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School Name: **University of Detroit Mercy**



## Slave Rebels and Runaways in Brazil

### PROJECT DESCRIPTION

I am conducting a Curriculum Project that will allow me to integrate significant content from Brazil (about 50%) into my course on "Slave Rebels and Runaways" (HIS 4480/MLS 5480) taught in Fall 2016. The course has previously included only U.S. content. This will allow a useful comparative perspective.

Primary learning objectives include:

- Developing a detailed historical understanding of Brazilian slavery and slave rebelliousness.
- Learning how slavery and slave rebelliousness in Brazil compared and contrasted with that in the U.S.
- Exploring key readings and primary sources.

### GUIDING QUESTIONS

Here are key questions that guide my Curriculum Project:

- What were the major historical, geographic, demographic, and cultural differences between slavery in Brazil and the U.S.?
- How did these differences shape and influence the development of differing forms and degrees of slave rebelliousness?
- What were the *quilombos* like (especially in Bahia and Maranhao) and how do they continue to influence Brazilian society and the memory of slavery and slave resistance today?
- Why did major slave rebellions take place in and around Bahia between 1807 and 1835 and did they have any lasting influence?
- What readings and primary sources best illustrate slave rebelliousness in Brazil?

### CONTENT STANDARDS

Content standards that might apply:

- Objective 5A (Historical Experiences) – HIS 4480 counts for 5A in the current UDM undergraduate Core Curriculum.
- Plans of the History Department to develop and propose to the CLAE Curriculum & Standards Committee an official "concentration" for the major in Latino and Latin American History.
- Requirements of the African American Studies minor – HIS 4480 counts for the minor at UDM.

### DISSEMINATION PLAN/TIMELINE

- Curriculum Project completed and submitted to GPA director and curriculum coordinator by November 1, 2016.
- Curriculum Project implemented in HIS 4480/MLS 5480 (Slave Rebels and Runaways) during Fall 2016.
- Dissemination:
  1. Colleague Development Days, UDM (August 17-18, 2016).
  2. Presentation at the Wright Museum of African American History during Fall 2016 (date TBA).
  3. Submit an op-ed on the topic to the History News Network (by November 2016).
  4. Presentation to the Metro Detroit Historians Collegium (April 2017).

**HIS 4480-01/MLS 5480-01**  
**TOPICS IN AFRICAN AMERICAN HISTORY:**  
**SLAVE REBELS AND RUNAWAYS**  
**(3 credit hours)**  
**SYLLABUS**  
**FALL 2016**

**CATALOG DESCRIPTION:**

An intensive examination of selected topics or periods in African American history, such as the Atlantic slave trade, slavery, black abolitionists, the emancipation experience, life in the segregated South, the urban experience, the civil rights movement, African American culture, and black nationalism.

This semester, we will engage in an intensive exploration of slave rebels and runaway slaves in both the U.S. and Brazil. *Counts for Objective 5A in the undergraduate Core Curriculum.*

**PREREQUISITES/COREQUISITES:** None.

**MEETING TIME/PLACE:** 6:40-9:10 p.m. M in Briggs 005

**INSTRUCTOR/CONTACT INFORMATION:**

Dr. Roy E. Finkenbine  
Office Location: Briggs 318  
Office Phone: (313) 993-1016  
Email: [finkenre@udmercy.edu](mailto:finkenre@udmercy.edu)

**OFFICE HOURS:** 4:00-6:00 p.m. M and 2:30-4:00 p.m. W. Other times by appointment.

**TEXTBOOKS:**

Patrick H. Breen, *The Land Shall Be Deluged with Blood: A New History of the Nat Turner Revolt* (Oxford University Press, 2015).

John Hope Franklin and Loren Schweninger, *Runaway Slaves: Rebels on the Plantation* (Oxford University Press, 2000).

Joao Jose Reis, *Slave Rebellion in Brazil: The Muslim Uprising of 1835 in Bahia* (Johns Hopkins University Press, 1995).

A *Resource Packet* (with brief readings, including primary sources) will be distributed later in the course. Other brief handouts will also be distributed in class at various points during the course. These are also considered required reading.

### **COURSE OBJECTIVES:**

The specific objectives of this course include:

- Recognizing the major historical, geographic, demographic, and cultural differences between slavery in the U.S. and Brazil;
- Understanding how these differences shaped and influenced the development of different forms and degrees of slave rebelliousness in each of these two societies;
- Understanding the causes, conduct, and consequences of slave revolts in the U.S. and Brazil;
- Understanding the differing nature of the runaway slave experience in the U.S. and Brazil, including *quilombos*, maroon communities, and the Underground Railroad;
- Understanding how social perceptions about race influenced the study of slave rebelliousness at different points in time;
- Analyzing primary sources for insights into of slave rebelliousness;
- Recognizing how the memory of slave rebelliousness continues to influence society and popular culture in the U.S. and Brazil today.

In addition to these specific objectives, the general objectives of this course include the enhancement of skills in critical thinking and written and oral expression.

### **EVALUATION:**

If you are enrolled in HIS 4480, you will be evaluated on the basis of three book essays (60 % -- 20% each), a take-home final exam (20 %), and class participation (20 %). If you are enrolled in MLS 5480, you will be evaluated on the basis of three book essays (60 % -- 20% each), a take-home final exam (20 %), a graduate student presentation to the class (10 %), and class participation (10 %). The instructor reserves the right to exercise some discretion in assigning grades.

The three book essays are due on Oct. 17, Nov. 7, and Dec. 5. Each essay is to be five or more pages in length, typed, double spaced, in Times New Roman or other standard font and 12-point type. Separate handouts will explain each of these assignments in greater detail. *Late essays will be penalized a minimum of one letter grade.*

The take-home exam is due on Dec. 16 by 7:30 p.m. (either in my office, my faculty mailbox, or electronically as a Word attachment sent to my university e-mail). It will take the form of an essay comparing and contrasting slave rebelliousness in the U.S. and Brazil. Each take-home

exam is to be five or more pages in length, typed, double spaced, in Times New Roman or other standard font and 12-point type. A separate handout, distributed later in the course, will explain this assignment in greater detail. *Late exams will be accepted only at the discretion of the instructor.*

Class participation will be based on the quantity and quality of your contribution to seminar discussion, evidence of your preparedness for class, and your contribution to the document labs.

The graduate student presentations to the class are scheduled for Dec. 12. They are to be based on the reading of an additional scholarly article or book chapter on a topic related to the course theme. They are to be accompanied by a two-page summary of the reading. A separate handout, distributed on Sept. 26, will explain this assignment in greater detail. *MLS 5480 students unable to present to the class on Dec. 12 without a verifiable excused absence will be automatically penalized a minimum of 50% of their presentation grade.*

Due dates for readings and major assignments are identified in the Course Calendar in this syllabus and will appear in the separate handout for each assignment

### **GRADING SCALE:**

The following grading scale will be used in this course:

A = 93-100	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	F = below 60
B- = 80-82	
C+ = 77-79	

*The instructor reserves the right to make slight adjustments to the final course grade to account for excessive unexcused absences, dramatic improvement, valuable course participation, or related factors.*

### **ATTENDANCE:**

Because of the nature of the course, attendance at each class meeting is very important. The instructor will take roll at each class. It is your responsibility to notify the instructor and provide documentation of any medical, funeral, legal, athletic, or other excused absences. You are allowed one unexcused absence. *Additional unexcused absences will adversely affect your final grade in the course.*

**COMPLIANCE WITH UDM STUDENT-RELATED POLICIES:**

Students of the University of Detroit Mercy are expected to comply with all policies and practices established by the College and/or University. Listed below are a few specific UDM policies, however the list is not intended to be exhaustive. A complete listing of all UDM policies can be found in the UDM Student Handbook, and students are expected to be familiar with all UDM student-related policies.

**STUDENT COURSE EVALUATIONS:**

Student course evaluations are an important source of information for curricular and teaching improvement in the College of Liberal Arts and Education. As such, all students enrolled in CLAE courses are strongly encouraged to complete an online course evaluation. Course evaluations are completed during the week preceding final exams each semester. Information is provided to students through email explaining how to complete the evaluation online.

**AVAILABLE SUPPORT SERVICES:**

The University of Detroit Mercy has a wide array of support services available to all students that include the library, media center, tutoring (Student Success Center, 3rd Floor of the McNichols Campus Library) and Writing Center (Briggs 135). The UDM Student Handbook contains complete information regarding location and hours of operation of the University's support services. Students are encouraged to utilize the support services provided by the University, as needed.

**UDM POLICY ON PLAGIARISM AND ACADEMIC INTEGRITY:**

As members of an academic community engaged in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts.

Among the most serious academic offenses is plagiarism, submitting the style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is, retaining another writer's ideas and structure without documentation.

Students are advised always to set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' words and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students that purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure on an assignment or in a course to dismissal from the University.

**DISABILITY SUPPORT SERVICES AND ACCOMMODATIONS:**

It is very important for students to be proactive with regard to requesting disability accommodations. While it is never required that you disclose your disability to your professors, all students at UDM are encouraged to talk to their professors to discuss their concerns. Faculty *cannot* provide disability accommodations without official notification from the Disability Support Services office. If you need an accommodation because of a disability, have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact: Emilie Wetherington as soon as possible to schedule an appointment ([gallegem@udmercy.edu](mailto:gallegem@udmercy.edu), 313-993-1158). Disability Support Services is located in the Student Success Center, Room 319, on the 3<sup>rd</sup> floor of the McNichols Campus Library.

**COURSE CALENDAR:** Every effort will be made to adhere to the following schedule:

- |       |    |   |
|-------|----|---|
| Aug.  | 29 | Introduction to the Course<br>Comparative Slavery in the U.S. and Brazil  |
| Sept. | 5  | Labor Day (NO CLASS)  |
|       | 12 | The Varieties of Slave Resistance<br>Discuss Reading: <i>The Life of Josiah Henson</i> (1849) – read pp. 46-60<br><a href="http://docsouth.unc.edu/neh/henson49/henson49.html">http://docsouth.unc.edu/neh/henson49/henson49.html</a><br>The Historiography of Slave Rebels and Runaways in the U.S. and Brazil |
|       | 19 | Discuss Reading: <i>The Land Deluged in Blood</i> , pp. 1-72<br>Slave Rebels in the U.S.: An Overview   |
|       | 26 | Discuss Reading: <i>The Land Deluged in Blood</i> , pp. 73-138<br>Explanation of Graduate Student Presentations   |
| Oct.  | 3  | Discuss Reading: <i>The Land Deluged in Blood</i> , pp. 139-179<br>Film: <i>Nat Turner: A Troublesome Property</i>  |
|       | 10 | Fall Break (NO CLASS)   |

- 17 Discussion of *Birth of a Nation* Film about Nat Turner  
Discuss Reading: *Runaway Slaves*, 1-96  
**First Paper Due**
- 24 Discuss Reading: *Runaway Slaves*, pp. 97-208  
Maroon Communities in the U.S.
- 31 Discuss Reading: *Runaway Slaves*, pp. 209-294  
Film: *Underground Railroad: The William Still Story*
- Nov. 7 Discuss Reading: Laird W. Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*, pp. 213-224 (on quilombos)  
(*Resource Packet*)  
Document Lab: Analyzing Runaway Slave Advertisements in Brazil  
**Second Paper Due**
- 14 Discuss Reading: Matthias R. Assuncao, “Quilombos in the Province of Maranhao, Brazil,” in *Freedom by a Thread: The Histories of Quilombos in Brazil*, ed. Joao Jose Reis and Flavio dos Santos Gomes, pp. 365-396 (*Resource Packet*)  
Contemporary *Quilombos* in Brazil
- 21 Discuss Reading: *Slave Rebellion in Brazil*, pp. 3-92  
Document Lab: Analyzing Reports of Slave Rebellion in Brazil
- 28 Discuss Reading: *Slave Rebellion in Brazil*, pp. 93-159
- Dec. 5 Discuss Reading: *Slave Rebellion in Brazil*, pp. 160-232  
Slave Rebels as Culture Heroes in Brazil  
**Third Paper Due**
- 12 Graduate Student Presentations  
Course Wrap-Up
- 16 **Take-Home Final Exam Due (by 7:30 p.m.)**

*This syllabus is provided as a general guideline. The instructor reserves the right to make necessary adjustments for the orderly progress of the course.*

## Comparative Slavery: Brazil and the United States

	Brazil	United States
<b>African Slave Trade</b>	<p>Bergad notes that “the development of slavery in the Americas was conditioned by the volume, timing, and destinations of the trans-Atlantic slave trade.”</p> <p>About 4.8 million African slaves imported.</p> <p>Slave importation lasted from 1530 to 1850.</p>	<p>About 390,000 African slaves imported.</p> <p>Slave importation lasted from 1619 to 1808.</p>
<b>Slave Population</b>	<p>Slave population could only be sustained through continued importation. Brazilian slaves, especially in the sugar-growing districts, lived abbreviated lives. The 1872 census counted 1.5 million slaves.</p> <p>Multiple factors included worse diet, tropical climate (in many areas, such as Bahia), substantial disease factors (including chronic and infectious diseases), and substantial gender imbalance. Prompted lower birth rate and higher death rate.</p> <p>Slave population spread through many regions of the country (Northeast, Center, South, interior).</p> <p>High manumission rates and the comparatively greater number of slaves fleeing captivity lessened numbers.</p>	<p>Slave population grew through natural reproduction (as early as 1724). The slave family played an important role. The 1810 census (right after slave importation ended) counted 1.1 million slaves. The 1860 census counted 4 million slaves.</p> <p>Multiple factors included better diet, subtropical or temperate climate, fewer disease factors, and greater gender balance. Prompted higher birth rate and lower death rate.</p> <p>Slave population concentrated in one region of the country (South).</p> <p>Low manumission rates and the comparatively lesser number of slaves fleeing captivity kept numbers high.</p>

<p><b>Manumission Rate</b></p>	<p>Significant manumission rates encouraged declining slave population.</p> <p>Free blacks made up 58% of Afro-Brazilian population in 1872 census.</p>	<p>Lower manumission rates encouraged growing slave population.</p> <p>Free blacks made up 11% of African American population in 1860 census.</p>
<p><b>Cultural Continuities</b></p>	<p>Extensive cultural continuities with Africa. When slavery ended in 1888, many slaves had firsthand memories of Africa. Movement back and forth between Africa and Brazil continued.</p>	<p>More limited cultural continuities with Africa. When slavery ended in 1865, very few slaves had firsthand memories of Africa. Most were generations removed.</p>
<p><b>Slave Resistance</b></p>	<p>Greater degree of rebellion and flight. Encouraged declining slave population.</p> <p>Thousands of <i>quilombos</i> established in remote areas by runaway slaves.</p> <p>Massive and frequent slave rebellions at some points, especially in Bahia between the 1790s and 1835.</p>	<p>Lesser degree of rebellion and flight – a key factor was the importance of the slave family. Other factors were a white majority population, slaveholder presence, and more settled terrain.</p> <p>Perhaps 100,000 slaves ran away to the North and Canada.</p> <p>A few rebellions (Stono, 1739; Louisiana, 1811; Nat Turner, 1831).</p>

**Recommended Readings:**

Bergad, Laird W. "Comparative Slavery," in *Understanding and Teaching American Slavery*, ed. Bethany Jay and Cynthia Lynn Lyerly. Madison: University of Wisconsin Press, 2016.

Bergad, Laird W. *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*. New York: Cambridge University Press, 2007.

Degler, Carl N. *Neither Black nor White: Slavery and Race Relations in Brazil and the United States*. Madison: University of Wisconsin Press, 1971.

## First Essay

After reading Patrick H. Breen, *The Land Deluged in Blood: A New History of the Nat Turner Revolt*, in its entirety; participating in class discussion about the book and the revolt; and viewing the documentary *Nat Turner: A Troublesome Property*, you will be broadly conversant with the history of the Nat Turner revolt.

On Oct. 7, a new film about the Nat Turner revolt, *Birth of a Nation*, will appear in local theatres. You will need to arrange to watch the film.

**Your assignment is to write an essay evaluating the film's presentation of the Nat Turner revolt as history. In other words, how effectively and accurately does the film seem to hew to what we can know about the revolt from the historical record?**

Your essay should be convincingly written and carefully structured. Use *evidence* (facts and examples) from the book to support your argument.

### Mechanics and Style

1. Your essay should be typed, double spaced, and in Times New Roman, Arial, Courier New, or other standard font and 12-point type.
2. Your essay should be five or more pages in length (1250 words or more).
3. Your essay should be written in standard English, with appropriate spelling, grammar, punctuation, and paragraph division.
4. *Document*: Any material quoted from the Breen volume should be cited by placing appropriate page references in parentheses following the quotation (example: p. 39). I don't expect you to use any outside sources but, if you do, cite information from those sources used in your essay in a standard endnote or endnotes.

### Due Date

The essay is **due on Oct. 17**. *Late essays will be penalized a minimum of one letter grade.*

## Second and Third Essays

For the second and third books we will read in this course, we will focus on the authors' arguments about slave rebelliousness – both rebels and runaways – and what they tell us about the nature of slave resistance in both the U.S. and Brazil.

On Oct. 17, 24, and 31, we will discuss John Hope Franklin and Loren Schweninger, *Runaway Slaves: Rebels on the Plantation*. On Nov. 21 and 28 and Dec. 5, we will discuss Joao Jose Reis, *Slave Rebellion in Brazil: The Muslim Uprising of 1835 in Brazil*. You are to write an essay on each book.

**Your assignment is to write an essay that reviews the content of the book, evaluates its main argument, discusses the evidence used to support this argument, and suggests how the particular form of resistance discussed within the book relates to the other examples of slave rebelliousness we have explored in the course.**

Your essay should be convincingly written and carefully structured. Use *evidence* (facts and examples) from the book to support your argument.

### Mechanics and Style

1. Your essay should be typed, double spaced, and in Times New Roman, Arial, Courier New, or other standard font and 12-point type.
2. Your essay should be five or more pages in length (1250 words or more).
3. Your essay should be written in standard English, with appropriate spelling, grammar, punctuation, and paragraph division.
4. *Document*: Any material quoted from the volume you are discussing should be cited by placing appropriate page references in parentheses following the quotation (example: p. 39). I don't expect you to use any outside sources but, if you do, cite information from those sources used in your essay in a standard endnote or endnotes.

### Due Date

The second essay is **due on Nov. 7**. The third essay is **due on Dec. 5**. *Late essays will be penalized a minimum of one letter grade.*

HIS 4480/MLS 5480

# Take-Home Final Exam

## Content:

Your final exam is to take the form of a “big picture” essay addressing the major themes of the course.

**Your assignment is to write an essay comparing and contrasting slave rebelliousness – both rebels and runaways – in the U.S. and Brazil. In shaping your essay, pay attention to context: What were the major historical, geographic, demographic, and cultural differences between slavery in Brazil and the U.S. and how did these differences shape and influence the development of differing forms and degrees of slave rebelliousness in each nation?**

The essay should be a minimum of five pages in length.

It should each argue a *thesis*, be well-written and organized, and use *evidence* (facts and examples) to support the argument.

It is to be typed, double-spaced, in 12-point type, and a standard font (e.g., Times New Roman, Arial, Courier New). Any block quotations (those of four or more lines) are to be indented and single-spaced. All pages are to be numbered in seriatim order. Your name should appear on the first page.

## Due Date:

The final exam is **due in my office (Briggs 318), in my CLAE mailbox (Briggs 108), or to my email as a Word attachment by 7:30 p.m. on Dec. 16**

*Late exams, if accepted, will be penalized a minimum of one letter grade.*