

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

Syllabus: Fall 2024

Tu/Th 9:40–10:55am, Genesee Hall Room 309

Location:

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

Office hours zoom channel (by appointment): <https://rochester.zoom.us/j/5852767184>

Office hours: Tu/Th 11:15am – 12:15pm, Rush Rhees 449

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 inclusion and citizenship in three chronological periods in the country's history (colonial, 1500–1808; Empire & 1st Republic 1808-1930; Vargas and beyond 1930-2020). Readings will focus largely on women's experiences and classroom discussions will center around how questions of gender, race, ethnicity, class, and their intersections 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, Carnival, 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*.

Futado, Junia Ferreira *Chica da Silva*

Recommended Texts:

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>)

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/c2WArDa5g696oKeU6>

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 as well as their connection to primary sources.

RUBRIC*

Map quizzes 10% – There is one colonial and one modern map quiz. Each will be worth 5%.

Participation– 30%

- Attendance (15%)
- Discussion questions (10%)
- Outside event attendance (5%)

Module assessments – 30% – There are three in-class module assessments. The lowest of the three scores will be dropped

Short writing assignments – 30% – There are two short writing assignments (1200–1500 words). Students may submit a revised version of one of the writing assignments for a revised grade before the end of our final exam time (Monday, December 16th at 7pm).

**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. You are allowed two unexcused absences over the course, but you are still expected to submit all assignments on time (including discussion questions). 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 9am to the appropriate blackboard thread (each week will have its own thread). Please check the discussion questions before class to give yourself time to reflect.

Outside event: On Monday, October 7, Prof. Bruno Carvalho will be giving a talk at the Humanities Center, Conference Room D starting at 5pm. As a specialist in Brazilian cities, you should think about how his talk complements what we are learning in class. If you are unable to attend the event due to a work or class conflict, you will need to make alternate arrangements with me to satisfy your outside event requirement.

Module Assessment:

Students will complete an assessment at the end of each module during class in a blue book provided by the professor. Students will be provided with the prompt via blackboard five days before the module assessment to prepare; however, no notes or electronics will be allowed for the assessment. The lowest of the three assessment grades will be dropped, but students should plan on taking each assessment.

Students with accommodations for additional testing time or the like are responsible for making arrangements to take the assessment at the same time or as close to the scheduled time.

Writing responses:

Learning to interpret primary sources and dialoguing with existing historical studies are both important skills for the historical discipline's emphasis on critical reading and analysis. The two short writing assignments (1200–1500 words) are designed to hone both skills. You will submit critical essays on a discussion question of your choosing.

Requirements:

- Use Chicago-style formatting and documentation and be 1200-1500 words not counting title page and bibliography. See the library guide on documentation for additional guidance.
- Title should be your discussion question.
- Appropriately cite and engage three secondary sources (1 from the required list, 1 from the optional reading list, 1 additional source) and at least two primary sources from the reading list to answer your question. These should be appropriately chosen based on your discussion topic.
- Your essay should speak to how the sources you chose contribute to answering the question you posit. Your grade will be based on the strength of your argument (which includes how well you integrate sources) (30%), your organization (25%), correct documentation and formatting (25%), and style and grammar (20%).

AI STATEMENT

AI is integrated into many aspects of our daily life, from grammar and google search suggestions, to outline and notetaking generators. You should NOT rely on these tools for critical thinking and writing required in the course. I want to read and hear YOUR thoughts, ideas, and questions, not those recycled by somebody else. Make sure you are doing the thinking. This includes the critical note-taking part of the process. You are expected, however, to get notes from a classmate when you miss class and I encourage you to talk about course questions and debates outside of class.

COURSE 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: Perspectives and pre-colonial Portuguese/European Institutions (Aug. 27, 29)

Readings: Joan Scott, "Gender: A Useful Category of Analysis" *AHR* 91:5 (1986): 1053–75. Longo, James M. "Swords from the Hands of Women" in *Isabel Orleans-Bragança: The Brazilian Princess Who Freed the Slaves*: pp. 10–19.

Week 2: First Contact (Sep. 3, 5)

Readings: Pero Vaz de Caminha, *Portuguese Voyages*, pp 39-60; 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 readings: Metcalf, *Go-Betweens*, pp. 1-16; Lèry account of Brazil Antartique

Week 3: Go-Betweens in Colonial Brazil (Sep. 10, 12)

Colonial Map Quiz – Thursday, September 12

Readings: COG doc 6.2; Haefeli, Evan, "Breaking the Christian Atlantic: the Legacy of Dutch Tolerance in Brazil"; *Early Brazil*, pp. 19-26

Optional 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>.

Week 4: Brazilian Colonial Economies: dyewood, sugar, gold, and beyond (Sep. 17, 19)

Readings: COG, doc 1.3, 2.1, 9.3, 9.5; Furtado, Junia Ferreira *Chica da Silva* (start)

Optional readings: *Early Brazil*, pp. 264-7; 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 9.11; *Early Brazil*, pp.16-20, 66-82

Week 5: Colonial Intersectionalities: Class, Gender and Race (Sep. 24, 26)

Readings: Furtado, Junia Ferreira *Chica da Silva* (finish); COG doc. 6.3, 4.4, 5.1

Optional 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.; COG doc. 8.5

MODULE ASSESSMENT 1 (Thursday, September 26)

MODULE 2: 1808-1930

Week 6: From Colony to Country (Oct. 1, 3)

Readings: Nazari, “Race in Colonial São Paulo”; Readings: Adèle Toussaint-Samson *A Parisian in Brazil*, editor’s introduction AND pp.7-12, 26-51 OR pp. 51-101; COG doc. 5.7, 5.8; *Caetana says “No”* sample documents

Optional readings: Toussaint-Samson, pp.13-25 and the selection you did not read from class; 1830 Criminal Code selection; COG 5.9, 9.14

Week 7: Life in the Empire (Oct. 8, 10)

OUTSIDE EVENT – Monday, October 7, 5pm, Humanities Center Conference Room D
Prof. Bruno Carvalho “The Invention of the Future: Cities of Tomorrow Then and Now”

Readings: Windler, Erica “Honor Among Orphans: Girlhood, Nature, and Virtue at Rio de Janeiro’s Recolhimento”; *The Brazil Reader*, pp. 76-86; COG, doc. 3.5, 6.7, 8.1, 8.2

MODERN MAP QUIZ (Thursday, October 10)

Week 8: Abolition and the End of the Empire (Oct. 17)

Readings: selections from COG 8.18, 10.9; *The Brazil Reader*, p. 145; Chalhoub “Slaves, Freedmen and the Politics of Freedom in Brazil: the Experience of Blacks in the City of Rio.”; Miki, Yuko “Fleeing into Slavery: The Insurgent Geographies of Brazilian Quilombolas (Maroons) 1880–1881” *The Americas* 68.4

Optional readings: Longo, *Isabel Orleans-Bragança*, pp. 141–169

FIRST SHORT WRITING ASSIGNMENT DUE (Thursday, October 17)

Week 9: Order and Progress? (Oct. 22, 24)

Readings: 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, <https://www.jstor.org/stable/2503094>.; Teresa Meade ““Civilizing Rio de Janeiro”: the public health campaign and the riot of 1904” *Journal of Social History* (1986), <https://www.jstor.org/stable/3787709>;

Optional readings: selections from da Cunha, *Rebellion in the Backlands*; Stepan, *The Hour of Eugenics*; Suk ““Only the Fragile Sex Admitted”: The Women’s Restaurant in 1920s São Paulo, Brazil” *Journal of Social History* (2016).

Week 10: Women and Nation building: Reproduction and Production in the Republican era (Oct 29, 31)

Readings: *Brazil Reader*, pp. 308-316; Roth, Cassia. “Policing Pregnancy: Reproduction, Poverty, and the Law in Early Twentieth-Century Rio de Janeiro.” *Journal of Women’s History* 29, no. 4 (2017): 85–108. <https://doi.org/10.1353/jowh.2017.0052>.; Caulfield, *In Defense of Honor*, choose 2 chapters to read

Optional readings: the “Cannibal Manifesto”.; Wolfe, J. (1991). Anarchist Ideology, Worker Practice: The 1917 General Strike and the Formation of São Paulo’s Working Class. *The Hispanic American Historical Review*, 71(4), 809–846. <https://doi.org/10.2307/2515765>; Ball, Molly C. “Wife, Mother, and Worker: The Decision to Work in Early-Twentieth Century São Paulo.” *Journal of Women’s History* 29, no. 4 (2017): 109–32. <https://doi.org/10.1353/jowh.2017.0053>.

MODULE ASSESSMENT 2 (Thursday, October 31)

MODULE 3: 1930 - present

Week 11: Two Brazils (Nov. 5, 7 – election day)

Readings: “Before there were Millennium Development Goals: Maternal Health in São Paulo, Brazil, 1925 – 1962” *History of Science WP*; de Jesus, Carolina Maria, *Child of the Dark* (begin)

Optional readings: Katherine Marino, *Feminism for the Americas*, chapters 3 & 4; Galvão, Patrícia. *Industrial Park (A Proletarian Novel)*, translation, Elizabeth e Kenneth David Jackson, Lincoln: University of Nebraska Press, “Latin American Women Writers”, 1993.

Week 12: Facing the urban crisis (Nov. 12, 14)

Readings: Finish *Child of the Dark*; selection from Brodwyn Fischer, *A Poverty of Rights; The Brazil Reader*, pp. 323-30

Optional readings: selection from *City of Women; Brazil Reader*, 408-10

Week 13: Political agency during political and economic crises: dictatorship and the Lost Decade (Nov. 19, 21 – NO CLASS on Nov. 21) – have readings completed by Tuesday.

Readings: *Brazil Reader*, pp. 238-40; *Benedita da Silva: an Afro-Brazilian Woman’s Story of Politics and Love*, pp.101-118, 139-154; reproductive rights; McDonald, Daniel. “[São Paulo Rising: Grassroots Movements and the Right to Health in Authoritarian Brazil](#).” *Hispanic American Historical Review* 103, no. 3 (2023): 495-526.

Optional readings: Eakin, “Visualizing *Mestiçagem*: Literature, Film, and the *Mulata*” in *Becoming Brazilian*, pp.107-135.; Explore “Xingú: Contatos” Exposition at IMS-Paulista, 11 May 2022 – 9 April 2023. https://ims.com.br/exposicao/xingu-contatos_ims-paulista/

There is no class on Thursday, but you should watch *A Luta das Mulheres Xingú*, <https://youtu.be/7KriEBTMk48?feature=shared> (in settings, choose auto-translate to English) and be ready to engage the film in relation to the other readings through a discussion board.

SECOND SHORT WRITING ASSIGNMENT DUE (Thursday, November 21)

Week 14: Quilombola revisited (Nov. 26, 28 – THANKSGIVING BREAK)

Readings: Pereira, Amanda dos Santos, Maitê Allegretti, and Lilian Magalhães. ““We, quilombola women, know each other’s pain”: an investigation on sisterhood and occupation.” *Cadernos Brasileiros de Terapia Ocupacional* 30 (2022): e3318. <https://doi.org/10.1590/2526-8910.ctoAO254033182>; Cavalcanti, Mariana. ““I Am Because We Are’: Marielle Franco’s Death, Life, and Work.” *Transition*, no. 129 (2020): 218–30. <https://www.jstor.org/stable/10.2979/transition.129.1.18>.

Optional readings: *Brazil Reader* 343–347 (Xuxu)

Week 15: Minha Casa Minha Vida, pois eu vou embora (Dec. 3, 5)

MODULE ASSESSMENT 3 (Tuesday, December 3)

Inflation Crisis and Return to Democracy & Stability

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

During finals week, you have the option to submit a revised version of one of the two writing assignments for a revised grade. You must incorporate critiques from the original submission into your revision and the revision must be submitted by the end of our final exam slot, Monday, December 16th at 7pm.

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.

Colonial Map Quiz Terms: (cities, towns, and geographical features in normal font; captaincies are in all caps)

Amazon River

BAHIA

Colônia do Sacramento

Line of Tordesilhas

MINAS GERAIS

Olinda

Paraguay River

PERNAMBUCO

Recife

Rio de Janeiro

RIO DE JANEIRO

Salvador

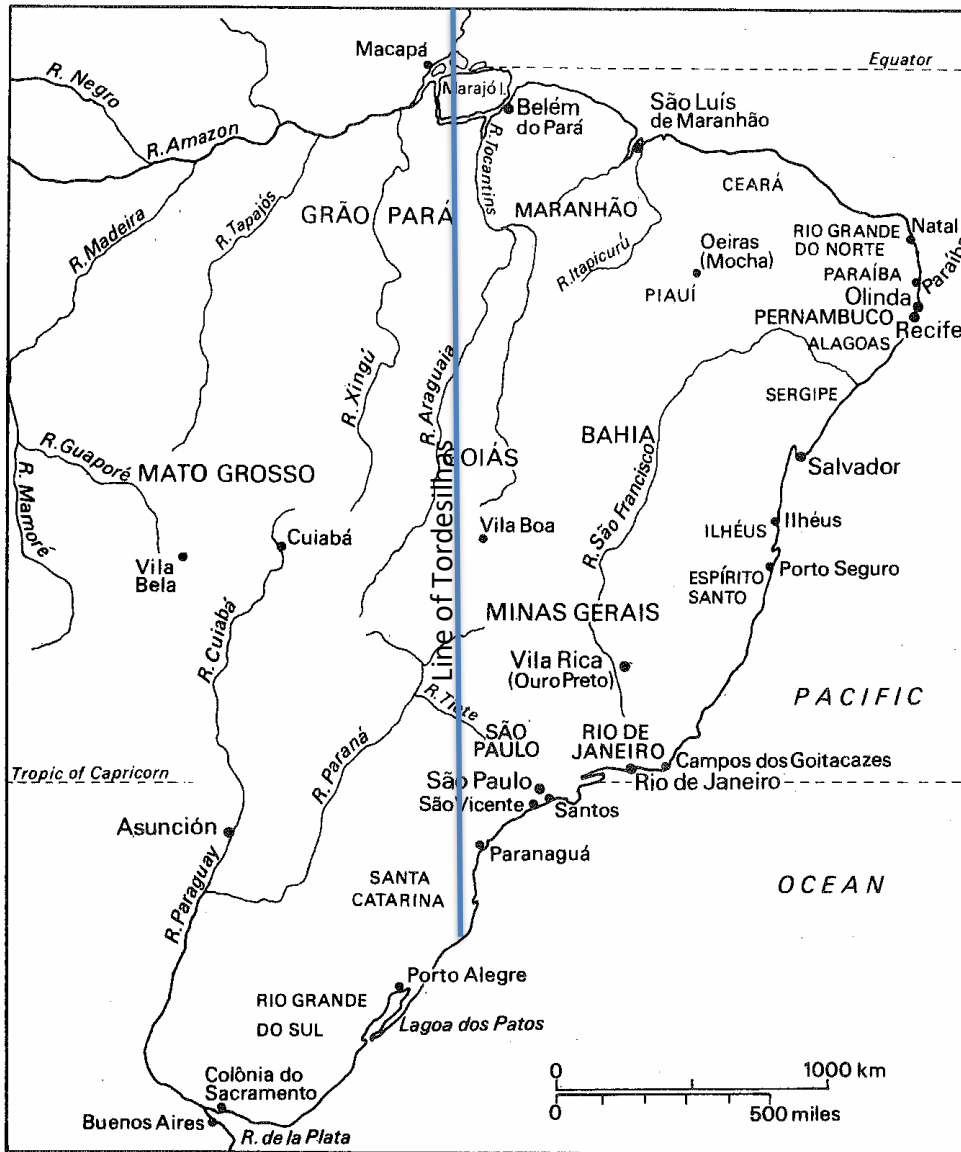
São Francisco River

São Vicente

SERGIPE

Vila Rica / Ouro Preto

Colonial Brazil



Colonial Brazil