ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE October 8, 2010

1. ACADEMIC UNIT: African and African American Studies

2. COURSE PROPOSED:
   AFH 305 Global History of Trans-Atlantic Slave Trade 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Amanda Smith
   Phone: 5-3897
   Mail Code: 4902 E-Mail: amanda.a.smith@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry-L ☐
   Mathematical Studies-MA ☐
   Humanities, Fine Arts and Design-HUL ☐
   Social and Behavioral Sciences-SB ☐
   Natural Sciences-SQ ☐

   Awareness Areas
   Global Awareness-G ☐
   Historical Awareness-H ☐
   Cultural Diversity in the United States-C ☐

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: ☐ No ☑ Yes; Please identify courses: HST 326

   Is this an all-section course?: ☑ No ☐ Yes; Is it governed by a common syllabus?

   Stanlie James
   Chair/Director

   Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
### ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<td>Syllabus: course description.</td>
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<td>Examples of text provided.</td>
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1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).

4. Course illustrates use of social and behavioral science perspectives and data.

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**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:**

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>1. The course, History of the Atlantic Slave trade is the history of a vast economic enterprise as well as a great human tragedy and a crime against humanity.</td>
<td>Examples of text provided: Specifically text by William St. Clair and Marcus Rediker.</td>
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<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in: economics and history.</td>
<td>2 and 3: The course looks at the impact the slave trade had on Africa, and at both the economic and human aspects of the trade - how it was organized and functioned as an economic enterprise and especially how captive Africans experienced the trade.</td>
<td>Syllabus: course description. Examples of text provided: specifically text by Joseph E. Inikori and Stanley L Engerman and the text by Marcus Rediker.</td>
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<td>3. Course emphasizes the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
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<tr>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
<td>4. The course, History of the Atlantic Slave trade is the history of a vast economic enterprise as well as a great human tragedy and a crime against humanity.</td>
<td>Syllabus: Course description as well as specific text by Herbert Klein (example provided).</td>
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The Global History of the Trans-Atlantic Slave Trade

Spring Semester 2010
Office Hours: 1-3 p.m.,
Tuesday and Thursday
Or By Appointment

Professor Alex Bontemps

Course Description

The History of the Atlantic Slave Trade is the history of a vast economic enterprise as well as a great human tragedy and a crime against humanity. It spanned nearly 500 years and four continents, dispersing more than 10 million people from one continent throughout the length and breadth of three others, leaving untold numbers of others dead in its wake. Its abolition was a significant factor in three revolutions, the American, the French, and the Haitian, as well as in the wars of independence that swept through much of the Spanish speaking Americas during the nineteenth century. And its legacy embodied in a vast, nearly global, Diaspora has had a profound and continuing impact on the present, especially throughout the Americas, Europe, Africa, and beyond. This course offers an introduction to the history of The Atlantic Slave Trade and as such it will try to be as comprehensive of the subject as possible, examining its origins and its development throughout its history, including the movements to end it. It will look at the impact the trade had on Africa, and at both the economic and human aspects of the trade—how it was organized and functioned as an economic enterprise and especially how captive Africans experienced the trade. In every case the perspective framing the course will be a Black Atlantic or Diasporic one: that is, in terms of the interrelations of the trade and the experiences of those who participated in it, especially those who were imprisoned by it.

Required Reading


**Assignments**

Assignments will be tied to the readings and will follow the sequence outlined below. Once a reading is completed students will be asked to write an essay in response to a broad analytic question addressed to them by the instructor. The question will be one that the reading raises (and that is fundamental to it) but that the reading does not directly or definitively answer. Your response therefore will need to be interpretive based on your understanding of the facts and scholarly opinions as discussed throughout the reading. When the question is handed out full instructions will be provided for your four to six page typewritten response. A final assignment, which will serve as your final examination, will be tied to the human and moral dimension of the slave trade and will be designed to allow you to make use of all of the required readings in response to the human experience of the trade or the expressive means that have been used historically to find meaningful ways of giving expression to the horror and tragedy of the trade. This assignment will be due during the final exam period.

**Required Reading Schedule**

The reading for the course is divided into three week segments beginning with Klein’s general survey of *The Atlantic Slave Trade*. This will then be followed by the essays in the collection of essays edited by Inikori and Engerman. St. Clair’s study of Cape Coast Castle will come next, followed by Rediker and then Hochschild.

**Prospective Schedule of Topics and Readings**

**Weeks One thru Three: Overview**

Reading: Klein, *The Atlantic Slave Trade*

**Weeks Four thru Six: Major Themes**
Reading: Inikori and Engerman. The essays in this collection are divided into three parts, which should be read in sequence, beginning with the Preface.

Weeks Seven thru Nine: A Look Inside The Trade

Reading: St. Clair’s description of the history of one of England’s major Trading posts on the West African Coast

Weeks Ten thru Twelve: The Human History

Reading: Rediker, *The Slave Ship: A Human History*. In a sense this Reading takes us back to where we began the course but it also serves To refocus our attention away from the trade itself to the movements to End it that will be discussed in detail in the final reading. So, while Reading Rediker we will begin to identify the experience of the trade and the human struggle to endure, survive and eventually to overcome it.

Weeks Thirteen thru Fifteen:

Reading: Hochschild’s dramatic description of the effort to end the slave Trade and slavery itself in the British Empire will be the background Against which we will look at the process of anti-slavery more compre-Hensively, including, that is, in other parts of the Americas as well.

Grades

Each reading essay will account for 15% of a student’s final grade. The final essay assignment that will be comprehensive of all the readings represents 25%.

Credit for positive contributions to class discussions is supplemental to the other grades for the course. A student can earn as much as 10% for class discussion participation, which will be added to the students final grade.
ADAM
HOCHSCHILD

BURY the
CHAINS

Prophets and Rebels in the
Fight to Free an Empire’s Slaves

“Witty, wonderfully readable . . . superb.” — ENTERTAINMENT WEEKLY
“An inspiring tale . . . distinguished to the last page by its human warmth . . .
marvelous.” — NEWS DAY

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A SAN FRANCISCO CHRONICLE BESTSELLER
A BOOK SENSE SELECTION

"Extraordinary ... One quickly runs out of superlatives when praising this book."
— Gerard DeGroot, Christian Science Monitor

From the author of the widely acclaimed King Leopold's Ghost comes the taut, gripping account of one of the most brilliantly organized social justice campaigns in history — the fight to free the slaves of the British Empire. In early 1877, twelve men — a printer, a lawyer, a clergyman, and others united by their hatred of slavery — came together in a London printing shop and began the world's first grass-roots movement, battling for the rights of people on another continent. Masterfully stoking public opinion, the campaign's leaders pioneered a variety of techniques that have been adopted by citizens' movements ever since, from consumer boycotts to wall posters to lapel buttons to celebrity endorsements. A deft chronicle of this groundbreaking antislavery crusade and its powerful enemies, Bury the Chains gives a little-celebrated human rights watershed its due at last.

"Bury the Chains is by far the most readable and rounded account we have of British antislavery, a campaign that, as the author rightly claims, helped to change the world and can be seen as a prototype of the modern social justice movement."
— Robin Blackburn, Los Angeles Times Book Review

“A thrilling, substantive, and oftentimes raw work of narrative history. In its own fashion, it furthers the abolitionists’ crucial work of lifting our moral blindness.”
— Maureen Corrigan, National Public Radio’s Fresh Air

ADAM HOCHSCHILD is the author of King Leopold’s Ghost and Half the Way Home, among other works. He is a former commentator on NPR's All Things Considered and a cofounder of the magazine Commonweal and teaches writing at the Graduate School of Journalism, University of California, Berkeley.
The Atlantic Slave Trade
Effects on Economies, Societies, and Peoples in Africa, the Americas, and Europe
Joseph E. Inikori and Stanley L. Engerman, editors
PART II  ATLANTIC SLAVERY AND THE EARLY RISE OF THE WESTERN WORLD

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   JOSEPH C. MILLER 77

5 The Slave Trade: The Formal Demography of a Global System
   PATRICK MANNING 117
Debates over the economic, social, and political repercussions of slavery and the slave trade have persisted for over two hundred years. The Atlantic Slave Trade brings clarity and critical insight to the subject. In fourteen essays, leading scholars consider the nature and impact of the transatlantic slave trade and assess its meaning for the people transported and for those who owned them.

Among the questions these essays address are the social cost to Africa of this forced migration; the role of slavery in the economic development of Europe and the United States; the short- and long-term effects of the slave trade on black mortality, health, and life in the New World; and the racial and cultural consequences of the abolition of slavery. Many of these essays—all of which were presented at a conference conducted by the Frederick Douglass Institute for African and African-American Studies at the University of Rochester—have appeared in Social Science History. New essays have been added, along with an introduction placing each in the context of current debates.

"This is cutting-edge, state-of-the-art history economics on the Atlantic slave trade."—Vernon Burton, University of Illinois

"[This volume] will become an important milestone in the investigation of the issue of the extent to which Western modern economic growth found its impetus in slavery."—Jay R. Mandle, Colgate University

Joseph E. Inikori is Associate Director of the Frederick Douglass Institute for African and African-American Studies and professor of history at the University of Rochester. Stanley L. Engerman is John H. Munro Professor of Economics and professor of history at the University of Rochester.

Duke University Press
6677 College Station—Durham, North Carolina 27708

ISBN 0-8223-1247-3

ATLANTIC SLAVE $17.95
THE DOOR OF NO RETURN

The History of Cape Coast Castle and the Atlantic Slave Trade

William St Clair
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Praise for The Door of No Return

"The Door of No Return dwells on the details that provide the castle's bizarre and haunting resonance. It was the site of insane brutality and of foul diseases, yet it was also a place of elegance and refinement—and the source of many ignoble fortunes. . . . Two centuries later, slavery remains an episode hard to look at with level head, but William St Clair shines a light at the heart of the shame."

—THE ECONOMIST

“A powerful book which raises hard questions about the African slave trade. By allowing the records of the castle to tell their own strange, contrary, and horrifying story, the reader is brought close to a time and place of monumental tragedy. Everyone who is interested in the workings of the human heart and the divided self should read this.”

—LORNA GOODISON, author of From Harvey River

“This may be the first book to use a particular building as a window on to the slave trade. . . . St Clair gives us a haunting picture of this fortress. . . . Cape Coast Castle, looking inland as well as out to sea, is a reminder of a heritage still to be overcome.”—ADAM ROCHSCHILD, author of Bury the Chain

“The slave castles are grim reminders of the centuries-long historical agony played out on African soil, with its far-flung consequences in the New World. St Clair’s work explores—with remarkable insight into the historical questions they raise and the moral issues involved—these sites of a painful memory, of a collective trauma from which, as black people, we have barely recovered.”

—F. ABRAHAM MELE, author of The African Imagining

“In this deeply researched and engagingly written book, St Clair has recreated the ‘life’ and traced the evolution of the ‘grand emporium’ of the British slave trade from its beginnings, through its history as a site of misery for untold numbers of enslaved Africans, to its present status as a site of memory for their descendants.”—VINCENZO GARRETTA, author of Empire of the Africans

“The Door of No Return is that rare historical account that manages to provide us with a story that is both sensitively modulated in its humanity and yet unflinching in speaking about things that often invoke horror, pain, and a great deal of bewilderment.”

—ATO QUAYSON, author of Pastoral Desire

HISTORY

THE ATLANTIC SLAVE TRADE

HERBERT S. KLEIN

NEW APPROACHES TO THE AMERICAS
This survey is a synthesis of the economic, social, cultural, and political history of the Atlantic slave trade. It provides the general reader with a basic understanding of the current state of scholarly knowledge of forced African migration and compares this knowledge to popular beliefs. Given the tremendous growth of a monographic literature on the Atlantic slave trade in the past twenty years, there are surprisingly few serious works of synthesis attempting to evaluate basic revisions and provide the general reader with an assessment of their meaning. Even though most of this research has invalidated traditional perceptions of the Atlantic slave trade, those perceptions still have tremendous force and are repeated in the standard primary and secondary school texts. Even at the university level some new works of interpretation have totally ignored this new research, or dismissed it, in order to return to even older models. The popular understanding of the slave trade, and its organization, meaning, and significance, is currently in a state of flux and confusion. This book makes accessible to academic readers an arcane and complex subject, but it also appeals to a much wider audience of educated lay readers who have still not incorporated the new interpretations into their knowledge of world history.

The book examines the four hundred years of the Atlantic slave trade, covering the West and East African experiences, as well as all the American colonies and republics that obtained slaves from Africa. It outlines both the common features of this trade and the local differences that developed. It discusses the slave trade's economics, politics, demographic impact, and cultural implications in relationship to Africa as well as America. Finally, it places the slave trade in the context of world trade and examines the role it played in the growing relationship between Asia, Africa, Europe, and America.

Herbert S. Klein is the author of several books about the social and economic history of Latin America, about African slavery, and on international migrations, including The Middle Passage: Comparative Studies in the Atlantic Slave Trade and African Slavery in Latin American and the Caribbean. He has received, among other awards, Social Science Research Council and Fulbright grants and was a Guggenheim Fellow.
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A HUMAN HISTORY

MARCUS REDIKER
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PRAISE FOR

THE SLAVE SHIP

"The Slave Ship is the best of histories, deeply researched, brilliantly formulated, and morally informed."
—IRA BERLIN, Distinguished University Professor, University of Maryland, and author of Many Thousands Gone (Winner of the Bancroft Prize)

"I admire this book more than I can easily say. At the heart of it is the slave ship, engine of wood and hemp and canvas, instrument of terror. From this dark heart Marcus Rediker ranges outward over four centuries and three continents. He brings to his task a combination of dedicated research, deep human concern, and narrative power of a high order. By insisting on the realities of individual experience, he counteracts our human tendency to take refuge from horror in comforting abstractions. We are all indebted to him for this. In range and scope and in the humanity of its treatment, this account of the Atlantic slave trade is unlikely ever to be superseded."
—BARRY UNSWORTH, author of Sacred Hunger

"I was hardly prepared for the profound emotional impact of The Slave Ship: A Human History. Reading it established a transformative and never to be severed bond with my African ancestors who were cargo in slave ships over a period of four centuries. Their courage, intelligence, and self-respect; their fierce efforts to free themselves (and, though cruelly bound, to create community) moved me so deeply that, for several days, I took to my bed. There I pondered the madness of greed, the sadism of wielding absolute power over any creature in chains, the violence of attempting to dominate and possess what is innately free. For all Americans and indeed all those who live in the Western world who have profited by, or suffered from, the endless brutality of the slave trade, during all its centuries and into the present, this book is homework of the most insistent order. There is no rebalancing of our wrecked planet without sitting with, and absorbing, the horrifying reality of what was done, by whites, by the West, by the wealthy, to our beloved ancestors, the Africans, who endured and sometimes survived 'the middle passage' to bring their radiance and their indomitable spirits into the New World. What, now, is to be done? That is the question that can only have a collective answer."
—ALICE WALKER, author of The Color Purple