

Africans in World History

M/W/F, 1:55-2:45/Flint, 105

Spring, 2014, AMH 3931.1980

Professor Paul Ortiz

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Course Description:

This course of study explores the centrality of Africa to modern world history by studying revolutions & freedom movements against slavery & colonialism in the African Diaspora from the 18th century to present with a special emphasis placed on the development of democratic ideologies among African-descent peoples in the Americas and their connections to broader revolutionary trends in the Latin America, Africa, the US, Europe & Asia.

Course Objectives/Student Learning Outcomes

We will examine anti-slavery, anti-colonial, and revolutionary movements in the African Diaspora from the 18th century to the present, with a focus on the Americas. We will explore connections that people and groups made between movements for black emancipation in the Americas with African freedom struggles and post-colonialism. We will read classic works by Aimé Césaire, Wole Soyinka, W.E.B. Du Bois, C.L.R. James, Amy Jacques Garvey, Earl Lovelace, Frantz Fanon, and others. Themes will include: Pan-Africanism and the origins of Diaspora studies; trauma and collective memory, literary traditions; culture, self-determination and democracy; dynamics of racial oppression; political debates within Black communities; gender and class in protest movements, popular arts, the search for home, and slavery reparations. Using oral testimonies, novels, music, poetry, film, and other types of media, we will explore the creative reconfiguration of Black identities, politics, and cultures in a dynamic and diverse Diaspora.

Students will also gain an enhanced understanding of the diversity of the African Diaspora as well as connections between peoples of the Diaspora with major events of the past three centuries including the development of slavery in Latin America and the Caribbean, the 18th century transatlantic revolutions, colonialism, the world wars, and anti-colonial movements among other major topics. “Traditional” American History topics such as the U.S. Civil War and the Civil Rights Movement will be studied in tandem with similar topics abroad. We will also delve into Francophone and Anglophone literatures of the Caribbean and Africa in order to explore topics such as interethnic relations, cultural differences, and the collective traumas of slavery and colonialism.

Students will gain a clearer understanding of the historical relationship between freedom and slavery, as well as a greater knowledge of the contested development of theories and practices of emancipation and equality in the modern world.

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

COURSE FORMAT

Teaching Assistants: Joanna Joseph, joanna.joseph10@gmail.com & Genesis Lara, genesis.lara.15@gmail.com (Office Hours: M/W, 11:45 to 1 pm; M/Thur, 2-4pm)

Policy Regarding the Use of Electronic Equipment: You may not use your laptops in this class, electronic devices, nor may you text. Students doing so will be marked absent.

Synthesis Essays: You will write 3 synthesis essays that synthesize, compare, and contrast readings across weeks. The three essays will each be 5 pages in length. Each essay will be a comparative analysis of peoples and ideas in the Diaspora.

Mid-Term Take-Home Exam: Will be a five-page essay on Aimé Césaire, Discourse on Colonialism

Final Essay Take-Home Exam: The final essay exam will focus on Earl Lovelace's novel *Salt*. This essay will be 7 pages, and will analyze the book through the major themes of the course.

Response Essays: You will write three 3-page reviews on 1) Comparative slavery; 2) Caryl Phillips' novel, *Cambridge*; and 3) Wole Soyinka's play, *The Lion and the Jewel*

Class Participation: Participation in discussion seminars is an important element of the course because it is a place where significant learning occurs. Discussions will be run as research seminars. Your participation grade will be based on your engagement during discussion seminars, attendance, and a class presentation.

Attendance Policy: You are permitted unexcused two absences without penalty but on the third and each subsequent absence, your final grade for the course will be reduced by a third of a letter grade (i.e., from an A to an A- to a B+, etc.). A medical certificate is needed to excuse absence. If you miss a class you are responsible for getting notes from one of your peers or instructor during regular office hours.

Required Special Events: Tia Lessin film screening, Wednesday, January 15, 6pm, Pugh Hall, UF.

Grading: Synthesis essays 30%; Mid-term exam; 20% Response papers, 20%; Final essay exam: 20%; Class participation 10%.

Older Course Study Blog: <http://cmmu136-blackliberation.blogspot.com/>

Office Hours Mondays/Wednesdays, 10:30 to 12:00, at 241 Pugh Hall. I may be available to meet outside of these times by appointment. My cell phone is 831-334-0131 and office phone is 273-1545.

Required Texts: **African Diaspora Course Reader**; Earl Lovelace, Salt: A Novel; Caryl Phillips, Cambridge; C.L.R. James, The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution; Michael A. Gomez, Reversing Sail: A History of the African Diaspora; Wole Soyinka, The Lion and the Jewel; Aimé Césaire, Discourse on Colonialism; Frantz Fanon, The Wretched of the Earth. All books are accessible at Library West course reserves.

The Course reader may be purchased at Xerographic Copy Center on 927 Northwest 13th Street. For information, call 352-375-0797. www.xerographicgainesville.com

Syllabus and Reading List

Monday, Wednesday, Friday, Period 7

WEEK OF JANUARY 6: "THE POWER STRUCTURE IS INTERNATIONAL"

Monday: Syllabus overview: *A New Emancipation Day in Trinidad slide show*

Listen, Interact: Malcolm's X's Final Speech. http://www.malcolm-x.org/speeches/spc_021465.htm

Wednesday: *Syllabus Review*; Small group research discussion, theme: *Nelson Mandela & the Anti-Apartheid Struggle in South Africa*

Friday: *Class convenes at the Harn Museum, views "Kongo Across the Waters" exhibit*

"Picasso and Africa" (Focus on Africa's artistic impact on Picasso's intellectual development)
http://news.bbc.co.uk/2/shared/spl/hi/picture_gallery/06/africa_picasso_and_africa/html/1.stm

Earl Lovelace, Salt (read the opening page on the slave rebellion).

St. Clair Drake, "Diaspora Studies and Pan-Africanism," in: Global Dimensions of the African Diaspora (Second Edition), ed., Joseph E. Harris, 11-40. **CR**

Niara Sudarkasa, "The "Status of Women" In Indigenous African Societies," in: Women in Africa and the African diaspora : a Reader, eds., Rosalyn Terborg-Penn and Andrea Benton Rushing, 73-87. **CR**

Walter Rodney, "African History in the Service of Black Revolution," and "Groundings," in The Groundings With My Brothers, 51-68. **(CR)**

WEEK OF JAN 13: PAN AFRICANISM AND INTERNATIONALISM

Monday: Reading discussion of Lovelace, Drake, Sudarkasa & Rodney & Kongo Across Waters"

Wednesday: *Watch, Listen, Interact: African American Impacts on World Culture*

African Diaspora Seminar: 3

Friday: Reading discussion: Paul Ortiz, “C.L.R. James’s Visionary Legacy, Black History’s Revolutionary Tradition,” *Against the Current*, (January/February 2012) <http://www.solidarity-us.org/node/3494>

Robin D.G. Kelley, “‘But a Local Phase of a World Problem’: Black History’s Global Vision, 1883-1950,” *Journal of American History*, 86, 1045-1079. **CR**

P. Sterling Stuckey, “Reflections on the Scholarship of African Origins and Influence in American Slavery,” *The Journal of African American History* (Fall 2006), 425-443. **CR**

Eric Williams, *From Columbus to Castro: A History of the Caribbean*, 23-45. **CR**

Malcolm X, "On Afro American History," in *Malcolm X On Afro-American History*, 11-21. **CR**

Michael Gomez, “Reconnecting,” in *Reversing Sail: A History of the African Diaspora*, 162-193.

WEEK OF JAN 20: THE EMERGENCE OF SLAVERY

Monday: Martin Luther King, Jr. Day

Wednesday: Introductory Lecture on West African Cultures (Handout)

Friday: C.L.R. James, *The Black Jacobins: Toussaint L’Ouverture and the San Domingo Revolution*, preface, 1-61.

Margaret Kimberley, “Freedom Rider: Michelle’s Family Tree,” *Black Agenda Report*. **CR**

Edward Baptist, "Cuffy," "Fancy Maids," and "One-Eyed Men": Rape, Commodification, and the Domestic Slave Trade in the United States,” *The American Historical Review* (2001) **CR**

Michael Tadman, “The Demographic Cost of Sugar: Debates on Slave Societies and Natural Increase in the Americas,” *The American Historical Review* (2000) **CR**

Zulu Sofola, "Feminism and African Womanhood," in *Sisterhood, Feminisms and Power*, 51-64. **CR**

Gertrude Fester, “Closing the Gap—Activism and Academia in South Africa: Towards A Women’s Movement,” in *Sisterhood, Feminisms and Power: From Africa to the Diaspora*, ed., Obioma Nnaemeka, 215-237. **CR**

Filomina Chioma Steady, “Women of Africa and the African Diaspora: Linkages and Influences,” Joseph Harris, *Global Dimensions of the African Diaspora*, 167-187. **CR**

WEEK OF JANUARY 27: LITERATURE AND LIBERATION

1st Synthesis Essay Due, Monday, January 27, 8pm Pugh Hall, 245

Monday *Lecture: Caribbean literature and the Human Condition*

Wednesday: *Reading discussion: Caryl Phillips, Cambridge*

Friday: *Reading discussion: Caryl Phillips, Cambridge*

George Lamming, In the Castle of My Skin (*Author's introduction to 1983 edition*) (CR)

WEEK OF FEBRUARY 3: COMPARATIVE SLAVERY

3-page review of *Cambridge* due Monday, 8 pm, Pugh Hall, #245

Monday *Skype discussion with Harvard historian Vincent Brown on the Slave Revolt in Jamaica interactive map, 1760-1761. We will discuss <http://revolt.axismaps.com/> with Prof. Brown.*

Wednesday *Reading discussion: C.L.R. James, The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution, 62-144.*

Michael Gomez, "Africans and the Islamic World," in Reversing Sail: A History of the African Diaspora

Friday RESPONSE SUMMARIES/CLASS PRESENTATIONS: (*Class Divides up in three groups, prepares oral and written reports on Spanish Colonial Florida or French Colonial Louisiana or Portuguese Brazil including basic characteristics of colonial rule, enslaved African cultures,, economic base of each colonial structure, global political rivalries, slave resistance, etc. Comparisons to other colonial systems. Bring extra copies for dissemination, please!*)

Each Student Chooses **TWO** of the following readings: 1) Gwendolyn Midlo Hall, Africans in Colonial Louisiana: The Development of Afro-Creole Culture in the Eighteenth Century 201-236. **CR**

2) Jane Landers, "Gracia de Santa Teresa de Mose: A Free Black Town in Spanish Colonial Florida," American Historical Review, (February 1990), 9-30. CR.

3) Michael A. Gomez, "Brazilian Sambahas," in Black Crescent: The Experience and Legacy of African Muslims in the Americas, 91-127. CR

GROUP I: French Louisiana; GROUP II: Brazil; GROUP III: Spanish Florida

WEEK OF FEBRUARY 10: TO AVENGE AMERICA: THE HAITIAN REVOLUTION

3-page reviews on comparative slavery due on Monday, 8 pm., my office.

Monday: *Guest Lecture: Erin Zavitz, "Historical Memories of the Haitian Revolution"*

Wednesday: *Reading Discussion*, Robin D.G. Kelley, "The World the Diaspora Made: C.L.R. James and the Politics of History," in Rethinking C.L.R. James, ed., Grant Farred. **CR**

George Shepperson, "African Diaspora: Concept and Context," Joseph Harris, Global Dimensions of the African Diaspora, 41-49. **CR.**

Friday: *Reading discussion:* C.L.R. James, The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution, 145 to Haitian Independence

WEEK OF FEBRUARY 17: COMPARATIVE COLONIALISM

2nd Synthesis Essay (on the Haitian Revolution), Due Monday, 8 pm, Pugh Hall, #245

Monday: *Film: "Aimé Césaire: Une Voix pour L'histoire (A Voice for History)"*

Wednesday: Aimé Césaire, Discourse on Colonialism, cont.

Friday: Ada Ferrer, "A Revolution the World Forgot," Insurgent Cuba, **CR**

C.L.R. James, "The Black Jacobins and Black Reconstruction: A Comparative Analysis," Small Axe, 83-98. **CR.**

Take Home Exam (on Discourse on Colonialism) Distributed, Due Friday, February 28

WEEK OF FEBRUARY 24: COLONIALISM AND ECONOMIC APARTHEID

Monday: Discourse on Colonialism, cont.

Wednesday: Discourse on Colonialism, cont.

C.L.R. James, "Black Studies and the Contemporary Student," in The C.L.R. James Reader, **CR**

Adam Hochschild, King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa, 150-181, **CR**

W.E.B. Du Bois, "The African Roots of War," Atlantic Monthly, 115 (May 1915), 707-14. **(CR)**

Amy Garvey, ed., Africa for the Africans: The Philosophy & Opinions of Marcus Garvey, 45-82. **CR**

Friday: Research Day (No Class) **Take Home Exam Due Friday, Feb. 28, 5 pm.**

WEEK OF MARCH 1: SPRING BREAK

WEEK OF MARCH 10: THE LION AND THE JEWEL

Monday: *Reading Discussion*, Wole Soyinka, The Lion and the Jewel

Wednesday: *Reading Discussion*, Wole Soyinka, The Lion and the Jewel, cont.

Friday: Film, *Euzhan Palcy's Sugar Cane Alley, Part I*

3-Page review of Soyinka Due Friday, 8 pm, Pugh Hall, #245

WEEK OF MARCH 17: IDENTITY AND RESISTANCE

Monday: Film: "Battle for Algiers,"

Wednesday: Film: "Battle for Algiers"

Friday: *Discussion:* Frantz Fanon, The Wretched of the Earth, (1st half of book)

WEEK OF MARCH 24: MEANINGS OF FREEDOM

Monday: *Skype discussion with Harvard PhD candidate, Armin Fardis on Fanon*

Wednesday: Fanon, Wretched of the Earth Continued

Friday: *Interview with Gillo Pontecorvo;* Fanon, Wretched, continued;

Basil Davidson, The Black Man's Burden: Africa and the Curse of the Nation-State, 162-242. **CR**

WEEK OF MARCH 31: POST-COLONIAL STRUGGLES FOR JUSTICE

Monday: Film, *Euzhan Palcy's Sugar Cane Alley, Part II*

Wednesday: *discussion:* George Lamming, "Caribbean Labor Culture and Identity," *Bucknell Review* (2001) **Handout**

Friday *roundtable discussion on* Earl Lovelace's, Salt with Sara Blanc, Joanna Joseph & Genesis Lara

Michael Gomez, Reversing Sail (TBD)

Michael Watts, "The Empire of Oil: Capitalist Dispossession and the Scramble for Africa," Monthly Review, (September 2006) **CR**

WEEK OF APRIL 7: HISTORICAL MEMORY

Monday: *Film: Sugar Cane Alley, conc.*

Wednesday *reading discussion: Lovelace, Salt, (TBD)*

Wangari Matthai, The Greenbelt Movement: <http://greenbeltmovement.org/index.php>

Friday: *Guest Lecture: UF PhD Candidate, Khadidja Arfi, on Algerian War of Independence*

Third Synthesis Essay (on Fanon) due Friday, April 11, 8 pm

WEEK OF APRIL 14: “I AM THE HUMMINGBIRD”: A NEW KIND OF HOMECOMING

Monday: *reading discussion, Earl Lovelace, Salt (TBD)*

Wednesday: *reading discussion, Lovelace, Salt, conclusion*

Friday: *preparation for final exams*

WEEK OF APRIL 21: THE FUTURE IN THE PAST

Monday *discussion: preparation for final exams.*

Wednesday *Class Potluck, synthesis of major themes.*

Earl Lovelace, Final Essay due finals week, Wednesday

Grade Scale:

Point Range (%)	Letter Grade	GPA equivalent
≥ 90.00	A	4.0
86.7 – 89.9	A-	3.67
83.3 – 86.6	B+	3.33
80.0 – 83.2	B	3.0
76.7 – 79.9	B-	2.67
73.3 – 76.6	C+	2.33
70.0 – 73.2	C	2.0
66.7 – 69.9	C-	1.67
63.3 – 66.6	D+	1.33
60.0 – 63.2	D	1.0
56.7 – 59.9	D-	0.67
< 56.7	E	0

Note: A grade of C– is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF grading policy see: <http://www.registrar.ufl.edu/hubstudents.html>

Academic Honesty

Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of the assignment in question and/or the course. For UF's honor code, see <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.