

(TENTATIVE SYLLABUS)

The African Diaspora in Latin America, 1804-2009
HIST 248/248W AAAS 248

Email: pablo.sierra@rochester.edu

Class Hours: Tuesdays & Thursdays, 11:05-12:20
Physical Class Location: Lechase 103

Class Zoom Meeting ID: 951 7344 2645
<https://rochester.zoom.us/j/95173442645?pwd=U0trVWFRRkYyRlQzZU1HR2xudCtjQT09>

Office Hours Zoom Meeting ID: 869 864 9635
<https://rochester.zoom.us/j/8698649635>
Office Hours: Tuesdays & Thursdays, 1-2 pm

Course Description

This course focuses on the historical experiences of Africans and their descendants in the Latin American region. Beginning with Jean-Jacques Dessalines's Declaration of Haitian Independence in 1804, we will analyse the complexity of Black participation in the wars for (and against) independence. The course then shifts to the 1844 Escalera Rebellion and the free Afro-Cuban diaspora. The abolition of slavery, passage of free womb laws and struggle for political inclusion will lead us to Colombia, Venezuela, Brazil, Mexico and the Dominican Republic, while arguing for an Afro-Latino experience that transcends national borders. Our historical analysis necessarily includes the study of visual, musical, literary representations of Blackness and racial mixture through the poetry of Nicolás Guillen and others. Students will write two essays, including a research paper on a topic of their choice. This course is open to all disciplines and fulfills the "W" requirement for the History major.

Required Books

Barnet, Miguel. *Biography of a Runaway Slave*. Willimantic: Curbstone Press, 1994 (or 2016 edition).

Reid Andrews, George. *Afro-Latin America, 1800-2000*. Oxford: Oxford University Press, 2004.
(available as e-book via UofR library website)

Reid-Vasquez, Michelle. *The Year of the Lash: Free People of Color in Cuba and the Nineteenth-Century Atlantic World*. Athens: University of Georgia Press, 2011.
(available as e-book via UofR library website)

Valdés, Vanessa K. *Diasporic Blackness: The Life and Times of Arturo Alfonso Schomburg*. Albany: State University of New York Press, 2017.

* all other assigned readings will be made available via the class Blackboard page
(LC) readings available on the library catalog

Grading Structure

15% Attendance

- with notes and questions for each session, ready to participate and engage classmates
- with cameras on if attending remotely (write me directly if this is an impediment)
- please attend by Zoom if you are not feeling 100% healthy or need to quarantine
- you are allowed two unexcused absences for the semester, loss of points thereafter

15% VoiceThread discussion

- leaders post thoughtful 5 min. reflection by 11:59 pm the Sunday before class
- respondents reply with and engage peers with 2 min. response by 11:59 pm Monday

15% Essay 1 (4-page response)

- will receive prompt for essay

25% Essay 2 (6-pages response)

- will receive prompt for essay

30% Essay 3 (10-page research essay)

- original research paper on a topic of your choice
- individual paper consults during research periods (Weeks 5, 9, and 13)

Grading scale

A 100-93%	A- 92.9-90%	
B+ 89.9-87%	B 86.9-83%	B- 82.9-80%
C+ 79.9-77%	C 76.9-73%	C- 72.9-70%
D+ 69.9-67%	D 66.9-63%	D- 62.9-60%
E Below 60%		

University of Rochester COVID-19 regulations

The University is committed to protecting the health and safety of the entire community – students, faculty and staff. For this reason, it is mandatory that everyone wear a mask in University buildings and observe appropriate social distancing, including classrooms. Masks have been provided to students, faculty and staff and classrooms have been specifically assigned to allow for social distancing to support these requirements. You must wear a mask appropriately (e.g. over nose and mouth) if you are attending class in person, and you must do this for every class session and for the entire duration of each class session. If you fail to do this, you will be politely reminded of the requirement and then asked to leave if you do not comply.

If you do not want to wear a mask, you may consider taking the course remotely (online). This may require you to complete a set of online requirements different from the in-person requirements, although these will be equivalent in their learning objectives.

Students who refuse to adhere to requirement for mask wearing or social distancing the course will be in violation of the COVID-19 Community Commitment and will be referred to the Student Conduct system through a COVID-19 Concern Report. Such referrals will lead to student conduct hearings and may result in disciplinary action. Students who feel unable to wear a mask may contact the Office of Disability Resources to explore options for accommodations. Students requiring accommodations may be asked to participate in the course through synchronous or asynchronous learning as part of this accommodation.

Other Policies

The College's credit hour policy on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week. Students enrolled in this course are expected to devote at least one additional hour each week to identifying the main lines of argument in course readings, working alone or in groups, and to researching in depth their topics for the final seminar paper.

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: disability@rochester.edu; (585) 276-5075; Taylor Hall.

All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. Cheating and plagiarism are serious offenses and will be treated as such. Anyone who engages in such activities will be turned over to the College Board on Academic Honesty for disciplinary action, as outlined here (<http://www.rochester.edu/College/honesty/>.) For a helpful discussion of plagiarism (including subtle instances), see the American Historical Association's 'Defining Plagiarism,' <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism>

Course Schedule

Module I – Beginnings

Week 1 – Feb. 2 & 4 – Introduction & Diasporic Definitions

Paul Tiyambe Zeleza, "Rewriting the African Diaspora: Beyond the Black Atlantic," 35-68 *

Michel-Rolph Trouillot, *Silencing the Past*, xxv-30 *

George Reid Andrews, *Afro-Latin America*, Ch. 1, 11-52

Module II – Cuba and Spanish America

Week 2 – Feb. 9 & 11 – Black Citizenship (or not)

Aline Helg, “Simón Bolívar and the Spectre of Pardocracia” *

George Reid Andrews, *Afro-Latin America*, Ch. 2-3, 54-116

Week 3 – Feb. 16 & 18 - The Year of the Lash

Michelle Reid-Vasquez, *The Year of the Lash*

Week 4 – Feb. 23 & 25 – Esteban Montejo: A Cuban Maroon

Miguel Barnet, *Biography of a Runaway Slave*

Week 5 – Mar. 2 & 4 – Research Week

First essay due Friday, March 5 (send to pablo.sierra@rochester.edu)

Module III – Brazil

Week 6 – Mar. 9 & 11 - African Rio

Mary Karasch, selections from *Slave Life in Rio de Janeiro*, 29-54 (Ch. 1), 111-145 (Ch. 5), 214-253 (Ch. 8), 335-369 (Ch. 11) (LC)

Week 7 – Mar. 16 & 18 - Dom Obá II, Capoeira & Criminality

Eduardo Silva, *Prince of the People*, 22-70, 107-133 *

Maya Talmon-Chvaicer, *The Hidden History of Capoeira*, 69-110 *

Week 8 - Mar. 23 & 25 - Abolition and its Aftermath

George Reid Andrews, *Afro-Latin America*, 117-152
articles TBD

Week 9 – Apr. 1 - Research Week (No class Mar. 30)

Second essay due Friday, Apr. 2 (send to pablo.sierra@rochester.edu)

Module IV – Caribbean Afro-Latinidad

Week 10 – Apr. 6 & 8 – Caribbean Blackness and the U.S.

Vanessa K. Valdés, *Diasporic Blackness*

Week 11 – Apr. 13 & 15 - Caribbean Blackness and the U.S.

The Dominican Republic Reader, 233-278 *

The Haiti Reader, 167-224, 245-255, 259-266 *

Aline Helg, “Afro-Cuban Protest: The Partido Independiente de Color, 1908-1912,” *Cuban Studies* Vol. 21 (1991): 101-121 *

Week 12 – Apr. 20 & 22 - Anti-Haitianism

Richard Lee Turits, “A World Destroyed, A Nation Imposed: The 1937 Massacre in the Dominican Republic,” *Hispanic American Historical Review* Vol. 82, No. 3 (2002): 589-635 *

The Haiti Reader, 267-285 *

Edwidge Danticat, “Nineteen thirty-seven”

Week 13 – Apr. 27 & 29 - Research Week

Third essay due Friday, Apr. 30 (send to pablo.sierra@rochester.edu)

Module V – Endings

Week 14 – May 4 & 6 – Racial Democracies

George Reid Andrews, *Afro-Latin America*, 153-201
articles TBD

Exam Week – May 10-15

Revised essay for “W” credit due Friday, May 14

Additional Suggested Readings

Anderson, Mark. *Black and Indigenous: Garifuna Activism and Consumer Culture in Honduras*. University of Minnesota Press, 2009.

Childs, Matt D. *The 1812 Aponte Rebellion in Cuba and the Struggle Against Atlantic Slavery*. Chapel Hill: University of North Carolina Press, 2006.

Cohen, Theodore. *Finding Afro-Mexico: Race and Nation after the Revolution*. Cambridge: Cambridge University Press, 2020.

do Nascimento, Abdias. *Brazil, Mixture of Massacre: Essays in the Genocide of a Black People*. Dover: The Majority People, 1979.

Dubois, Laurent. *Haiti: The Aftershocks of History*. New York: Picador, 2013.

Edwards, Erika. *Hiding in Plain Sight: Black Women, the Law and the Making of a White Argentine Republic*. Tuscaloosa: University of Alabama Press, 2020.

Ferrer, Ada. *Cuba and Haiti in the Age of Revolution*. Cambridge: Cambridge University Press, 2014.

García-Peña, Lorgia. *The Borders of Dominicanidad: Race, Nation and the Archives of Contradiction*. Duke University Press, 2016.

Lewis, Laura A. *Chocolate and Corn Flour: History, Race and Place in the Making of "Black" Mexico*. Durham: Duke University Press, 2012.

Pereira, Amilcar Araujo. "The Transnational Circulation of Political References: The Black Brazilian Movement and Antiracist Struggles of the Early Twentieth Century." In *Afro-Latin@s in Movement*, pp. 247-267.

Reid Andrews, George. *Blackness in the White Nation: A History of Afro-Uruguay*. University of North Carolina Press, 2010.

Sawyer, Mark Q. *Racial Politics in Post-Revolutionary Cuba*. Cambridge: Cambridge University Press, 2005.

Scott, Rebecca J. and Jean M. Hébrard. *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*. Cambridge: Harvard University Press, 2012.

Steele, Liza. and Edward Telles, "Pigmentocracy in the Americas: How is Educational Attainment Related to Skin Color," *Americas Barometer Insights* No. 73 (2012): 1-8.

Sue, Cristina A. *Land of the Cosmic Race: Race, Mixture, Racism, and Blackness in Mexico*. Oxford: Oxford University Press, 2013.

Yuko, Miki. *Frontiers of Citizenship: A Black and Indigenous History of Postcolonial Brazil*.
Cambridge: Cambridge University Press, 2018.