

Preliminary syllabus

Professor Lise Sedrez
Fall 2009 T 6:30-9:15
Location: LA3 Room 108

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Office Hours: M 9:30-10:30, T 4-6; W, 3:30-5:30, and by appointment
See <http://www.sedrez.com/html/officehours.html>

HIST 590 - Comparative History: Slavery in the Americas

“Slavery in Americas” uses comparative history to understand western slavery from a broader perspective. The course’s multinational approach focuses on three case studies – Brazil, Cuba and Southern USA – and identifies and explains significant similarities and differences. By looking at the Atlantic world, this graduate seminar explores overarching themes in slavery studies, such as the cultural construction of race in North and South America, the role of women in the reproduction of the slave system, and the processes of resistance and negotiation within slave societies.

A NOTE ABOUT THE CALIFORNIA BUDGET CRISIS:

Faculty across the 23- campus CSU system voted during July 2009 to take a 9.23% salary reduction by going on unpaid furloughs. They did this to reduce the negative impact of a \$584 million budget cut to the CSU for this academic year. The vote for furlough was designed to mitigate the layoff of faculty and the canceling of classes. Furloughs mean that each faculty member must take nine academic days off per semester. This will result in fewer class meetings per course, reduced office hours and access to professors, and canceled events, even though student tuition was increased 30%. You can start to prevent this from happening again next year by logging on to <http://savethecsu.com> and getting involved in campus actions against further budget cuts.

Please note that budget cuts will completely close the CSULB campus on September 8th, October 9th and November 2nd. In addition, there will be days when staff are furloughed that will result in closed offices. A list of when the History Department will be closed is available at the office. Please note that other campus services will be periodically unavailable to you throughout the semester because of budget cuts. The additional “faculty choice” furlough days when this class will not meet are indicated below on the course schedule.

REQUIRED READINGS:

- Bergad, Laird W. 2007. *The comparative histories of slavery in Brazil, Cuba, and the United States*.
Berlin, Ira. 2003. *Generations of captivity: A history of African-American slaves*.
Reis, João José. 2003. *Death is a festival: Funeral rites and rebellion in nineteenth-century Brazil*.
Scott, Rebecca J. 1985. *Slave emancipation in Cuba: The transition to free labor, 1860-1899*.

In addition to these books you will select more three books of your choice (but with my approval) on slavery in Brazil, Cuba and the United States.

These books will be available in the University bookstore, however there are a variety of ways that you can get them. A number of websites have academic books at lower prices. Try www.amazon.com, www.bookfinder.com, www.labyrinthbooks.com. You can also order books not available in our library through Link+ or Interlibrary Loan. Ask a librarian for help if you don’t know how to do this. In any case you

are responsible for having read all material in time for the class meeting for which it is assigned. Failure to receive the book in time is not an acceptable excuse for not doing the reading.

Additional readings will be made available on e-reserve or will be accessible through on-line databases available on the university library's website.

Recommended Texts:

The following is not required but strongly recommended. It is available in the bookstore and in the library.

Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

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. Most historians use Chicago style for footnotes and bibliographies, consequently that is the style required for papers in this class. Turabian (see above) is a good source for Chicago style.

STUDENT LEARNING OBJECTIVES

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

- 1) understand comparative history approaches within the field of history
 - Assessment: class discussions of readings, brief response papers, term papers
- 2) to evaluate the social, intellectual, political, and economic history of slavery in the Americas
 - Assessment: class discussions of readings, brief response papers, book reviews
- 3) to analyze the different historical experiences of slave societies in the Americas
 - Assessment: class discussions of readings, brief response papers, term papers
- 4) develop writing, analytical, organizational, oral, mechanical, computer, and library skills
 - Assessment: term papers, class discussions of readings, brief response papers, book review

ASSIGNMENTS:

This class is focused on oral and written analysis of the historiography of nations and nationalism.

1. Each week students are expected to submit a one page (1-2pp) written response that week's readings. These responses MUST address three specific questions: What (in your own words) is the author's thesis? What kinds of sources does he or she use and how does that shape the scholarship? (Be specific!); Do you think the book/article works? (is the argument convincing? Does the evidence support it, is the author contributing to the historiography in important ways?). YOU MUST EMAIL ME YOUR WRITTEN RESPONSE AT LEAST 24 BEFORE CLASS. Late submissions will be penalized.
2. Each student will suggest three additional books on slavery in Brazil (1), Cuba (1) and the United States (1) to my approval. They will read these books, write the usual 1-2 page response and present briefly the book to the class. Presenters may lay out some initial observations, background etc about the class material, but the focus should be on engaging the rest of class in discussion. The timely selection of your books counts toward your participation grade and so does your presentation.
3. Students will read the table of contents of the last two years of one leading journal in the field (to be decided in consultation with me) and write a two-page paper on the trends and current debates in the field. Due on **September 29**.
4. Students will submit a 4 page review of one of their "chosen book" (review due on the same day as the presentation and substitute for the reading response of that day). They should consult published reviews as models. This is NOT a book report. The point is to evaluate the book on its own terms **and** in relation to the broader historiography with which it is engaged.

5. Each student will prepare a preliminary (due on **Oct. 27**) and a final annotated bibliography (due on **Nov. 17**) of the material to be used in the final historiographical paper
6. Each student will write a 12 page final historiographical paper. (You will receive a more detailed description of the assignment in class) Students must decide what they will write about in consultation with me.

GRADING:

Reading responses	20%
Participation	20%
Journal Analysis	10%
Book Review	20%
Annotated Bibliography	05%
Final Paper	25%

GUIDELINES:

NOTE: A canceled class on a furlough day does not mean you get an extra vacation--it means that CSULB does not have enough money in its budget to offer the services we believe we should offer to give you a high-quality education. You still need to know the material for exams, but you'll have less explanation and class time with your professor. Faculty may not be available during office hours. Extra credit opportunities are ruled out and meetings by appointment will be scheduled only in very extenuating circumstances. Department offices will be closed on a regular basis. The library will have shorter hours and many campus support services are decreased. If you need signatures to meet deadlines, but there's nobody to sign or the department office is closed, you will be stuck. You've probably already noticed that many classes you need are cut from the schedule. This means it may take you longer to graduate.

Students are encouraged to see me during my OFFICE HOURS at least once in the semester. It helps you. Really. As the final weeks tend to be crammed, plan accordingly, and remember to consider the furlough days. Students are also 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.

DISCUSSIONS will be based on the readings and the lectures. See handout at Beachboard on what is considered good participation in discussions.

MAKE-UP POLICY: Students **must** contact the instructor if a conflict will prevent him/her attending class or fulfilling an assignment on time. Only students who have contacted the instructor will be considered for permission to make up missed assignments. If you miss a class discussion, I will ask you to write a 5 page book review, rather than the usual short reading response, on that week's readings.

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. You are responsible for making sure that the correct address is listed so that you do not miss any emails.

All and every paper for this class **must** be submitted via Turnitin.

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.

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.

Please consult the schedule of classes and the university catalog for all academic policies, procedures, and deadlines covering **course withdrawals, plagiarism, excused absences, students with disabilities** and other university regulations.

The instructor reserves the right to make changes in the schedule and syllabus if necessary.

FLU

Because of an anticipated increase in seasonal and H1N1 flu, any student who has influenza-like illness should stay home until 24 hours after fever is gone. Absent students should notify instructors prior to each missed class by email or telephone. As much as possible, instructors will accommodate students who are absent due to influenza-like illness, but it may not always be possible to make up work missed. In considering students' requests to withdraw from courses, DOCUMENTED CASES of flu illness will be considered a "serious and compelling reason." More information about influenza is available by following the "Medical Advisory, Flu information" link on the university home page, www.csulb.edu

READINGS AND SCHEDULE:

Week 1 – Introduction (Sept 1)

Week 2 – FURLOUGH ON SEPTEMBER 8

Week 3 – Comparative History in Slavery (Sept. 15)

At 6:30 we meet at Rm 201 Spidell 2, at the library, for a workshop with Greg Armento.

Read: Fredrickson, "The status of comparative history"; Degler, "Slavery in Brazil and the United States: An Essay in Comparative History"; Grew, "The Case for Comparing Histories"; and Klein "Conquest, Colonization and the Establishment of Imperial Control" (BB)

Week 4 – Overview of Slavery in the Americas (Sept. 22)

Read: Bergad, The comparative histories of slavery in Brazil, Cuba, and the United States

Week 5 – Sources and trends (Sept. 29)

Read: Website Atlantic Voyages.

Journal analysis due.

Week 6 – Case I - United States (Oct. 6)**Read:** Berlin, *Generations of Captivity***Week 7 - United States (Oct. 13)****Read:** Student's choice.**Week 8 – Case II – Brazil (Oct. 20)****Read:** Reis, *Death is a festival***Week 9 – Brazil (Oct. 27)****Read:** Student's Choice.Preliminary Bibliography Due**Week 10 – Case III – Cuba (Nov. 3)****Read:** Scott, *Slave emancipation in Cuba***Week 11 – Cuba (Nov. 10)****Read:** Student's Choice**Week 12 – Topic Presentations (Nov 17)****Read:** TBAFinal Annotated Bibliography Due**Week 13 – Thanksgiving Week – no meetings, available by email.****Week 14 - FURLOUGH ON DECEMBER 01****Week 15 – Paper Exchange (Dec. 8)**

You will have exchanged papers with a classmate by the beginning of this week and will meet with your partner to discuss one another's historiographical papers. Please submit your partner's comments to me along with the final version of the paper.

Final Papers Due on Tuesday, December 15, 7:15PM - 9:15PM