Description: This heavy readings course examines major recent works in the African Diaspora. It is conceptual and methodological, not narrative. Its three aims are: to expose you to some of the most important writings; to prepare you for comprehensive examinations in the field; and, to encourage you to think conceptually and methodologically about your own research interests.

Reviews: You are responsible for FOUR book reviews of at least THREE pages in length. The book review should identify who the author is, what the argument is, how the book is organized, the sources used, and an overall evaluation. It is not a book report. Hard copies should be placed in the boxes of classmates and myself before 5:00pm on Tuesday evenings. At our Wednesday meeting, I will introduce the topic, after which the reviewer will have five minutes to present, followed by questions and points from other class members. IT IS IMPORTANT THAT NON-REVIEWERS COME WITH PREPARED QUESTIONS FOR THE REVIEWER. I will review those titles followed by the parentheses (jkr). By the course end, you should have a large file of book reviews that should help you with comprehensive exams as well as future research interests and teaching preparation.

Final: You will write a review essay of at least TWENTY pages on EITHER one of the weekly topics OR in your own research area. This review essay must draw upon at least ten books/articles and show some sense of the evolution of the topic, its current status, and future directions. This is not a research paper; rather, it is a review of the historical literature on the topic. The objective is to get you to think about the ways in which scholars have offered different interpretations of a topic in the African Diaspora. Students will present at the final class meeting. Two recent examples of topical review essays are Sylvia Frey’s review of religion in Slavery & Abolition 29:1 (Mar. 2008), 83-110; and the “Symposium on African-American Historiography,” in The Journal of African-American History 92:2 (Spring 2007). For model review essays, see entries in the journal Reviews in American History.

Readings: You are responsible for obtaining Common readings as well as books under Reviews. This has two aims. First, it cuts down on your book expenses. Second, it encourages you to seek out repositories on campus, in the District, beyond etc., that should prove useful for future research endeavors. I will provide those readings marked with an asterisk.*

Grading: Your overall grade will be based upon the 4 book reviews, class contribution, and the final review essay.

Schedule:

Jan. 13: Introduction

Jan. 20: Diaspora I: Classics

Common:
(Each student to pick one and provide an oral report)
C. L. R. James, Black Jacobins: Toussaint L’Ouverture and the San Domingo Revolution (1938)
M. J. Herskovits, The Myth of the Negro Past (1941)
G. A. Shepperson, Independent African: John Chilembwe and the...Nyasaland Native Rising of 1915 (1958)
F. M. Snowden, Blacks in Antiquity (1970)

**Jan. 27: Black Atlantic Critique**

**Common:**

**Reviews:**

**Feb. 3: Diaspora II: New Directions**

**Common:**

**Reviews:**

**Feb. 10: Islamic Slave Trade**

**Common:**

**Reviews:**
A. Gupta, ed., *Minorities on India’s West Coast: History and Society* (1991)
S. E. Marmon, ed., *Slavery in the Islamic Middle East* (1999)

Feb. 17: **Atlantic Slave Trade**

Common:

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

Feb. 24: **Rice Worker Debate**

Common:

Reviews:
Lorena Walsh, *From Calabar to Carter’s Grove* (1997)

Mar. 3: **New World Slavery**

Common:

Reviews:
D. R. Berry, *Gender and Slavery in Antebellum Georgia* (2007)

**Mar. 10:**

**The Great Emancipators**

Common:

Reviews:

**Mar. 13-21**

**SPRING RECESS**

**Mar. 24:**

**Emancipation in Diaspora**

Common:

Reports:

Mar. 31: **Homelands**

Common:
TBA

Reviews:

Apr. 7: **Garveyism**

Common:

Reviews:
L. Brock and D. C. Fuertes, eds., *Between Race and Empire* (1998)

Apr. 14: **Student Topics**

Apr. 21: **Student Presentations**