

HIS 153: History of Brazil (1500-2009)  
Syllabus: Spring 2018

T/Th (12:30 – 1:45pm)  
LCHAS, room 160

Professor Molly Ball  
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Office: Rush Rhees, 449; x67184  
Office Hours: T/Th 11:15-12:15

This survey will consider Brazilian history from the arrival of Portugal's Pedro Álvares Cabral in 1500 to the country's selection as the host country for the 2014 World Cup and 2016 Summer Olympics. We will highlight major institutions, events and trends as Brazil transitioned from a rural, slave society to a highly urbanized society with one of the world's most promising economies. Divided into three periods, the course first considers how Portuguese, African and indigenous institutions and traditions molded the colonial period, where sugar and then gold dominated Brazil's economy. The second part begins with Brazil's independence from Portugal in 1822 and covers the persistence of slavery, the introduction of railroads, European immigration and the importance of coffee during the Brazilian Empire. The third part of the course shows how samba, Carnival, industrialization, and *futebol* as well as underdevelopment, dictatorships, and *favelas* define modern Brazilian history.

**Required Texts:**

Chesnut, Andrew R. *Born Again in Brazil: The Pentecostal Boom and the Pathogens of Poverty*. Rutgers, NJ: Rutgers UP, 1997.

Jesus, Carolina Maria de. *Child of the Dark*.

Levine, Robert M. and John J. Crocitti, Eds., *The Brazil Reader: History, Culture, Politics*. Durham, NC: Duke UP, 1999.

Metcalf, Alida. *Go-betweens and the Colonization of Brazil: 1500-1600*.

Staden, Hans. *Hans Staden's True History: An account of Cannibal Captivity in Brazil*. Translated and edited by Neil Whitehead and Michael Harbsmeier. Duke UP, 2008.

**Rubric:**

Map quizzes (5% each) – 10%

Participation & Attendance – 15%

Short writing assignments (10% each) – 20% total

Midterms (2 total) – 40%

Final Research paper –15%

**Participation & Attendance:**

Your participation in and out of class is a critical component to a successful semester. Coming to class prepared (which means having done AND having thought critically about the reading) allows you to better engage with lectures and discussions. Over the course of the semester, I will give short assignments that will count toward your attendance and participation final grade. For example, students always enjoy a Lincoln-Douglass style debate scheduled for week 11. Unless I state otherwise, these assignments will be graded on the √, √-, √+ scale.

In terms of attendance, you will be allowed two absences over the course of the semester. Arriving for class more than 15 minutes late will be considered an absence. If, for whatever reason, you miss more than two classes, you must provide written documentation (doctor's note, etc.) as an excuse.

**Assignments:**

In addition to 2 midterms, you will have three writing assignments over the course of the semester. The first will be a 3-page assignment that engages Hans Staden and concepts introduced in Metcalf. The second will be a 2- to 3-page reflection where you will connect course readings and concepts on either nationalism and identity or poverty and opportunity with an event in the “Planting a Seed” event series. Finally, you will be asked to develop an original research paper on your topic of choice to be submitted on the last day of class. This final research paper will be in place of a final exam. You will choose your topic for this 7- to 8-page paper on the last day of class before spring break (March 8<sup>th</sup>). I will provide you with more precise details on my expectations for each assignment during the semester (not all assignments will have the same guidelines).

**Course Policies:**

Class will begin on time. While you are in class, please turn all cell phones to silent and refrain from texting, posting, etc. Your attention is integral to fostering an enjoyable learning atmosphere.

Cheating and plagiarizing will not be tolerated under any circumstances. If you have any questions as to the University of Rochester's policies on academic integrity, please see <http://www.rochester.edu/college/honesty/undergraduates.html>. If you are ever unclear as to what my expectations are regarding academic honesty on a given assignment, please do not hesitate to ask.

As a general rule, I do not read entire drafts for writing assignments. However, I will read introductions, conclusions, thesis statements and review outlines if I receive them in a timely manner. Drop by during office hours or email to make a different appointment. If you wish to dispute a grade, you must make a written appeal to me explaining why you believe you deserve a higher grade. This appeal may not reference another student's work.

**Email Correspondence:**

When you have a question about the course, please include HIS153 in the subject line. This will keep your email from getting lost in my inbox and will help me to answer you in a timely fashion. Also, keep in mind that as a general rule, I do not check emails between Saturday night and Monday morning. Please try to account for this, especially if you have a question pertaining to Monday's class.

You are responsible for making sure that I am able to open assignments you turn in online, via email or on blackboard. Make sure there are no issues with corrupted files, saving in the wrong format, missing attachments, etc. These will not be valid excuses if something is turned in late.

**Course Schedule:**

Week 1: Portuguese *explorações* and first encounters

1/18

Readings: Pero Vaz de Caminha, *Portuguese Voyages*, pp 39-60

Week 2:

1/23 Portuguese/European Institutions – Before and in Brazil

Readings: Metcalf, pp.17-53

Optional readings: Metcalf, pp. 1-16

1/25

Colonial Map Quiz

Readings: Staden, pp. XVII-XXII, pp.1-40; *Early Brazil*, pp. 14-26; *The Brazil Reader*, pp. 20-32

Week 3:

1/30 Indigenous origins and biological interaction

Readings: Staden, pp. 41-104; *Brazil Reader*, pp. 37-40; Metcalf, pp. 54-88

Optional reading: Lèry account

2/1

Readings: Metcalf, pp. 119-155; Staden, pp. 106-139

Week 4: From dyewood to sugar / African slavery

2/6

Short, 3-page writing assignment due at beginning of class

Readings: Metcalf, pp. 157-193; *COG*, doc 1.3, 2.1; *Early Brazil*, pp. 66-82

2/8

Readings: *The Brazil Reader*, pp. 125-130; *Early Brazil*, pp. 264-7

Week 5: Peripheries / Striking gold

2/13

Readings: Metcalf, pp. 89-118; selections from *The Bandeirantes*; *Brazil Reader*,

Optional reading: *Early Latin America*, pp. 253-282

2/15

Readings: *COG* 9.11; *The Brazil Reader*, pp. 45-56; Mariana Dantas, “Black Women and Mothers: Social Mobility and Inheritance Strategies in Minas Gerais during the Second Half of the 18<sup>th</sup> Century” *Almanack* 12 (Jan/Apr 2016): 88-104.

Week 6:

2/20 Midterm

2/22

CLASS CANCELED (you will have a blackboard assignment based on the readings to complete by Sunday, February 25<sup>th</sup>)

Readings: *COG* doc. 9.3; Metcalf, pp. 195-234; Heather Flynn Roller “Colonial Collecting Expeditions and the Pursuit of Opportunities in the Amazon *Sertão*, ca. 1750-1800” *The Americas* 66.4 (April 2010): 435-567.

Optional reading: Metcalf, pp.235-274; *COG* doc 9.5, 8.5, 3.5, 6.3, 4.4; Kenneth Maxwell “Pombal and the Nationalization of the Luso-Brazilian Economy.”

Week 7: From colony to country

2/27 Resistance, Reform, Rumors of Dissent; Fleeing Napoleon and Brazilian Independence

Readings: Readings: *The Brazil Reader*, pp.56-64; Nazarrí, “Race in Colonial São Paulo”

*Holdover from readings from previous week*

3/1 Life in the Empire

Readings: *The Brazil Reader*, pp. 65-75, 131-142; *COG*, doc. 6.7, 8.1, 8.2, 8.11; Adèle Toussaint-Samson *A Parisian in Brazil*, part II; *COG* doc. 5.8, 5.9, 9.14

Week 8: King Coffee

Modern map quiz

3/6 Economies and Slavery in the Empire

Readings: *The Brazil Reader*, pp. 76-86; selections from *COG* 8.18, 8.19; Adèle Toussaint-Samson, part III; *The Brazil Reader*, pp. 93-103

3/8

Abolition, the Republic & Immigration

Readings: *The Brazil Reader*, pp. 87-92, 143-5; *COG* doc. 10.9, 10.11; Chalhoub “Slaves, Freedmen and the Politics of Freedom in Brazil: the Experience of Blacks in the City of Rio”; 1830 Criminal Code selection

Week 9:

SPRING BREAK

Readings: *Brazil Reader*, pp.93-103; selections from *Rebellion in the Backlands*; selections from Gilberto Freyre and Franz Boas; *The Brazil Reader*, pp. 374-8

Week 10: Two Brazils

3/20 Urbanization

Readings: *Brazil Reader*, pp. 354-8, 308-316; the “Cannibal Manifesto”; Suk “ “Only the Fragile Sex Admitted”: The Women’s Restaurant in 1920s São Paulo, Brazil” *Journal of Social History* (2016)

Optional Reading: Teresa Meade “ “Civilizing Rio de Janeiro”: the public health campaign and the riot of 1904” *Journal of Social History* (1986)

3/22 (*Child of the Dark*)

The Vargas Era

Readings: *The Brazil Reader*, pp. 149-65, 176-81, 206-24, 319-22, 327-30; *Child of the Dark*, (pp. v-82)

Week 11: week of FUJ

3/27

Popular Culture and Brazilian identity (Monteiro Lobato & FEB)

Readings: *The Brazil Reader*, pp. 327-30, 359-64, 367-73, 379-81, 474-82; *Child of the Dark*, pp. 82-176

3/29

Attend a “Planting a Seed” Event

Getulio Vargas debate

2-page writing reflection due on Friday, March 31st

(How does this intersect with questions of national identity, *Child of the Dark*, etc.)

Week 12: midterm (through Vargas)

4/3

From Vargas to military dictatorship

Readings: *Brazil Reader*, pp. 238-47

4/5

midterm (through Vargas)

Week 13:

4/10

Film: *O Ano em Que os Meus Pais Sairam de Férias*

Readings: begin reading *Born Again in Brazil*

4/12

Religion, samba and futebol

Readings: *Brazil Reader*, pp. 254-7, 331-3, 408-10; *Born Again in Brazil* (pp. 1-72)

Week 15:

4/17

Inflation Crisis and Return to Democracy & Stability

Readings: *Brazil Reader*, pp. 277-9, 289-94, 415-9; *Born Again in Brazil* (pp.73-128)

4/19

Racial identity in modern Brazil

Readings: *Brazil Reader*, pp. 379-94, 462-7, 483-6; Have *Born Again in Brazil* completed

Week 16: Successes and Crises

4/24

Pre-salt and the Amazon

Readings: TBD

4/26

Mega-even success and Constitutional Crises

Readings: *Brazil Reader*, pp. 295-7, 402-7, 497-504; Engerman and Sokoloff “Colonial Institutions”

Week 17:

5/1

Final papers due

Paper mini-presentations

**Colonial Map Quiz Terms:**

Amazon River

Grão Pará

Maranhão

Pernambuco

Olinda

Recife

Sergipe

Salvador

Bahia

Minas Gerais

Vila Rica / Ouro Preto

Rio de Janeiro

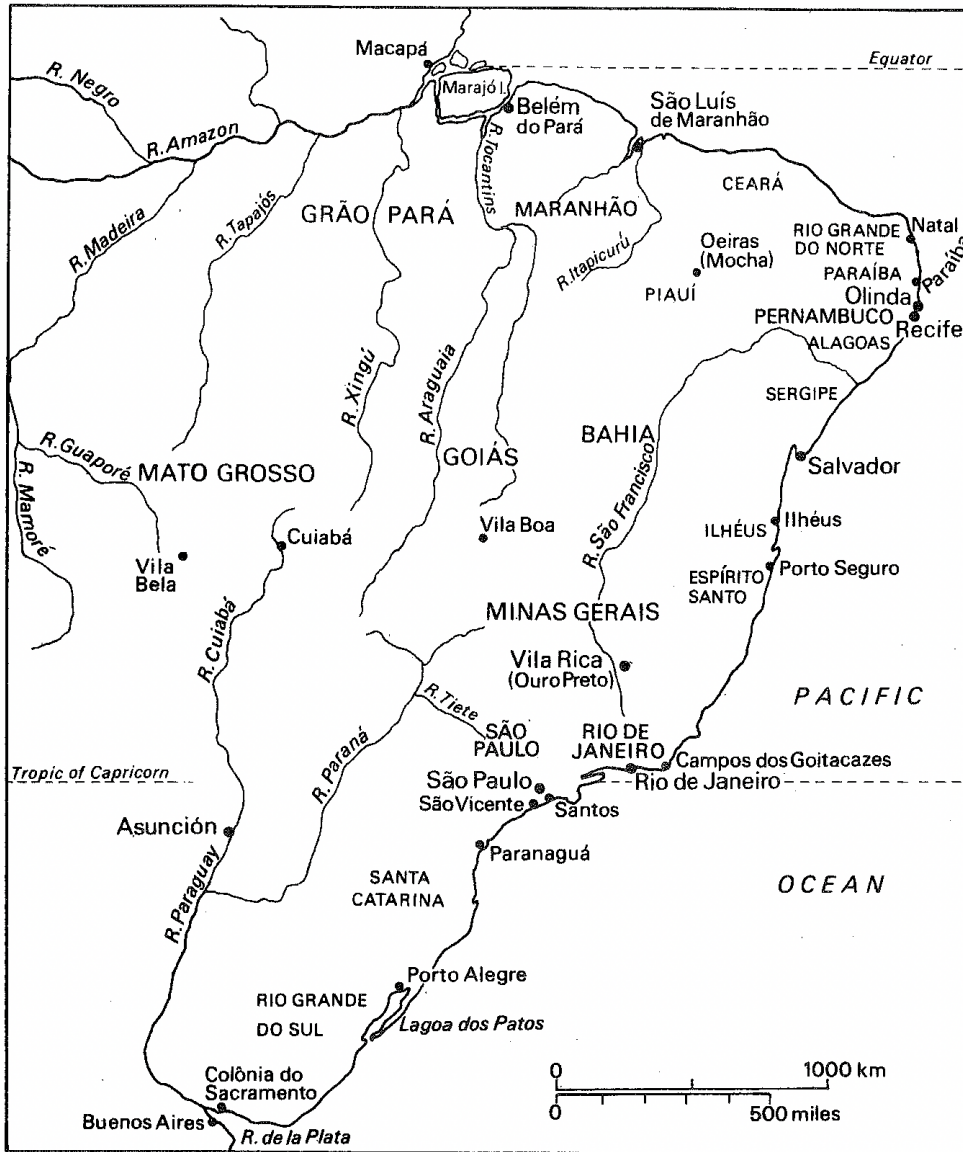
São Vicente

Colônia do Sacramento

Paraguay River

São Francisco River

*Colonial Brazil*



Colonial Brazil