

HIST/GSWS 153: Women, Citizenship, and Education: Brazil 1500-2020
Syllabus: Spring 2022

Location:

Remote: <https://rochester.zoom.us/j/94063898881>

In-person: Bausch&Lomb 315 (Tu/Th 2:00-3:15pm))

Prof. Molly Ball, she/hers (mollycball@rochester.edu)

Office hours zoom channel: <https://rochester.zoom.us/j/5852767184>

Office hours:

M, 9:30 – 10:30, via zoom

W, 9:30 – 10:30, in-person (once possible) Rush Rhees 449 or via zoom

DESCRIPTION

Today Brazil is one of the world's largest and most diverse countries in the world, but also one of the most unequal. In this course, you will be asked to confront the limits of citizenship in three chronological periods in the country's history (colonial, 1808-1930, 1930-2020). Readings will focus largely on women's experiences. Classroom discussions will center around how questions of gender, race, ethnicity, and class disrupt the traditional narrative and bring new insight into the country's history. In the latter half of the course, we will also explore whether education can successfully challenge established patterns.

The Portuguese sailor, Pedro Álvares Cabral, and his crew anchored off the coast of Brazil in 1500 en route to India. This marked the country's "discovery" and over five centuries worth of fascinating history. Portuguese, indigenous, and African institutions and traditions molded the colonial period, in which sugar and then gold dominated Brazil's economy. In the post-colonial era when Brazil became an Empire, slavery continued as the country transitioned to coffee. Post-abolition, railroads, immigration, and a search for "modernity" and "progress" dominated the landscape. As the 20th century progressed samba, Carnaval, industrialization, and *futebol* as well as underdevelopment, dictatorships, and *favelas* came to define modern Brazilian history. Most recently, the COVID-19 pandemic has exposed not only incredible disparity in the country, but also political divisiveness.

Throughout Brazil's history, women such as Chica da Silva, Princess Isabela, and Tarsila Amaral have become notable figures in the country's history books. But lesser-known women also played critical roles, serving as go-betweens in the early colonial period; establishing families and businesses in the interior mining regions during the Pombaline era; orchestrating the country's first general strike in 1917; and starting grassroots organizations in urban centers to improve conditions among migrant communities. This semester you will explore these stories and others as we delve into primary and secondary sources.

LEARNING OBJECTIVES

- Have fun learning something new.
- Improve critical analysis and reading. In particular, hone ability to challenge established historiography using women's experiences and primary sources.
- Become familiar with Brazil's history from 1500-present, playing particular attention to limits of citizenship.
- Improve critical writing and research skills.

COVID-19 STATEMENT

Safety first: We will follow the protocols of the university, county, and state, which will likely change throughout the semester. Once we return to in-person learning, if you are not feeling well, have tested positive, or have to quarantine, please send me an email and do not attend class in person on that day. If we must have a hybrid structure, we will use a combination of remote attendance and alternative assignments to ensure equal access to course material.

Flexibility: This course is designed to maximize flexibility in the event that you, me, or the university needs to revert to a remote format for a limited or extended period of time. The module format and the grading rubric allow are also structured so that single assignment or quiz will disrupt your grade.

COURSE REQUIREMENTS

Required Texts:

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

Toussaint-Samson, (Adèle), and June Edith Hahner. *A Parisian in Brazil: the Travel Account of a Frenchwoman in Nineteenth-Century Rio de Janeiro*. Wilmington, Del: SR Books, 2001.

(LOC has images: <https://archive.org/details/parisianinbrazil00tous/page/n5/mode/2up>)

Recommended Texts:

Caulfield, Sueann. *In Defense of Honor: Sexual Morality, Modernity, and Nation in Early-Twentieth Century Brazil*. Durham: Duke University Press, 2000.

Landes, Ruth. *City of Women*.

The Kelly Family History Book Fund is set to go for the spring 2022 semester. These funds are for undergraduate students in need to purchase books for their history courses; preference will be given to those majoring in history. Students may apply for these funds using this link:

<https://forms.gle/c2WArDa5q696oKeU6>

In accordance with the College credit hour policy, which awards 4 credit hours for courses meeting for the equivalent of 3 hours each week, students are expected to devote at least one hour each week to identifying the main lines of argument in course readings. I strongly encourage participation in Sawyer events related to course themes.

RUBRIC*

Map quizzes (5% each) – 10%

Participation– 25%

- Attendance (15%)
- Discussion questions (10%)

Module assessments – 45% – The format of these assessments will be determined the first day of class. We will discuss as a class how you would like to approach these assignments (assigned essay, midterm, in-class test, etc.)

Final Research paper – 20%

**In the event that extenuating circumstances prevent you from participating in a significant portion of the course, an alternate rubric can be discussed.*

Participation

Attendance: Your active participation is essential for the course. This means not only being in class, but also contributing your thoughts and ideas to class discussion and/or group work. If illness or extenuating circumstances prevent you from attending class, you will need to provide documentation.

Discussion Questions: Thursdays will be more discussion-based. At least half of the class will be devoted to exploring how the weeks' readings challenged or complemented each other and lecture. As we will use your thoughts to guide those discussions, you should post at least one discussion question by Thursday at 12pm to the appropriate blackboard thread (each week will have its own thread).

Final Research Paper:

You will be asked to develop an original research paper on your topic of choice to be submitted at the end of our final exam time slot. 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. 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).

SCHEDULE

I reserve the right to make modifications to the syllabus based on pace and classroom needs. All modifications will be communicated via blackboard modules.

Unless otherwise assigned on blackboard, readings or their equivalent should be completed by the start of the class on Thursday.

MODULE 1: 1500 - 1808

Week 1: First encounters: HIST153 and Brazil (Jan. 13)

Week 2: Portuguese/European Institutions – Before and in Brazil (Jan. 18, 20)

Readings: Pero Vaz de Caminha, *Portuguese Voyages*, pp 39-60; COG doc 6.2; "Swords from the Hands of Women" selection; Joan Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91:5 (1986): 1053-75.

Optional readings: Metcalf, *Go-Betweens*, pp. 1-16

Week 3: Go-Betweens in Colonial Brazil (Jan. 25, 27)

Colonial Map Quiz

Readings: Metcalf, Alida C. *Go-Betweens and the Colonization of Brazil: 1500–1600*. Austin: University of Texas Press, 2006., chapter 4; Staden, pp. 109-137

Optional reading: Lèry account

Week 4: Brazilian Colonial Economies: dyewood, sugar, gold, and beyond (Feb. 1, 3)

Readings: COG, doc 1.3, 2.1, 9.3, 9.5; *Early Brazil*, pp. 264-7; *Early Brazil*, pp. 20-26; Readings: *Early Latin America*, pp. 253-282; Metcalf, Alida C. "Women and Means: Women and Family Property in Colonial Brazil." *Journal of Social History* 24, no. 2 (1990): 277–98.

<http://www.jstor.org/stable/3787499>.

Optional Readings: Kenneth Maxwell "Pombal and the Nationalization of the Luso-Brazilian Economy."; 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.; COG doc. 8.5, 6.3, 4.4, 9.11; *Early Brazil*, pp.16-20, 66-82

Week 5: Colonial Intersectionalities: Class, Gender and Race (Feb. 8, 10)

Readings: Soeiro, Susan A. "The Social and Economic Role of the Convent: Women and Nuns in Colonial Bahia, 1677-1800." *The Hispanic American Historical Review* 54, no. 2 (1974): 209–32. <https://doi.org/10.2307/2512567>.; Mariana Dantas, "Black Women and Mothers: Social Mobility and Inheritance Strategies in Minas Gerais during the Second Half of the 18th Century" *Almanack* 12 (Jan/Apr 2016): 88-104.

MODULE ASSESSMENT (modality and format TBD)

MODULE 2: 1808-1930

Week 6: From Colony to Country (Feb. 15, 17)

Readings: Nazari, "Race in Colonial São Paulo"; Readings: Adèle Toussaint-Samson *A Parisian in Brazil*, part I; COG doc. 5.8, 5.9, 9.14; 1830 Criminal Code selection

Week 7: Life in the Empire (Feb. 22, 24)

Readings: *The Brazil Reader*, pp. 76-86; COG, doc. 3.5, 6.7, 8.1, 8.2; Adèle Toussaint-Samson, part II&III

Week 8: Abolition and the End of the Empire (Mar. 1, 3)

Modern map quiz

Readings: selections from COG 8.18, 10.9; Long, *Isabel Orleans-Bragança*, pp. 141-169. *The Brazil Reader*, p. 145; Chalhoub "Slaves, Freedmen and the Politics of Freedom in Brazil: the Experience of Blacks in the City of Rio."

SPRING BREAK WEEK!!

Week 9: Republican Brazil (Mar. 15, 17)

Readings: Caulfield, *In Defense of Honor*, chapters 2 & 3; *The Brazil Reader*, pp.146-147.

Optional reading: selections from *Rebellion in the Backlands*

Week 10: Two Brazils (or more?) (Mar. 22, 24)

Readings: *Brazil Reader*, pp. 308-316; Hahner, June E. "Feminism, Women's Rights, and the Suffrage Movement in Brazil, 1850-1932." *Latin American Research Review* 15, no.1 (1980): 65-111.; Caulfield, *In Defense of Honor*, chapter 5.

Optional Reading: Teresa Meade " "Civilizing Rio de Janeiro": the public health campaign and the riot of 1904" *Journal of Social History* (1986); the "Cannibal Manifesto"; Suk " "Only the Fragile Sex Admitted": The Women's Restaurant in 1920s São Paulo, Brazil" *Journal of Social History* (2016).

MODULE ASSESSMENT (modality and format TBD)

MODULE 3: 1930 - present

Week 11: Two Brazils, cont. (Mar. 29, 31)

Readings: *City of Women* selection. *Child of the Dark* (begin)

Week 12: Populism and Popular Identity (Apr. 5, 7)

Readings: Finish *Child of the Dark*; *The Brazil Reader*, pp. 327-30

Week 13: Identity under Military Dictatorship (Apr. 12, 14)

Readings: *Brazil Reader*, pp. 238-40, 343-47; Eakin, “Visualizing *Mestiçagem*: Literature, Film, and the *Mulata*” in *Becoming Brazilian*, pp.107-135.

Week 14: Identities (Apr. 19, 21) – potentially remote

Readings: Margolis, “The Boys (and Girls) from Brazil” and “Who they Are” in *Goodbye Brazil: Émigrés from the Land of Soccer and Samba*, pp. 3-15, 43-60; *Brazil Reader*, pp. 323-326, 408-10.

MODULE ASSESSMENT (modality and format TBD)

Week 15: Minha Casa Minha Vida (Apr. 26)

Inflation Crisis and Return to Democracy & Stability

Readings: *Benedita da Silva: an Afro-Brazilian Woman’s Story of Politics and Love*, pp.101-118, 139-154; *Brazil Reader*, pp. 415-9.

You will submit your final research paper via blackboard at the end of our final exam timeslot.

COURSE POLICIES

Scheduled classes will begin on time. Please turn all cell phones to silent and refrain from texting, posting, etc. Your attention AND PARTICIPATION are integral to fostering an enjoyable learning atmosphere. If you are participating virtually, your attention should also be focused on class, and you will be expected to uphold ‘netiquette’ rules as you post and interact with classmates.

I encourage you to ask me questions in class if you are unclear of my expectations for how to complete an assignment (you are probably not the only person with questions). Unfortunately, ignorance does not negate academic dishonesty and cheating, and plagiarizing will not be tolerated under any circumstance. If you have any questions as to the University of Rochester's policies on academic integrity, please review: <http://www.rochester.edu/college/honesty/students>.

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. 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.

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.

This course and the University welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: disability@rochester.edu; (585) 276-5075; Taylor Hall.

The University of Rochester, this course, and I are committed to inclusion and welcome students of all backgrounds and abilities and to providing a quality education to all students, regardless of their race, sex, gender, or immigration status. Some available resources for students with DACA or undocumented status can be accessed at

<http://www.rochester.edu/college/ccas/undergraduate/daca/index.html>. Also please reach out to me if there are circumstances affecting your ability to participate in class or your full participation in this course.

Although attendance is critical, I understand that life throws curveballs now and again. You will be allowed two absences over the course of the semester. Missing more classes will reflect in your participation grade for the course. Should you miss class, you are responsible for coordinating with classmates to get missed notes. Please see me if you have extenuating circumstances and let me know of school-sponsored absences with as much anticipation as possible.