

Professor Lise Sedrez
Spring 2009 Tuesdays 6:30-9:15PM
Location: LA3-204

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See <http://www.sedrez.com/html/officehours.html>

Hist 663 – Research Seminars in Latin American History Slavery in Latin America

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. This section of History 663 will survey recent scholarship about Slavery in Latin America, concentrating in particular on the diversity of experiences in the region.

This seminar has methodological goal, as well: to introduce students to the practice of researching and writing a graduate-level research paper. Together, we will discuss the “big ideas” contained in the assigned monographs, but we will also work on developing scholarly bibliographies, locating primary sources, and writing and revising (and revising, and revising...) a publication-quality paper.

Expected Student Learning Outcomes:

- Increased knowledge of recent scholarship concerning Latin American Slavery
- Increased understanding of historiographical debates concerning the experience of Slavery in Latin America
- Improved research skills, enabling students to undertake an independent research project
- Enhanced ability to present historical material, both orally and in writing

REQUIRED READINGS

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

In addition to excerpts from these texts, you will read articles (available online) as noted in the schedule of classes. You will also be asked to give an oral report on a scholarly monograph of your choice, and nominate an article related to the book in question, which every other member of the class will read and discuss as well. Further details of these book reports, and the book reviews which will grow out of them, will be circulated separately.

Course Requirements

- 1) The *first requirement* is that you complete the assigned reading each week and come prepared to participate in class discussions. To assess your participation, you will submit a one page (max 2pp) response to that week’s readings, when appropriate (weeks 2-5 and 9-12). The reading responses should address the following questions explicitly: What is the book’s argument/thesis? What sources does it use? Are the arguments and documentation compelling? Why or why not? Response papers are posted on Beachboard before Tuesday morning. You are supposed to read your colleagues’ response papers as well. (15% of grade).

- 2) The *second requirement* is that you write a book review: A three-page essay assessing the following aspects of the chosen book: content, coverage, and argument; historiographical context; sources, evidence, and methodology; overall significance. (15% of grade)
- 3) The *third requirement* is that you present a fifteen to twenty-minute professional, well-organized review of your research projects and conclusions. (10% of grade)
- 4) The *final requirement* is to write a major essay that demonstrates original research. This assignment will be divided into several parts:
 - a. A **research proposal**: A two-page plan of research, stating the questions you will address and the sources you will use, with copies for circulation among all seminar members. (10% of grade, due week 7)
 - b. An **annotated bibliography**: An annotated bibliography will serve as a progress report/overview of the relevant primary and secondary sources for your project. You must have at least five primary sources and ten secondary sources for your annotated bibliography. The secondary sources should include at least three monograph and three article citations. All relevant class readings should be included as well. (10% of grade, due week 9)
 - c. A short **historiography**, to be incorporated as the “literature review” into your final paper. Review two books and 3-5 scholarly articles. All should be on your chosen topic and by different authors. Make sure at least two distinct points of view are represented. Compare and contrast their theses and the evidence used to support them. Use the review essay from the “literature review” assignment as a model for your historiography. Include a bibliography and footnotes. (10% of grade, due week 11).
 - d. A **final research paper** of 25 pages, with required submission of first draft (30% of grade). The research paper must be based on in-depth analysis of primary sources and informed by extensive reading in secondary sources. The topic, of your choosing, must be connected to course themes. You should start thinking about topics now. Be prepared to discuss your ideas for the topic of your paper at EACH class meeting. Close to finish first draft due week 13. Peer-review due week 14. Final draft due on May 19 at 6:30 pm. Failure to participate in the peer-review exercise will affect heavily your grade for the final paper.

Your final grade will be based upon the following:

1) Participation:	15%
2) Book review:	15% (various dates)
3) Oral presentation:	10% (various dates)
4) Research proposal:	10% (due week 7)
5) Annotated bibliography:	10% (due week 9)
6) Historiography:	10% (due week 11)
7) Research paper	30% (due week 16)

Students who fail to complete all assignments will not receive a passing semester grade.

More detailed guidance about these assignments will be distributed in class and posted on Beachboard.

All papers should follow a standard format (typed, 12 pitch, double-spaced, 1" margins), and have a title page, bibliography, and footnotes or endnotes. No late papers will be accepted (unless your absence falls under university regulations concerning excused absences). You should consult a style manual for correct citation form; papers submitted without correct citation form will not receive credit. Historians use the University of Chicago Manual of Style, which is condensed in books by Kate Turabian, such as *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press, 2007, 7th edition), available in the reference room and online in an abbreviated version at

<http://www.wisc.edu/writing/Handbook/DocChicago.html>. If you do not have one already, you should purchase a grammar manual from the History Department. You will need to turn in papers using turnitin.com as well as in hard copy version in class.

Required Texts (all are available at the university bookstore)

- (HK) Klein, Herbert. *African Slavery in Latin America and the Caribbean*.

Articles available on E-Reserve Library Website, BeachBoard, America: History and Life database, and J-STOR

GUIDELINES:

Students are responsible for meeting the course guidelines and assignments and for seeking clarification if necessary. I reserve the right to make changes to the syllabus if I deem them necessary. You are responsible for knowing about these changes.

Reading assignments: This is a rigorous graduate seminar designed to teach you how to read critically about a broad array of historical topics. The reading load is heavy and will require you to maintain the pace set out in the syllabus in order not to fall behind. I expect students to complete all of the reading prior to the seminar discussion.

Plagiarism: Plagiarism is defined as the act of using the ideas or words of another person or persons as if they were one's own, without giving credit to the source. Acknowledgment of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from word-for-word use of notes. Both quoted and paraphrased materials must be given proper citations. Students found guilty of plagiarism may receive a failing grade for the class or be referred to the Office of Judicial Affairs for possible probation, suspension, or expulsion. **Please ask the instructor if you have any questions.**

Withdrawal Policy: It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Withdrawal from a course after the first two weeks of instruction requires the signature of the instructor and department chair, and is permissible only for serious and compelling reasons. During the final three weeks of instruction, withdrawals are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an incomplete is not practical. Ordinarily, withdrawals in this category involve total withdrawal from the University. The deadlines to withdraw from classes are listed in the Schedule for Classes for Spring 2008.

Attendance Policy: Excused absences include:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member or the like
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused.

Faculty members may require students to provide documentation for excused absences.

Make-Up Policy: This course will include some graded in-class activities that it will not be possible to recreate. If you expect to have an extended absence or multiple absences, you should speak to the instructor about the feasibility of keeping up with course work.

If you miss graded assignments other than the in-class activities because you are absent **and** the absence falls under the conditions for an excused absence, I will work with you to help you make up the work through comparable, but alternative assignments. Be prepared to show documentation. When accepted, late assignments may be heavily penalized, so plan ahead.

Disability Policy: It is the student's responsibility to notify the instructor of a need for accommodation of a disability that has been verified by the University.

Communication: I will use email to distribute assignments and other information related to this course. You are responsible for any information distributed this way. Make sure that the email address listed in "My CSULB" and on BeachBoard is the one you actually use. If not, please change it. You are responsible for making sure that the correct address is listed so that you do not miss any emails.

If you have questions, feel free to email me, or, better yet, to come and see me in my office hours. Ask questions in a timely manner if you don't understand class material or an assignment. If you don't ask, I can legitimately assume that you have all the information you need.

SCHEDULE

Week 1 (Jan 27): Introduction/Expectations

Week 2 (Feb 3): Slavery System

Klein, chapters 1 & 2, Lovejoy "The Context of Slavery in West Africa", Guitar, "Boiling it down"

Week 3 (Feb 10): Slavery Studies - classic approaches

Klein, chapters 3 to 6; Magnus Morner, "Slavery and Race in the Evolution of Latin American Societies: Some Recent Contributions to the Debate"; Freyre, *The Masters and the Slaves* (Chapter 1).

Week 4 (Feb 17): Slavery Studies – New historiography

Klein, chapters 7 to 11, Charles E. Orser, Jr. and Pedro P. A. Funari "Archaeology and Slave Resistance and Rebellion", Christine Hünefeldt, *Paying the Price of Freedom: Family and Labor among Lima's Slaves 1800–1854* (Introduction, ch. 5 & conclusion).

Week 5 (Feb 24): The Slave Trade: Sources & data.

Meeting at **Room Spidell** (2nd Floor), Library, for Research Workshop.

Read all articles at <http://www.slavevoyages.org/tast/assessment/essays-intro-01.faces> and analyze the database.

Week 6 (Mar 3): Individual Meetings (to discuss research projects)

Week 7 (Mar 10): Research Paper Workshop

RESEARCH PROPOSALS DUE (please bring three copies for peer review)

Week 8 (Mar 17): Individual Meetings (to return graded research proposals)

Week 9 (Mar 24): Book Reports and Discussion 1

(books and accompanying articles to be agreed)

ANNOTATED BIBLIOGRAPHIES DUE

Week 10 SPRING BREAK

Week 11 (April 7): Book Reports and Discussion 2
(books and accompanying articles to be agreed)
HISTORIOGRAPHY DUE.

Week 12 (April 14): Book Reports and Discussion 3
(books and accompanying articles to be agreed)

Week 13 (April 21): Individual Meetings (to return reviews & bibliographies, and discuss presentations)

Week 14 (April 28): Presentations.
FIRST DRAFT DUE.

Week 15 (May 5): Peer Reviewing Discussion.

Week 16 (May 12) - Individual meetings

RESEARCH PAPERS DUE on MAY 19, 6:30