

Historical Studies 487-L01

Instructor: Hendrik Kraay

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The University of Calgary

Fall 2017

Brazilian History since 1500

Course Grading:

Your grade will be based upon:

| | |
|---|------|
| Two or Three Articles Analysis Essays | 20% |
| (Due at 10:00 am on Dates To Be Selected) | |
| Seminar Participation | 10% |
| (Throughout the Semester) | |
| Bibliography and Outline (Research Paper Proposal) | 5% |
| (Due before 30 October) | |
| Research Paper | 40% |
| (Due before 1 December) | |
| Final Examination | 25% |
| (To Be Scheduled by Registrar between 11 and 21 December) | |
| Total | 100% |

You must complete all assignments to pass this course.

Required Texts:

Available for Purchase:

Boris and Sergio Fausto, *A Concise History of Brazil*, 2nd ed. (Cambridge: Cambridge University Press, 2014).

Free:

Articles for Weekly Readings.

The History Student's Handbook: A Short Guide to Writing History Essays, available on D2L.

Course Description:

This course surveys the history of Brazil, Latin America's largest and most populous country, from the beginnings of Portuguese colonization in 1500 to the present. A single-semester course on the history of such a large and diverse country is necessarily selective and the core of this course consists of a series of problems in Brazilian social and cultural history that we will analyze through a careful reading and discussion of pairs of articles. Knowledge of Portuguese is not required for success in this course, but given that the majority of Brazilian history is written in that language, students with reading knowledge of Portuguese are urged to use sources in that language for their research papers.

This is an advanced history course in which you will work on developing your written and oral analytical skills, particularly your ability to critique and analyze the work of historians. The articles analyses essays and seminars are opportunities for you to develop your skills as an

historian, skills that you will then employ in preparing your research paper. While there are no prerequisites for this course, students who have taken 200- and 300-level history courses (including HTST 300), or courses in other disciplines that require essays, tend to do better than those who do not have this background.

Course Requirements:

This course is a combination of lectures and seminars. Most Friday class meetings will be devoted to discussion of two articles on selected topics in the social and cultural history of Brazil. You should, therefore, have carefully read the articles before the seminar period. Your participation in these seminars will be assessed in two different ways:

Articles Analysis Essays: For two (or three) of the seminars, you will write a 500-750-word articles analysis essay. Because this articles analysis essay prepares you to lead the discussion (and to help me to prepare for the discussion), it is due at 10:00 am on the day of the discussion and late ones cannot be accepted. You will select the articles for this assignment in the first weeks of class, when we will also discuss preparing this analysis essay. The articles analysis assignment is outlined on the last page of this syllabus. On the days for which you have prepared an articles analysis essay, you should come prepared to make a **brief** presentation of the major issues that you consider important in the two readings. This presentation should not exceed three minutes in length (practice it at home to be sure that you do not exceed the time limit). Please endeavor to consult with the other students presenting in order to coordinate your presentations.

Articles analysis essays must be properly footnoted according to the style mandated by *The History Student's Handbook*. Those that do not conform to this style will be returned for correction and no grade will be recorded until a correctly-footnoted version is handed in. This is not intended to be punitive; rather, learning the scholarly conventions of a discipline – in this case, the academic convention of history footnotes – is an essential part of advanced courses in any field.

If you are not satisfied with your grade on your first articles analysis essay, you may choose to write a third articles analysis essay and its grade will replace the first essay's grade.

Seminar Participation: Your participation grade will be based on the quality of your contribution to these seminars over the entire semester, not simply your attendance at them.

Research Paper: In addition to the articles analysis essays, you will write one research paper of about 3000 words in length; it must conform to the style outlined in *The History Student's Handbook*. As reflected in the weight assigned to this component of HTST 487, selecting a topic and researching it are essential parts of this course. Your essay may examine any topic in Brazilian history since 1500. In due course, we will discuss writing a good research paper. A list of suggested topics and research aids available at the library is available on the course D2L site. Research papers with improper footnoting will be returned for rewriting. The research paper should be based on at least eight to ten substantial sources (including **both books and articles**, and excluding textbooks). The research paper is due on 1 December.

Your bibliography and outline (essay proposal) is due on or before 30 October. The bibliography should include at least eight to ten substantial sources (including **both books and articles**, and excluding textbooks). There is no set format for the bibliography and outline, although the bibliography should, of course, conform to *The History Student's Handbook*.

Depending on how far along you are in your research and writing, your outline should include a thesis statement or at least a set of questions, the answers to which will constitute your thesis, as well as a list of the major topics that you plan to address. If your grade on the research essay is higher than that on your bibliography and outline, I will raise the latter to the same grade as the research paper.

Bibliographies and outlines received after 30 October will be penalized a full letter grade and are not eligible to be raised to the same grade as that of the research paper.

Late research papers will be penalized one-third of a letter grade for each day that they are late. Research papers with footnotes and a bibliography that do not conform to *The History Student's Handbook* will be penalized one-third of a letter grade.

Use of Internet Sources: The World Wide Web poses unique problems for students of history. While it contains a great deal of material, much of it is not particularly reliable, and it is sometimes difficult to identify good resources. Primary data produced by government agencies is generally reliable and often most easily accessed on the Web; a few electronic journals maintain the same scholarly standards as print journals; most print journals are now also available in electronic versions (but remember to cite them as their print versions; in other words, do not include URLs in bibliographies except for electronic-only sources) and there are now electronic versions of many books (but remember to cite them as their print versions); and some enterprising individuals have posted primary documents on web sites. Electronic article indexes facilitate library research by making it easier to identify print materials. Beyond these uses, however, the Web is unlikely to be of much help to you in this course. If you wish to use Web resources for your research paper, they must be included in your bibliography and outline, and they must be specifically approved by me.

Submission of Assignments: All written assignments should be submitted via the Dropbox on D2L. Please do not submit assignments via e-mail.

Electronic Devices in the Classroom:

Please refrain from using electronic devices in the classroom except for taking notes.

Course D2L Site:

The D2L site for this course contains important information, including announcements, the documents for weekly discussions, and the course outline. In addition, I will post the PowerPoint presentations that accompany the lectures. Please note that my PowerPoint presentations consist of auxiliary information to the lectures and do not replace lectures. To comply with the University of Calgary's interpretation of the Copyright Act, most maps and images will be removed from the PowerPoint presentations. Hence, attendance and careful note-taking is important for success in this course.

Plagiarism:

See the attachment to this syllabus for a definition of plagiarism, a serious academic offence, and the procedures that the Faculty of Arts has instituted in cases of alleged plagiarism.

Office Hours:

Please come to see me during scheduled office hours, especially if you are having difficulty with this course. If you cannot meet me during this time, we can schedule an appointment for another

time. Feel free to telephone during office hours, or to send e-mail. Please include "HTST 487" in the subject line of your message so that I can differentiate it from spam. I normally attend to e-mail later in the afternoons of work days and normally do not respond to student e-mails on weekends and holidays.

Extra-Curricular Activities on Brazil:

This fall, the Latin American Research Centre's film series will present three acclaimed recent Brazilian films on Thursday evenings. For the listing and other details, visit larc.ucalgary.ca.

Weekly Topics and Reading Assignments

Part I: Colonial Brazil

Fausto and Fausto, *Concise History*, chap. 1.

11 September: Organization

13 September: Portuguese Expansion

15 September: Sugar Plantations and Slave Labor

17 September: Colonial Society I

20 September: Colonial Society II

22 September: **Seminar: Colonial Cultural Conflicts and Interactions**

Alida C. Metcalf, "The Society of Jesus and the First Aldeias of Brazil," in *Native Brazil: Beyond the Convert and the Cannibal*, ed. Hal Langfur (Albuquerque: University of New Mexico Press, 2014), 37-61.

Ronaldo Vainfas, "From Indian Millenarianism to Tropical Witches Sabbath: Brazilian Sanctities and Inquisitorial Sources," *Bulletin of Latin American Research* 24:2 (2005): 215-31.

25 September: The Dutch Wars and Palmares

27 September: The Mining Boom

29 September: **Seminar: The Complexities of Colonial Slavery**

Kathleen J. Higgins, "Masters and Slaves in a Mining Society: A Study of Eighteenth-Century Sabará, Minas Gerais," *Slavery and Abolition* 11:1 (May 1990): 58-73.

Kalle Kananoja, "Infected by the Devil, Cured by *Calundu*: African Healers in Eighteenth-Century Minas Gerais, Brazil," *Social History of Medicine* 29:3 (August 2016): 490-511.

2 October: After the Mining Boom

4 October: Late-Colonial Conspiracies

6 October: **Seminar: Eighteenth-Century Frontiers**

Heather Flynn Roller, "Colonial Collecting Expeditions and the Pursuit of Opportunities in the Amazonian Sertão, c. 1750-1800," *The Americas* 66:4 (April 2010): 435-67.

Barbara A. Sommer, "Why Joanna Baptista Sold Herself into Slavery: Indian Women in Portuguese Amazonia," *Slavery and Abolition* 34:1 (2013): 77-97.

Part II: Independence and Empire

Fausto and Fausto, *Concise History*, chap. 2.

9 October: **Thanksgiving (No Class Meeting)**

11 October: The Joanine Period

13 October: Independence

16 October: Slavery

18 October: Citizenship

20 October: **Seminar: Slavery and Freedom in the Empire**

Richard Graham, "Free Africans and the State in Slavery Times," in *Racial Politics in Contemporary Brazil*, ed. Michael Hanchard (Durham: Duke University Press, 1999), 29-58. (The University of Calgary's license allows only one user at a time on this book, so please download the chapter and log out before reading it.)

Sidney Chalhoub, "The Precariousness of Freedom in a Slave Society (Brazil in the Nineteenth Century)," *International Review of Social History* 56:3 (December 2011): 405-39.

23 October: When Was Independence?

25 October: Imperial Pretensions

27 October: **Seminar: Urban Popular Culture in the Empire**

Martha Abreu, "Popular Culture, Power Relations and Urban Discipline: The Festival of the Holy Spirit in Nineteenth-Century Rio de Janeiro," *Bulletin of Latin American Research* 24:2 (2005): 167-80.

Hendrik Kraay, "The 'Barbarous Game': Entrudo and Its Critics in Rio de Janeiro, 1810s-1850s," *Hispanic American Historical Review* 95:3 (August 2015): 427-58.

30 October: An Age of Reform

****Research Essay Bibliography and Outline Due****

1 November: Abolition

3 November: Guest Lecture by Dr. Marcus Carvalho, Universidade Federal de Pernambuco

6 November: **Seminar: Challenging and Upholding Gender Roles in the Late Empire**

Wiebke Ipsen, "Patrícias, Patriarchy, and Popular Demobilization: Gender and Elite Hegemony in Brazil at the End of the Paraguayan War," *Hispanic American Historical Review* 92:2 (May 2012): 303-30.

Camillia Cowling, "Debating Womanhood, Defining Freedom: The Abolition of Slavery in 1880s Rio de Janeiro," *Gender and History* 22:2 (August 2010): 284-301.

Part III: The First Republic

Fausto and Fausto, *Concise History*, chap. 3.

8 November: The Republic's Proclamation

10 November: **Mid-Term Break (No Class Meeting)**

13 November: **Mid-Term Break (No Class Meeting)**

15 November: Republican Consolidation

17 November: **Seminar: Immigrants, Workers, and Social Conflicts in São Paulo**

George Reid Andrews, "Black and White Workers in São Paulo, Brazil, 1888-1929,"
Hispanic American Historical Review 68:3 (August 1988): 491-524.

Karl Monsma, "Symbolic Conflicts, Deadly Consequences: Fights between Italians and Blacks in Western São Paulo, 1888-1914," *Jornal of Social History* 39:4 (Summer 2006): 1123-52.

Part IV: The Vargas State

Fausto and Fausto, *Concise History*, chap. 4.

20 November: The 1930 Revolution and Populism

22 November: The Estado Novo

24 November: **Seminar: State and Society under Vargas**

Joel Wolfe, "'Father of the Poor' or 'Mother of the Rich'? Getúlio Vargas, Industrial Workers, and Constructions of Class, Gender, and Populism in São Paulo, 1930-1954," *Radical History Review* 58 (Winter 1994): 80-111.

Carmen Nava, "Lessons in Patriotism and Good Citizenship: National Identity and Nationalism in Public Schools during the Vargas Administration," *Luso-Brazilian Review* 35:1 (1998): 39-63.

Part V: Modern Brazil

Fausto and Fausto, *Concise History*, chaps. 5-7.

27 November: Political Overview

29 November: Themes and Issues I

1 December: Themes and Issues II

****Research Paper Due****

4 December: Themes and Issues III

6 December: Themes and Issues IV

8 December: Review

Final Examination (To Be Scheduled by Registrar between 11 and 21 December)

Articles Analysis Assignment

Students will present two or three analyses of pairs of assigned articles, on dates to be selected in the in the first weeks of class. Because these analyses are intended as preparation for the discussion class, **they must be submitted before 10:00 am on the day that they are due**; late ones cannot be accepted. These short essays should be 500-750 words in length and should address the following five major points in essay form. In order to practice for your research paper, use full footnotes to document your articles analysis essays; the grade for improperly footnoted articles analysis essays will not be recorded until the footnotes are done correctly.

1. What is the issue that these two authors address? What are the authors' theses (the arguments that each author makes about the topic)?
2. How do the authors go about defending their theses?
3. What sources do the authors use to provide evidence in support of the articles' theses?
4. Offer some constructive criticism of the articles. What logical problems do you see with the articles? Do the authors use evidence well? Can other conclusions be drawn from the same evidence? Do the authors have any assumptions that lead them to make questionable assertions? Do the authors omit important questions? How would consideration of these questions change their conclusions?
5. Consider whether the two authors agree or disagree. What differences or similarities in approach do you see in their analysis? If the authors disagree, with whom do you agree? Why? If the authors agree, who presented the better argument? Why?

Note: Some aspects of this assignment will be easier to do for some sets of articles than for others and I will take this into account when grading the article analysis essays.

Important Departmental, Faculty, and University Information

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name** and 4) **your**

student number. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

| Percentage | Letter Grade | Grade Point Value | Description |
|------------|--------------|-------------------|---|
| 90-100 | A+ | 4.00 | Outstanding |
| 85-89 | A | 4.00 | Excellent—superior performance showing comprehensive understanding of subject matter. |
| 80-84 | A- | 3.70 | |
| 77-79 | B+ | 3.30 | |
| 73-76 | B | 3.00 | Good—clearly above average performance with knowledge of subject matter generally complete. |
| 70-72 | B- | 2.70 | |
| 67-69 | C+ | 2.30 | |
| 63-66 | C | 2.00 | Satisfactory—basic understanding of the subject matter. |
| 60-62 | C- | 1.70 | Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. |
| 56-59 | D+ | 1.30 | Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject. |
| 50-55 | D | 1.00 | |
| 0-49 | F | 0 | Fail—unsatisfactory performance or failure to meet course requirements. |

Plagiarism:

Plagiarism occurs when one submits or presents one’s work in a course, or ideas and/or passages in a written piece of work, as if it were one’s own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student’s Handbook* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf),

plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly
Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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