

NEW YORK UNIVERSITY

DEPARTMENT OF HISTORY

CORE-UA 532

CULTURES and CONTEXTS:

THE AFRICAN DIASPORA

Fall 2021

Professor Michael Gomez

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Books for Purchase

Chimamanda Ngozi Adichie, *Americanah* (Anchor, 2014)

Robert J. Allison, ed., *The Interesting Narrative of the Life of Olaudah Equiano*

Aimé Césaire, *Discourse on Colonialism*

María de los Reyes Castillo Bueno (and Daisy Rubiera Castillo), *Reyita: The Life of a Black Cuban Woman in the Twentieth Century*

Frederick Douglass, *Narrative of the Life of Frederick Douglass*

Michael A. Gomez, *Reversing Sail* (second edition)

Earl Lovelace, *The Wine of Astonishment*

D.T. Niane, *Sundiata: An Epic of Old Mali*

Irma Watkins-Owens, *Blood Relations: Caribbean Immigrants of the Harlem Community*

Overview

This course is an introduction into both seminal as well as cutting-edge scholarship on the subject of the African diaspora, for which a working definition is the dispersal of Africans and their descendants throughout much of the world. From antiquity, these communities and individuals have made their way through the Mediterranean and Europe, the central Islamic lands, Asia, and the Americas. At times voluntary, their movement was often compelled. Over the *longue durée* of history, Africans have been both conqueror and conquered, slaveholder and enslaved. In every circumstance, they have made significant and enduring contributions -

economically, culturally, and politically.

In following the historical progression of the African diaspora - in effect a series of diasporas, both temporally and thematically - our queries will include: With what issues has the scholarship been preoccupied? What leading theoretical perspectives have emerged, and what remains unresolved? What sorts of historical methods can be employed? What is gained by a transnational approach to history, and what is lost? How have notions of collective identity changed over time? To what extent have the experiences throughout the African diaspora converged/diverged?

Diaspora Studies has rapidly emerged as a nexus of fields, and to be sure, there is plenty of disagreement among scholars concerning it, some of which will be explored in this course. Although significant academic interest in the African diaspora is relatively recent, the concept itself is hardly novel. Its formal study has been around for some time, going back at least to the early scholarship and activism of the nineteenth century, featuring such individuals as Edward Blyden, Adelaide Casely-Hayford, and W.E.B. Du Bois. While this course is primarily concerned with history, the full study of the African diaspora is necessarily multi-disciplinary in scope, calling upon a range of erudition and experience for its successful pursuit.

All assigned readings should be prepared **prior to class** in order to fully engage the learning experience, and are designed to complement **the lectures and recitations** in providing continuity, context, and interaction. *Student attendance is therefore critical.*

Grade Criteria

Response Papers (4)	- 100 total points for each assignment evaluation
Recitation Attendance/Participation	-2 to 2 points, added to each response paper
Extra Credit	- % explained below

Response papers are to be 4-5pp in length (double-spaced, normal font) and argumentative.

Assignments will be issued approximately every three weeks, and will be graded on an A-F/100 points scale. *Unless otherwise specified, all assignments must be completed to pass the course.*

Writing Response Papers

Response papers should include the following elements:

- a *thesis statement* within the first or second paragraph, specifying your main argument and any subsidiary points, if there are any
- an *overview*, also within the first or second paragraph, summarizing how the rest of the paper marshals the evidence to support the thesis
- *clear organization* of information throughout the rest of the paper, in support of the thesis

- a *conclusion* summarizing the thesis and its support
- *proper rendering* of such common words as “among” rather than “amongst”; “toward” and “afterward” – as opposed to “towards” and “afterwards”; “twentieth century,” not “20th century,” etc.
- *avoid contractions in academic writing* – use “that is” and “it is” rather than “that’s” and “it’s”

Recitation points will be added to/subtracted from each response paper’s evaluation, to be determined by the TA and as follows (**these are the only options**):

-2 = unacceptable -1 = poor 1 = good 2 = excellent

Extra credit may be earned by attending **designated events** outside of class. There will be at least 3 such events.

Students will select one (and only one) assignment to which ALL extra credit will be applied, with each designated event worth 1 additional point. If a student, for example, receives a 79/C+ on the assignment selected, 2 attended designated events will increase the grade to 81/B-, 4 attended designated events will increase the grade to 83/B, and so on. *No more than 6 extra credit points can accrue to the selected assignment.*

Grading Scale (per Assignment)

93-100:	A
90-92:	A-
88-89:	B+
83-87:	B
80-82:	B-
78-79:	C+
73-77:	C
70-72:	C-
68-69:	D+
63-67:	D
< 63:	F

Policies

Recording and Transcription: Audiotaping and other methods of mechanized recording are not permitted unless authorized by the professor.

Late Work: Any work submitted after the specific due date and time will suffer the loss of *one whole grade*. **For the first three assignments, late work must be submitted no later than 7 days after the due date and time, OR IT WILL NOT BE ACCEPTED AT ALL, AND THE GRADE FOR THE ASSIGNMENT WILL BE ZERO (0).** For the fourth assignment, late

work must be submitted no later than 3 days after the due date and time, OR IT WILL NOT BE ACCEPTED AT ALL, AND THE GRADE FOR THE ASSIGNMENT WILL BE ZERO (0).

Finally, all work must be completed by the beginning of the Semester Exam Week. No exceptions.

Probity: Violations of academic probity will meet with a response in conformity with official university policy. See attached addenda on academic guidelines and integrity.

Caution: Students should avoid copying or appropriating **any** aspect of the work of current or former students, as well any other source. **A single instance of plagiarism will result in a grade of 0 (zero) for the assignment; the 0 be factored into an averaged final grade; and all work must be submitted.** A second instance will result in an 'F' for the class and referral to the Dean of Students.

Freedom of Expression

NYU is committed to helping students who may be facing political risk to participate in their classes in ways that are as safe as possible. We encourage students based in any place that monitors internet use for political content to carefully consider how you can and will participate. If you have any further concerns about political safety, please email asking for a consultation, and we will find a way to discuss the situation as safely as we can.

Objectives

As a result of completing History V55.0532, each student will have:

- demonstrated substantive understanding of the African diaspora's historical development.
- critically read primary texts.
- successfully written analytical response papers.
- satisfactorily participated in academic discourse.

NYU Classes

Please regularly consult **NYU Brightspace** for syllabi, addenda, assignments, and other information pertinent to the course.

Lecture Schedule: Tuesday and Thursday, 2:00-3:15pm

Lecture Location: 12 Waverly, Room G08

Recitation Preceptors, Meeting Times, and Locations (all meet on Wednesdays):

002: Eric Anderson	12:30-1:45pm, 12 Waverly, L113
003: Eric Anderson	2:00-3:15pm, 12 Waverly, L113
004: Dante Whittaker	12:30-1:45pm, ARC, LL03
005: Dante Whittaker	2:00-3:15pm, 60FA, C04
006: Sonya Williams	12:30-1:45pm, ARC, LL01
007: Sonya Williams	2:00-3:15pm, ARC, LL01

LECTURE SCHEDULE

Sept 2

Classes begin at NYU

Sept 7 and 9

Egyptian Dawn/Nubian Ascendancy/Graeco-Roman World

Assigned Reading:

Gomez, *Reversing Sail*, 1-20

William Leo Hansberry, *African and Africans as Seen by Classical Writers* (excerpts)

Further Reading:

Solange Ashby, *Calling Out to Isis: The Enduring Presence of Nubian Worshipers at Philae* (2020); Philip D. Curtin, Steven Feierman, Leonard Thompson, Jan Vansina, *African History: From Earliest Times to Independence*, 2nd ed.; J. Fage and R. Oliver, *The Cambridge History of Africa*; Zahi A. Hawass, *Silent Images: Women in Pharaonic Egypt*; Lynn Meskell, *Archaeologies of Social Life: Age, Sex, Class Et Cetera in Ancient Egypt*; Stephen Quirke, Stephen and Jeffrey Spencer, *The British Museum Book of Ancient Egypt*; John Romer, *People of the Nile: Everyday Life in Ancient Egypt*; P.L. Shinnie, *Ancient Nubia*; Martin Bernal, *Black Athena: The Afroasiatic Roots of Classical Civilization*, 2 vols.; Frank Snowden, excerpts from *Before Color Prejudice*; Snowden, *Blacks in Antiquity: Ethiopians in the Greco-Roman Experience*.

Sept 14 and 16

Africans in Judeo-Christian Sacred Writing

Le culte des saints dans l'islam maghrébin; Mohammed Ennaji, *Serving the Master: Slavery and Society in Nineteenth-Century Morocco*; Y. Hakan Erdem, *Slavery in the Ottoman Empire and Its Demise, 1800-1909*; Ehud R. Toledano, *Slavery and Abolition in the Ottoman Middle East*.

Music: North Africa and Egypt; Gnawa

Documentary: *Saints and Spirits*

Sept 28 and 30 **Global Slave Trades**

Assigned Reading: Gomez, *Reversing Sail*, 61-70

Allison, ed., *Interesting Narrative of the Life of Olaudah Equiano*

Further Reading: Michael A. Gomez, *Exchanging Our Country Marks* (1998); Marcus Rediker, *The Slave Ship: A Human History* (2007); Mariana P. Candido, *An African Slaving Port and the Atlantic World* (2013); Joseph E. Harris, *The African Diaspora*; Joseph E. Harris, *Global Dimensions of the African Diaspora*, 2nd ed.; Ralph Austen, *African Economic History: Internal Development and External Dependency*; David Eltis, Stephen D. Behrendt, David Richardson, and Herbert Klein, *The Trans-Atlantic Slave Trade: A Database on CD-ROM*; Joseph E. Inikori, *Forced Migration: The Impact of the Export Slave Trade on African Societies*; Patrick Manning, *Slavery and African Life: Occidental, Oriental, and African Slave Trades*; Joseph C. Miller, *Way of Death: Merchant Capitalism and the Angolan Slave Trade, 1730-1830*; Guy A. Settignano, *Columbus and the New World: Medical Implications*.

Oct 5 and 7 **Global Slave Trades (continued)**

Assigned Reading: Gomez, *Reversing Sail*, 71-89

Oct 12 and 14 **Slavery and Resistance in the Americas**

Assigned Reading: Gomez, *Reversing Sail*, 90-122

Douglass, *Narrative of the Life of Frederick Douglass*

David Walker's *Appeal, in Four Articles; Together with a Preamble, to the Coloured Citizens of the World, but in Particular, and Very Expressly, to Those of the United States of America, Written in Boston, State of Massachusetts, September 28, 1829*
<http://nationalhumanitiescenter.org/pds/triumphnationalism/cman/text5/walker.pdf>

1805 Haytian Constitution
<http://faculty.webster.edu/corbetre/haiti/history/earlyhaiti/1805-const.htm>

Further Reading:

Nancy Prince, *A Black Woman's Journey through Russia and Jamaica*; Harriet Jacobs, *Incidents in the Life of a Slave Girl*; Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*; Sterling Stuckey, *Slave Culture: Nationalist Theory and the Foundations of Black America*; Hilary Beckles and Verene Shepherd, *Caribbean Freedom: Society and Economy from Emancipation to the Present*; Mavis Campbell, *The Maroons of Jamaica, 1655-1796: A History of Resistance, Collaboration, and Betrayal*; Darlene Clark Hine and David Barry Gaspar, *More Than Chattel: Black Women and Slavery in the Americas*; Richard S. Dunn, *Sugar and Slaves: The Rise of the Planter Class in the English West Indies, 1624-1713*; B.W. Higman, *Slave Populations of the British Caribbean, 1807-1834*; Eric Williams, *Capitalism and Slavery*.

Oct 19 and 21

Slavery and Resistance in the Americas (cont.)

Assigned Reading:

Gomez, *Reversing Sail*, 123-161

de los Reyes Castillo Bueno, *Reyita: The Life of a Black Cuban Woman*

Further Reading:

Esteban Montejo, *Biography of a Runaway Slave*; Mary C. Karasch, *Slave Life in Rio de Janeiro, 1808-1850*; Katia M. de Queirós Mattoso, *To Be a Slave in Brazil, 1550-1888*; Colin Palmer, *Slaves of the White God: Blacks in Mexico, 1570-1650*; Leslie B. Rout, Jr. *The African Experience in Spanish America: 1502 to the Present Day*; Gonzalo Aguirre Beltrán, *La población negra de México: estudio etnohistórico*, 2nd ed.; Laird W. Bergad, Fe Iglesias García, María del Carmen Barcia, *The Cuban Slave Market, 1790-1880*; Carolyn Fick, *The Making of Haiti*; C.L.R. James, *The Black Jacobins; Toussaint Louverture and the San Domingo Revolution*; Gabriel Debien, *Les esclaves aux Antilles françaises, XVIIe-XVIIIe siècles*; João José Reis, *Slave Rebellion*

in Brazil: The Muslim Uprising of 1835 in Bahia; Richard Price, *Maroon Societies: Rebel Slave Communities in the Americas*.

Film

Sankofa

Oct 26 and 28

“Freedom”

Assigned Reading:

Gomez, *Reversing Sail*, 161-185

W.E.B. Du Bois, *The Souls of Black Folk* (excerpts)
Verene Shepherd and Hilary McD. Beckles, eds., *Caribbean Freedom*, 12-20, 132-140, 192-214, 238-244, 274-283 (excerpts)
Hilary McD. Beckles, “Return to the Scene of the Crime”:
Address before the British House of Commons, 16 July 2014

Further Reading:

W.E.B. Du Bois, *Black Reconstruction*; Ada Ferrer, *Freedom’s Mirror: Cuba and Haiti in the Age of Revolution* (2014); Aline Helg, *Our Rightful Share: The Afro-Cuban Struggle for Equality, 1886-1912*; Leon F. Litwack, *Been in the Storm So Long: The Aftermath of Slavery*; Albert J. Raboteau, *Slave Religion: The “Invisible Institution in the Antebellum South*; Hilary McD. Beckles, *Britain’s Black Debt: Reparation for Slavery and Native Genocide* (UWI Press, 2013).

Music:

Mento, Calypso/Kaiso, Ska, Rocksteady, Soca, Reggae, Dancehall

Nov 2 and 4

Reconnecting: Movement and Belief

Assigned Reading:

Gomez, *Reversing Sail*, 186-193

Watkins-Owens, *Blood Relations*, 1-29

LeRoi Jones, *Blues People* (excerpts)

Further Reading:

Barbara Bair, “Pan-Africanism as Process: Adelaide Casely Hayford, Garveyism, and the Cultural Roots of Nationalism,” in Sidney Lemelle and Robin Kelley, editors, *Imagining Home: Class, Culture and Nationalism in the African Diaspora*; Kim D. Butler, *Freedoms Given, Freedoms Won: Afro-Brazilians in Post-Abolition São Paulo and Salvador*; Horace Campbell, *Rasta and Resistance: From Marcus Garvey to Walter Rodney*; Claude Andrew Clegg III. *An Original Man: The Life and Times of Elijah Muhammad*; Adelaide M. Cromwell, *An African Victorian*

Feminist: The Life and Times of Adelaide Smith Casely Hayford, 1868-1960; W.E.B. Du Bois, *The World and Africa: An Inquiry into the Part which Africa has Played in World History*; Marcus Garvey, *Philosophy and Opinions of Marcus Garvey*, 2 vols; Robert A. Hill, *The Marcus Garvey and Universal Negro Improvement Association Papers*, 9 vols.; Philip A. Howard, *Changing History: Afro-Cuban Cabildos and Societies of Color in the Nineteenth Century*; Raymundo Nina Rodrigues, *Os Africanos no Brasil*.

Music: Negro Spirituals, Blues, Gospel

Documentary: *Ilê Aiyê*

Nov 9 and 11

Reconnecting: Movement and Belief (cont.)

Assigned Reading: Gomez, *Reversing Sail*, 193-200

Watkins-Owens, *Blood Relations*, 39-74

Lovelace, *The Wine of Astonishment*

Nov 16 and 18

Cultural Efflorescence

Assigned Reading: Gomez, *Reversing Sail*, 200-226

Watkins-Owens, *Blood Relations*, 92-164

Amy Jacques-Garvey, *Philosophy and Opinions of Marcus Garvey* (excerpts)

Adichie, *Americanah*

Further Reading: Arna Bontemps, *The Harlem Renaissance Remembered*; Tyler Stovall, *Paris Noir: African Americans in the City of Light*; Maureen Warner-Lewis, *Maureen, Guinea's Other Suns: The African Dynamic in Trinidad Culture*; David Levering Lewis, *When Harlem Was in Vogue*.

Music: Jazz

Documentary: *Against the Odds*

Nov 23 thru 25

Thanksgiving Recess

Nov 30 and Dec 2

Post WW II

Assigned Reading:

Gomez, *Reversing Sail*, 227--239

Césaire, *Discourse on Colonialism*

Adichie, *Americanah*

Further Reading:

Penny M. Von Eschen, *Race Against Empire: Black Americans and Anticolonialism, 1937-1957*; Immanuel Geiss, *The Pan-African Movement; A History of Pan-Africanism in America, Europe, and Africa*; LeRoi Jones (Baraka, Imamu Amiri), *Blues People: The Negro Experience in White America and the Music That Developed from It*; Eileen Southern, *The Music of Black Americans: A History*, 3rd ed.; Darlene Clark Hine and Jacqueline McLeod, *Crossing Boundaries: Comparative History of Black People in Diaspora*.

Film:

Fences

Dec 7 and 9

The Afro-Latinx Experience

Assigned Reading:

Gomez, *Reversing Sail*, 239-262

Fidel Castro, *History Will Absolve Me (La historia me absolverá)*
<https://www.marxists.org/history/cuba/archive/castro/1953/10/16.htm>

Miriam Jiménez Román and Juan Flores, *The Afro-Latin@ Reader: History and Culture in the United States*, excerpts

Further Reading:

Cristina Garcia, *Dreaming in Cuban*; Esmeralda Santiago, *When I Was Puerto Rican*; Benedita da Silva, *An Afro-Brazilian Woman's Story of Politics and Love*; Roberto Santiago, *Boricua: Influential Puerto Rican Writings*; Piri Thomas, *Down These Mean Streets* (1997).

Music:

Bomba y Plena, Palo, Samba, Son, Salsa, Rumba, Tango, Merengue, Bachata, Reggaetón/Reguetón

Film/Documentary:

Black in Latin America

Dec 14

Black Lives Matter, Globally

Assigned Reading:

Gomez, *Reversing Sail*, 263-286

Adichie, *Americanah*

Jamil Smith, "The Power of Black Lives Matter," *Rolling Stone* 16 June 2020

<https://www.rollingstone.com/culture/culture-features/black-lives-matter-jamil-smith-1014442/>

Larry Buchanan, Quoc Trung Bui, and Jugal K. Patel, "Black Lives Matter May be the Largest Movement in U.S. History," *The New York Times* 3 July 2020

<https://www.nytimes.com/interactive/2020/07/03/us/george-floyd-protests-crowd-size.html>

Michael A. Gomez, "The Call of Jamestown," *Global African Worker* 19 December 2019

<https://www.globalafricanworker.com/content/call-jamestown-0>

Josie Duffy Rice, "The Abolition Movement," *Vanity Fair* 25 August 2020

<https://www.vanityfair.com/culture/2020/08/the-abolition-movement>

Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*, 191-220 (chapter 7)

Christen A. Smith, "Battling Anti-Black Genocide in Brazil," *NACLA Report on the Americas* 49 (Spring 2017): 41-47

Reference Sites:

This is Not a Riot <https://www.notariot.com/>

Special Report, "The Black Lives Matter Movement," *Scientific American* 25 June 2020

<https://www.scientificamerican.com/report/the-black-lives-matter-movement/>

Further Reading:

Harriet A. Washington, *Medical Apartheid* (Anchor, 2008); Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic* (June 2014); Michelle Peria and Stanley

R. Bailey, "Remaking Racial Inclusion: Combining Race and Class in Brazil's New Affirmative Action," *Latin American and Caribbean Ethnic Studies* 9 (2014): 156-76; Robyn C. Spencer, "Moving on Many Fronts: The Black Panther Party's Transformation from Local Organization to Mass Movement," *The Revolution Has Come: Black Power, Gender, and the Black Panther Party in Oakland* (Duke U. Press, 2016), 61-87 (chapter 3); Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010); Ta-Nehisi Coates, *Between the World and Me*; R.L. Stephens, "The Birthmark of Damnation: Ta-Nehisi Coates and the Black Body," *Viewpoint Magazine* 17 May 2017 <https://www.viewpointmag.com/2017/05/17/the-birthmark-of-damnation-ta-nehisi-coates-and-the-black-body/>; Taiye Selasi, *Ghana Must Go*; Chimamanda Ngozi Adichie, *Americanah* (Anchor, 2014); Imbolo Mbue, *Behold the Dreamers* (2017); African Diaspora Youth Network in Europe <http://www.adyne.eu>; Isidore Okpewho, "Introduction: Can We 'Go Home Again'," in *The New African Diaspora*, ed. Isidore Okpewho and Nkiru Nzegwu (2009), 3-30; Tahar Ben Jelloun, *French Hospitality: Racism and North African Immigrants*; Robynn J.A. Cox, "Where Do We Go from Here? Mass Incarceration and the Struggle for Civil Rights" *Economic Policy Institute* 16 January 2015 <http://www.epi.org/publication/where-do-we-go-from-here-mass-incarceration-and-the-struggle-for-civil-rights/>; Nazgol Ghandnoosh, "Black Lives Matter: Eliminating Racial Inequity in the Criminal Justice System," February 2015 *The Sentencing Project* <https://sentencingproject.org/wp-content/uploads/2015/11/Black-Lives-Matter.pdf>; Somini Sengupta, "Heat, Hunger and War Force Africans onto a 'Road of Fire'," *New York Times* 12 December 2016 <https://www.nytimes.com/interactive/2016/12/15/world/africa/agadez-climate-change.html?ref=world>; Ben Taub, "The Desperate Journey of a Trafficked Girl," *The New Yorker* 10 April 2017 <http://www.newyorker.com/magazine/2017/04/10/the-desperate-journey-of-a-trafficked-girl>

Documentary: 13th (and/or *When We Were Kings*)

Music: *Soul, Motown, Funk, "Stax," R & B, Hip Hop*

Media: An African City
Guangzhou Dream Factory

Dec 14 **Last Day of Class**

Dec 15 **Reading Day**

Dec 16-22 **Semester Exams**

(For Another Day) **Diaspora, DNA, and the Intersection of History and Science**

Assigned Reading: Latifa Jackson, Zainab Jackson and Fatimah Jackson, "Intergenerational Resilience in Response to the Stress and Trauma of Enslavement and Chronic Exposure to Institutionalized Racism," *Journal of Clinical Epigenetics* 20 August 2018. <http://clinical-epigenetics.imedpub.com/intergenerational-resilience-in-response-to-the-stress-and-trauma-of-enslavement-andchronic-exposure-to-institutionalized-racism.php?aid=23366>

Fatimah Jackson, Latifa Jackson, Zainab ElRdal Jackson, "Developmental Stage Epigenetic Modifications and Clinical Symptoms Associated with the Trauma and Stress of Enslavement and Institutionalized Racism," *Journal of Clinical Epigenetics* 20 August 2018. <http://clinical-epigenetics.imedpub.com/developmental-stage-epigenetic-modifications-and-clinical-symptoms-associated-with-the-trauma-and-stress-of-enslavement-and-instit.php?aid=22447>

Fatimah C. Jackson, "How Genetics Can Provide Detail to the Transatlantic African Diaspora," in J. Sweet and T. Olaniyan, eds., *The African Diaspora and the Disciplines*, 75-100

Chris Stringer, "A Bone Here, a Bead There: On the Trail of Human Origins," *New York Times* 16 July 2012

<http://www.nytimes.com/2012/07/17/science/chris-stringer-on-the-origins-and-rise-of-modern-humans.html>

Carlos D. Bustamante, et al., “Genome-wide patterns of populations structure and admixture in West Africans and African Americans,” *Proceedings of the National Academy of Sciences of the United States of America* 107(2) 12 January 2010: 786-91
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2818934/>

Hannes Schroeder, et al., “Trans-Atlantic Slavery: Isotopic Evidence for Forced Migration to Barbados,” *American Journal of Physical Anthropology* 139 (2009): 547-57
<http://onlinelibrary.wiley.com/doi/10.1002/ajpa.21019/abstract>

Further Reading:

Chris Stringer, *Lone Survivors: How We Came to be the Only Humans on Earth* (Times Books, 2012)

Fatimah Jackson, “Ethnogenetic Layering (EL): an alternative to the traditional race model in human variation and health disparity studies,” *Annals of Human Biology* 35(2) 2008: 121-44
<http://informahealthcare.com/doi/abs/10.1080/03014460801941752>

Carlos D. Bustamante, et al., “Genomic Ancestry of North Africans Supports Back-to-Africa Migrations,” *PLoS Genetics* 8(1) January 2012: e1002397
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3257290/>

Carlos D. Bustamante, et al., “The Effect of Recent Admixture on Inference of Ancient Human Population History,” *Genetics* 185(2) June 2010: 611-22
<http://www.ncbi.nlm.nih.gov/pubmed/20382834?dopt=Abstract&otool=stanford>

Carlos D. Bustamante, et al., “Global distribution of genomic diversity underscores rich complex history of continental human populations,” *Genome Research* 19(5) May 2009: 795-803
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2675968/>

Barry Freedman, et al., “A genome-wide association study for diabetic nephropathy genes in African Americans,” *Kidney Int.* 79(5) March 2011: 563-572
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3056271/>

Michael Hammer, “Autosomal Resequencing Data Reveal Late

Stone Age Signals of Population Expansion in Sub-Saharan African Foraging and Farming Populations,” *PloS One* 4(7) 2009: e6366 <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2712685/>