

HIST 460/560
Slavery in Latin America
Schedule T & Th, 3:30 - 4:45 PM
Location: LA1-309

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

SLAVERY IN LATIN AMERICA (Spring 2010)

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.

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 March 26th, April 21st and May 6th. 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 and at the website www.csulb.edu/history. 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.

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. Graduate students have other texts/books that are required indicated in this syllabus.

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 **Monday 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 may 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. *Short paper 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 4**.

3. *Book Review (only for grad students)*

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 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. Due on **March 4**.

4. *Primary source analysis.*

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 8**). Analyze it in a short essay (four pages); do not simply describe the source, but 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 22**. TIP: be smart and select a primary source that you will use in your final essay. **Graduate students should select at least two primary sources and compare them in a 6-to-7 page essay.**

5. *Research paper*

The primary source analysis, short papers 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. **Graduate students should write a longer paper (15-20 pages); I will not set a minimum of primary or secondary sources, but my expectations regarding argument, source analysis, literature review, structure and format are of course higher.**

You must meet with me by week six to discuss your topic. Paper topics are due on **March 18**. An annotated bibliography is due on **April 8**. A near complete draft (with introduction, a well developed argument, conclusion and correct references) is due on **May 4**, in class and in Turnitin. 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 11**, you will discuss these revisions in class, and work together to improve your papers. Final draft is due on **May 18 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

Weekly postings	15% course grade
Discussion/attendance	15% course grade
Short paper/Book Review	15% course grade
Primary source essay	15% course grade
Annotated bibliography, topic, draft	10% 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.

All papers, reviews and essays should be turned in in DIGITAL (at Turnitin in 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. In some weeks, you will 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 26– Syllabus & expectations.

Jan 28 - Forced labor regimes in pre-conquest Latin America

Reading: Price, "Latin America: A geographic preface;" Holloway, "Latin America: Whats in a name?;"
Townsend, "What in the world have you done to me, my lover?"

FURLOUGH ON JANUARY 29

Week 2 (Feb 2, 4) Origins of the American slave system

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

Week 3 – (Feb 9, 11) Sugar and slavery - the Caribbean and Brazil

Readings: HK, ch. 3 & 5; Mintz, "Production;" Schwartz, "**Sugar Plantation Labor and Slave Life.**"
Grad Students: Mintz, Sweetness and Power.

Week 4 – (Feb 16, 18): The slave trade

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

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

FURLOUGH ON FEBRUARY 15

Week 5 – (Feb 23, 25) Slavery in Portuguese and Hispanic America

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

Feb 23 – Roundtable on food in world history, at 12:30, in LA1-301.

Week 6 – (March 4) Library research session

March 4: Short paper/book review due

FURLOUGH ON MARCH 2, NO CLASS

Week 7 – (March 9) Resistance and Negotiation

Readings: HK, ch. 9; Schwartz, "Rethinking Palmares".

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

We will not meet on March 11. Watch the movie *The Last Supper*, by Tomás Gutiérrez Alea, available in Netflix or at the library. Write a short review (1 page) and bring it to our next meeting.

Week 8 – (March 16, 18) Women, *Mucamas* and the Slave Womb
Reading: Hunefeldt. *Paying the Price of Freedom*, ch.3 & 5; Freyre, *The Masters and the Slaves*, ch. 4.
March 18 – Paper topics due.

Week 9 – (March 23, 25) - Life, Death and Family in Afro-American Slave Societies
Reading: HK, ch. 7&9; Stolcke, *Marriage, Class, and Colour in Cuba*, ch. 5.
FURLOUGH ON MARCH 26

Week 10 – Spring Recess

Week 11 – (April 6, 8) Latin American independence and the 19th century
Reading: HK, ch. 6; Karasch, *Slave Life in Rio de Janeiro, 1808-1850*, ch. 2 & 6, Trouillot, “An unthinkable history.”
Grad Students: Andrews, The Afro-Argentines of Buenos Aires or Nishida, Slavery and Identity: Ethnicity, Gender, and Race in Salvador, Brazil

April 8 –Annotated bibliography on Beachboard and primary source approval by email.

Week 12 – (April 13) Urban Slavery in the 19th century
Reading: HK, ch.10; Andrews, *Afro-Latin America*, ch. 1; Graham, *House and Street*, ch. 2
FURLOUGH ON APRIL 15, no class

Week 13 – (April 20, 22) Transition from Slavery to Freedom
Reading: HK, ch. 11; Machado de Assis, “Father against Mother”; Scott, *Slave Emancipation in Cuba*, ch. 3
April 22 – Primary Source Essay Due

Week 14 – (April 27, 29) Afro-Latin Americans in the 21st Century
April 28 - Movie *Quilombo County*
Reading: Andrews, *Afro-Latin America*, ch. 5; Schwartz, "Black Latin America: Legacies of Slavery, Race, and African Culture"
Grad Students: James, The Black Jacobins or sReis, Slave Rebellion in Brazil.

Week 15 – (May 4) Wrapping up, and paper presentations
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.
FURLOUGH ON MAY 6 – NO CLASS

Week 16 – (May 11, 13) Final papers
May 11 – Peer-reviewing, discussion of review papers
May 13 - Work on your papers/individual consultations.

May 18 – final draft due at 3, Turnitin and hardcopy