

HIST 466 - Topics in Latin American History
Slavery in Latin America
Schedule T & Th, 3:30 - 4:45 PM
Location: LA1-309

Professor Lise Sedrez
e-mail: lsedrez@csulb.edu
562-985-4410
Office: FO-2 Rm. 111

Office Hours: T 1-2:30, 5-6; Th 9:30-10:30, 1-2, and by appointment
See <http://www.sedrez.com/html/officehours.html>

SLAVERY IN LATIN AMERICA (Spring 2009)

Slavery Studies is one of the most traditional subfields in Latin American historiography-and yet much new material and new niches for research have been defined in recent years. Far from being a homogenous phenomenon, slavery in Latin America and the Caribbean varied widely across the region. In class, we will discuss classic and innovative texts on slavery in Latin America, as we study its origins and legal demise. The course covers how the institution of slavery was transplanted in Latin America and the Caribbean during the sixteenth century, why slavery developed in some parts of Latin America and the Caribbean (and why not in other regions), and how the institution was eventually abolished by the last decades of the nineteenth century. We will also examine important topics, such as the transatlantic slave trade; gender and ethnicity; family and kinship; uprisings and rebellions; and the legacy of slavery in Latin America, particularly for Afro-Latin American communities.

STRUCTURE

This is a seminar based on academic discussion. Success or failure in the class depends on the commitment of the participants in keeping up with the readings. Come to class prepared. Be ready to explain the main argument of the readings, but be also ready to be critical and able to connect that work with other readings. Expect to read between 100-150 pages per week.

STUDENT LEARNING OBJECTIVES

After successful completion of the course of study, the student will be able to demonstrate the following skills and knowledge:

- 1) to evaluate the social, intellectual, political, and economic history of slavery in Latin America
 - Assessment: class discussions of readings, brief response papers, original research paper, book reviews
- 2) to understand the different experiences of forced labor in Latin America, geographically and chronologically
 - Assessment: class discussions of readings, brief response papers, original research paper, annotated bibliography
- 3) to analyze the impact of slavery on the historical construction of concepts such as race and class in Latin America
 - Assessment: class discussions of readings and movies, short papers, debates, research papers
- 4) understand history as a discipline
 - Assessment: class discussions of readings, brief response papers, original research paper
- 5) understand conceptual methods, i.e., periodization, interpretation
 - Assessment: class discussions of readings, original research paper, book review
- 6) evaluate the difference between secondary and primary sources
 - Assessment: class discussions of readings, original research paper, annotated bibliography
- 7) develop writing, analytical, organizational, oral, mechanical, computer, and library skills
 - Assessment: class discussions of readings, brief response papers, original research paper, book review, annotated bibliography
- 8) Graduate students should also be able to discuss critically the role of studies of slavery in Latin American and Atlantic World historiography
 - Assessment: book reviews, class discussions of readings, short papers, research or review papers, debates

REQUIRED READINGS

(HK) Klein, Herbert. *African Slavery in Latin America and the Caribbean*. Cambridge, New York: Cambridge University Press, 2007

(CGF) Conrad, R. E. *Children of God's Fire: A Documentary History of Black Slavery in Brazil*. Princeton, N.J.: Princeton University Press, 1983.

Required texts should be available for purchase in the bookstore. However you can also get copies at the library through Link+ or buy them online, sometimes at considerable savings. I suggest that you look at the following websites for used copies: www.bookfinder.com, www.abebooks.com, www.amazon.com, www.powells.com. If you do order books online remember that you have to receive them in time to read them for class.

I have also uploaded several articles and chapters to the class website, at BeachBoard (**BB**) and E-Reserves. They are also required reading.

The History Department has a *Grammar and Style Manual* available at the department office. You are encouraged to use the manual when writing your papers. In addition you can consult *The Chicago Manual of Style* for guidance on citation (footnote and bibliographic) styles. See Part II, Section 17 for footnotes, Part II, Section 16 for bibliographies. Visit also the Writer's Resource Lab, at <http://www.csulb.edu/~wrl/home.htm>.

ASSIGNMENTS

1. *Topics on slavery - Diversity*

Every week, by **Sunday evening**, you will post on BeachBoard a one/two paragraph message connecting the readings/theme of the week to one geographic region of Latin America of your choice: Mexico, Caribbean, Brazil, Andes or Southern Cone. You can/should read other SCHOLARLY material to prepare your post. Wikipedia is NOT acceptable. Complete and correct reference is required. I expect these "immediate reaction" responses to get more sophisticated by the end of the course, but they are supposed to be informal. You will be asked to discuss them, so come to class prepared.

2. *Paper #1 on Colonial Slavery (only for undergrad students)*

Using the class discussions and readings about colonial Latin America as a springboard, write a four-page essay (original title, double-spaced, 12 pt. font, stapled) about one aspect of the Slavery in the colonial period. You may analyze the slave trade, discuss the role of the Church in polemics about indigenous or African slavery, analyze themes of gender and slavery, etc.. Due on **March 3**.

3. *Book Review(s)*

You should write a scholarly **review of a book** of your choice (roughly 800 words) on Slavery in Latin American and the Caribbean. It should be a monograph, not a textbook or an edited volume. Check the Environmental History journal, or H-Net reviews (<http://www.h-net.org/reviews/>), as examples. Follow the guidelines provided in the BB website. I will not accept non-academic books or edited volumes. If you have doubts whether a book fits the requirements for this assignment, email me the complete reference. TIP: be smart and select a book that helps you to write your final paper. The book reviews are due in hardcopy AND digital format. **Undergraduate students: due date is March 24. Graduate students will write two book reviews; the first one is due on March 3 and the second one is due on March 24.**

4. Paper #2: analysis of a primary source

Select a primary source connected to slavery in Latin America and the Caribbean (obtain the instructor's approval for your source by email, before April 7). Analyze it in a short essay (four pages); do not simply describe the source, point out the context in which it was produced and its implications for the study of slavery in Latin America. Follow the guidelines provided in the BB website. The primary source essay is due on **April 21**. TIP: be smart and select a primary source that helps you to write your final review paper. **Graduate students should select at least two primary sources and compare them in a 6 to 8 page essay.**

5. Research paper

The primary source analysis and book reviews build toward the course's final assignment, a **research essay** using primary sources on one topic of your choice related to the class (10-12 pages). Use at least **five** secondary sources (journal articles and books) for the paper. Because there are limited resources available at CSULB, you may have to go to another library to find appropriate material. Be careful when using internet sources – discuss them with me.

You must meet with me by week six to discuss your topic. Paper topics are due on **March 17**. An annotated bibliography is due on **April 7**. A near complete draft (this means at least 10 pages) is due on **May 5**, in class. You will bring 3 copies of your draft to share with me and your colleagues. Be prepared to comment on their work. You will revise the work of two of your colleagues, and two of them will do the same with yours. On **May 7**, you will discuss these revisions in class, and work together to improve your papers. Final draft is due on **May 19 at 3 pm** (no exceptions; no extensions; you may also be asked to turn in your research notes, so do not destroy them.) See handout at BB on what is a good essay. There is no final examination.

GRADING

For undergraduate students

Weekly postings	15% course grade
Discussion/attendance	10% course grade
Short papers (2)	20% course grade
Book review (1)	20% course grade
Annotated bibliography, topic, draft	5% course grade
Research paper	30% course grade

For graduate students

Weekly responses	15% course grade
Discussion/attendance	10% course grade
Primary source essay (1)	20% course grade
Book reviews (2)	20% course grade
Annotated bibliography, topic, first draft	5% course grade
Research paper	30% course grade

GUIDELINES:

Each student should come to see me during my OFFICE HOURS at least once in the semester. As the final weeks tend to be crammed, plan accordingly.

All course ASSIGNMENTS must be fulfilled in order to receive a passing grade. Factors such as attendance in class, participation in discussions, honoring due dates for assignments, and consistent

quality of work may also be taken into account in assigning the final grade. Late papers, postings or reviews will be penalized, so plan ahead.

The reviews and the final essay should be turned in in **DIGITAL** (at Beachboard) **and** **HARDCOPY** format. Make sure your file is correct and that it is Microsoft Word compatible. If I cannot open the file, you have not fulfilled the assignment.

DISCUSSIONS will be based on the readings for that week. Come prepared. See handout at BB on what is considered good participation in discussions.

CHEATING and **PLAGIARISM** are serious offenses and will not be tolerated. They are violations of university regulations. Students in this class will be held to a high standard of academic integrity, which is defined as "the pursuit of scholarly activity free from fraud and deception." Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Such actions will be subject to disciplinary action. If I suspect any of the above, I may ask to see notes and draft. If you have any questions about academic integrity, please talk with me. A single instance of cheating and plagiarism will result, at the very least, in a failing grade for that assignment. Depending on the severity of the case, other consequences may include a failing grade for the class, regardless of performance on other assignments, and further disciplinary actions, including suspension and expulsion, based on University policy as summarized in the Schedule of Classes. (Graduate students will be held to an even higher standard. A single act of cheating or plagiarism will result in a failing grade in the course, regardless of other graded course assignments.) While all written work must be exclusively your work, you are encouraged to work together when appropriate.

ATTENDANCE is required.

We have an E-Reserve page at <http://ereserves.library.csulb.edu/>. The password is **AMAZON**.

DEPARTMENTAL PORTFOLIO INFORMATION for HISTORY MAJORS

The History Department now requires major to move through a sequence of courses that begins with History 301, is followed by History 302, and culminates in a senior seminar (History 499) that matches one of the areas of concentration they have chosen for the major. History 499 must be taken in the student's last semester of work or after 18 units of upper-division work in the major. Those 18 units must include at least 6 units, that is, two courses, in the concentration of the History 499 being taken. Students in History 499 are required to assemble a portfolio that contains their work in their upper-division history courses. This portfolio is designed to enable students to show development in the major and mastery of key analytical, mechanical, and presentation skills. As part of this process, history majors (or prospective history majors) should save all work from upper-division history courses for eventual inclusion in this portfolio.

For portfolio guidelines, see www.csulb.edu/history. For questions and/or advising about the portfolio, contact Dr. Sharlene Sayegh (ssayeghc@csulb.edu).

READINGS AND SCHEDULE

Extra readings for Graduate Students are in Italics. You should choose between two suggested books indicated in the syllabus; the complete reference is available at the link "Bibliography" in the class website.

Please note that this schedule is subject to change. Be sure to consult your e-mail and Beachboard regularly.

Week 1

Jan 27– Syllabus & expectations.

Jan 29 - Forced labor regimes in pre-conquest Latin America

Reading: Price, "Latin America: A geographic preface" (BB), Townsend, C. 2006. "What in the world have you done to me, my lover?". (BB)

Week 2 (Feb 3, 5) Origins of the American slave system

Readings: HK, ch. 1, 2; Thomas, *The Slave Trade*, ch. 1 (BB); Lovejoy, "The Context of Enslavement in West Africa" (BB)

Week 3 – (Feb 10, 12) Sugar and slavery - the Caribbean and Brazil

Readings: HK, ch. 3 & 5; Mintz, *Sweetness and Power*, ch.3 (BB), Schwartz, *Slaves, Peasants, and Rebels*, ch. 5 (BB)

Week 4 – (Feb 17, 19): The slave trade

Readings: Herb Klein, ch. 4 of *The Middle Passage* (BB); Website on Slave Trade data.
<http://www.slavevoyages.org/tast/index.faces>

Grad Students: Klein, The middle passage or Thomas, The Slave Trade.

Week 5 – (Feb 24, 26) Slavery in Portuguese and Hispanic America

Readings: Herb Klein, ch. 4, Restall, "Manuel's World"

Feb 26 – Roundtable on forced labor in world history.

Week 6 – (March 3) Library research session

We will not meet on March 5. Watch the movie *The Last Supper*, by Tomás Gutiérrez Alea, available in Netflix or at the library. Write a short review (1 page).

March 3: Undergrad students - First Essay Due; Grad students – First Book Review Due

Week 7 – (March 10, 12) Resistance and Negotiation

Readings: HK, ch. 9; Schwartz, *Slaves, Peasants, and Rebels*, ch. 6 (BB)

Grad Students: James, The Black Jacobins or Reis, Slave Rebellion in Brazil.

Week 8 – (March 17, 19) Women, *Mucamas* and the Slave Womb

Reading: Hunefeldt, C. *Paying the Price of Freedom*, ch.3 & 5 (BB); Freyre, *The Masters and the Slaves*, ch. 4 (BB)

March 17 - Paper Topic Due

Week 9 – (March 24, 26) - Life, Death and Family in Afro-American Slave Societies
Reading: HK, ch. 7&9; Stolcke, *Marriage, Class, and Colour in Cuba*, ch. 5, (BB)

March 24 - Book Review Due (both grad and undergrad students)

Week 10 – Spring Recess

Week 11 – (April 7, 9) Latin American independence and the 19th century

Reading: HK, ch. 6; Karasch, *Slave Life in Rio de Janeiro, 1808-1850*, ch. 2 & 6 (BB)

Grad Students: Andrews, The Afro-Argentines of Buenos Aires or Nishida, Slavery and Identity: Ethnicity, Gender, and Race in Salvador, Brazil

April 7 –Annotated bibliography due on Beachboard

Week 12 – (April 14, 16) Urban Slavery in the 19th century

Reading: HK, ch.10; Andrews, *Afro-Latin America*, ch. 1 (BB); Graham, *House and Street*, ch. 2 (BB)

Week 13 – (April 21, 23) Transition from Slavery to Freedom

Reading: HK, ch. 11; Machado de Assis, “Father against Mother” (BB); Scott, *Slave Emancipation in Cuba*, ch. 3 (BB)

April 21 – Primary Source Essay Due (both grad and undergrad students)

Week 14 – (April 28, 30) Afro-Latin Americans in the 21st Century

April 28 - Movie *Quilombo County*

Reading: Andrews, *Afro-Latin America*, ch. 5 (BB); Schwartz, "Black Latin America: Legacies of Slavery, Race, and African Culture" (BB)

Grad Students: Freyre, G. The Masters and the Slaves or Tannenbaum, F. Slave and Citizen

Week 15 – (May 5, 7) Wrapping up, and paper presentations

May 5 – FIRST DRAFT DUE. Bring THREE copies of your draft paper to share with your colleagues. Be prepared to criticize their work and help them to improve their writing. Presentation of topics and their relevance.

May 7 – Peer-reviewing, discussion of review papers

Week 16 – (May 12 & 14) Work on your papers/individual consultations.

May 19 – final draft due at 2:30, turnitin and harcopy