



Department of History

HTST 691.02: Brazilian Slavery and After

Winter 2023

Instructor: Dr. Hendrik Kraay

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Office Hours: MW 10:00-10:50 (in person, SS 624)

Classroom Location, Days and Times: 50 minutes weekly, normally Fridays at 10:00, but different times on some days as noted

Course Delivery: In person

Description:

This course focuses on the historiography of Brazilian slavery and abolition and their aftermath.

Learning Outcomes:

1. Become familiar with the history and historiography of Brazilian slavery and abolition and their aftermath.
2. Prepare the historiographical context for the major research paper.

Course Readings:

The articles assigned for Friday readings in HTST 487 and additional books and articles per the preliminary reading list attached to course outline.

Written Work:

Three or four book analysis essays, due by 3:00 pm on the day before we discuss the book, and a historiographical essay that may focus on a topic related to your major research paper (due April 12).

Other Course Requirements:

Attendance at the lectures for HTST 487 (Brazilian History since 1500), normally on Mondays and Wednesdays, as well as Friday classes on January 13 and March 31.

Assessment:

Method	Due Date	Weight
Three or Four Book Analysis Essays	By 3:00 pm on the day prior to the discussion of the book	30%
Historiographical Essay	April 12	50%
Participation	Throughout the Semester	20%
Total		100%

Grading Policies:

All grades will be given as percentages.

Details on Methods of Assessment:

Readings Analysis Essays: During the semester, you will write three or four readings analysis essays of (500-750 words) on the assigned book or articles for the selected weeks. These essays are due by 3:00 pm on the day prior to the class meeting during which the book will be discussed. Copies should be sent by e-mail to the instructor (and to the other students in the course, if there are any). These are not reviews and they should not summarize the books or articles (for we will all have read them); rather, they should address some of the following questions (or similar ones). For books, consider the the following questions:

1. How does the author define his or her topic? How is it delimited? What is excluded? How would consideration of other issues or questions have changed the author's argument?
2. How does the author use his or her sources? What limits or constraints does this pose for his or her argument? How might the sources (as presented by the author) have been interpreted differently? What other conclusions could be drawn? Why does the author, then, come to the conclusions that he or she does? How confident can the author be about what he or she knows?
3. What assumptions about society and culture underlie the author's approach? For example, does the author see society as divided into classes or castes, races or ethnic groups, genders? How does the author define (explicitly or implicitly) the analytical concepts that he or she uses: nation, state, race, ethnicity, class, gender, identity, revolution, rebellion, culture, etc.? What implications does this have for his or her analysis? How would different assumptions or definitions have changed the argument?
4. What, according to the author, are the causes of historical change? Which historical actors have "agency"? What constraints are they under? How would different views of the causes of historical change and the agency of historical actors have changed the argument?
5. What are the author's ideals? In whose interests does he or she write? What implications does this have for his or her analysis?

For articles, consider the following questions (essentially the same questions that students in HTST 487 address in their articles analysis essays):

1. What is the issue that these authors address? What are the authors' theses (the arguments that each author makes about the topic)?
2. How do the authors go about defending their theses?
3. What sources do the authors use to provide evidence in support of the articles' theses?
4. Offer some constructive criticism of the articles. What logical problems do you see with the articles? Do the authors use evidence well? Can other conclusions be drawn from the same evidence? Do the authors have any assumptions that lead them to make questionable assertions? Do the authors omit important questions? How would consideration of these questions change their conclusions?
5. Consider whether the authors agree or disagree. What differences or similarities in approach do you see in their analysis? If the authors disagree, with whom do you agree? Why? If the authors agree, who presented the better argument? Why?

Historiographical Essay: An historiographical essay of approximately 4000 words on a topic related to the course theme, based on 8-10 books in English and Portuguese, with articles replacing books at a rate of 3 to 1.

Participation: This component of the grade is based on your understandings of the readings based on our weekly discussions throughout the term.

Learning Technologies Requirements:

You will need a computer and internet access to reach the D2L site for HTST 487, through which you can most easily access the readings assigned for that course. Some of the books may be available only in ebook form from the library.

Schedule	
Date	Readings (Subject to Change by Mutual Agreement)
12 Jan. (time TBA)	Alida Metcalf, <i>Go-betweens and the Colonization of Brazil, 1500-1600</i> . Austin: University of Texas Press, 2005.
20 Jan. (10:00 am)	(from 487): Higgins, "Masters and Slaves"; Walker, "Slave Labor" Walter Hawthorne, <i>From Africa to Brazil: Culture, Identity, and an Atlantic Slave Trade</i> . Cambridge: Cambridge University Press, 2010.

27 Jan. (1:00 pm)	<p>(from 487): Kananoja, "Pae Caetano Angola"; Wadsworth, "Jurema and Batuque".</p> <p>Hendrik Kraay, "Slave Culture in Brazil, 1500s-1888," in <i>A Companion to Latin American Literature and Culture</i>, 2nd ed. Ed. Sara Castro-Klarén. Malden: Blackwell, 2022, pp. 220-33.</p> <p>Cécile Fromont, "Dancing for the King of Congo from Early-Modern Central Africa to Slavery-Era Brazil," <i>Colonial Latin American Review</i> 22:2 (2013): 184-208.</p>
3 Feb. (10:00 am)	<p>(from 487): Parés, "Militiamen"; Valerio, "Pardos' Triumph"</p> <p>Mariana Dantas, "Picturing Families between Black and White: Social Mobility in Colonial Minas Gerais, Brazil," <i>The Americas</i> 73:4 (Oct. 2016): 405-26.</p> <p><<TBD: one of articles by Katia Lorena Novais Almeida or John C. Marquez>></p>
10 Feb. (10:00 am)	<p>(from 487): Schultz, "Crisis of Empire"; Kraay, "Slaves, Indians, and the 'Classes of Color'".</p> <p>João José Reis, "Rebeldia, negociação, desencanto: negros na Independência na Bahia," <i>Revista do Centro de Pesquisa e Formação</i> 15 (Dec. 2022): 78-102.</p> <p><<TBD: one of articles by Langfur, Carvalho, El Youssef>></p>
17 Feb. (10:00 am)	<p>(from 487): Chalhoub, "Illegal Enslavement"; Graham, "Free Africans and the State".</p> <p>João José Reis, Flávio dos Santos Gomes, and Marcus J.M. de Carvalho, <i>The Story of Rufino: Slavery, Freedom and Islam in the Black Atlantic</i>. Trans. H. Sabrina Gledhill. Oxford: Oxford University Press, 2022.</p>
24 Feb.	Reading Week
3 March (10:00 am)	<p>(from 487): Kraay, "Bystander Interventions"; Cowling, "Debating Womanhood".</p> <p>Jeffrey D. Needell, "Brazilian Abolitionism, Its Historiography, and the Uses of Political History," <i>Journal of Latin American Studies</i> 42:2 (May 2010): 231-61.</p> <p>Brodwyn Fischer, "Slavery, Freedom, and the Relational City in Abolition-Era Recife," in <i>The Boundaries of Freedom: Slavery, Abolition, and the Making of Modern Brazil</i>, ed. Brodwyn Fischer and Keila Grinberg (Cambridge: Cambridge University Press, 2002), 183-212.</p>

10 March (10:00 am)	(from 487): Pereira, "Flor do Abacate"; Tiede, "Frederico Baptista de Souza". Walter Fraga, <i>Crossroads of Freedom: Slaves and Freed People in Bahia, Brazil, 1870-1910</i> . Trans. Mary Ann Mahony. Durham: Duke University Press, 2016.
17 March (10:00 am)	(from 487): Caufield, "'Interracial Courtship"; Ickes, "Adorned with a Mix of Faith and Profanity" George Reid Andrews, <i>Blacks and Whites in São Paulo Brazil, 1888-1988</i> . Madison: University of Wisconsin Press, 1991.
24 March (1:00 pm)	(from 487): Davila, "Challenging Racism in Brazil"; Alberto, "Para Africano Ver" Shawn William Miller, <i>The Street Is Ours: Community, the Car, and the Nature of Public Space in Rio de Janeiro</i> . Cambridge: Cambridge University Press, 2018.
31 March (10:00 am)	Jan Hoffman French, <i>Legalizing Identities: Becoming Black or Indian in Brazil's Northeast</i> . Chapel Hill: University of North Carolina Press, 2009.
12 April	Historiographical Essay Due

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all History graduate level courses. See the university grading system in the calendar:

<https://www.ucalgary.ca/pubs/calendar/current/f-1-2.html>

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Very good performance
77-79	B+	3.30	Good performance
73-76	B	3.00	Satisfactory performance
70-72	B-	2.70	Minimum pass
67-69	C+	2.30	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.
63-66	C	2.00	
60-62	C-	1.70	
56-59	D+	1.30	
50-55	D	1.00	
0-49	F	0	
	CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.

***Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.*

Writing

All written assignments are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism;

unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

MEDIA RECORDING IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments”.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials”.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

Other Useful Information

Please see the Registrar’s [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

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