



CIEE Lisbon, Portugal

Course name:	The Portuguese colonial experience (16 th to 19 th centuries)
Course number:	HIST3005LILC
Programs offering course:	Lisbon Language and Culture
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	46
Term:	Fall 2019

Course Description

Lectures cover the history of the Portuguese colonial empire from the sixteenth to the early nineteenth century. The course aims at providing the students with a specific, ample, detailed and up-to-date knowledge of the several periods of Portuguese overseas rule between ca. 1450 and 1822, as well as the ability to compare it with other colonial empires.

Learning Objectives

Having successfully completed this module, students will be able to:

- Recognize the value of the history of Portuguese colonial rule to understand nowadays Portugal;
- Relate processes of social change across the Portuguese empire with current issues;
- Demonstrate in-depth knowledge and understanding of the several dimensions of the Portuguese colonial empire between the sixteenth and the early-nineteenth centuries;
- Locate, collect and interpret a range of sources in the development of assessed work on the Portuguese colonial domination in a historical perspective;
- Differentiate the various historiographical trends in the study of early-modern Portuguese overseas expansion.
- Enhance your critical thinking about the history of empires and their role in the making of the modern world.

Course Prerequisites

There are no course prerequisites.

Methods of Instruction

- The class schedule will consist of two two-hour sessions each week. The first part of each session is allotted to lectures by the professor, while the second part is devoted to an oral presentation by students, followed by a discussion.
- Lectures supplement and complement reading assignments, and introduce problems to be brought up in the discussion period.
- Discussions cover the reading assignment for each topic, and their aim is to make students investigate problems, analyze interpretations of subjects in the readings and/or lectures.



- Outlines of lectures, maps and other supplementary material will be distributed to students on canvas.

Assessment and Final Grade

Students will be assessed according to the following criteria:

- Midterm exam: 25%
- Participation in class: 10%
- Oral presentation: 15%
- Midterm Quiz: 15%
- Final paper: 20%
- Final Quiz: 15%

Course Requirements

Participation in Class and Oral Presentation:

Active participation in class is of fundamental importance. Students should therefore complete the required reading before each class, attend every week, and be active participants in discussion. Student's participation will be evaluated on the basis of its quality and thoughtfulness, not on its quantity.

Oral Presentation

Each student must present orally, to the class, one of the requested readings. The presentation is expected to highlight the main ideas conveyed by the author of the requested reading, and include a comparison of the different approaches to the historical questions addressed by the reading.

The course's oral presentations are designed to help develop skills to present ideas clearly and effectively in oral form.

Quizzes and Midterm Exam:

All students must take a quiz and a Midterm examination.

Quizzes will focus on the topics covered in the lectures.

The Midterm exam will focus on the topics covered in the lectures, as well as on the first half of the required readings. The exam is comprised by two essay-questions. When preparing themselves to the exams, students are expected to consult books and articles outside of those used in class with the goal of exploring in depth the major themes of the class.

Final Paper:

Each student will write a 2000 word paper to submit in class as a hard copy (font size: 12; line spacing: 1.5). The Final Paper will be based on the oral presentation.

Attendance

CIEE students are required to attend all classes. Absences are not allowed. If a student is sick, she/he must inform the instructor and provide a doctor's note to the Resident Director. Half a point will be subtracted to the student's final grade if she/he misses 5 hours of classes. A point will be subtracted to the final grade if a student misses 6 hours of classes.



Two points will be subtracted to the student's final grade if she/he missed 7 hours of classes. The student who misses more than 7 hours of classes will fail the course.

Out-of-Classroom Learning Experience

This course features one out-of-class learning experience: a visit to the Belém neighborhood, which displays many buildings and monuments related to the Portuguese colonial past.

Weekly Schedule

Week 1

Session 1 – Introduction to the course. General outline of the Portuguese history (late medieval and early modern periods).

Required reading: DISNEY, 2007, pp. 283-313.

Session 2 – The main stages of the Portuguese expansion in the Atlantic and Indian Ocean.

Required reading: RUSSELL-WOOD, 1992, pp. 1-57.

Week 2

Session 1 – Africa, Asia and America at the time of the European conquest.

Required reading: LANGFUR, 2014, pp. 1-28.

Session 2 – The theological-juridical status of the conquered lands and peoples.

Required reading: MARCOCCI, 2014 pp. 473-494.

Week 3

Session 1 – Developing a European-type administration in Asia, America, and Africa.

Required reading: SUBRAHMANYAM, 1993, pp. 55-79.

Session 2 – Field trip to the Belém area (4:00 pm).

Session 3 – The Portuguese vice-royalty in India.

MIDTERM QUIZ.

Required reading: BETHENCOURT, 2007, pp. 197-222.

Week 4

Session 1 – Asian, African, and Amerindian polities' vis-à-vis the Portuguese rule: disruption, resistance and adaptation.

Required reading: HEYWOOD, 2009, pp. 86-111.

Session 2 – The Portuguese conquest and colonization of South American lands: from the *Governo-geral* (1548) to 1581.

Required reading: METCALF, 2014, pp. 29-61.



Week 5

Session 1 – Environment and Colonial Rule (by Professor Cristina Brito, FCSH-UNL)

Required reading: WARSH, 2014, pp. 517-548.

Session 2 – MIDTERM EXAM.

Week 6

Session 1 – The Portuguese in late sixteenth century Asia.

Required reading: SUBRAHMANYAM, 1993, pp. 80-106.

Session 2 – The Atlantic: sugar production and the trade of enslaved Africans.

Required reading: THORNTON, 1998, pp. 129-151.

Week 7

Session 1 – Colonial societies across the Portuguese Atlantic world: power, tensions, and conflicts.

Required reading: SCHWARTZ, 2011, pp. 147-164.

Week 8

Session 1 – Race and ethnic relations across the Portuguese empire.

Required reading: ALENCASTRO, 2012, pp. 71-96.

Session 2 – The Portuguese empire and the Spanish Monarchy (1581-1640).

Required reading: BETHENCOURT, 2013, pp. 15-36.

Week 9

Session 1 – The Portuguese colonial rule in the second half of the seventeenth century.

Required readings: FLORES, 2015, pp. 271-296.

Session 2 – Women, gender and colonial rule across the Portuguese empire.

Discussion of the film *Vazante*, directed by Daniela Thomas, 2017 (Brazil).

Required reading: COATES, 2001, pp. 120-140.

Week 10

Session 1 – Colonial experience and scientific practices across the Atlantic world: production and circulation of knowledge.

Required reading: NIETO OLARTE, 2013, pp. 141-158.

Session 2 – Resistance against the colonial rule in eighteenth century Brazil.

Required reading: HERZOG, 2015, pp. 70-133.

Week 11

Session 1 – Colonialism, identities and creolization.

Required reading: SCHWARTZ, 1987, 15-50.



Session 2 – The Portuguese colonial empire in the age of revolutions.
Required reading: PAQUETTE, 2013, pp. 17-83.

Week 12

Session 1 – The independence of Brazil and the Second Portuguese Empire
FINAL QUIZ.

Required reading: SCHULZ, 2013, pp. 98-117.

Course materials

Readings

ALENCASTRO, Luiz Felipe de, «Mulattos in Brazil and Angola: A Comparative Approach, Seventeenth to Twenty-First Centuries» in Francisco Bethencourt, Adrian Pearce (eds.), *Racism and Ethnic Relations in the Portuguese-Speaking World*, London/Oxford, British Academy/Oxford University Press, 2012, pp. 71-96.

BETHENCOURT, F., «Political configurations and local powers» in F. Bethencourt & D. Curto (eds.), *The Portuguese Oceanic Expansion, 1400-1800*, Cambridge, Cambridge University Press, 2007, pp. 197-222.

BETHENCOURT, Francisco, «The Iberian Atlantic: Ties, Networks, and Boundaries» in Braun, Harald & Lisa Vollendorf (eds.), *Theorising the Ibero-American Atlantic*, Leiden-Boston, Brill, 2013, pp. 15-36.

COATES, Timothy, «Single Women and the Early Modern State» in *Convicts and Orphans. Forced and state-sponsored colonizers in the Portuguese empire 1550-1755*, Palo Alto, Stanford University Press, 2001, pp. 120-140.

DISNEY, Anthony, «Portuguese Expansion, 1400-1800: Encounters, Negotiations, and Interactions» in F. Bethencourt & D. Curto (eds.), *The Portuguese Oceanic Expansion, 1400-1800*, Cambridge, Cambridge University Press, 2007, pp. 283-313.

FLORES, Jorge, «The Iberian empires, 1400 to 1800» in Jerry H. Bentley et al. (eds.), *The Cambridge World History*, Cambridge, C.U.P., 2015, pp. 271-296.

HERZOG, Tamar, *Frontiers of Possession. Spain and Portugal in Europe and the Americas*, Cambridge Ma, Harvard University Press, 2015, pp. 70-133.

HEYWOOD, Linda and John Thronton, «Kongo and Dahomey, 1660-1815: African Political Leadership in the Era of the Slave Trade and Its Impact on the Formation of African Identity in Brazil» in Bernard Bailyn (ed.), *Soundings in Atlantic History. Latent Structures and Intellectual Currents, 1500-1825*, Cambridge MA, Harvard University Press, 2009, pp. 86-111.



LANGFUR, Hal, «Introduction. Recovering Brazil's Indigenous Pasts» in Hal Langfur (ed.), *Native Brazil. Beyond the convert and the cannibal, 1500-1900*, Albuquerque, University of New Mexico Press, 2014, pp. 1-28.

MARCOCCI, Giuseppe, «Conscience and Empire: Politics and Moral Theology in the Early Modern Portuguese World», *Journal of Early Modern History*, Volume 18, Issue 5, 2014, pp. 473-494.

METCALF, Alida, «The Society of Jesus and the First 'Aldeias' of Brazil» in Hal Langfur (ed.), *Native Brazil. Beyond the convert and the cannibal, 1500-1900*, Albuquerque, University of New Mexico Press, 2014, pp. 29-61.

NIETO OLARTE, Mauricio, «Scientific Practices in the Sixteenth-Century Iberian Atlantic» in Braun, Harald & Lisa Vollendorf (eds.), *Theorising the Ibero-American Atlantic*, Leiden-Boston, Brill, 2013, pp. 141-158.

PAQUETTE, Gabriel, «The reform of empire in the late eighteenth century» in *Imperial Portugal in the Age of Atlantic Revolutions. The Luso-Brazilian World, c. 1770-1850*, Cambridge, Cambridge University Press, 2013, pp. 17-83.

RUSSELL-WOOD, A. J. R., «Portugal and the 'Age of Discoveries'» in *A World on the Move: the Portuguese in Africa, Asia, and America, 1415-1808*, London, Carcanet, 1992, pp. 1-57.

SCHULZ, Kirsten, «Slavery, Empire and Civilization: A Luso-Brazilian Defense of the Slave Trade in the Age of Revolutions», *Slavery & Abolition: A Journal of Slave and Post-Slave Studies*, Volume 34, Issue 1, 2013, pp. 98-117.

SCHWARTZ, Stuart B., «The Iberian Atlantic to 1650» in Nicholas Canny, Philip Morgan (eds.), *The Oxford Handbook of the Atlantic World: 1450-1850*, Oxford, Oxford University Press, 2011, pp. 147-164.

SCHWARTZ, Stuart, «The Formation of a Colonial Identity in Brazil» in Nicholas Canny & Anthony Pagden (eds.), *Colonial Identity in the Atlantic World, 1500-1800*, Princeton, Princeton University Press, 1987, 15-50.

SUBRAHMANYAM, Sanjay, «The Mid-Sixteenth-Century Crisis» in *The Portuguese empire in Asia, 1500-1700: a political and economic history*, London-New York, Longman, 1993, pp. 80-106.

SUBRAHMANYAM, Sanjay, «Two Patterns and Their Logic: Creating an Empire, 1498-1540» in *The Portuguese empire in Asia, 1500-1700: a political and economic history*, London-New York, Longman, 1993, pp. 55-79.

THORNTON, John, «Africans in colonial Atlantic societies» in *Africa and Africans in the Making of the Atlantic World, 1400-1800*, 2nd edition, Cambridge, Cambridge University Press, 1998, pp. 129-151.

WARSH, Molly A., «A Political Ecology in the Early Spanish Caribbean», *The William and Mary Quarterly*, Vol. 71, No. 4 (October 2014), pp. 517-548.