

Senior Research Seminar: Race and Slavery in Brazil

LAH4930: Fall 2020: Canvas Syllabus

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Office Hours: Mondays, 1-4:00 p.m.

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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 the general skills of historiography, 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, taught every other year, is the best introduction to that). No other country in the Americas brought as many people from Africa as Brazil did (c.1510s-1850s), and no other country maintained Africans and their descendants in slavery as long (1888). The course tries to grapple with these matters and their legacies down through to the recent past, with an emphasis on the era after independence (1822). The course's concerns are compelling because they not only challenge the student to think about the origins of these particularly painful legacies of the past, but to do so by inevitable comparisons with a country whose origins and culture are quite distinct from those of the United States. Indeed, one of the students' greatest challenges is to begin the practice of trying to shed one's United States assumptions in trying to comprehend the nature and meaning of slavery and racism in such a rich, complicated, and distinct reality.

Practical Matters:

This semester, an additional challenge is presented by the Covid 19 pandemic, which has compelled the instructor to make use of both Canvas and Zoom to teach online alone. Students should read this syllabus with special care, accordingly, particularly in regard to assigned readings and research, which have been reviewed and revised with online access alone in mind. Students unfamiliar with Canvas might find the following site useful: <https://elearning.ufl.edu/keep-learning/>

Given the pandemic, the sessions will be on Zoom and scheduled as indicated in the Course Listing for when we would have met in class. The sessions, which include lectures, the instructor's responses to questions raised during the lectures, discussion, and presentations, will be recorded. See **Penalties, Catastrophes, Warnings, and Required Information** (below, under "Required Information") in regard to the privacy issues, etc., involved. The sessions will be accessible to registered students only for at least a week; go to Zoom Conferences on Canvas and click on Cloud Recordings.

My office hours will be held as indicated above; I shall be sending all registered students the data necessary to access office hours on Zoom. Office hours will not be recorded. The Canvas site for the course will contain, in Files, a copy of this syllabus, and the necessary handouts for success (see below). Students unfamiliar with Canvas might find the following useful: <https://elearning.ufl.edu/keep-learning/>

The texts below do not include a history of Brazil (although optional syntheses and essays on that history are listed separately). Instead, students will be learning Brazilian history primarily in the lectures, and as they practice and learn history skills. That larger Brazilian context is critical to our understanding of race and slavery in Brazil. Thus, while there will be no midterm or final examinations on Brazilian history, the students' mastery of the lectures and weekly readings in regard to Brazilian history should be apparent in the students' discussion and written work, and will affect students' grades in that way. There are, of course, required texts. These are listed below; they are focused on the

seminar's weekly topics and will form the basis of session discussion, as indicated in the course schedule. The Rampolla text (which the student should purchase, if it was not retained after using it in the practicum) 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 students' achievements in the following three categories: participation (attendance, discussion, oral presentation), preliminary written work (the three-source critique, the research project prospectus, and the analysis of four primary sources), and the research paper. Aside from Rampolla, there will be separate guides to students' written work made available to students at the beginning of the course in three supplements in Canvas, under Files: "Research Seminar Secondary-Source Critique Criteria," "Research Paper Prospectus," and "Research Seminar Paper," all designed specifically for this course.

While primary or secondary sources for Brazilian historical research are generally in Portuguese, the instructor cannot assume most United States students can read in the language. Thus, the instructor has placed **two lists of online accessible sources in English on Canvas in Files for the student**. One list is focused on nineteenth-century primary sources; the other is focused on primary and secondary sources for the era after Brazilian slavery's abolition (1888). All of these can be accessed and read through use of the online catalog for Smathers Library.

Given the online challenge to our research, the emphasis on consultation with the instructor is stronger than usual. Students should contact the instructor as soon as possible in regard to their research paper possibilities and ways to undertake the research for it. This is the most important reason for the instructor's office hours. There will inevitably be a delay in trying to do this by emailing the instructor directly.

All written work submitted to the instructor should be done on or before the session or due date indicated below by submitting the work as a Word document using Canvas (in Assignments).

Required texts for discussion. These are *in order of first use in the weekly course readings*. Note that, while most of the books listed are available for purchase, the instructor has selected only texts accessible online. Most of the books listed are accessible online through the Smathers catalog as e-books; in at least one case, however, only certain chapters are accessible online through Smathers, by way of Google Books (that is, one will find a reference to the Google Books online version in the Smathers listing and one can click on that to access the chapters assigned here). All of the articles listed, of course, are available online by accessing the journals online through the Smathers catalogue -- by using the title of the journal, you should easily acquire access to the article by selecting the particular volume, issue, date and article, as indicated below for each article.

1. Klein, Herbert S. and Francisco Vidal Luna, *Slavery in Brazil*. Cambridge: Cambridge University Press, 2010. Chs. 1-3 only by Google Books.
2. Bethell, Leslie. "1822-1850." In *Brazil: Empire and Republic: 1822-1930*, Leslie Bethell, ed.. Cambridge: Cambridge University Press, 1989. E-book.
3. Graham, Richard. "1850-1870." In *Brazil: Empire and Republic: 1822-1930*, Leslie Bethell, ed.. Cambridge: Cambridge University Press, 1989. E-book.
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]. E-book.
5. Assunção, Matthias Rohrig. "From Slave to Popular Culture," *Iberoamericana*, 3:12 (Dec. 2003): 159-76.
6. Chasteen, John . "A Prehistory of Samba," *Journal of Latin American Studies*, 28:1 (Feb. 1996): 29-47.
7. Karasch, Mary C.. *Slave Life in Rio de Janeiro: 1808-1850*. Princeton: Princeton University Press, 1987. E-book.
8. Libby, Douglas. "A Culture of Colors," *Luso-Brazilian Review*, 50:1 (2013): 26-52.
9. 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.
10. Idem (*). "Brazilian Abolitionism, Its Historiography, and the Uses of Political History," *Journal for Latin American Studies*, 50:2 (May 2010).
11. Idem. *The Sacred Cause: The Abolitionist Movement, Afro-Brazilian Mobilization, and Imperial Politics in Rio de Janeiro*. Stanford: Stanford University Press, 2020. E-book.
12. Freyre, Gilberto. "Social Life in Brazil in the Middle of the Nineteenth Century," *Hispanic American Historical Review*, 5:4 (Nov. 1922): 597-630.
13. Borges, Dain. "'Puffy, Ugly, Slothful and Inert': Degeneration in Brazilian Social Thought, 1880-1940." *Journal of Latin American Studies*, 25:2. (May, 1993): 235-256.

14. Needell, Jeffrey D. "History, Race, and the State in the Thought of Oliveira Viana," *Hispanic American Historical Review*, 75:1 (Feb. 1995): 1-30.
15. Idem. "Identity, Race, Gender, and Modernity in the Origins of Gilberto Freyre's *Oeuvre*," *American Historical Review*, 100:1 (Feb. 1995): 51-77.
16. Dávila, Jerry. *Diploma of Whiteness: Race and Social Policy in Brazil, 1917-1945*. Durham: Duke University Press, 2003. E-book.
17. Fischer, Brodwyn. "'Quase pretos de tão pobres,'" *Latin American Research Review*, 39:1 (Feb. 2004): 31-59.
18. Diniz, Rato. "The Favelas of Rio de Janeiro." In *Cities from Scratch: Poverty and Informality in Urban Latin America*, B. Fischer, B.McCann, and J. Auyero, eds.. Durham: Duke University Press, 2014. E-book.
19. French, Jan Hoffman. "Rethinking Police Violence in Brazil," *Latin American Politics and Society*, 55:4 (Winter 2013): 161-81.
20. McCann, Bryan. "Troubled Oasis." In *Cities from Scratch: Poverty and Informality in Urban Latin America*, B. Fischer, B.McCann, and J. Auyero, eds.. Durham: Duke University Press, 2014. E-book.
21. Wood, Charles, et al.. "The Color of Child Mortality in Brazil, 1950-2000," *Latin American Research Review*, 45:2 (2010): 114-39.
22. Rampolla, Mary. *A Pocket Guide to Writing in History*, 5th ed. Boston: Bedford/St.Martins, 2007.

(* Idem means "by the same author.")

Optional online accessible background texts on nineteenth- and twentieth-century Brazilian history:

1. Bethell, Leslie. "1822-1850." In *Brazil: Empire and Republic: 1822-1930*, Leslie Bethell, ed.. Cambridge: Cambridge University Press, 1989. E-book.
2. Idem. *Brazil: Essays on History and Politics*. London: Institute of Latin American Studies and School of Advanced Study, 2018. E-book.
3. Graham, Richard. "1850-1870." In *Brazil: Empire and Republic: 1822-1930*, Leslie Bethell, ed.. Cambridge: Cambridge University Press, 1989. E-book.
4. Bethell, Leslie. *Brazil: Essays on History and Politics*. London: Institute of Latin American Studies and School of Advanced Study, 2018. E-book.

Course schedule:

Week. Subject

Student Assignment¹

I. Orientation & slavery's origins. During the week, learn to access online e-books, articles, and other sources through the Smathers Library website and HAPI or JSTOR for articles (see n2 below). **Consult with the instructor as soon as possible during his office hours about a possible research topic and the ways to research that topic.**

II. Colonial slavery Klein, chs.1-3.

III. Political history of the 19th century. Begin sampling sources and thinking about the research paper. The first written assignment related to the paper, the prospectus (i.e., the research proposal – **see the supplement "Research Seminar Prospectus" filed on Canvas**), is due week VII. As part of this preparation, review Rampolla, chs.3-7, especially pp.10, 11, 14, 29-31, 36-38.

IV. Political history of 19th century. Read one primary source (see the course lists of such sources on Canvas, mentioned above) and two history articles on slavery or race relations in Brazil (use JSTOR or HAPI²) and prepare to

¹ **All weekly 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; these might be accessed through JSTOR, a more general academic article search engine. The Smathers website catalogue also accesses all of the assigned pieces, as they are articles from the complete runs of the major journals in the field, all of which are in Smathers. In looking for possible secondary sources among such articles, one looks up the journals by title on the Smathers website and then searches in them using key words (e.g., Brazil, slavery, race relations, etc.). The titles for the major journals for this

submit a one-page critique on each source, comprising the three-source critique due at our session on week V. For how to critique the primary source, use Rampolla, 10-11, as a guide. For the secondary source critiques, **use the supplement “Research Seminar Secondary-Source Critique Criteria” filed on Canvas.** Prepare to discuss your sources in the week V 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 as soon as possible.

V. Preliminary project presentations **Submit the three-source critique** noted above and be prepared to discuss one or more of them during the session in terms of a possible research paper.

VI. Slavery in 19th c. Brazil Bethell and Graham chs. in Bethell, *Brazil: Empire and Republic, passim* (one can use the index, under “slavery,” etc. for focused efficiency). Stein, chs. 2, 3, 6, 7.

VII. Discussion of the prospectus. **The prospectus is due at the beginning of this 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. After this session, as you move forward to write the research paper, note that the prospectus differs fundamentally from the research paper; see **“Research Seminar Paper” filed on Canvas.**

VIII. Origins of Afro-Brazilian Culture. Stein, ch. 8; Assunção, Chasteen, and Libby articles; and Karasch, ch. 8. Begin the process of selecting **four primary sources associated with your research paper topic for a four-page analysis, using them in a way related to your research topic. This will be due on session X;** use Rampolla, 10, as a guide.

IX. Abolition, the Republic, and Racism. Needell (items 10 & 11) and idem, *The Sacred Cause*, 231-57. In discussing an author’s work with the author present, one may be uncomfortable. As professionals, one must overcome this. One has to be able to discuss another’s work publicly and professionally – one must find something to criticize in the author’s work and do it without comments that could be taken personally. Review the supplement “Research Seminar Paper,” to make sure the paper preparation is on track.

X. Post-Abolitionist society & thought. Freyre, Borges, Needell (items 14 & 15). **Submit the primary sources’ analysis.**

XI.³ Racial democracy & its contradictions. Dávila, chs. 1, 2, 5, 6; Fischer.

XII.⁴ Recent racial thought & practice. Diniz, French, McCann, and Wood.

XIII. Paper presentation. Present a succinct oral presentation on your research paper, using the structure of the prospectus (except for the annotated bibliography) as a guide.

The research paper is due on or before Wednesday, 9 December, by 6:00 p.m., and will be submitted, in Word, to the instructor on Canvas in Assignments. Note that our last session takes place that same day.

Advice:

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. 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 V risk a crisis in meeting their responsibilities. Since very few students are familiar with Brazilian history, few come up with a topic quickly on their own. Moreover, given the online nature of the course this semester, as well as the unforeseen issues likely in an era of pandemic, the need

seminar include the *Hispanic American Historical Review*, the *Latin American Research Review*, the *Journal of Latin American Studies*, the *Luso-Brazilian Review*, and *The Americas*.

³ Note that what would have been our Week XI is taken up by Veterans’ Day, 11 November. We meet for Week XI on 18 November.

⁴ Note that what would have been our Week XII is taken up by the pre-Thanksgiving holiday. We meet for Week XII on 2 December.

for consultation as early as possible is quite clear.

Penalties, Catastrophes, Warnings, and Required Information Please note that there are severe penalties for missing the deadline of the written submissions. Except for the research paper, each must be turned in by the beginning of the session indicated. If any submission, except for the research paper, is turned in during the session, it is penalized a half grade. If any submission (including the research paper) 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 to the instructor as a Word document, on Canvas in Assignments .

1. **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.** None of them is optional.
2. 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.
3. There is no extra credit option or possibility in this course.
4. 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.
5. By Department mandate, 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.
6. 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.

Required Information:

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

1. Our class sessions will be audio-visually recorded for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded.
2. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.
3. For the university’s policies with regard to grades, see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
4. Regarding university policy on matters of honor, such as cheating or plagiarism, note that the Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)

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.

5. What follows is the updated information on campus policies in regard to evaluation. Note that, in regard to the information and links below, there are references to the use of CANVAS for evaluation. The CANVAS evaluation system is called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E_HUO3wQ&e= . Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at [\[https://evaluations.ufl.edu<https://evaluations.ufl.edu/\]https://evaluations.ufl.edu<https://evaluations.ufl.edu/>](https://evaluations.ufl.edu) .