

History of Brazil
HISTORY 121A
Professor Jessica Graham
TR 11am-12:20pm, Pepper Canyon Hall, Rm. 120

Office Hours: Monday and Wednesday, 10:30 -11:30am, H&SS 6016
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Enslaved Brazilians and elite woman in litter, 1860 (from Francisco Alves, *O Século XIX na Fotografia Brasileira*)

In this course, we will study one of the most important centuries in the history of Brazil, a country currently characterized as a rising world power. From 1808-1904, Brazil went through several significant changes in its political, social, cultural, economic, and racial realities. During this period, the Portuguese royal family fled Napoleon and relocated to Brazil, the nation declared its independence from Portugal and became a monarchy, the slave trade and subsequently slavery itself were abolished, waves of immigrants from Europe, Asia and other shores came into Brazil, and the monarchy was overthrown, marking the beginning of Brazil's First Republic. Each of these events reverberated throughout Brazilian society and significantly altered the country's trajectory. Brazil's reputation as a harmonious nation is also challenged by these events, as parties battled over multifaceted issues that represented different perspectives on what the nation should aspire to be. Thus, the course will be a study of the cultural, political, racial/ethnic, social, and economic components that simultaneously clashed and congealed to make one of the world's largest countries. What occurred from 1808-1904 set the stage for Brazil's exciting and tumultuous 20th century, which will be examined in the second part of this series, History 121B.

The class format is largely lecture-based, but discussion activities will at times be included to increase student participation, engagement, and learning. Extra credit presentations are also an

option for all students. (See “evolving syllabus” below.) The use of multimedia such as images, film excerpts, and/or music will also be incorporated when possible.

COURSE REQUIREMENTS:

Map Quiz = 10%

Students will have 15 minutes to fill out a blank map of Brazil. Students that successfully identify at least 20 of Brazil’s 26 states, 10 of its state capitals, 5 environmental features (rivers, bays, etc.), federal capital Brasília, and all of Brazil’s neighboring countries will receive a 100% score. Minor spelling errors will be tolerated. Please refer to the TED site to see the details of the map quiz and links to good maps of Brazil to study. **CHALLENGE:** Students that successfully identify ALL Brazilian states and capitals, at least 10 environmental features, Brasília, and all South American countries will earn one extra credit point towards their final grade.

Midterm Exam = 20%

Students will choose to answer three of five questions for this written, in-class exam. Students will be given the five broad topics upon which the midterm will be based a week before the exam.

Two Think Pieces (One pre-midterm, one post-midterm) = 10% each (20% total)

Students must submit two 2-3 page double-spaced think pieces that elaborate on some aspect(s) of the required readings on two days of their choice. *The think piece must correspond to the readings assigned on that day.* One of these think pieces must be submitted before the midterm; the other must be submitted after the exam. The think pieces must engage the readings and use citations (either parenthetical or footnotes). Some suggested questions to help guide, but not limit students in the writing of their think pieces are: What surprised (didn’t surprise) you about the reading(s)? How do you see the reading(s) as applicable to today’s world? What do you think the author got right? Wrong? How do you assess the methods the author used to come to his/her conclusions? How has the reading altered or strengthened arguments posed in past reading assignments, either in this or in other classes? Students must email think pieces **before** or hand them in hard copy at the **beginning** of the corresponding class.

Final Paper = 35%

Final papers must be 7-9 pages, double-spaced, and will be based upon one of five themes the professor will post at the end of Week 7. The themes will be relatively broad and will indicate the readings from the class syllabus that students *must* include in their final paper. In addition to these in-class sources, students must do research and find, *at least one book and an article, OR three articles* to include in their final research paper. *Students must e-mail the theme they have selected and their list of outside sources to the professor by 10am on Friday of Week 9.*

Participation = 15%

Although this is largely a lecture-based course, class participation is an important aspect of your learning and, therefore, your grade.

Attendance is one aspect of your participation. Each student is given one “freebie” and one pre-notified absence for the quarter. In other words, one class missed with no explanation will not affect a student’s participation grade. Students may skip a second class without consequence, as long as they notify the professor via email *before* class begins. (I.e., “Professor, I am studying for three midterms this week and won’t be able to make class today.”) Any subsequent absences will only be excused with a doctor’s note or some other documentation that explains the absence.

Students' participation grade will be reduced one third (i.e., from a B+ to a B) if they fail to provide such documentation for these absences.

Engagement is another critical aspect of each student's participation grade. Engagement ranges from taking part in class discussions, to coming to class prepared, taking notes, and *thinking critically* about the material and topics at hand. Engagement does *not* mean talking to classmates/friends during class (unless it's a brief exchange about the material covered), texting, Facebooking, tweeting, emailing, watching sports online, or engaging in any other forms of social media/entertainment/communication. Such activities do not only compromise the student's own learning, but also distract surrounding students and the professor (who can usually discern between the face and behavior of a student reading the most recent hashtags and the student who is taking notes on Brazilian nationalism). Studies show that students will not cease to exist if they fail to engage in social media for 1.5 hours at a time, contrary to popular belief.

The Evolving Syllabus – Students are encouraged (not required) to keep an eye out for materials in their daily lives that are relevant to our class topics. Students should post such material in the “evolving syllabus” folder on TED. Please advise the professor when you plan or have done so. These materials may include articles from scholarly or popular journals, Youtube clips, music, etc. They will be considered an informal part of our syllabus, and any student may use *one* of them as a source for their final paper (with approval from the professor). Students who find such material, write a 2-3 page response paper, and give a 5 minute presentation on the material and its relevance to our course can earn up to 1.5 extra credit points. A maximum of two students per day can give such presentations on a first come, first served basis. Each student may give only *one* extra credit assignment during the quarter, however students can share an unlimited amount of evolving syllabus material on TED and are encouraged to do so. Again, this is not a requirement.

FINAL PAPERS ARE DUE WEDNESDAY, DECEMBER 12TH, BY 2 PM.

REQUIRED BOOKS:

Viotti da Costa, Emilia. *The Brazilian Empire: Myth and Histories*. Chicago and London: University of Chicago Press, 1985.

SUGGESTED READING:

Students are encouraged to consult any one of the many books that provide a general and broad summary of Brazilian history. Two copies of one such published survey of Brazilian history is on 24-hour reserve at Geisel Library:

Meade, Teresa. *A Brief History of Brazil*. New York: Facts on File, 2010.

(Note: The first edition of Meade's book, published in 2003, is also on reserve.)

Codes:

RG – On Reserve at Geisel Library

ER – Electronic Reserve (accessible from course TED site)

JSTOR – Article found on library's website via JSTOR, the online archive of academic journals

FIRST DAY (9/27)

Introductions, review of course goals and requirements, some facts about Brazil

Brazilian Society at the Arrival of the Portuguese Royals through Independence (1808-1822)

WEEK ONE (10/2-10/4)

Day One: Indigenous-European Encounters

Hal Langfur, *The Forbidden Lands: Colonial Identity, Frontier Violence, and the Persistence of Brazil's Eastern Indians, 1750-1830* (Stanford: Stanford University Press, 2006), pp. 21-54 (Chapter One), pp. 205-226 (part of Chapter Six). **ER**

Day Two: The Portuguese Court Arrives in Rio

Kirsten Schultz, *Tropical Versailles: Empire, Monarchy, and the Portuguese Royal Court in Rio de Janeiro, 1808-1821* (New York: Routledge, 2001), pp. 67-87 (Chapter Three); pp. 151-176 (Chapter Five). **ER**

WEEK TWO (10/9-10/11)

Day One: Independence and Empire

Emília Viotti da Costa, *The Brazilian Empire*, pp. 1-52 (Chapter One). **RG**

Robert Levine and John Crocitti, eds., *The Brazil Reader: History, Culture, Politics* (Durham: Duke University Press, 1999), 63-64. **ER**

Life during the Brazilian Monarchy (1822-1889)

Day Two: The Slave Economy

Francisco Vidal Luna and Herbert Klein, "Slave Economy and Society in Minas Gerais and São Paulo, in 1830." *Journal of Latin American Studies*, vol. 36, no. 1 (February 2004), pp. 1-28.

JSTOR

Nancy Priscilla Naro, *A Slave's Place, a Master's World: Fashioning Dependency in Rural Brazil* (London and New York: Continuum), pp. 50-74. **ER**

<http://www.jstor.org/stable/pdfplus/3875422.pdf?acceptTC=true>

WEEK THREE (10/16-10/18)

Day One: Experiences of the Enslaved

Robert Edgar Conrad, *Children of God's Fire: A Documentary History of Black Slavery in Brazil* (Princeton, Princeton University Press, 1983), p. 23-28, 43-52, 91-96, 126-134, 254-56, 273-81, 297-301, 320-323, 330-333. **ER**

Levine and Crocitti, *Brazil Reader*, pp. 135-142. **ER**

Day Two: Free Labor and Society - MAP QUIZ (at beginning of class – do not be late!)

Emília Viotti da Costa, *The Brazilian Empire*, pp. 94-124 (Chapter Five). **RG**

WEEK FOUR (10/23-10/25)

Day One: The Paraguayan War (War of the Triple Alliance)

Chris Leuchars, *To the Bitter End: Paraguay and the War of Triple Alliance* (Westport: Greenwood Press, 2002), pp. 15-59. **RG**

Levine and Crocitti, *Brazil Reader*, pp. 87-90. **ER**

Day Two: Slave Resistance and Abolition

João José Reis, "Slave Resistance in Brazil: Bahia, 1807-1835," *Luso-Brazilian Review*, Vol. 25, No. 1 (Summer 1988), pp. 111-37. **JSTOR**

<http://www.jstor.org/stable/pdfplus/3513114.pdf>

Robert Conrad, *Children of God's Fire*, pp. 39-42, 281-286, 418-430, 462-466, 480-81. **ER**

WEEK FIVE (10/30-11/1)

Day One: Social and Political Unrest during the Monarchy

Matthias Rohrig Assunção, "Elite Politics and Popular Rebellion in the Construction of Post-Colonial Order: The Case of Maranhão, Brazil (1820-41), *Journal of Latin American Studies*, vol. 31, no. 1 (Feb. 1999), 1-38. **JSTOR**

<http://www.jstor.org/stable/pdfplus/157731.pdf>

Levine and Crocitti, *Brazil Reader*, pp. 69-75. **ER**

Day Two: End of the Monarchy and Birth of the First Republic

Emília Viotti da Costa, *The Brazilian Empire*, Chapter 8, pp. 202-233. **RH**

WEEK SIX (11/6-11/8)

Day One: MIDTERM EXAM

The Early Republic, from 1889-1904

Day Two: Brazilian Messianism and the Canudos War

Robert Levine, "Mud-Hut Jerusalem: Canudos Revisited," *Hispanic American Historical Review* vol. 68, no. 3, pp. 225-272. **JSTOR**

<http://www.jstor.org/stable/pdfplus/2516518.pdf>

Levine and Crocitti, *Brazil Reader*, pp. 93-99. **ER**

WEEK SEVEN (11/13-11/15)

Day One: European Immigration

Oliver Marshall, *English, Irish, and Irish American Settlers in Nineteenth Century Brazil* (Oxford: University of Oxford, 2005), pp. 7-31 (Introduction and Chap. One); pp. 91-116 (Chapters Four and Five).

Day Two: Asian Immigration

Jeffrey Lesser, *Negotiating National Identity: Immigrants, Minorities, and the Struggle for Ethnicity in Brazil* (Durham and London: Duke University Press, 1999), pp. 13-39 (Chapter Two); pp. 81-94 (part of Chapter Four); pp. 147-57 (Chapter Six).

WEEK EIGHT: (11/20-11/22)

Day One: Economic Life in the Early Republic

Amy Chazkel, *Laws of Chance: Brazil's Clandestine Lottery and the Making of Urban Public Life* (Durham: Duke University Press, 2011), pp. 1-25 (Introduction); pp. 142-63 (Chapter Four). **ER**

Day Two: THANKSGIVING BREAK!!!

WEEK NINE (11/27-11/29)

Day One: Machado de Assis: Brazilian Literary Perspectives of the Early Republic

Machado de Assis (Jack Schmitt and Lorie Ishimatsu, trans.), *The Devil's Church and Other Stories* (Austin and London: University of Texas Press, 1977), pp. ix-xiii (Introduction), pp. 116-150. **ER**

Charles Param, "Politics in the Novels of Machado de Assis," *Hispania* vol. 56, no. 3 (September 1973), pp. 557-67. **ER**

<http://www.jstor.org/stable/pdfplus/339243.pdf>

Day Two: 19th Century Legacies: The Myth of Racial Democracy

Emília Viotti da Costa, *The Brazilian Empire*, pp. 234-246. **RG**

Lilia Moritz Schwarcz, "A Mestizo and Tropical Country: The Creation of the Official Image of Independent Brazil," *European Review of Latin American and Caribbean Studies*, no. 80 (April 2006), 25-40. **JSTOR**

Schwarcz, *The Spectacle of the Races: Scientists, Institutions, and the Race Question in Brazil, 1870-1930* (New York: Hill and Wang, 1999), pp. 3-20 (Introduction).

WEEK TEN (12/4-12/6)

Day One: 19th Century Legacies: Myths of Womanhood

Emília Viotti da Costa, *The Brazilian Empire*, pp. 247-65. **RG**

Maria Odila Silva Dias (Ann Frost, trans.), *Power and Everyday Life: The Lives of Working Women in Nineteenth-Century Brazil* (New Brunswick: Rutgers University Press, 1995), pp. 5-34 (Chapter One). **ER**

Day Two: 1904: Competing Perspectives of 20th Century Brazilian Modernity

Jeffrey Needell, "The Revolta Contra Vacina of 1904: The Revolt against 'Modernization' in Belle-Époque Rio de Janeiro," *Hispanic American Historical Review* 67:2 (May 1987): 233-260. **JSTOR**

<http://www.jstor.org/stable/pdfplus/2515023.pdf>

Levine and Crocitti, *Brazil Reader*, pp. 93-99.

FINALS WEEK (12/10-12/14)