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CHAPTER 14

Interview with Nelson Vieira

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CRISTIANA BASTOS AND BELA FELDMAN-BIANCO

Nelson Vieira, now Emeritus Professor of Portuguese and Brazilian Studies at Brown University, was born in New Bedford, Massachusetts, in 1939, of Madeira-born parents. He graduated in 1961 from the University of Wisconsin–Madison and earned his doctorate from Harvard University in 1969. As a young scholar, he played a crucial role in the creation of the Center for Portuguese and Brazilian studies at Brown University. The center had both an important connection with the community, via the training of bilingual and ESL teachers, and a notable academic impact on the Brown academic community, ultimately leading to the creation of the Department of Portuguese and Brazilian Studies. This department has been a key player in the shaping of the Luso-Brazilian academic field, a point of reference across the United States and beyond, and a pivotal place for international scholars working on Portuguese, Brazilian, Portuguese-speaking African, Portuguese American, and related issues.

In an online interview with Bela Feldman-Bianco and Cristiana Bastos, Nelson Vieira kindly shared some of his insights and memories about that experience and its process.

Q: Nelson, can you tell us a bit on what led you to this field? Was your family background influential? What was your educational trajectory,

and how did it become a central role in the creation of the Portuguese and Brazilian Studies Department?

Nelson: Let us start when I was in grade school and my parents wanted me to enroll in the *Escola Oficial Portuguesa*, a school that was funded by the Portuguese government as an educational and cultural outreach to the Portuguese-speaking communities around the world. I went twice a week after my regular public school to study Portuguese. Besides speaking Portuguese at home, the EOP was the beginning of my formal educational exposure to Portuguese. I also studied Portuguese in high school because my school also offered Portuguese classes, so the Portuguese element was always with me. And to make the Portuguese trajectory even more developmental, I was awarded a year-long Fulbright fellowship to study in Portugal, then followed by my very first professional teaching position at New Bedford High School teaching Portuguese and French, beginning in 1962. So you can say that the Portuguese has been with me all along in terms of education. Therefore, it was natural for me to pursue this field of study, which had already been sparked during my junior year abroad in Brazil, where I studied at the Federal University of Bahia in Salvador, Brazil.

While Portuguese had always been with me, it was the Brazilian experience as an undergraduate that sealed it all. Brazil made a lasting impression on me. Later, after three years of teaching in high school, I applied to Harvard and received a fellowship to study for a master's degree in French and a PhD in Portuguese. And after four years of graduate study I received my first full-time teaching job at Brown University where my goal was to teach Portuguese as an assistant professor but also to work with the Portuguese community in terms of training teachers in bilingual education. At that time, in the late sixties there were more bilingual schools beginning to emerge in different foreign languages in public school systems across the country. While at Brown, I became a Portuguese resource to train local public school teachers in the Providence area in bilingual materials and methodology. Part of this first position centered upon foreign language pedagogy, and that experience became very important because this focus offered me a unique perspective on cognition/content in teaching Portuguese as a first and foreign language. Since I was expected to train teachers in a

bilingual format, I received funding to study the Spanish bilingual public schools in Miami, Florida. Pedagogy became very important in my development as a trainer and as a college professor. These pedagogical skills eventually strengthened and characterized one of the curricular features of teaching Portuguese as a foreign language at Brown. While the university goals were very research oriented, because of my bilingual training experience, a focused foreign language pedagogical element became an integral component of teaching Portuguese as part of a university curriculum. Eventually that element was passed on to our colleagues, teaching undergraduates, which in turn gave us a good head start in terms of innovative foreign language teaching being recognized at the university. In this vein, we offered the latest trends, methods, and materials in foreign language teaching. Consequently, it was not just going from Harvard to a research position at Brown, but the position also turned into a broad mission of teaching Portuguese language and pedagogical training, in addition to teaching and conducting research in Portuguese and Brazilian literatures.

During my second year of teaching at Brown, I met Professor George Monteiro when he had just returned from Brazil where he was a Fulbright scholar teaching American literature at the University of São Paulo. As a professor in Brown's English Department and a Luso-American, George became very interested in what we were doing in Portuguese and he became very supportive. At his suggestion we formed an ad hoc committee, identifying different faculty across disciplines in various departments at the university who were conducting research in Portuguese, Portugal, Brazil, Portuguese Africa, and Portuguese America. By the way, at that point, I was in the Hispanic and Italian Studies Department (Portuguese didn't even figure in the title). To make a long story short, George and I discussed the future of Portuguese as a discipline. Having George as an established English professor was very helpful, because he knew the ins and outs of university administrations. Above all, and fortunately, George was interested in developing his own research interests in Portuguese, which I believed had been stimulated in São Paulo. While he was teaching and mentoring English graduate students studying American literature at Brown, he simultaneously began to cultivate his own research interests in Portuguese and Brazilian literatures. In other words, Portuguese at

Brown became a second research mission for George even though we were a very small program. Whenever we wanted to make advances or if we wanted to make ourselves more viable to the university, George became a guiding light. Since he already had an established cachet as a veteran scholar at the university, he would often be the spokesperson for us with the administration. We all dealt with university administrators and deans, but George gave us credibility, so to speak, and in this fashion he became for us a mentor par excellence. George was already a tenured professor in English. He continued to teach English literature but slowly, as we began to expand and grow over the years, he would teach, for instance, a seminar on the Portuguese modernist poet Fernando Pessoa in the Portuguese program.

We grew slowly . . . this took years, it wasn't just overnight, we argued steadily for every single curricular development, faculty position, and budgetary assistance for our program. I think one of the overall structural and feasible factors for growth, to give Brown credit, rested with Brown's creation in the mid-seventies of an expanded structure to the undergraduate curriculum, toward more diverse and internationalized learning, categorized by the new rubrics of centers, institutes, and programs. So, seeking to be a more stable structure, we applied to be a new center and became one of the first to be awarded, which thereby enabled us to become an official academic unit at Brown University. We received a small budget and had stationery printed.

That was in 1975, but soon after we added to our curriculum a Masters Bilingual Program to train public school teachers at the university through a federal grant from the U.S. Office of Education. That grant represented an important step because it helped us solidify even more our newly established structure. In fact, in the eyes of the university, we also became more recognized because we were bringing in all this federal tuition money from the United States government.

Q: Was Adeline Becker on board already? And the other founding scholars?

Nelson: Adeline Becker started to be involved in our program via the bilingual project and its English as a second language (ESL) component. She had been an English reading teacher in the Providence public schools who then provided ESL methodology for the Portuguese

bilingual program at Brown. All the above factors sharpened the focus upon language and teaching, while we all continued with our respective publications, research, and study projects. Interestingly, Adeline Becker was admitted to Brown's Anthropology Department to study for a PhD with a specialization on the anthropology of education as she continued to work with our center. However, prior to Adeline Becker's involvement, Onésimo Teotónio de Almeida, a central figure in our historical development at Brown, had come on board earlier as a community resource leader in our bilingual program while he was a doctoral candidate in Brown's Department of Philosophy. He energized the program with his indefatigable and dedicated community work by also acquiring educational grants from Portugal, affording us funding not only for Portuguese books, cultural events, lecture series, and symposia but also for a regular Portuguese lecturer teaching position initially funded primarily by the Portuguese government and later with grants to bring visiting professors from Portugal.

So to be very frank, one of the reasons that we became developmentally successful as a center stemmed from the activity of our grantsmanship, that is, bringing tuition, research, and teaching funds from the outside (federal, international, and local), which the university appreciated. This financial strategy afforded us credibility and educational ammunition to defend ourselves with the university administration. Eventually we established in the early eighties another MA program, specializing in Brazilian Studies, and after more growth a PhD program in the early nineties. During the seventies and eighties we had already attracted junior Brown faculty, rising scholars like the sociologist Peter Evans, whose research and teaching focused upon the sociopolitical dynamics of the Brazilian reality. A significant junior faculty member in Afro-American Studies was Anani Dzidzienyo from Ghana who also taught Afro-Brazilian courses in our Portuguese program.

But this process took years, actually decades, for our program to develop fully. In the meantime, during the summers we conducted a special Bilingual Institute to train public school teachers with the assistance of other colleagues to teach or work with local educators. We continued the summer Brown Bilingual Institute for ten years in the seventies and eighties, forging a reputation as an educational bilingual and second language resource in southeastern New England,

resulting in the training of over five hundred teachers, some of whom also received MA degrees in Bilingual/ESL and Cross-Cultural Studies at Brown.

So, all this educational activity at Brown University and the local communities contributed to making our development more feasible and multidimensional. With George, myself, and Onésimo, Luiz (Luiz Fernando Valente) also became an integral part of our faculty. After Onésimo received his PhD degree, he became full-time faculty, but he had already been teaching steadily with us while he was a graduate student. Luiz had been teaching at Providence College after he had earned his PhD from Brown (in comparative literature). Later he was hired to teach language and literature in our program. Consequently, we were able to expand our faculty over the years by justifying to Brown our ever-growing nationally and internationally recognized program, which also necessitated more full-time faculty with the increase in student enrollments on the undergraduate and graduate levels.

I don't know if we could achieve all these developments today, because then we were a lot younger, had a lot of energy, cultivated multiple teaching and research interests, all of which enabled us to strengthen our team of George, myself, Onésimo, Luiz, and Anani Dzidzienyo (from African American Studies). Besides our inherent camaraderie, we were constantly expanding our interests in Portugal and Brazil as well as in Portuguese Africa, which infused us with a cohesive spirit of committed cooperation that was enriched by vibrant intellectual dialogues on teaching, research, and scholarship, plus a strong proclivity toward capacity building.

Moreover, I do not believe we would have been able to make strong arguments on program development without proving to the university that the field of Portuguese and Brazilian Studies warranted serious intellectual attention. As the Luso-Brazilian field gained more prominence on the national and international levels, with more professional journals and books being published as well as more professional national and international meetings increasing, to say nothing of our own initial departmental symposia and periodicals like *Gávea-Brown* and *Brasil/Brazil*, the Brown administration did appreciate that we were a professionally productive and committed university unit.

There had been a longtime collaboration between Portuguese and Brazilian Studies and the Department of History since the 1970s, and especially going back to the development of a joint strategy in the mid-1980s to enable Brown to bring the most prominent historian of Brazil in the English-speaking world, Thomas E. Skidmore, whose appointment in 1988 to the Carlos Manuel de Céspedes Chair added a new dimension and scholarly value to both the History Department and the Portuguese program.

Today we have, just as an aside, the provost of Brown University, Richard Locke, an American political scientist from MIT who speaks fluent Portuguese. It just happened, irrespective of our Portuguese program, and so, what I'm implying is that we sort of had an invisible guardian angel helping us all along, but in fact we were generously nourishing that guardian angel.

I think what's particularly interesting, once we got to the graduate and PhD level, in the early nineties, was the proposal for a department, which meant going for approval from the whole university, the Undergraduate Curriculum Committee, and the Graduate Council. But since we were admitting more graduate students on the MA level, plus a growing outside interest in graduate Portuguese Studies at Brown, as teacher-scholars we were able to justify a PhD level in 1992. Graduate students in the MA bilingual program continued to be funded by outside money, coordinated by POBS [Portuguese and Brazilian Studies] and the Educational Alliance, directed by Dr. Adeline Becker in addition to a new cohort teacher-training program coordinated by Dr. Maria Pacheco, both appointed as adjunct faculty in POBS. Today, graduate students in our doctoral program are primarily funded by the Brown Graduate School. Most of our financial support of doctoral graduate student fellowships derives from the university, but sometimes with outside funding from Portugal and Brazil.

Also, I wish to reiterate that the bilingual component continues, that is, the training of public school teachers under the tutelage of Dr. Maria Pacheco. Interestingly, in 2020 we regrettably celebrated Maria Pacheco's retirement. In addition, her important role within the Educational Alliance became notable since Dr. Pacheco headed the Center for Diversity and Equality in Education. Up until 2021, we still have public school teachers enrolled in the MA degree program in ESL and

Cross-Cultural Studies at Brown. Even though as scholars we prioritize research and scholarship, that is not simply the case, because all faculty participated in one way or another in the training or teaching of Portuguese language and culture on all levels of the curriculum.

In other words, while our graduate program is interdisciplinary, multidisciplinary, it also is one that has links to these two different aspects of learning—formal literary/cultural research and foreign language teaching. Furthermore, we became multidisciplinary or interdisciplinary on the undergraduate and graduate levels, because we discovered that there were many academic resources scattered across Brown via researchers, professors, trainers in other departments who were working on Portugal and Brazil—so why not bring them together. This collaborative action also led us into the social sciences, even into the sciences. For example, we had medical students enrolled in Portuguese because they wanted to conduct research in Brazil on infectious diseases, etc.

I think the other big step for us was spreading out and making ultimately joint appointments. For instance, Anani Dzidzienyo was in his home Department of Afro-American Studies and soon joined Portuguese and Brazilian Studies, where he taught two courses in POBS and two courses in Afro-American. After Thomas Skidmore in history retired, James Green was hired, offering two courses in history and two courses in Brazilian history. Those connections were significant for affording us a notable presence at the university. In other words, POBS was not just a small foreign language and literature department; instead it had broader goals, manifested as we collaborated with other faculty in different departments and programs, such as Judaic Studies, where I [Professor Vieira] was a fellow. While we were theoretically driven in terms of literature and culture, we also incorporated social sciences and history as part of our undergraduate and graduate curricula.

I believe everybody felt very passionate about our respective fields but also as a collaborative team. We had our differences, but we truly worked together. It was not serendipity because we functioned willingly and strategically as a team.

Q: In sum, you had a very unique trajectory, much entangled with the institutionalization of Portuguese and Brazilian Studies at Brown. In

1975 you left the Hispanic and Italian Studies Department, where there was not much room for the study of Portuguese, and almost single-handedly created a center, which ultimately led to the department. The center was quite unique in its interfaces with language pedagogy, research interests, and openness to interdisciplinarity and partnerships; the center attracted other scholars, who brought in further research interests and external funding, visibility with the administration, and achievements such as an undergraduate program even before there was a formal department, one that once founded became a high-profile department at the university. How do you look back at this? How does it compare with other centers and departments?

Nelson: We were able to branch out and be multidisciplinary because of the center's flexibility and the fact that the university was expanding in international and interdisciplinary arenas. We also became the first center to offer an undergraduate degree. In general, centers were devised to just bring people together, while POBS was working practically as a department. As stated above, our higher status became officially established when we were approved as a department in the early nineties. The department replaced the center. For about fifteen-plus years we were a center, but when we became a department the center disappeared. So in a sense the center had been a prestructure for the department.

Q: How did you compare, and compete, with other places in the U.S. where there were Portuguese Studies initiatives, like Santa Barbara or Harvard?

Nelson: Our connections with other universities were more on the graduate and scholarly levels, especially as we offered graduate courses and later when the PhD was instituted. We have had some graduate student exchange due to Brown's participation in a special program where selected graduate students can apply and spend a semester at Santa Barbara or at Brown or at Harvard. For instance, since the Portuguese graduate curriculum at Harvard had not been extensive at the time, Harvard graduate students would come down to Providence to enroll in our graduate seminars. Moreover, these other universities, except for UMass Dartmouth, didn't have an extensive foreign language

component and outreach that Brown offered, to say nothing of our array of diverse graduate literature and culture seminars with their interdisciplinary focus. Also, outstanding graduate students from Portugal and Brazil were also applying to our doctoral program and were admitted. Plus, the interaction stimulated by our conferences, the Gávea-Brown Press, and the publication of our research journals contributed to our reputation as a multidimensional program. Collaboration across universities was also manifested by individual scholars working on joint research programs and symposia.

Q: You say you had a community component. How did that work?

Nelson: Our connection with the training of public school teachers either via workshops or on the master's level for the most part was strengthened by the local bilingual realities in addition to our cultural programs and lecture series open to the Luso-Brazilian communities. Our colleague Onésimo stimulated these mutual interests and served as a significant cultural liaison with the Portuguese communities. He discovered and brought to the university featured Portuguese artists, poets, and novelists from the community to participate in our cultural programs. Educational and cultural activities underscored the importance of the language not just as an academic resource but as an ongoing dialogue with the local communities, which took the form of educational workshops, special cultural programs including lecture series. Many community members were regulars, particularly those who spoke Portuguese, at our events. The community recognized us as a resource and, for instance, by helping teachers receive state credentials to teach Portuguese as well as providing foreign language exams for certification, as an evaluation tool to attest to one's command of the Portuguese. So all these ties solidified our linkages with the local communities, and I believe that if we hadn't demonstrated our interest in the community, it would have been a program without that invaluable dialogue. Furthermore, the *apoio*, assistance from the outside in terms of local interests, community support, and especially U.S. government and international funding all contributed to fostering a viable program.

Q: One way to describe your contribution to the field is the making of a transnational, cosmopolitan approach to Portuguese and Lusophone

connections, including Brazil, Portuguese-speaking Africa, etc. How do you feel about it?

Nelson: We felt very strongly about making those connections, but our colleague Anani Dzidzienyo, who offered Afro-Brazilian courses on Brazilian race relations, was a pioneer in Black Studies. Later, he formulated a popular course on the Portuguese-Brazilian-African triangle, and that triangle was really important for us to connect more with Portuguese Africa and go beyond the straight Lusophone or more traditional Lusophone development. That kind of connection was truly significant because it opened us to more possibilities with Portuguese-speaking Africa. Today there are students who are in literature and work with Portuguese-speaking Africa on their dissertation. So I think that we felt very strongly about this because we envisioned the potential in establishing such connections. And I believe Anani represented a major educational impact and ultimately the curriculum stemmed from his influence. While we still do not have a full-time Africanist, our colleague Distinguished Senior Lecturer Leonor Simas-Almeida in Portuguese literature expanded her curricular offerings to include courses on Lusophone African literature. Interestingly, our other distinguished senior lecturer, Dr. Patricia Sobral, POBS's Portuguese language undergraduate coordinator, who teaches Portuguese via theater art methodology, was hired in 2002. Recently, she conducted a research project on Portuguese-speaking families around the globe and traveled to Mozambique, utilizing connections established by POBS.

Bela: It is very interesting because, at some point, you have these very strong local connections so you could initiate a good beginning because you had the community, and also I think that you trained teachers from the community and even engaged in cultural events local poets and artists. But the fact that you were grounded in the community and received resources because of the community made you also very much transnational—it's a very interesting story.

Q: Last question, addressed to Nelson Vieira as a researcher: What are your current interests? Is there something you would like to share?

Nelson: One of my strong research interests lies with Brazilian fiction and particularly narratology and its ability to provide critical

perspectives on life. There are two books or collections edited by other scholars that are forthcoming, one out of Hebrew University in Jerusalem and one out of Oxford University, in which I participated with two essays on Clarice Lispector. She has been one of my specialties throughout my career, and I was one of the early scholars to recognize a Jewish trace in Clarice Lispector's writing. That is, readers can discover a Jewish voice in her writing that is not overtly or referentially Jewish. My work on Clarice is ongoing. I gave a keynote in Israel, in Jerusalem, for a conference on her oeuvre, focusing upon the fact that being a child of an immigrant family, she possessed an outlier perspective that was always looking toward the other, because she herself was an(other), her family was other, so I argue that her sense of alterity seeps in throughout her work but not necessarily referentially, although her *crônicas* show some of these traces more overtly. I think that in the seventies—she died in 1977—she was already operating on a global level, in terms of reaching readers by having them break out of their perspective in order to really “see” the other; and I believe her novella, *A Hora da Estrela/The Hour of the Star*, is a perfect example of this view, because she strives to create a poor woman without being condescending, without a high literary voice. And she accomplishes this successfully because she forces the reader, without the reader initially knowing, to break out of a staid reader's mold and to inhabit the precarious existence of the main character, a poor and undereducated girl. So I see that alterity very strongly in her work, and I think the readers love her because she is always speaking to somebody with her intimate style, not in a feminist way like “oh I've been a victim of patriarchy” and all those threadbare clichés. Indeed, she was really trying to get into a female voice expressing much more sensitively the world around her; that's what I believe to be one of her great contributions. I've been focusing upon that perspective with these two forthcoming articles.

My other very strong interest lies with a short story writer from the State of Curitiba, Brazil, Dalton Trevisan, who is over ninety years old, actually ninety-five, and he keeps producing. His stories stem from the 1940s up to the present. I am struggling to write a book on his narratives from more than forty collections which indicate his prolific style and provide keen insight into the lower to lower-middle classes, or actually marginalized souls. Trevisan creates a human comedy in a

scathing style that appears to sensationalize the pornographic. However, I argue that he has been misread all along, because while his subject matter is often very erotic and even graphic, his stories are not written for vicarious pleasure. For my book I have a possible title “Reading the Unregarded”—that is, Trevisan's “performance-writing” about neglected souls who are passed over socioeconomically, people who live in the psychological shadowlands of Brazil. Trevisan is calling attention, in a Chekovian manner, to their mishaps, flaws and survival given their limited resources. I believe he is the best contemporary short story writer in Latin America, and I just hope he continues to live and to write so I can finish my book!

Contributors

CRISTIANA BASTOS

Cristiana Bastos (PhD, CUNY 1996) is an anthropologist and research professor at the Institute of Social Sciences, University of Lisbon. Her research addresses population dynamics, health and medicine, colonial biopolitics, transnational mobility, plantation societies, racialization processes, memory, and heritage. Since 2016 she has led the ERC-funded project *The Colour of Labour: The Racialized Lives of Migrants* (AdG 695573), with field and archival research in Guyana, Hawaii, New England, Angola, and elsewhere. She has been a visiting researcher at the University of Hawaii at Manoa, East West Center, and Harvard University and a visiting professor at Brown, UNICAMP, UERJ, UMass Dartmouth, and UMass Lowell.

BELA FELDMAN-BIANCO

Bela Feldman-Bianco, PhD in anthropology (Columbia) with postdoctoral studies in history (Yale), is a senior professor of anthropology at the State University of Campinas (UNICAMP) and a senior research fellow at the (Brazilian) National Council of Scientific and Technological Development. Among other distinctions, she was past president of the Brazilian Association of Anthropology (2011–12) and received the Gilberto Velho Academic Excellence Award (2017), the Roquete Pinto Award for her contributions to anthropology (ABA 2014), and the Zeferino Vaz Award for Academic Excellence (UNICAMP 2001). Her research and publications focus on issues related to culture and power with an emphasis on migration and displacements in comparative perspectives. She is currently a counselor at the (Brazilian) National Council on Immigration, where she represents the Society for the Advancement of Science (SBPC), and an elected member of the World Council of Anthropological Associations Board.

FILIPPE LEAL DE FARIA

Filipe Leal de Faria was born in Lisbon, 1976; as an architect he has worked in Aveiro, Lyon, Paris, and Ryadh and is now settled in Lisbon. He is a founding member of the Urban Sketchers movement in Portugal. He draws to remain alert in the universes he inhabits.

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Rose P. Rodrigues (PhD, New School for Social Research) is a professor of sociology in the Department of Sociology and Anthropology at Fairfield University. Her teaching focuses on intersectionality theory as it applies to law, criminal behavior, and social class. Her research has explored both historical and contemporary communities, alternative incarceration programs, and gender identity within the sports world. Her recent scholarship relies on geographical information systems for analyzing and visualizing social data. She is a founding member of the Women, Gender, and Sexuality Studies Program at Fairfield University and has served as chair of the Department of Sociology and Anthropology.

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Graça Índias Cordeiro (PhD, ISCTE, 1996) is professor of urban anthropology and ethnographic fieldwork at the ISCTE-University Institute of Lisbon and is affiliated with CIES-IUL. Author and coauthor of several national and international publications and visiting professor at universities in Catalonia, Brazil, and Massachusetts, she is involved with graduate education in the social sciences and urban studies, namely within the PhD Program of Urban Studies at FCSH-UNL and ISCTE-IUL. Lisbon has been her main field site, but currently she is carrying out ethnographic and historical research on Portuguese Azorean heritage in Greater Boston.

PAULA NOVERSA

Paula C. G. Novera is a native of Fall River, Massachusetts, and a professor of history at the University of Massachusetts Dartmouth. Her areas of research include Luso-American diplomatic relations and Portuguese immigration to the United States. Her dissertation (University of New Hampshire, 2012), "Shifting Alliances and Fairweather Friends: Luso-American Relations, 1941-1951," analyzed the diplomatic relations between Portugal and the United States. This study asserted that Portuguese Prime Minister António Salazar permanently altered Portuguese-American relations in order to supplant the

assurances found in the flagging Anglo-Portuguese alliance with a series of American initiatives—the European Recovery Program, the North Atlantic Treaty Organization, and the Mutual Defense Assistance Program. Novera is the current director of the Center for Portuguese Studies and Culture, as well as the faculty director of the Ferreira-Mendes Portuguese American Archives at the University of Massachusetts Dartmouth.

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Daniel Georgianna is chancellor professor emeritus in economics at the University of Massachusetts Dartmouth, where he taught for thirty-five years. He is the author of over thirty journal articles and chapters in books, over thirty-five monographs, and over 150 newspaper and magazine articles and has successfully completed over twenty government research grants. He is the coauthor with Roberta Aaronson of *The Strike of '28*, a book that focuses on the role of immigrants, especially from Portugal, in the strike. He is also the coauthor with his grandson Sebastian Georgianna of the article on Portuguese Americans in the *Encyclopedia of the American Left*, revised in press.

PENN REEVE

Penn Reeve is professor emeritus of sociology and anthropology at the University of Massachusetts Dartmouth. He specializes in social inequality, ethnicity, and labor issues and has conducted research in Brazil, the Azores, and the Alentejo, Portugal, and among Portuguese Americans in southeastern Massachusetts.

MIGUEL MONIZ

Miguel Moniz (Instituto de Ciências Sociais, Universidade de Lisboa) received the PhD in Anthropology from Brown University. His research and publications focus on mobilities of Portuguese-speaking migrants in North America examining racialization processes, ethnic group formation, labor practices, and civic associativism. Moniz scholarship has been supported by projects funded through the Fulbright Foundation, Fundação para a Ciência e Tecnologia (FCT), Fundação Luso Americana (FLAD), European Research Council (ERC), and the National Endowment for the Humanities, among other grant institutions. Additionally, he creates programs linking academic

research to community social justice issues, including through the Migrant Communities Project, a 501(c)(3) non-profit where he is Executive Director. Working on the ERC *Colour of Labour* project (2016-2018) Moniz examined racialization processes through the law, unionization, associativism, and political community building.

NELSON H. VIEIRA

Nelson H. Vieira, emeritus professor of Portuguese and Brazilian studies and Judaic studies at Brown University, is American founding editor of the journal *Brasil/Brazil*, and former president of Latin American Jewish Studies Association (1995-2002). His current research focuses upon fiction by Brazilian Jewish voices as well as narratives by contemporary Brazilian authors. Among his major publications are *Contemporary Jewish Writing from Brazil* (ed. and trans., 2009); *The Prophet and Other Stories* by Samuel Rawet (intro. and trans., 1998); *Jewish Voices in Brazilian Literature: A Prophetic Discourse of Alterity* (1995); and *Brazil and Portugal: The Reciprocal Image* (1991).

CARMEN RAMOS VILLAR

Carmen Ramos Villar is a senior lecturer in Hispanic studies in the School of Languages and Cultures at the University of Sheffield. Her doctoral thesis (2004) examined the theme of emigration in Portuguese literature, concentrating on the works produced by writers from the Azores Islands and from the Azorean American community. Since then, her research interests have centered on Azorean and Portuguese American literature. She is currently looking at autobiographical writings and biographical studies of the Portuguese migrant community in the United States.

KADY PHELPS-EL MERNISSI

Kady Phelps is the development and communications manager at Bread & Roses Housing, Inc., in Lawrence, Massachusetts. She spearheads fundraising and communication efforts to create and preserve affordable housing opportunities for low-income families using a community land trust model. Kady's research emphasizes how immigration, gender, and social activism impact community structures. She coauthored exhibits such as *Continuity and Change in the Mill City's Portuguese Community* and *Remembering St. Joseph's Hospital*. Previously, she served as an advisor for immigrant youth in Lowell, Massachusetts, managing academic and support services for them. Kady earned a BA and MA in history from UMass Lowell.

CAMILO VIVEIROS

Camilo Viveiros is a labor educator at the UMass Dartmouth Labor Education Center conducting trainings on organizing, direct action, base building, and social movement strategy for grassroots efforts of students, workers, tenants, youth, immigrants, people of faith, LGBTQ+ groups, seniors, housing and welfare rights organizations, racial justice activists, and environmental justice activists. He uses history, theater, and the arts to educate people about social and labor movements. Viveiros facilitates community-based research, including participatory action research, and fosters intergenerational oral histories focused on gathering organizing lessons. Camilo grew up in a working-class immigrant family from the Azores, learning firsthand from an early age the need for immigrant, racial, and economic justice.

ONÉSIMO TEOTÓNIO ALMEIDA

Professor of Portuguese and Brazilian Studies at Brown University, Onésimo Teotónio Almeida holds a PhD in philosophy from Brown. He teaches Portuguese cultural and intellectual history, and he was department chair for twelve years. He also teaches in the Center for the Study of the Early Modern World, as well as a university course on values and worldviews for the Wayland Collegium, also at Brown. Author and editor of numerous books, his most recent was *O Século dos Prodígios. A Ciência no Portugal da Expansão*, the winner of four prizes. He was elected to the Academia da Marinha (Lisbon), to the Academia Internacional de Cultura Portuguesa (Lisbon), and to the Portuguese Academy of Sciences. He received honorary degrees from the University of Aveiro and Universidade Lusófona, Lisbon, Portugal.

FRANK SOUSA

Frank F. Sousa is Professor of Portuguese, Portuguese Program Coordinator, and Director of the Saab Center for Portuguese Studies at the University of Massachusetts Lowell. He is the author of the often-cited *O Segredo de Eça: ideologia e ambiguidade em A cidade e as serras*. From 2003 to 2013, he was general editor of the first 23 volumes in the Portuguese in the Americas Series, published by Tagus Press at UMass Dartmouth, which he founded. He has twice been a Fulbright Scholar at the National Library in Lisbon, Portugal. He is the supervisor of the Portuguese American Digital Archive at UMass Lowell, developed with consecutive \$300K grant awards (2020, 2023) from the William M. Wood Foundation. At UMass Dartmouth, he proposed and led the efforts to establish the Summer Program in Portuguese (1994), the

Center for Portuguese Studies and Culture (1996), the Department of Portuguese (2000), the Hélio and Amélia/FLAD Visiting Professor in Portuguese Studies Endowment (2001), the Ferreira Mendes Portuguese-American Archives Endowment (2005), the Ferreira-Mendes Portuguese-American Archives in 2009, and the Portuguese American Digital Newspaper Collections (2009). He is a Comendador da Ordem do Infante D. Henrique, an honor bestowed upon him by the President of Portugal in 1997. He received the President's Public Service Award from the University of Massachusetts in 2000 and the Medalha de Mérito from the Government of the Autonomous Region of the Azores in 2010.

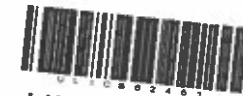
M. GLÓRIA DE SÁ

M. Glória de Sá is a retired sociologist who taught in the Department of Sociology and Anthropology at the University of Massachusetts Dartmouth, where she also was the faculty director of the Ferreira-Mendes Portuguese-American Archives and a member of the Center for Portuguese Studies and Culture. A Portuguese immigrant herself, she devoted most of her academic career to studying and writing about the process of socioeconomic adjustment of the Portuguese in the United States. She received a PhD in sociology from Brown University and has been involved with many Portuguese American organizations.

ANDREA KLIMT

Andrea Klimt is an anthropologist at the University of Massachusetts Dartmouth. Her research interests include the formation of class, identity, and community across the Portuguese diaspora, especially in Germany and southeastern New England. Most recently, she founded the Fall River Portraits project, which brings together students and Fall River residents in a collaborative effort to photograph the people and diverse neighborhoods of Fall River, Massachusetts.

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