

History of Brazil through 1889

HISTORY 121A

Professor Jessica Graham

TR 3:30-4:50pm, Warren Lecture Hall, Rm. 2209

Office Hours: Tuesday and Thursday, 11am-12pm, H&SS 6016

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Enslaved blacks and elite woman in litter, 1860 (from Francisco Alves, *O Século XIX na Fotografia Brasileira*)

In this course we will study the first several centuries of the history of Brazil, a country currently characterized as a rising world power. In this course we will study many of the political, national, social, cultural, and racial factors and events that made Brazil so unique in the Latin American context. During this period, Brazil became Latin America's largest nation and sole Portuguese colony, and the recipient of the most enslaved Africans in all the Americas. We will cover other major events that occurred as well, such as the Portuguese royal family's relocation to Brazil (to flee Napoleon), the declaration of Brazil as an independent monarchy, immigration from Europe, Asia and other shores, and the overthrow of the monarchy and birth of the Republic. Each of these events reverberated throughout Brazilian society, significantly altered the country's trajectory, and left a major imprint on Brazil for generations. In fact, what occurred during this era 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 is 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, vintage or documentary clips, 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, buying shoes online, or engaging in any other form of social media/internet activity/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 a series of tweets 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 – As part of their participation, 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 send such material to the professor to be inserted in the “evolving syllabus” folder on TED. 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 TUESDAY, MARCH 18TH, BY 6 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 will be placed on 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

EC – Electronic Copy (accessible from course TED site)

WEEK ONE (1/7-1/9)

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

Day Two: Indigenous Life

Levine and Crocitti, eds., *The Brazil Reader*, 16-32. **EC**

Stuart Schwartz, *Early Brazil: A Documentary Collection to 1700* (Cambridge: Cambridge University Press, 2010), 117-140. **EC**

WEEK TWO (1/14-1/16)

Day One: Portuguese Arrival and Encounters with the Indigenous

Levine and Crocitti, eds., *The Brazil Reader*, 37-40; 43-44. **EC**

Stuart Schwartz, *Early Brazil: A Documentary Collection to 1700* (Cambridge: Cambridge University Press, 2010), ix-xviii; 1-18; 33-36; 140-47; . **EC**

Day Two: Arrival of Enslaved Africans

Robert Edgar Conrad, *Children of God's Fire: A Documentary History of Black Slavery in Brazil*, Selections. **EC**

WEEK THREE (1/21-1/23)

Day One: The Slave Economy

Stuart Schwartz, *Early Brazil*, 198-233. **EC**

Nancy Priscilla Naro, *A Slave's Place, a Master's World: Fashioning Dependency in Rural Brazil* (London and New York: Continuum), pp. 50-68. **EC**

Day Two: Dutch Brazil

Stuart Schwartz, *Early Brazil*, ix-xviii; 234-263. **EC**

WEEK FOUR (1/28-1/30)

Day One: The Portuguese Royal 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). **EC**

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). **EC**

WEEK FIVE (2/4-2/6)

Day One: Religion in Brazil

James Sweet, *Recreating Africa: Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770* (Chapel Hill and London: University of North Carolina Press, 2003), pp. 191-215. **EC**

Jonathan Israel and Stuart Schwartz, *The Expansion of Tolerance: Religion in Dutch Brazil (1624-1654)* (Amsterdam: Amsterdam University Press, 2007), pp. 35-56. **EC**

Day Two: 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. **EC**

WEEK SIX (2/11-2/13)

Day One: MIDTERM EXAM

Day Two: 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. **EC**

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

WEEK SEVEN (2/18-2/20)

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). **EC**

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). **EC**

WEEK EIGHT (2/25-2/27)

Day One:

Machado de Assis and Brazilian Literary Perspectives

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. **EC**

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

Day Two:

Film viewing: TBD

WEEK NINE (3/4-3/6)

Day One: 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. **EC**

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). **EC**

Day Two: 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). **EC**

WEEK TEN: (3/11-3/13)

Day One: *Slave Resistance and Abolition*

Emília Viotti da Costa, *The Brazilian Empire*, 146 (last paragraph) – 171. **RG**

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

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

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

FINALS WEEK (3/17-3/22)