitian Revolution
Franklin Knight, “Haitian Revolution,” in American Historical Review (Feb. 2000), 103-115 (Howard)

Feb. 18: The Great Jamaican Slave Revolt
Michael Craton, “Baptist War,” *
Kerr-Ritchie, chap. 1.

Feb. 23: Black Atlantic Abolitionists
Feb. 25: Kerr-Ritchie, chaps. 3-6

Mar. 2: The Great Emancipators (2nd exam handed-out)

Mar. 9: Afro-Latin American Freedoms
Mar. 11: Andrews, chaps. 2-3
No summaries due this week!

Mar. 11 SECOND EXAM DUE

MAR. 13-21 SPRING RECESS
III: Citizenship

Mar. 23: African Homeland
Mar. 25: Afro-Virginian Emigrants to Liberia
(summarize TWO stories only)

Mar. 30: Marcus Garvey & UNIA
Apr. 1: Declaration of Rights of the Negro Peoples of the World
www.pbs.org/wgbh/amex/garvey/filmmore/ps_rights.html
Robaina, “Marcus Garvey in Cuba,” *

Apr. 6: World of Citizenship
Apr. 8: Patrick Manning, African Diaspora, chpt. 5
Cesaire, Discourse

Apr. 13: Social Equality
Apr. 15: Manning, Diaspora, chpt. 6
Andrews, Afro-Latin America, chpt. 5.

Apr. 20: Black Diaspora Today
Apr. 22: THIRD/FINAL EXAM DUE
H006 Additional Readings:

**Diaspora:**


**Atlantic Slave Trade:**

“New Perspectives on the Atlantic Slave Trade,” *WMQ* (Jan. 2001)
Emma Christopher, C. Pybus, M. Rediker, eds., *Many Middle Passages* (2007)

**Caribbean:**

Neville Hall, *Slave Society in the Danish West Indies* (1992)

**Antebellum US:**

Dana Berry, *Gender and Slavery in Antebellum Georgia* (2007)

**Afro-Latin America:**


**The Haitian Revolution:**

C. L. R. James, *Black Jacobins: Toussaint L’Ouverture and the San Domingo Revolution* (1938)

**The Great Jamaican Slave Revolt:**


**Black Atlantic Abolitionists:**

See bibliography in *Rites of August First* for additional sources.

**The Great Emancipators:**
See sources listed in endnotes of “The Great Emancipators.”

**Afro-Latin American Freedoms:**

Peter Blanchard, *under the flags of freedom* (2008)

**Homelands:**


**Marcus Garvey & UNIA:**


**World of Citizens:**

See suggested readings at the end of Manning’s *African Diaspora*, chpt. 6.

**Social Equality:**

See suggested readings at the end of Manning’s *African Diaspora*, chpt. 7.
**Class Policies:** Late papers will not be accepted. Papers sent via electronic mail will not be accepted. Students must fulfill all requirements to receive class credit. Instructor reserves the right to fail a student after consistently poor work, or chronic absenteeism, or plagiarism.

**American Disability Act:** Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each semester. The Dean of the Office of Special Student Services, Dr. Barbara Williams, can be reached at (202) 238-2420.

**Code of Ethics:** The University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth to be in the highest regard. Academic cheating [any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements] and plagiarism [to take and pass off intentionally as one’s own the ideas, writings, etc. of another without attribution or acknowledgment of the author] are serious violations of the University Code of Ethics which will result in disciplinary action(s) including suspension and dismissal from the University.