

History Practicum:
HIS3942: Nineteenth-Century Brazilian Slavery and Abolition.
Spring 2023

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Purpose of the course:

The word **practicum** is related to Latin and Greek words having to do with the idea of an academic exercise involving practical work. The Department of History's practicum is an apprenticeship for those in the major. It is designed to provide the student with the skills necessary to succeed in the department by introducing the student to the nature and practice of history as a discipline. The skills involved should be useful to the student no matter what his/her profession after earning the degree. They include critical analysis of various kinds of evidence, critical analysis of written accounts and arguments, the nature of written argument, discussion skills, oral presentation skills, the practice of peer review, and an introduction the practice of lucid, organized writing.

This particular practicum was developed years ago as the first in the department to address the tasks and challenges specific to the history of the world beyond Europe and beyond what is now the United States. Thus, a good deal of the instructor's task is to explain and to demonstrate the difficulties and delights of such study. Beyond attempting to understand what happened in the past, such research also invites us to attempt to understand what happened in a different culture. Portuguese is the language in which most of the relevant material from the Brazilian past and many of the best histories of that past are written. Thus, most students in the United States are locked out of that material. In this class, we shall try to get at Brazilian reality by other means. We shall go to other accounts from the Brazilian past written in English: certain kinds of documents, translations of Brazilian sources and histories, and the work of Anglophone scholars. This presents interesting intellectual problems, many of which are common in the analysis of the world beyond the United States – the attempt to understand other peoples at more than one kind of distance.

Organization:

Students attend three sessions between the Tuesdays and Thursdays of each week. Two of these are lectures on the history of Brazilian slavery and abolition; they take place Tuesdays' one session and on the first session taking place on Thursdays. Thursdays' second session is one dealing with what used to be called a "precept." The word comes from a Latin word for a command or instruction and is related to the idea of correct conduct. Here, it has to do with a session designed to provide practical exercise in the skills of the historian. Thus, these third sessions will be devoted to the actual practice of history research, discussion, and writing. It is designed to provide training, and emphasizes more interaction with the instructor in learning the practice of the discipline.

Practical Matters, Particularly Those Concerning Research:

This semester, an additional challenge is presented by the threat of a Covid surge. This has compelled the instructor to make use of Canvas to provide access to this syllabus and critical files and may compel the students to use on-line resources from Smathers (and the Latin American and Caribbean Collection). Students should read this syllabus with special care, accordingly, particularly in regard to assigned readings and research, which have been reviewed and revised

with the possibility of online access in mind. Students unfamiliar with Canvas might find the following site useful: <https://elearning.ufl.edu/keep-learning/>

My **office hours** will be held as indicated above, face-to-face and in my office. As indicated just above, the Canvas site for the course will contain, in Files, a copy of this syllabus, and **the necessary handouts** for success (see below).

The texts below do not include a **history of Brazil** (although optional examples are listed separately below) – the book by Viotti da Costa is a collection of revised essays on the monarchy which is a useful introduction to many of the issues we will be addressing. Thus, students will be learning Brazilian history primarily in the lectures, from the reading assigned in many of the weeks, and as they practice and learn history skills. Still, 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 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** (see these in the weeks' "written assignments" below), **and the research project**. Thus, there will be, among the necessary handouts mentioned above, separate guides for both the preliminary written work and the research project, all designed specifically for this course. Regarding **participation**, note that it includes presence at the sessions. The instructor thus breaks from his normal practice regarding keeping attendance, because without consistent personal participation, the purpose of the course is defeated. While one absence will be permitted, two absences will result in a third of a grade reduction in the student's course grade (e.g., from an A to an A-, and so on), and four will result in a full-grade reduction in the student's course grade. Students absent more than four times will fail the course. **See below on waiver of penalties, etc..**

Texts to be Purchased:

Costa, Emilia Viotti da. *The Brazilian Empire: Myths and Histories*, 2nd ed. Chapel Hill: Univ. North Carolina, 2000.

Rampolla, Mary. *A Pocket Guide to Writing in History*, 5th ed. Boston: Bedford/St.Martins, 2007.

Required Secondary-Source Texts on Reserve:¹

Bergstresser, Rebecca Baird. "The Movement for the Abolition of Slavery in Rio de Janeiro, Brazil, 1880-1889." Ph.D. diss., Stanford Univ., 1973.

¹ These required texts are on two-hour reserve in Smathers Library West. Given the number of students and the deadlines, you might discuss photocopying the assigned chapter(s) of the required text and return the text immediately. Students might consider organizing in copy groups and delegating colleagues, on a rotating basis, to make a master photocopy for others to use, sharing the cost.

Conrad, Robert Edgar. *The Destruction of Brazilian Slavery, 1850-1888*. Berkeley: Univ. of California, 1972.

Frank, Zephyr L. *Dutra's World: Wealth and Family in Nineteenth-Century Rio de Janeiro*. Albuquerque: Univ. of New Mexico, 2004.

Karasch, Mary C. *Slave Life in Rio de Janeiro, 1808-1850*. Princeton: Princeton Univ. Press, 1987.

Toplin, Robert Brent. *The Abolition of Slavery in Brazil*. New York: Atheneum, 1971.

Optional Online Accessible Texts:

1. Bethell, Leslie. "1822-1850." In *Brazil: Empire and Republic: 1822-1930*, Leslie Bethell, ed.. Cambridge: Cambridge University Press, 1989. E-book.
2. Graham, Richard. "1850-1870." In *Brazil: Empire and Republic: 1822-1930*, Leslie Bethell, ed.. Cambridge: Cambridge University Press, 1989. E-book.
3. Needell, Jeffrey D. "Brazilian Abolitionism, Its Historiography, and the Uses of Political History," *Journal for Latin American Studies*, 50:2 (May 2010).

Schedule:

The direction associated with each week's roman numeral provides the students with the assignment to be done that week, **before** the weekly third session on Thursdays. As noted earlier, the instructor will review basic issues and practices (e.g., what is an annotated bibliography, etc.) during the third sessions as we go along and as the need arises.

<u>Week</u>	<u>Lectures</u>	<u>Third Session</u>
I.	Orientation to the course Find the locations of, and learn how to access, the two library collections, the reserve site in Smathers Library West, and the practicum supplements on the instructor's website.	Special Collections & LAC ²
II.	Cultural Artifacts Read Costa, chs.1-3 in preparation for week III. Rampolla, 6-11; review visual records (see "Practicum Visual Records Guide" – this, and all other practicum supplements, can be downloaded from Files of the course's Canvas site)	Visual Records discussion
III.	Structure of the Monarchy Read Rampolla, 14-16. Prepare Costa for third session discussion (see "Practicum Third Session Discussion Guide"). Begin sampling sources and thinking about the research project (see "Practicum Research Project"); the first written assignment related to the project is due week VII. As part of this preparation, review Rampolla, chs.3-7, especially pp.10, 11, 14, 29-31, 36-38.	Critique of Costa
IV.	Slavery in Brazil Read Freyre (see "Practicum Journal Articles") and study the "Practicum Historiographical Essay Criteria" for next week's written assignment. Prepare Freyre for third session discussion.	Critique of Freyre
V.	Slavery in Brazil	Critique of the Literature

² Special Collections and the Latin American Collection are in Smathers Library East, second and fourth floors, respectively.

Read three articles on slavery or abolition (use JSTOR or HAPI,³ or select from “Practicum Journal Articles” and **submit a one-page critique of one..** Prepare to discuss your articles in third session, as well.

VI. Who Ended the Slave Trade? Critique of the Revisionists.
Read the Bethell, Graden, Chalhoub articles on the slave trade (in Chalhoub’s case, the article title refers to yellow fever) (see “Practicum Journal Articles”) and prepare them for third session discussion.

VII. Politics of the Slave Trade Critique of Needell
Read Needell, “Abolition” (see “Practicum Journal Articles”) and prepare for third session discussion.

Project plan due at the beginning of your third session meeting: submit a one or two-page plan for the research project including two or three possibilities for the topic with one possible primary source and two possible secondary sources for each possibility, for a minimum of six to nine sources total. See “Week VII Clarifying Explanation and Advice” in Files.

VIII. The Milieu of Abolitionism Critique of Graham & Costa
Read Lauderdale Graham (see “Practicum Journal Articles”) & Costa, chs.6&7 and prepare them for third session discussion.

IX. Abolitionism Critique of Conrad
Read Conrad, *Destruction*, chs.9&10 (See “Practicum Bibliography”) and prepare them for third session discussion

Over the next four weeks, find and use at least one article from *The Rio News* (under “periodicals” in the Practicum General Bibliography) in either your research project or as the subject of one of the primary-source critiques due the last two weeks of class.

SPRING BREAK (11-19 March)

X. Abolitionism Critique of Toplin
Read Toplin, *Abolition*, chs.3&4 (See “Practicum Bibliography”) and prepare them for third session discussion.

XI. Abolitionism Critique of Bergstresser
Read Bergstresser, “Movement,” chs.2&3 (See “Practicum Bibliography”) and prepare them for third session discussion.

Submit a two-page research project topic and preliminary bibliography, along the lines of items 1 and 2 of the “Practicum Research Project,” due at the beginning of the third session meeting. The bibliography should include at least six sources (of these, at least two should be primary sources and at least two should be secondary sources).

XII. Parliamentary Parameters Critique of the Literature
Read Needell, “Brazilian Abolitionism” (See “Practicum Journal Articles”) studying the discussion of the literature in text and notes for the third session discussion.

³ One can access JSTOR from the university’s library website; one can access HAPI from the website for the Latin American Collection (via the library website). HAPI is a search engine specialized for Latin American studies but does not include older articles, which are sometimes critical. JSTOR accesses these older pieces as part of the complete runs of the major journals in the field.

XIII. End of Slavery Critique of Primary Sources
 Select primary sources and prepare for oral presentation of critiques over the last two weeks⁴ (See “Practicum General Bibliography” and Rampolla, 6-13). **At the third session, submit two one-page written critiques of two selected primary sources, using Rampolla, 10, as a guide. One of these critiques will be the basis for the each student’s oral presentation to follow.**

XIV. Aftermath of Abolition Oral presentations
 Costa, ch.9 and prepare for third session presentation of a primary-source critique.

XV. **Research projects due.** Oral presentations.
 Continuation of primary source critique presentations. Submit research projects.

Advice:

Prudent students will note that the assigned reading, when combined with the additional reading for the research project, demands disciplined, constant attention. Some weeks have less reading than others, and the instructor urges students to use those weeks to read ahead for other weeks or to apply to the research project.

Penalties, Catastrophes, and Warnings:

Note that there are severe **penalties** for missing the deadline of any written assignment. (it 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). All written assignments of the course must be submitted to the instructor and a grade for each recorded by the instructor in order to earn a course grade. Thus, students who fail to submit one or more written assignments will fail the course.

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.

There is **no extra credit option or possibility** in this course.

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.

Students requesting classroom accommodation because of a disability must first register with the Dean of Students’ Office. That office will provide documentation to the student who must

⁴ Each student will have the opportunity to make a very brief oral presentation of one of his/her primary sources, using one of the two written critiques submitted week XIII. A one-page critique takes about two minutes to read, leaving a moment or two for questions. Every student should be prepared for presenting on either the last session of week XIV or the sole session of the last week, week XV, as the instructor will choose at random the students who are to present at each of these sessions.

then provide that same documentation to the instructor when requesting the appropriate accommodation.

Required Information:

The instructor is obliged by the administration 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. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.
2. For the university's policies with regard to grades, see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
3. 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.
4. 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) .