

Senior Research Seminar: Race and Slavery in Brazil

LAH4930: Spring 2016

Jeffrey D. Needell

311 Grinter Hall; jneedell@history.ufl.edu; <http://www.clas.ufl.edu/users/jneedell/>

Introduction to the course:

The Department of History's senior research seminar is the capstone of preparation for students majoring in the discipline. It is designed to deepen the experience begun in the department's practicum course, particularly by guiding students in actually writing history. Thus, in this course, we will be repeating and improving upon practices students should be familiar with: critical reading of secondary sources, critical reading of primary sources, discussion of such material in seminar, research in both types of sources, planning a research paper, presenting one's research, and writing a research paper. These are both difficult and exciting things to do. While few students will decide to go on in the discipline and to serve in the academy as historians, the skills learned here can and will play a critical part in any number of professions.

Aside from these general skills, this seminar is designed to introduce students to the history of race relations and slavery in Brazil, focusing on people of African birth or descent (relations with native peoples and their enslavement is a related but distinct matter – the instructor's course on the History of Amazonia is the best introduction to that). No other country in the Americas bought as many people from Africa as Brazil did (c.1510s-1850s), and no other country maintained slavery as long (1888). The course tries to grapple with these matters and their legacies down through to the past decade. This particular seminar, because of its focus on race and slavery in Brazil, has a special attraction for people in the United States because of our own experience with Afro-European race relations, African slavery, and their legacies. It is also compelling because it not only challenges the student to understand the past, but to understand the past in a country whose origins and culture are quite distinct from those of the United States and Europe – not least because of the enslavement of millions of people from Africa and their descendants. One of the students' greatest challenges is to begin the practice of trying to shed one's United States assumptions in trying to comprehend such a rich and complicated reality.

Practical Matters:

Students will be learning Brazilian history in session, as they practice and learn history skills. While there will be no midterm or final examinations on Brazilian history or race and slavery, the students' mastery of the instructor's lectures should be apparent in the students' discussion and written work and will affect students' grades. Thus, the texts below do not include a history of Brazil (although an optional, short introduction to that history is listed separately). Instead, the required texts are focused on the seminar's topics and will form the basis of session discussion, as indicated in the course schedule. The Rampolla text is critical as a practical guide to much that students must learn and do.

Students' grades will be based on averaging the three grades for the following three categories: participation (attendance, discussion, oral presentation), preliminary written work (the source critique, the source analysis, and the research project prospectus), and the research paper. There will be separate guides to each of the three items of preliminary written work made available to students at the beginning of the course as a handout supplement.

As primary sources for Brazil are generally in Portuguese, the instructor will also post on his website lists of primary sources in English accessible in the university library.

Required texts for discussion. Note that, while most of the books listed are available for purchase, all books listed have been put on reserve at Library West as well. All of the articles listed are available online through the George Smathers Library website catalogue -- by using the title of the journal, you should easily acquire access to the particular volume, issue, date and article, as noted.

1. Klein, Herbert S. and Francisco Vidal Luna, *Slavery in Brazil*. Cambridge: Cambridge University Press, 2010. 978-0-521-14192-5.
2. Kraay, Hendrik. *Afro-Brazilian Culture and Politics: Bahia, 1790s to 1990s*. Armonk, NY: M.E. Sharpe, 1998. 0-7656-0225-3. [paper: 978-0-765-60226-8]

3. Freyre, Gilberto. "Social Life in Brazil in the Middle of the Nineteenth Century," *Hispanic American Historical Review*, 5:4 (Nov. 1922): 597-630.
 4. Stein, Stanley J. *Vassouras: A Brazilian Coffee County, 1950-1900: The Roles of Planter and Slave in a Plantation Society*. Princeton: Princeton University Press, 1985 [1958]. 0-691-02236-4.
 5. Andrews, George Reid. *Blacks and Whites in São Paulo, Brazil: 1888-1988*. Madison: University of Wisconsin Press, 1991. 0-299-13100-9.
 6. Needell, Jeffrey D. "Abolition of the Brazilian Slave Trade in 1850: Historiography, Slave Agency, and Statesmanship," *Journal of Latin American Studies*, 33:4 (November 2001): 689-711.
 7. Idem (*). "Brazilian Abolitionism, Its Historiography, and the Uses of Political History," *Journal for Latin American Studies*, 50:2 (May 2010).
 8. Idem. "History, Race, and the State in the Thought of Oliveira Viana," *Hispanic American Historical Review*, 75:1 (Feb. 1995): 1-30.
 9. Idem. "Identity, Race, Gender, and Modernity in the Origins of Gilberto Freyre's *Oeuvre*," *American Historical Review*, 100:1 (Feb. 1995): 51-77.
 10. Dávila, Jerry. *Diploma of Whiteness: Race and Social Policy in Brazil, 1917-1945*. Durham: Duke University Press, 2003. 0-8223-3079-9.
 11. Fischer, Brodwyn. "'Quase pretos de tão pobres,'" *Latin American Research Review*, 39:1 (Feb. 2004): 31-59.
 12. French, Jan Hoffman. *Legalizing Identities: Becoming Black or Indian in Brazil's Northeast*. Chapel Hill: University of North Carolina Press, 2009. 978-0-8078-5951-3.
 13. Rampolla, Mary. *A Pocket Guide to Writing in History*, 5th ed. Boston: Bedford/St.Martins, 2007.
- (* Idem, as you should know, means "by the same author.")

Optional background text:

Fausto, Boris; trans. A. Brakel. *A Concise History of Brazil*. Cambridge: Cambridge University Press, 1999. 0-521-56526-x

Course schedule:

Week.	Subject	Student Assignment ¹
I.	Orientation & slavery's origins	During the week, learn location of Latin American and Caribbean Collection; learn how to access and use the George Smathers Library website catalogue and HAPI for articles (see n2 below), and learn how to access the books on reserve (all materials on reserve are located at the Reserve Desk of Smathers Library – Library West—under LAH4930). See the instructor as soon as possible about a possible research topic.
II.	Colonial slavery	Klein, chs.1-3.
III.	Political history of 19 th century.	Begin sampling resources and thinking about the research paper. The first written assignment related to the paper, the research project (the prospectus – see the supplement "Research Seminar Prospectus"), is due week VIII. As part of this preparation, review Rampolla, chs.3-7, especially pp.10, 11, 14, 29-31, 36-38.
IV.	Political history of 19 th century.	Read one primary source and two history articles on slavery or race relations in Brazil (use JSTOR or HAPI ²) and prepare to submit a one-page critique of each item at our session on week V . For primary-source critiques, use Rampolla, 10, as a guide. For secondary source critiques, use the supplement "Research Seminar Secondary-Source Critique Criteria." Prepare to discuss your sources in that session, as well. Use this exercise as a way forward towards the research paper – pick a topic or topics that interest you in that regard. If you have not done so by now, you should consult with the instructor regarding the paper topic and sources starting week V.

¹ All reading assignments below are to be done before the session.

² One can access HAPI from the Smathers Library website). HAPI is a search engine specialized for Latin American studies but does not include older articles, which are sometimes critical. The website catalogue also accesses all pieces as part of the complete runs of the major journals in the field. One looks up the journals by title and then searches in them using key words (e.g., Brazil, slavery, race relations, etc.). We have hard copies of all of the major Latin Americanist journals in English at the Latin American and Caribbean Collection, as well. If you do your initial search online, the titles for the major journals include the *Hispanic American Historical Review*, the *Latin American Research Review*, the *Journal of Latin American Studies*, and the *Americas*.

V.Preliminary project presentations **Submit the three one-page source critiques** noted above and discuss one or more of them in terms of a possible research paper.

VI..Slavery in 19th c. Brazil Klein, chs.4,6,7.

VII.Plantation slavery in 19th.c. Stein, chs.2,3,6,7.

VIII.Discussion of the prospectus. **The prospectus is due at the beginning of the session.** Each student will be expected to be able to discuss her/his prospectus during the session. In the discussion, each student will explain the problem his/her project addresses and the nature of the sources selected. Afterward, as you move forward to write the research paper, note that the prospectus differs fundamentally from the research paper; see **“Research Seminar Paper.”**

SPRING BREAK

IX.Origins of Afro-Brazilian culture. Klein, ch.9; Stein, ch.8; Kraay, chs.3,4. Begin process of selecting four primary sources associated with your topic for a four-page analysis using them in a way related to your research topic. This will be due on session XII; use Rampolla, 10, as a guide.

X.Abolition & the Republic. Klein, ch.10; Needell (items 6 & 7)

XI.Abolition & the Republic. Complete the four primary sources’ analysis. Review the supplement “Research Seminar Paper,” to make sure the paper preparation is on track.

XII.Post-Abolitionist society & thought. Kraay, ch.5; Andrews, chs.3,4; Freyre; Needell (items 8 & 9). **Submit the four primary sources’ analysis.**

XIII.Racial democracy & its contradictions. Dávila, chs.1,2,5,6; Andrews, chs.5,6,7; Fischer.

XIV.Recent racial thought & practice. Kraay, ch.6; French, Preface, Introduction, chs.3,4,5,6, Conclusion.

XV. Paper presentation Present a succinct oral presentation on your research paper, using the structure of the prospectus as a guide.

The research paper is due the Monday after sessions end, by 4:00 p.m., in the Department of History.

Advice:

Prudent students will note that the assigned reading, when combined with the additional reading for the research paper, demands disciplined, constant attention. It will be apparent that students who do not have a research topic worked out with the instructor by week VI risk a crisis in meeting their responsibilities. Since very few students are familiar with Latin American history, few come up with a topic quickly on their own. **The instructor does not expect you to develop a term-paper topic on your own; he invites you to consult with him at your earliest possible convenience.**

Penalties, Catastrophes, and Warnings:

1. Please note that there are severe penalties for missing the deadline of the written submissions (each must be turned in at the beginning of the session indicated; if it is turned in during the session, it is penalized a half grade; if it is turned in within the twenty-four hour period following the deadline, it is penalized a full grade; if it is turned in within the second twenty-four hour period, it is penalized two full grades; and so on). “Turned in” means delivered by hand as hard copy; email attachments will not be graded, although they may be considered as proof of completion in a documented emergency situation. **Students who must turn in their papers late are responsible for having it signed in at the time and date of submission by one of the secretaries in the Department of History office.**

2. **All written submissions of the course must be submitted to the instructor and a grade for each recorded in order to earn a course grade.**
3. As life has been arranged so that unexpected catastrophes occur for which even the prudent and virtuous student cannot prepare, the instructor will be willing to review student petitions for a waiver of penalty (or lessening of penalty). Such waivers will be granted at the discretion of the instructor, and are most likely to be granted in those cases in which the instructor deems that the catastrophe is credible and reliably documented. Advance warning, even the slightest, of an unexpected, oncoming change of plans is a prudent way to prepare the instructor for the possibility of mercy.
4. There is no extra credit option or possibility in this course.
5. The instructor will not tolerate cheating. The instructor will not tolerate plagiarism (the use of others' materials without appropriate citation, credit, or permission). A student guilty of either will fail the course and the matter will be referred to, and recorded by, the appropriate university authority.
6. The instructor does keep records of attendance for this course. Attendance will count towards your grade; it is a part of the category of participation.
7. Students requesting classroom accommodation because of a disability must first register with the appropriate unit of the Dean of Students' Office. That office will provide documentation to the student who must then provide that same documentation to the instructor when requesting the appropriate accommodation.

The instructor is obliged to provide other information in regard to taking the course, information on grading, the honor code, and evaluation of the instructor. Here is that information:

8. For the university's policies with regard to grades, see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. Regarding university policy on matters of honor, such as cheating or plagiarism, note:
The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>), which specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.
10. Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.