

## Senior Research Seminar: Race and Slavery in Brazil

LAH4930: Spring 2023

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Office Hours: 307 Grinter Hall; Thursdays, 2-5:00 PM

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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 in class, 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 and enable one to read and analyze others' research more critically.

Aside from these 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 since the 1500s is a related but distinct matter – the instructor's course on the history of Amazonia, usually 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, Particularly Those Concerning Research:

This semester, an additional challenge is presented by the Covid 19 pandemic, which will compel the instructor and the class to make use of Canvas to access 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 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. Thus, there will be, among the necessary handouts mentioned above, separate guides for both the preliminary written work and the research paper: "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 that language. Nor can he assume that students will have, or want to use, access to hard copy sources. Those interested in historical research, though, should prize and use the hard copy sources available in our Rare Books collection, which is unusually strong in Latin American materials. However, if the student cannot or prefers not access such materials, 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. Some of them can be read in the original. There are, in addition, the online accessible materials made possible by the Latin American and Caribbean Collection: <https://ufdc.ufl.edu/results?page=2&q=slavery%20and%20race%20in%20brazil> And, in particular, the Brazilian site organized by LACC's archivist, Margarita Betancourt-Vargas: [Welcome - Ninteenth-Century Brazilian Slavery and Abolition - Guides @ UF at University of Florida \(ufl.edu\)](#)

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 hardcopy Word document, using the Times New Roman font (12), double-spaced, with regulation one inch margins and pagination in the upper right hand of the page, from page two through to the end. The instructor urges students to proofread their hardcopy for errors and clarity before submitting it to the instructor.

**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, or accessible in Smathers, Library West, Course Reserves, the instructor has selected only texts that are accessible online, as well. 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, Ratão. "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*, 5<sup>th</sup> 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. Silva, Nelson do Valle. "Brazilian Society: Continuity and Change, 1930-2000." In *Brazil since 1930*, Leslie Bethell, ed.. Cambridge: Cambridge University Press., 2008.

#### Course schedule:

##### Week. Subject

##### Student Assignment<sup>1</sup>

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 Nineteenth 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.

<sup>1</sup> All weekly reading assignments below are to be done before the session. The roman numerals indicate the weeks in the course. Thus, between the ninth and tenth weeks, we have Summer Break, March 11-19.

IV. Political History of the Nineteenth 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 HAPI<sup>2</sup>) and prepare to **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 Nineteenth-Century 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.

SPRING BREAK (March 11-19)

X. Racial Thought and the Old Republic. Freyre, Borges, Needell (items 14 & 15). **Submit the primary sources’ analysis.**

XI. The Vargas Years (1930-1945).

XII. Racial Thought and Its Institutionalization in the Vargas Years. Dávila, chs.1,2,5,6.

XIII. Brazil from Vargas to the Military Regime (1945-1985).

XIV. Racial Practice since Vargas. Fischer, Diniz, French, McCann, and Wood.

XV. 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.

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<sup>2</sup> 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 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*.

**The research paper is due on or before Tuesday, 25 April, and will be submitted to the instructor at the beginning of the session in hard copy. Note that this session is our last session.**

**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, thus, the need 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 in hard copy.

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 a penalty waiver or lessened penalty
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 **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=](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>> ns.ufl.edu/> .