AS.100.418
Comparative Slavery: Haiti and Brazil

Departments:
AS History, AS International Studies, AS Program in Latin American Studies

Meets:
Room: Homewood Campus, Gilman 413
Days: Tuesday-Thursday 3:00 PM - 4:15 PM

Credits: 3

Instructor:
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Office Hours: Wednesday 2:00 PM to 5:00 PM

Course Description:
Brazilian historians have frequently asked why slave insurrections in their country never became revolutions, like in Saint-Domingue (today's Haiti). It is a good question: despite difference of size between the two colonies, they had many common characteristics. In Brazil, like in Saint-Domingue, African slaves were imported to work first in sugar plantations then in coffee. They came first from West Africa then from Congo and Angola. They became quickly the largest percentage of the population. Many of them were freed, constituting a large intermediary class of free people of color with limited rights but strong influence. Recognizing these commonalities, historians have not until now explained how Saint-Domingue and Haiti so differed on the matter of slave rebellion. In Brazil, slaves and ex-slaves successfully "accommodated" to their status and failed at violent insurrections, while in Saint-Domingue slaves and ex-slaves discovered how to transform their insurrections into wholesale revolution. Our comparative examination of the evolution of these two slave societies may explain this difference.

Course Requirements:
- Attendance: Attendance at every class session is required. Unexcused absences are not permitted and will result in a reduction of your final grade.
- Required readings and in-class discussion: Students will complete all required readings prior to class meetings and be prepared to make regular contributions to the in-class discussion. Attendance and discussion together count toward 25% of the final grade.
- Blackboard Discussions. Each student will post a response (from half a page to one page) on the Blackboard once a week during the semester. This requires that each student post 10 times during the semester (no post on the first and the last week). Forum posts are due no later than Sunday 11:00 PM. Posts should respond to the instructor's question of the week and must reflect your understanding of the course readings, lecture, and discussion. Blackboard posts count toward 25% of the final grade.
- Final paper: A final paper of 8 to 12 pages on a historical document chosen with the Instructor. It must be submitted on Blackboard no later than Saturday May 5th. No extensions will be granted. The final paper counts toward 50% of the final grade.

Required and recommended books:
(Available for purchase at Barnes and Noble Johns Hopkins bookstore and on reserve in the Library)
- Francisco Luna and Herbert S. Klein, *Slavery in Brazil*, Cambridge, Cambridge University Press, 2010 (required)

Schedule of sessions

**Week I (January 30th and February 1st): Two slave societies: Similarities, differences.**

**Week II (February 6th and 8th): Slavery in the New World: Mediterranean or Portuguese model?**

**Textual Document:**

**Reading:**

**Week III (February 13th and 15th): Native populations or African slaves?**

**Textual Document:**
Readings:

Week IV (February 20th and 22nd): Christianization?
Textual Document:

Readings:

Week V (February 27th and March 1st): Slaves in plantations
Visual Documents:
- Sugar Refinery, illustration from Histoire des Antilles by Jean Baptiste Labat (1663-1738) (coloured engraving), Bibliotheque Nationale, Paris, France (Blackboard).

Readings:

Week VI (March 6th and 8th): Urban slaves
Visual Document:

Readings:

**Week VII (March 13th and 15th): Coffee transition**

**Textual Document:**
- P. J. Laborie, *The coffee planter of Saint Domingo; : with an appendix, containing a view of the constitution, government, laws, and state of that Colony, previous to the year 1789. To which are added, some hints on the present state of the Island, under the British Government*, London, Printed for T. Cadell & W. Davies, in the Strand, 1798, chap. 4, On the government of the negroes and cattle, pp. 157-192 ([https://archive.org/details/coffeeplanterofs00labo](https://archive.org/details/coffeeplanterofs00labo))

**Readings:**
- Stanley J. Stein, *Vassouras, A Brazilian Coffee County, 1850-1900: The Roles of Planter and Slave in a Plantation Society*, Cambridge, MS, Harvard University Press, 1985, Introduction, pp. 3-26 (E-Book in the Library catalog: [https://quod-lib.umich.edu.proxy1.library.jhu.edu/cgi/t/text/pageviewer-idx?c=acls;cc=acls;rgn=full%20text;idno=heb02800.0001.001;didno=heb02800.0001.001;node=heb02800.0001.001%3A2.1;view=image;seq=00000025]

**March 20th and 22nd: Spring vacation**

**Week VIII (March 27th and 29th): Free people of color**

**Textual Document:**

**Readings:**

**Week IX (April 3rd and 5th): Maroons**

**Visual Document (film):**
- *Quilombo*, dir. Carlos Diegues, 1984, 110 min. (DVD)

**Readings:**
Week X (April 10th and 12th): Rebellion or Revolution? The starting point

Visual Documents:
- Haitian contemporary representation of Bois-Caiman
  (https://sites.duke.edu/blackatlantic/sample-page/storytelling-and-representation-of-bois-caiman/painting-and-bois-caiman/)

Readings:

Week XI (April 17th and 19th): Rebellion or Revolution? Alliances

Visual Documents:

Readings:

Week XII (April 24th and 26th): Rebellion or Revolution? The turning point

Visual Documents:

Readings:

Week XIII (May 1st and 3rd): Presentation of students’ essays and conclusion.

NB: Some light modifications can be done on this syllabus during the semester.