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Professor Okezi T. Otovo
Florida International University
Department of History
LAH 4634: Politics of Race and Nation in Brazil
Fall 2016

Class Meetings: Mondays and Wednesdays, 5:00-6:15pm; LC 110

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Course Description and Objectives

Few subjects have intrigued social and cultural historians of Brazil more than race: the diversity of the Brazilian population, the apparent lack of racial conflict, the seeming contradictions of racial politics, and social relationships between Brazilians of various ethnic, cultural, and racial backgrounds. This course will examine this complex and often contradictory topic with particular emphasis on studying the overlap between concepts of race and concepts of nation. That is, we will seek to understand why ideas about race and cultural difference and ideas about nationality, national "progress" and state-building became so intertwined at the turn of the 20th century. How have race and intercultural relations been at the center of national identity theory and state projects? We will also track changes in race thinking and notions about progress during the period and analyze the social and political outcomes of these changing ideas. As Brazilians developed new ideas about their history and culture, how did these new concepts manifest in society and in visions of the future? Similarly, how did new social or economic conditions encourage changes in how Brazilians understood the composition of their society and prospects for the future of their nation? How does the Brazilian experience fit into the larger patterns across Latin America and in the United States? How can we use the Brazilian experience to understand race and cultural difference as elements of nation-making in the Americas? Major topics include cultural and scientific debates about "race," modern political projects and conflicts, race relations and racism, labor relations, families and the state, immigration policies, and education programs.

Student goals and skill objectives for this course include:

- 1) Gain an introduction to Brazilian historiography on race (19th and 20th centuries)
- 2) Improve reading comprehension of scholarly texts, including drawing comparisons across texts
- 3) Identify and articulate the relevant historical themes and questions
- 4) Practice and sharpen critical-thinking skills using primary sources
- 5) Write critical, well-crafted responses to a work of history
- 6) Practice analysis orally through class discussion

GLOBAL LEARNING & OUTCOMES

- **Global Awareness:** Students will be able to demonstrate an understanding of race as a changing historical construct and social reality in the Americas, using modern Brazil as a case study. This includes contextualizing systems of inequality and privilege that historically undergird structures of power.
- **Global Perspective:** Students will be able to conduct a multi-perspective analysis of problems in Brazilian history and a comparative analysis of race in Brazil and the United States.
- **Global Engagement:** Students will demonstrate a willingness to conceptualize problems from multiple angles and identify how historians approach reconstructing social and political problems in their time and context.

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Please note that we will use Blackboard extensively in this course, fiu.blackboard.com. After each lecture, you can access the corresponding power point presentation on our Blackboard site. Certain readings will be made available on Blackboard as indicated below in the class schedule. You will use Blackboard to prepare for class discussion sessions by reviewing and answering the “Questions for Discussion.” Article response and essay assignments can be found on Blackboard, and you will also submit your papers through that system. If you need help or training on how to use Blackboard, visit this link <http://online.fiu.edu/>. Please make sure that you are comfortable with using Blackboard from the beginning of the semester so you have full access to course content and assignments.

Required Readings

The following books are available for purchase in the bookstore. All three books are also available on reserve in the library. See Blackboard for any articles or chapters listed in the course schedule.

- Jeffrey Lesser, *Immigration, Ethnicity, and National Identity in Brazil, 1808 to the Present* (Cambridge: Cambridge University Press, 2013).
- Anadelia A. Romo, *Brazil's Living Museum: Race, Reform, and Tradition in Bahia* (Chapel Hill: University of North Carolina Press, 2010).

Recommended Text on Writing

- William Strunk, Jr. and E.B. White, *The Elements of Style* (Any year, any edition)

Academic Honesty

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. This course uses Turnitin.com to detect occurrences of plagiarism and copying.

All assignments submitted for the course must be the sole creation of the student in accordance with the FIU Standards of Student Conduct http://www2.fiu.edu/~sccr/student_conduct_p.html. Violations including plagiarism, cheating, or academic dishonesty of any kind will not be tolerated. Plagiarism, cheating, and any type of academic dishonesty will be officially reported and likely result in failure of the course.

Writing Resources

History Tutors: There are several students working in the History Department main office (DM 390), whose job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers, preparing for exams, or keeping on top of class in general. To set up an appointment, please visit their website: <http://history.fiu.edu/tutoring>.

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Center for Excellence in Writing: FIU has a writing center whose mission is to help students improve their writing. I encourage all students to make use of this service. The Center for Excellence in Writing also offers individual help on your course writing assignments. Visit <http://writingcenter.fiu.edu>.

Disabilities

If you have a disability-related need for modifications or accommodations, please contact and register with the Disability Resource Center 305-348-3532, GC 190 and <http://drc.fiu.edu/>.

Electronic Devices

Out of respect for the professor and for the other students in the course, I require that all cell phones, ipods, and other wireless devices be turned off for the duration of class. Texting during class is disrespectful and disruptive. I expect that laptop computers and tablets be used for the purpose of taking notes, not for surfing the web or checking email during class. I will ask students to leave class if I find that you are not following these policies.

Assignments and Grading

Class Participation, 20%. Class attendance is mandatory for this course. Active and thoughtful participation in our weekly discussions. All assigned reading should be completed prior to the date of the corresponding discussion. Active participation is more than mere attendance and is obligatory for passing this class. Students will be graded on participation during every discussion session.

6 Article Responses, 30%. In addition to in-class conversation, there is a writing assignment that accompanies each discussion session. Before each of these sessions, you will find a set of questions on Blackboard in the "Discussions and Responses" folder. Use these questions to guide your reading; they will be the basis of the in-class discussion. Then, write a short 1-2-page response based on the question at the bottom. The responses will also be submitted through Blackboard. Each response will account for 5% of the final grade. You have 8 opportunities to submit 6 responses. This means you can skip submission on 2 discussion dates without penalty, BUT you must still read and prepare for discussion on those dates. No submissions are available for either August 24th or December 7th (first and last discussions of the semester). All questions are due before class and cannot be turned in late.

Absolutely no late submissions accepted.

2 Short Analytical Essays: worth 50% (25 points for each). We will write an essay after reading each of our two books. In each essay, you will analyze a set of primary sources in light of the book and the material we learn in our lectures. The full essay assignment with writing guidelines is on our Blackboard site along with the primary sources you need to write each paper. 4-5 pages each.

DUE DATES: Essay 1 on Lesser Oct. 11th--Essay 2 on Romo on Dec. 6th

GRADING SCALE

LETTER	RANGE (%)	LETTER	RANGE (%)	LETTER	RANGE (%)
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

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Late Policy

All three of our essays are due via Blackboard by 7pm on the date indicated. Late papers will be marked down for each day late. For example, a B paper becomes a B- after one day late and a C+ after 2 days. Exceptions will be made only in cases of documented medical or other emergency.

Class Schedule

<p>WEEK 1 8/22 & 8/24</p>	<p>Themes: Course introduction, What is “race?” Why is “race” historical? In what ways is race significant to Brazilian history?</p> <p>Wednesday Discussion; Charles Hirschman, "The Origins and Demise of the Concept of Race," <i>Population and Development Review</i> 30 no. 3 (2004): 385-415 AND</p> <p>Richard Graham, "Introduction" to <i>The Idea of Race in Latin America, 1870-1940</i> (Austin: University of Texas Press, 1990), 1-5.</p>
<p>WEEK 2 8/29 & 8/31</p>	<p>Themes: Brazil’s 19th Century and 19th Century Ideas about Race</p> <p>Wednesday Discussion; Thomas Skidmore, “Racial Ideology and Social Policy in Brazil, 1870-1940” in <i>The Idea of Race in Latin America, 1870-1940</i>, ed. Richard Graham (Austin: University of Texas Press, 1990), 7-31</p>
<p>WEEK 3 9/5 & 9/7</p>	<p>Labor Day Holiday—no class (9/5)</p> <p>Themes: Slavery, Abolition, and Empire</p>
<p>WEEK 4 9/12 & 9/14</p>	<p>Themes: Race, Status, and Family Life</p> <p>Wednesday Discussion; Camillia Colling, “Debating Womanhood, Defining Freedom: The Abolition of Slavery in 180s Rio de Janeiro,” <i>Gender & History</i> 22 (2010): 284–301 AND</p> <p>Okezi T. Otonari, “From Mãe Preta to Mãe Desamparada: Maternity and Public Health in Post-Abolition Bahia,” <i>Luso-Brazilian Review</i> 48, no. 2 (2011): 164-191.</p>
<p>WEEK 5 9/19 & 9/21</p>	<p>Themes: Immigration and the First Republic</p> <p>Wednesday Discussion; Lesser, Chapters 1-3</p>
<p>WEEK 6 9/26 & 9/28</p>	<p>Wednesday Discussion; Lesser, Chapter 4-Epilogue</p> <p>Themes: Indians and Brazil’s “Civilizing Missions”</p>
<p>WEEK 7 10/3 & 10/5</p>	<p>Themes: Coast vs. Backlands</p> <p>Wednesday Discussion; Todd A. Diacon, “Cândido Mariano da Silva Rondon and the Politics of Indian Protection in Brazil,” <i>Past & Present</i> 177 (2002): 157-194.</p>

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<p>WEEK 8 10/10 & 10/12</p>	<p>Themes: Racial Democracy and National Identity</p> <hr/> <p>Wednesday Discussion; Emilia Viotti da Costa, "Myth of Racial Democracy, A Legacy of the Empire" Chapter 9 in <i>The Brazilian Empire: Myths and Histories</i> (2nd edition, 2000), 234-246 AND</p> <p>Erin O'Connor, "José Martí and Gilberto Freyre Claim 'Raceless Nationalism' in Cuba and Brazil," Unpublished essay, 2009.</p>
<p>WEEK 9 10/17 & 10/19</p>	<p>Themes: Science, Medicine, and Public Health</p> <hr/> <p>Wednesday Discussion; Paulina Alberto, "Of Sentiment, Science, and Myth: Changing Metaphors of Racial Inclusion in Twentieth-Century Brazil," <i>Social History</i> 37, no. 3 (2012): 261-296.</p> <p style="text-align: right;">Essay 1 on Lesser due Oct. 1</p>
<p>WEEK 10/24 & 10/26</p>	<p>Themes: Vargas and the Estado Novo</p> <hr/> <p>Wednesday Discussion; Sueann Caulfield, "Interracial Courtship in the Rio de Janeiro Courts, 1918-1940," in <i>Race & Nation in Modern Latin America</i>, ed. Nancy Appelbaum, Anne Macpherson, and Karin Alejandra Rosemblatt (Chapel Hill: University of North Carolina Press, 2003), 163-186.</p> <p><i>NOTE: This chapter is saved as two separate pdf files on Blackboard.</i></p>
<p>WEEK 10/31 & 11/2</p>	<p>Themes: Indigenous Politics and the "March to the West"</p> <hr/> <p>Wednesday Discussion; Beth Garfield, "'The Roots of a Plant that Today Is Brazil': Indians and the Nation-State under the Brazilian Estado Novo," <i>Journal of Latin American Studies</i> 29, no. 3 (1997): 747-768.</p>
<p>WEEK 11/7 & 11/9</p>	<p>Themes: Reassessing Racial Democracy</p> <hr/> <p>Wednesday Discussion; Romo, Introduction – Chapter 2.</p>
<p>WEEK 11/14 & 11/16</p>	<p>Themes: Afro-Brazilian Politics</p> <hr/> <p>Wednesday Discussion; Romo, Chapter 3 – Conclusion.</p>
<p>WEEK 11/21 & 11/23</p>	<p>Themes: Return to Democracy and New Social Movements</p> <hr/> <p>Wednesday Discussion; Keisha-Khan Perry, "Social Memory and Black Resistance: Black Women and Neighborhood Struggles in Salvador, Bahia, Brazil," <i>The Latin Americanist</i> 49, no. 1 (2005): 811-831 AND</p> <p>Sales Augusto dos Santos, "Who Is Black in Brazil? A Timely or a False Question in Brazilian Race Relations in the Era of Affirmative Action?" <i>Latin American Perspectives</i></p>

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	33, no.4 (2006): 30-48.
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WEEK 11/28 & 11/30	NO CLASS THIS WEEK, THANKSGIVING
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WEEK 12/5 & 12/7	Themes: Contemporary Issues
	Wednesday Discussion; George Reid Andrews, "Racial Inequality in Brazil and the United States, 1990-2010," <i>Journal of Social History</i> 47, no. 4 (2014): 829-54
Essay 2 on Romo due Dec. 6th	

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