

HIS 761 – Winter 2015
Themes in the History of the Post-slavery African Diaspora:
Defining Freedom in a Colonial World

Tuesday, 14:30-17:30, CNH/614

Professor J. De Barros
CNH/613
X 24149
debarr@mcmaster.ca
Office Hours: Fridays, 2-3pm, or by appointment

Course Description:

This course examines some of the social, political, and cultural changes following the end of slavery in the African diaspora. This year, the seminar concentrates on exploring the struggles over defining freedom in the colonial world, with a focus on the Caribbean.

Course Assignments:

Participation:	25%
Facilitation:	15%
Historiographical Review	20%
Research Essay (20-25 pages)	40%

Participation

You are expected to attend each class, having read and considered the readings. As you read these works, think about the argument being advanced, the kinds of supporting evidence used, and the place of the work in the larger historical scholarship. You are expected to contribute to class discussions about the readings. Students should be respectful of others in the class. If you miss a class without informing me in advance (and without providing a reasonable excuse), you will be penalized. I do not consider pressure of work or extra-curricular activities to be reasonable excuses.

Facilitation

All students are required to lead one seminar on the weekly topic and readings. Students will sign up for these at the beginning of the term. In the seminars, students will present the main topics/readings for the week and lead the seminar discussion. The presentation itself should last approximately 30 minutes; the remaining time will be devoted to discussion, led by that week's seminar leader. The seminars will be evaluated based on the quality of the questions posed, the clarity with which the presenters express their ideas, and their ability to manage time.

Historiography Essay. Due: February 24

Students will write a historiographical essay on the end of slavery in either the British, French, Spanish, or Dutch Caribbean. You must use at least 5 scholarly secondary sources. These essays must do more than merely summarize the authors' arguments. They should focus on the ways in which these historians have dealt with their subjects, how they have used and interpreted evidence, the kinds of arguments they have advanced, and the connections among the works being considered. This should be approximately 8 pages long.

Research or Extended Historiographical Essay Due: April 7

Students are responsible for writing a research paper that addresses one of the main themes of the course. These can be either historiographic or research essays. If students choose the latter, they must use primary sources. Topics must be approved by the instructor. Please talk to me about these papers early in the semester.

Books Required for Purchase:

Frederick Cooper, Thomas C. Holt, and Rebecca J. Scott, *Beyond Slavery: Explorations of Race, Labor, and Citizenship in Postemancipation Societies* (University of North Carolina Press, 2000)

Holt, Thomas. *The Problem of Freedom: Race, Labour, and Politics in Jamaica and Britain, 1832-1938*. The Johns Hopkins University Press, 1992.

Dubois, Laurent. *A Colony of Citizens: Revolution and Emancipation in the French Caribbean, 1787-1804*.

Helg, Aline. *Our Rightful Share: The Afro-Cuban Struggle for Equality, 1886-1912*. The University of North Carolina Press, 1995.

Sheller, Mimi. *Citizenship from Below: Erotic Agency and Caribbean Freedom*. Duke University Press, 2012.

If you are unfamiliar with the main narrative of Caribbean history, you should read one of the following:

Knight, Franklin. *The Caribbean: The Genesis of a Fragmented Nationalism*. New York: Oxford University Press, 1990; Pons, Frank Moya. *History of the Caribbean*. Princeton: Markus Wiener Publishers, 2007. Higman, B. W. *A Concise History of the Caribbean*. Cambridge: Cambridge University Press, 2011.

Note about readings:

The books are available in Titles Bookstore. Most of the journal articles are on-line but some are in the library. Book chapters are indicated with * and one copy of each is in a box in the main office of the Department of History. The course readings are **not** on reserve in the library. It is your responsibility to ensure that you acquire the materials well in advance of the class.

COURSE POLICIES:

Modifications to Course Outline:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Communication and Privacy Policies:

It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University email account. This policy protects confidentiality

and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account.

In this course, we will be using **Avenue to Learn**. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Class discussions **may not be recorded** in any electronic format without my written permission.

Submission and Late Policies:

Include your name and student number, the course name/number, and my name on the title page of your assignments. Submit the assignment at the start of class on the day it is due. Do not leave any written work under my office door and do not submit written work by email or fax as it will not be accepted. If you submit your assignments in the History department drop box, you do so at your own risk. You should keep a photocopy of all your written work; you must also keep your research notes and rough drafts for your essays as you may be required to hand them in. Failure to do so may result in a zero for the assignment.

Assignments not submitted in the class on the day they are due will be considered late and penalized at 3% a day.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

SCHEDULE OF READINGS AND DISCUSSION TOPICS

January 6 Introduction to the Course

Choose seminar topics.

January 13 Theoretical Issues and Historiographic Trends

Patterson, Tiffany and Robin D. G. Kelley, "Unfinished Migrations: Reflections on the African Diaspora and the Making of the Modern World," *African Studies Review* 43.1, Special Issue on the Diaspora (Apr., 2000): 11-45.

Scarano, Francisco A. "Slavery and Emancipation in Caribbean History," in *General History of the Caribbean, volume VI, Methodology and Historiography of the Caribbean*, edited by B. W. Higman, 233-282. London: UNESCO Publishing/Macmillan Caribbean, 1999.*

Smith, Matthew. "Footprints on the Sea: Finding Haiti in Caribbean Historiography," *Small axe*, 18, no. 1 43 (March 2014)

Woodville Marshall, "We be wise to many more tings': Blacks' Hopes and Expectations of Emancipation," in *Caribbean Freedom: Economy and Society from Emancipation to the Present*, edited by Hilary Beckles and Verene Shepherd, 12-20. Princeton: Marcus Wiener Publishers, 1996 (1993): 12-20 [on A to L]

January 20 The Problem of Freedom in the British World (1)

Holt, *The Problem of Freedom*

January 27 The Problem of Freedom in the British World (2)

Holt, *The Problem of Freedom*

February 3 Emancipation and Citizenship in the French Colonial World (1)

Dubois, *A Colony of Citizens*

February 10 Emancipation and Citizenship in the French Colonial World (2)

Dubois, *A Colony of Citizens*

February 17 No Class – Reading Week

February 24 Comparing Emancipations. Historiography essay is due today.

Cooper, Holt, and Scott, *Beyond Slavery*

March 3 Claiming Freedom: The Case of Cuba

Helg, *Our Rightful Share*

March 10 Free Bodies

Sheller, *Citizenship from Below*

March 17 Gender, Sex, and Freedom in the Caribbean

De Barros, Juanita. "Population Anxieties and Infant Mortality," in *Reproducing the British Caribbean: Sex, Gender, and Population Politics after Slavery*. Chapel Hill: University of North Carolina Press, 2014. 40-66. [on A to L]

Altick, Henrice. "I Did Not Want the Shame of Exposure': Gender Ideologies and Child Murder in Post-emancipation Jamaica." *Journal of Social History* (Winter, 2007): 355-387.

Findlay, Eileen J. "Decency and Democracy: The Politics of Prostitution in Ponce, Puerto Rico, 1890-1900." *Feminist Studies* 23, no. 3 (Fall 1997): 471-499.

Moore, Brian L. and Michele A. Johnson. "Fallen Sisters'?: Attitudes to Female Prostitution in Jamaica at the Turn of the Twentieth Century." *The Journal of Caribbean History* 34, nos. 1-2 (2000): 46-70.

March 24 Family Ties in the Post-slavery World

Mohapatra, Prabhu P. "Restoring the Family': Wife Murders and the Making of a Sexual Contract for Indian Immigrants Labour in the British Caribbean Colonies, 1860-1920." *Studies in History* 11, no. 2 (August 1995): 227-260.

Brereton, Bridget. "Family Strategies, Gender, and the Shift to Wage Labour in the British Caribbean." In Pamela Scully and Diana Paton. *Gender and Slave Emancipation in the Atlantic World*. Durham: Duke University Press, 2005. 144-161. *

Brown, Laurence, and Tara Inniss. "The Slave Family in the Transition to Freedom: Barbados, 1834-1841." *Slavery & Abolition* 26, no. 2 (August 2005): 257-269.

Lazarus-Black, M. "Bastardy, Gender Hierarchy, and the State: The Politics of Family Law Reform in Antigua and Barbuda." *Law & Society Review* 26, no. 4 (1992): 863-900.

March 31 Freedom and Diasporic Consciousness

Guridy, Frank A. "From Solidarity to Cross-Fertilization: Afro-Cuban/African American Interaction during the 1930s and 1940s." *Radical History Review* 87 (Fall, 2003): 19-48.

Vinson, Robert Trent. "'Sea Kaffirs': 'American Negroes' and The Gospel of Garveyism in Early Twentieth-century Cape Town," *Journal of American History* 47 (2006): 281-303.

Summers, Martin. "Diasporic Brotherhood: Freemasonry and the Transnational Production of Black Middle-class Masculinity," *Gender History* 15, no. 3 (2003): 500-574.

Carla Marano, "'Rising Strongly and Rapidly': The Universal Negro Improvement Association in Canada, 1919-1940," *The Canadian Historical Review* 91, no. 2 (June, 2010): 233-259.

April 7 Last class