

The College of Charleston

History 364.001
 Fall Semester 2008
 T/R 12:15-1:30
 Maybank Hall 306
 E-mail: coatest@cofc.edu

Sugar and Slaves in Colonial Brazil

Professor Timothy Coates

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 Office Hours: T/W/R 2:30-4, and by appointment.

Do NOT send assignments via email.

Course Description and Prerequisites:

This course provides an overview of the history of Brazil from the arrival of the Portuguese in 1500 to independence in the 1820s. I place emphasis on colonial society, especially the themes of slavery and sugar and how colonial Brazilian society was linked with the Atlantic economy of Portugal and Africa (especially Angola), as well as with Spanish Latin America, and the greater Portuguese Empire.

The prerequisites for this class are the completion of History 101 and 102, or 103 and 104. Students will normally have taken at least one course in History numbered 200 or higher before taking this class. Under most circumstances, History 299: *The Historian's Craft* is a prerequisite for this class. The expectations and requirements for this course do not assume that students have completed other course work in Latin American history or Portuguese. However, such background would obviously be very helpful. Students who can read Portuguese will be encouraged to use sources written in it.

Written Requirements:

The course will be a combination of lectures, seminars, films, and other activities. Each student will write a ten-page (double-spaced) essay a colonial Brazilian topic that he/she will select in discussions with me. Each student will also complete the map exercise, three one-page (single-spaced) reaction papers, and the final exam.

Margins for all papers must not exceed one inch on the sides, top, and bottom and papers must be written in twelve-point type (this is twelve point) and **single-spaced (one page papers)**. Longer essays should have a maximum of 10 pages and should follow the guidelines in Turabian. Papers that do not conform to these basic guidelines will be returned to the student without comment or a grade. It is very important that you turn in your assignments in class on the day and time they are due. **DO NOT FAX OR EMAIL ME YOUR WRITTEN ASSIGNMENTS. DO NOT TAPE NOTES OR ASSIGNMENTS TO MY OFFICE DOOR.** Why? There are over 25 faculty members who use the one department fax machine. Emails may or may not arrive in my in box. Papers taped to my door fall off on the floor in the hallway and are thrown away. The result is the same: I do not receive your work. All of this is unnecessary and can be avoided by turning in your work **in class** on the day and time it is due. **Late papers will be penalized five points for each day late.**

During the course, you will be required to write several one-page papers. A one-page paper has a total of one page and is **single-spaced**. It does not have a cover page; it does not have a second page. Put your name at the top of the page. If you submit more than one page for such an assignment, you will receive zero points, since the entire concept of a one-page paper is to be concise. A one-page paper will be graded on the basis of three factors: 1. The **links** that you establish between the two or three sources assigned; 2. The **focus** of the assignment; and 3. **How well** your essay is constructed. Good links can be established by citing specific terms or concepts from the two or three sources under review. For example, contrasting how an institution is shown in a film and in a reading. A strong focus can be

Discussion Exercises/Exams:

As you will note (above) we will have six days during the semester devoted to discussion/exams on assigned readings. On these days, the class will either have a discussion or an exam. If it is a discussion exercise, students will not know which section of the readings they will be responsible for until they walk into class that day. Students are responsible for completing **ALL** the assigned readings. These discussions/exams have two main purposes: to ensure that all students are caught up with the assigned readings at that point and to stimulate discussion among students. Students who are absent or who come unprepared to the discussion sections will not receive any points. If the discussion sessions do not stimulate discussion and ensure that students are caught up with their readings, I will substitute written exams in their place. These written exams will test any section or all the readings assigned up to that point and will take at least one hour to answer.

Attendance Policy:

We meet only twice a week and the material in this course will span three centuries for colonial Brazil, half the continent of South America. As a result, your attendance at each session is important. Students will be allowed to miss two classes; the third absence will result in a grade of WA (F) for the course. **Please do not call the History Department secretaries or me to say that you will be absent on a given day.** It is pointless. You are allowed two absences with no questions asked. An attendance sheet will circulate each session; you are absent if your signature is not on it. Students who sign the attendance sheet and then leave will be reported to the honor board, since they claim to be present but are not. **There are no excused absences from this class for any reason.** Your third absence (for whatever reason) will result in a grade of WA. Students absent on discussion days receive zero points. There is no possibility of making-up a discussion day and there are no excused absences. You are either present or absent.

You are responsible for all the material in the readings and what is presented in each lecture, and any announcements or changes made in class, whether you attend or not.

You will benefit most from the class and avoid a number of potentially serious problems if you:

1. Complete the assigned readings **before**, not after, each class.
2. Keep up with readings--do not fall behind. Reserve a special time in your weekly schedule for the readings.
3. Borrow notes from a friend in the class in the event that you miss a class. If you are concerned about your grade and want to improve, **attend class**. Please do not come to my office and ask me for a synopsis of a missed class or lecture. **If you want to know what we do in class, attend!** However, you should feel free to come to me to ask questions if you do not understand something.
4. Visit me **during my office hours** to ask any questions you may have. I am happy to meet with you and discuss any issues you might want to raise. That is why I have office hours. If you are unable to see me during my scheduled office hours, ask for an appointment and we can arrange another time. I am also on e-mail (coatest@cofc.edu) and this is frequently the easiest way to get a quick response to a simple question. Notice that I said a *simple* question, not something like, "What should I write my research paper on?" If you come to my office outside of office hours, I may or may not be there and probably will not be able to see you. If you make an appointment to see me and then do not appear, this is rude and unacceptable behavior. I will not reschedule an appointment for someone who does this.

5. Review this syllabus carefully and note the dates when assignments are due. Reserve time just for reading and writing for this class. If you plan your time in this fashion, you will be able to avoid rushing at the last minute to complete the required readings and writing an essay over material that is new. The results will actually be **less work**, completed over a longer period. Your essay will reflect a better understanding of the material.

6. Submit your own work on time. That may sound easy, but it means **your** work (not something written by someone else) on the date and time due. The first day of class we will review the course requirements and the meaning of the term *plagiarism*. Students guilty of plagiarism will be reported to the honor board of the College. All students are reminded that we are required to follow the honor code of the College. This code is explained in detail on pages 46-47 of the *Student Handbook*. Students guilty of plagiarism or any other violation of the honor code (such as being disrespectful or lying to other students or the professor) will automatically receive an F in this class.

The Student Handbook from the College of Charleston very clearly states that eating, drinking, and smoking are prohibited in classrooms and hallways at the College of Charleston. Students are specifically requested not to make or receive telephone calls on portable telephones during the class period. Please turn off your telephones and pagers before class begins. Students are also reminded that the classroom is not the appropriate place to read newspapers, apply make up, comb hair, or other similar activities of personal grooming. If necessary, on the first day of class, I will be happy to explain why these activities are not appropriate in a class. I will appreciate not being required to ask students a second time to refrain from any of the above. I will permanently remove students from this class if they insist upon engaging in these or similar disruptive activities, such as arriving late or leaving early.

Required materials (in the College of Charleston Bookstore, at University Books on King Street, available on the internet, and on reserve in the library):

1. Hammond Student Project Map of South America
2. Thornton, John. *Africa and Africans in the Making of the Atlantic World, 1400-1680*.
3. Diffie, Bailey W. *A History of Colonial Brazil, 1500-1792*.
4. Sweet, James *Recreating Africa*
5. Schultz, Kirsten. *Tropical Versailles*

In addition to these, students will read **one** of these books:

- 6.a Léry, Jean de. *History of a Voyage to the Land of Brazil* **or**
- 6.b. Staden, Hans. *Hans Staden's True History*

and **one** of these:

- 7a. Boxer, C. R. *The Golden Age of Brazil* **or**
- 7b. Coates, Timothy J. *Convicts and Orphans*.

Course Schedule

Please note that this schedule is subject to change in the event of unforeseen circumstances, such as hurricanes, electrical outages, flooded classrooms, a broken air-conditioning system, road repair involving jackhammers and huge trucks, construction crews working across the street, and other factors that are obviously beyond my control. *Yes, folks all those have happened (sometimes in combinations), and many other things, too!*

1. Tuesday August 26: First Day of Class. Introductions and course expectations. Map assigned.

Unit 1: Becoming a Colony. Reading for this unit: Thornton, *Africa and Africans*, chapters 1 and 2, pp. 1-71, Diffie, *History of Colonial Brazil*, chapters 1 and 2, pp. 1-52; and Léry, *History of a Voyage to the land of Brazil*, pp. 1-50 or Staden, *True History*, pp. I-CIV (introduction).

2. Thursday August 28.
3. Tuesday September 2. **Completed maps due.**
4. Thursday September 4. A note about Brazilian Independence Day.

Unit 2: The Sixteenth Century. Readings for this unit: Diffie, *History of Colonial Brazil*, chapters 3-8, pp. 53-206; Léry, *History of a Voyage to the land of Brazil* pp. 51- 224 or Staden, *True History*, pp. 1-145.

5. Tuesday September 9.
6. Thursday September 11. Film: *How Tasty was my Little Frenchman* (OMT 3113, 80 minutes).
7. Tuesday September 16. **Discussion exercise #1:** One page (single-spaced reaction paper to Léry/Staden and the film). Bring your paper to class and be prepared to discuss it.
Some questions to consider in your paper: Who was the author, why did he write this work, and who was his audience? What is his view and understanding of Brazil and its natives? Does the film match his work? How or how not? Did seeing the film help or hinder your appreciation of the text?

Unit 3: The Sugar Cycle and the Greater Seventeenth Century. Readings for this unit: Thornton, *Africa and Africans*, chapters 3 and 4, pp. 72-128; Diffie, *History of Colonial Brazil*, chapters 9-15, pp. 207-306, Sweet, *Recreating Africa*, chapters 1-3, pp. 1-86.

8. Thursday September 18.
9. Tuesday September 23.
10. Thursday September 25.
11. Tuesday September 30. **Discussion exercise #2.** Please be sure to bring your texts to class.

Unit 4: Aspects of Brazilian Slavery. Readings for this unit: Thornton, *Africa and Africans*, chapters 5-7, pp. 129-205; Diffie, *History of Colonial Brazil*, chapters 16-18, pp. 307-346; Sweet, *Recreating Africa*, chapters 4-8, pp. 87-190.

12. Thursday October 2.
13. Tuesday October 7. *Quilombo* (OMT#2599, 114 minutes).
14. Thursday October 9. *Quilombo*, continued and discussion afterwards.

Fall Break October 13-14 (depending on hurricanes)

15. Thursday October 16. **Discussion exercise #3.** Please be sure to bring your texts to class. One page review of movie and readings due. Bring it to class and be prepared to discuss it.

Some questions to consider in your paper: How is the institution of slavery depicted in the movie and does this fit with your readings? Discuss specific social and political aspects of African culture shown in *Palmares*. How accurate did you find the movie? Why?

Unit 5: The Gold and Diamond Cycles of the Eighteenth Century, Readings for this unit: Diffie, *History of Colonial Brazil*, chapters 19-20, pp. 347-368).

- 16. Tuesday October 21.
- 17. Thursday October 23.
- 18. Tuesday October 28.

Unit 6: A Mature Colonial Society? Readings for this unit: Thornton, *Africa and Africans*, chapters 8-11, pp. 206-334; Diffie, *History of Colonial Brazil*, chapters 21-24, 369-432; Sweet, *Recreating Africa*, chapters 9 and 10, pp. 191-230; Schultz, *Tropical Versailles*, chapters 1 and 2, pp. 1-66.

- 19. Thursday October 30.
- 20. Tuesday November 4.
- 21. Thursday November 6.
- 22. Tuesday November 11
- 23. Thursday November 13
- 24. Tuesday November 18. **Discussion exercise #4.** Please be sure to bring your texts to class.

Unit 7: Steps towards Independence. Readings for this unit (80 pp.): Diffie, *History of Colonial Brazil*, chapters 25-27, pp. 433-472, and Schultz, *Tropical Versailles*, chapters 3-7, pp. 67-282.

- 25. Thursday November 20.
- 26. Tuesday November 25. **Discussion exercise #5** on selected reading (Boxer or Coates). Students should come prepared to discuss their reading and bring a one-page synopsis of it to hand in. **Some questions to consider for your paper:** What is the thesis of your reading? How does the author make this claim, based on what exactly? Are you convinced of this thesis or not? How does this reading relate to the class readings? Why is this topic important or perhaps it is not? Explain.

Thanksgiving Break November 26/27/28, 2008. Happy Thanksgiving! Of course you took your readings home with you, right?

- 27. Tuesday December 2.
- 28. Thursday December 4. **Discussion exercise #6.** Essays due. Last day of class.

Final exams distributed, due Thursday December 11 by 3:00. Please turn them in to my box in the History Department Office (Maybank 202) or slip them under my office door (Maybank 325).

Terms for map exercise, *Colonial Brazil*.

Knowledge of the basics of Brazilian geography is critical for understanding the area's history. For this reason, you should familiarize yourself with the location of the places that follow. Most of these will be mentioned in the lectures or appear in the required readings for this course.

I suppose you can try to Google these terms, but ***the Internet will not help you very much with this assignment and it will give you a lot of wrong answers***. I suggest the old fashioned method of going to the library and looking at the atlases, located in the library reference room. *Rand-McNally*, *The National Geographic*, and *The Times* are three of the many excellent atlases available. *Shepherd's Historical Atlas* is one of the numerous historical atlases that will help you complete this exercise. Many of these terms also appear in maps in your readings. The objective of this exercise is to recreate what Brazil and South America looked like **during the colonial era**, so do **not** put modern political names on your map. For example, *Venezuela* is the name of a modern country that became independent in the early nineteenth century. Since this class deals with the colonial era, that name should not appear on your map. Got it? Make this map as if you were living in 1700. A secondary objective of this assignment is for you to get acquainted with other students in this class and to work with them. As a result, **you should put your name on your map and the names of at least three other students you got to know/worked with on this exercise**.

Colonial political units outside Brazil, with their important cities: The region of the Guianas (it was pretty vague during colonial times) and the cities of Cayenne, Paramaribo, and Georgetown; The Viceroyalty of New Granda, Caracas, Cartagena, Bogotá, Quito, Guayaquil, Callao, Lima, Cuzco, and Potosí; Viceroyalty of Peru, Lima, La Paz, Potosí, Chile, Santiago; Viceroyalty of Rio de la Plata, Asunción, and Buenos Aires.

Regions of Brazil Their important cities:

Grão Pará e Maranhão	Tabatinga, Belém do Pará, Manaós, São Luíz
Piauí	
Ceará	Fortaleza
Rio Grande do Norte	Natal
Paraíba	João Pessoa
Pernambuco	Recife, Olinda
Sergipe	Aracaju
Bahia	Salvador
Minas Gerais	Belo Horizonte, Ouro Preto, Diamantina
Espirito Santo	Vitória, Porto Seguro
Rio de Janeiro	Rio de Janeiro
São Paulo	São Paulo
Mato Grosso	
Santa Catarina	
Rio Grande do Sul	Colônia do Sacramento

Rivers: Orinoco; Magdalena; the Amazon and its major tributaries: Marañon, Ucayali, Negro, Branco, Madeira, Japurá, Juruá, Tocantins, Purus, Aripuanã, Tapajós, and Xingu; São Francisco; and the Rio de la Plata and its system including the: Uruguay, Paraná, Pilocomayo, and the Paraguay Rivers.

Lakes: Titicaca, Maracaíbo.

Seas and Oceans: Pacific, Atlantic, and Caribbean.

Straits: Magellan.

Capes: Horn, São Roque.

Other features: Rio de la Plata (bay), Lagoa dos Patos, Lagoa Mirim, Guiana Highlands, Amazon Basin, Brazilian Highlands, Mato Grosso Plateau, the Northeast of Brazil.

Name: _____

In my paper, I will argue that

This was caused by and resulted from

The where, when, and how are

The historical significance of this is

Four academic books on this subject:

A couple of articles
