

## **History of Brazil through 1889**

**HISTORY 121A**

**Professor Jessica Graham**

**TR 2-3:20pm, Warren Lecture Hall, Rm. 2115**

**Office Hours: Tuesdays, 10:30am-11:30pm, 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 Brazilian history, focusing on 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 it received the most enslaved Africans in all the Americas. We will examine other major events that occurred in the South American giant as well, such as the Portuguese royal family's relocation to Brazil in order to flee Napoleon, the declaration of Brazil as an independent monarchy, immigration from Europe, Asia and other regions, and the overthrow of the monarchy, marking the 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 20<sup>th</sup> century, which will be examined in the second part of this series, HILA 121B.

## ***COURSE REQUIREMENTS*** (for undergraduates):

### **Map Quiz = 15%**

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 geographic 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 TritonEd for the blank map and to see the study guide and a link to a good map of Brazil to study. **EXTRA CREDIT**

**CHALLENGE:** Students that successfully identify ALL Brazilian states and capitals, at least 10 geographic features, Brasília, and all South American countries will earn one extra credit point towards their final grade.

### **Midterm Exam = 25%**

The in-class midterm exam will be a combination of fill-in-the-blank and multiple choice questions as well as one short essay. Students will be given three broad topics to study for the essay portion of the midterm a week before the exam.

### **Final Paper = 40%**

Final papers must be 8-10 pages, double-spaced and will be based upon one of five themes I will post at the end of Week 6. 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 two books OR four articles to include in their final research paper. *Students must submit the theme they have selected, the specific topic they have chosen, and their list of outside sources to the professor by 10am on Friday of Week 8.* To submit this information (the theme, the specific topic, and the outside sources), please click on the "Final Paper Topic" journal link on TritonEd.

### **Participation and iClickers = 20%**

Although this is largely a lecture-based course, class participation is an important aspect of your learning and, therefore, your grade. Students who do not already own an iClicker must purchase one, register its ID number on our TritonEd page, and bring it to every class. (Because they are registered to the owner, students may NOT borrow someone else's Clicker.)

Attendance is half of your participation grade. Clicker questions will be used both to generate discussion and to track your participation. The attendance portion of your participation grade will match the percentage of Clicker questions you answer. *There is no right or wrong answer for the Clicker questions.*

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, 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 TritonEd. 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 but it will boost your participation engagement.

**FINAL PAPERS ARE DUE TUESDAY, MARCH 20<sup>TH</sup>, BY 3PM.**

***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 are 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.)

***READING ASSIGNMENTS:***

Most readings are posted on TritonEd as PDFs and are accessible by clicking on the “Content” link in the toolbar.

**WEEK ONE (1/10-1/12)**

**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.

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

**WEEK TWO (1/17-1/19)**

**Day One: Portuguese Arrival and Encounters with the Indigenous**

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

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

**Day Two: Arrival of Enslaved Africans**

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

**WEEK THREE (1/24-1/26)**

**Day One: The Slave Economy**

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

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

**Day Two: Dutch Brazil**

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

**WEEK FOUR (1/31-2/2)**

**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).

**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).

**WEEK FIVE (2/14-2/16)**

**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.

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

**Day Two: Independence and Empire**

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

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

**WEEK SIX (2/14-2/16)**

**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.

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

## **WEEK SEVEN (2/21-2/23)**

### **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 (2/28-3/2)**

### **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.

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

### **Day Two: 19<sup>th</sup> Century Legacies: The Myth of Racial Democracy**

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

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.

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 NINE (3/7-3/9)**

### **Day One: 19<sup>th</sup> Century Legacies: Myths of Womanhood**

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

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).

### **Day Two: 19<sup>th</sup> Century Legacies: Myths of Womanhood**

*Film viewing: TBD*

## **WEEK TEN: (3/14-3/16)**

### **Day One: Slave Resistance and Abolition**

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

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

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

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

**FINALS WEEK (3/20-3/24)**