

## **History of Brazil, 1889-Present**

**HISTORY 121B**

**Professor Jessica Graham**

**TR 5-6:20 pm, Cognitive Science Building, Rm. 002**

**Office Hours: Monday and Wednesday, 11:30am-1:00pm, H&SS 6016**



*Diretas Já rally against military dictatorship (1983-84)*

This course focuses on the history of Brazil, a country now considered to be a rising world power, from 1889 to the present. With the world's fifth largest population, sixth largest economy, vast resources, growing middle class, complicated race relations, shocking disparity between rich and poor, and world-famous Carnival and soccer, Brazil has garnered tremendous attention globally. Obviously, Brazil's international clout has only grown as it prepares to host the 2014 World Cup and the 2016 Olympic Games. In this course we will dig into contemporary historical factors that have made Brazil's label as a rising nation both surprising and somewhat overdue. We begin with the demise of Brazil's monarchy and slavery, and end with both good and bad news about Brazil's current fight to end poverty. What occurred in between these phenomena has marked the nation to this day, including: two periods of dictatorship; huge waves of immigration from Europe and Asia; participation in both World Wars; the development of a "national" music; and social and racial tensions. Thus, the course will be a study of the cultural, political, racial/ethnic, and economic components that simultaneously clashed and congealed to make the Brazilian nation. As such, the course will also be a case study of obstacles overcome and advantages capitalized upon in order to create a modern nation.

Although having completed History 121A will benefit students, it is *not* a prerequisite. Students may also enroll in 121A *after* completing 121B.

The class format is largely lecture-based, but discussion will at times be included to increase student participation, engagement, and learning. Extra credit presentations are an option for all students as well. (See “evolving syllabus” below.) The use of multimedia such as images, film excerpts, and/or music will also be incorporated regularly.

### ***COURSE REQUIREMENTS:***

#### **Map Quiz = 10%**

Students will have 15 minutes to fill out a blank map of Brazil. (NOTE: Students who have taken 121A will have TEN minutes to complete the map quiz.) Students that successfully identify at least 20 of Brazil’s 26 states, 10 of its state capitals, 5 environmental features (rivers, bays, etc.), federal capital Brasília, and all of Brazil’s neighboring countries will receive a 100% score. Minor spelling errors will be tolerated. Please refer to the TED site to see the details of the map quiz and a link to a map of the states and their capitals. Other features can be found via reliable web tools like Google Maps, etc.

**CHALLENGE:** Students that successfully identify ALL Brazilian states and capitals, at least 10 environmental features, Brasília, and all South American countries will earn one extra credit point towards their final grade.

#### **Midterm Exam = 20%**

Students will choose to answer three of five questions for this written, in-class exam. Students will be given the five broad topics upon which the midterm will be based a week before the exam.

#### **Two Think Pieces (One pre-midterm, one post-midterm) = 10% each (20% total)**

Students must submit two 2-3 page double-spaced think pieces that elaborate on some aspect(s) of the required readings on two days of their choice. *The think piece must correspond to the readings assigned on that day.* One of these think pieces must be submitted before the midterm; the other must be submitted after the exam. The think pieces must engage the readings and use citations (either parenthetical or footnotes). Some suggested questions to help guide, but not limit students in the writing of their think pieces are: What surprised (didn’t surprise) you about the reading(s)? How do you see the reading(s) as applicable to today’s world? What do you think the author got right? Wrong? How do you assess the methods the author used to come to his/her conclusions? How has the reading altered or strengthened arguments posed in past reading assignments, either in this or in other classes? Students must email think pieces **before** or hand them in hard copy at the **beginning** of the corresponding class.

#### **Final Paper = 35%**

Final papers must be 7-9 pages, double-spaced, and will be based upon one of five themes the professor will post at the end of Week 7. The themes will be relatively broad and will indicate the readings from the class syllabus that students *must* include in their final paper. In addition to these in-class sources, students must do research and find, at least one book and an article, OR three articles to include in their final research paper. *Students must e-mail the theme they have selected and their list of outside sources to the professor by 10am on Friday of Week 9.*

#### **Participation = 15%**

Although this is largely a lecture-based course, class participation is an important aspect of your learning and, therefore, your grade.

Attendance is one aspect of your participation. Each student is given one “freebie” and one pre-notified absence for the quarter. In other words, one class missed with no explanation will not affect a student’s participation grade. Students may skip a second class without consequence, as long as they notify the professor via email *before* class begins. (I.e., “Professor, I am studying for three midterms this week and won’t be able to make class today.”) Any subsequent absences will only be excused with a doctor’s note or some other documentation that explains the absence. Students’ participation grade will be reduced one third (i.e., from a B+ to a B) if they fail to provide such documentation for these absences.

Engagement is another critical aspect of each student’s participation grade. Engagement ranges from taking part in class discussions, to coming to class prepared, taking notes, and *thinking critically* about the material and topics at hand. Engagement does *not* mean talking to classmates/friends during class (unless it’s a brief exchange about the material covered), texting, Facebooking, tweeting, emailing, watching sports online, or engaging in any other forms of social media/entertainment/communication. Such activities do not only compromise the student’s own learning, but also distract surrounding students and the professor (who can usually discern between the face and behavior of a student reading the most recent hashtags and the student who is taking notes on Brazilian nationalism). Studies show that students will not cease to exist if they fail to engage in social media for 1.5 hours at a time, contrary to popular belief.

**The Evolving Syllabus** – Students are encouraged (not required) to keep an eye out for materials in their daily lives that are relevant to our class topics. Students should send such materials to the professor to be posted on TED. These materials may include articles from scholarly or popular journals, Youtube clips, music, etc. They will be considered an informal part of our syllabus, and any student may use *one* of them as a source for their final paper (with approval from the professor). Students who find such material, write a 2-3 page response paper, and give a 5 minute presentation on the material and its relevance to our course can earn up to 1.5 extra credit points. A maximum of two students per day can give such presentations on a first come, first served basis. Each student may give only *one* extra credit assignment during the quarter, however students can share an unlimited amount of evolving syllabus material on TED and are encouraged to do so to improve their participation grade. Again, this is not a requirement.

**FINAL PAPERS ARE DUE THURSDAY, MARCH 21<sup>st</sup>.**

***REQUIRED BOOKS:***

Levine, Robert, *Father of the Poor? Vargas and his Era*. Cambridge: Cambridge University Press, 1998.

(Two copies have also been placed on reserve at Geisel Library.)

***SUGGESTED READING:***

Students are encouraged to consult any one of the many books that provide a general and broad summary of Brazilian history. Two copies of one such published survey of Brazilian history is on reserve at Geisel Library:

Meade, Teresa. *A Brief History of Brazil*. New York: Facts on File, 2003 and 2010.

**Codes:**

**RG** – On Reserve at Geisel Library

**ER** – Electronic Reserve (accessible from course TED site)

**JSTOR** – Article found on library's website via JSTOR, the online archive of academic journals

**IL** – Internet link from a site other than JSTOR

**WEEK ONE** (1/8-1/10)

**Day One:**

Introductions, review of course goals and requirements, etc.

***The First Republic, 1889-1930***

**Day Two: *Abolition and the Birth of the Republic***

Steven Topik, "Brazil's Bourgeois Revolution?" in *The Americas*, Vol. 48, No. 2 (Oct. 1991), pp. 245-271. **ER/JSTOR**

<http://www.jstor.org/stable/pdfplus/1006826.pdf>

Kit McPhee, "'A New 13<sup>th</sup> of May': Afro-Brazilian Port Workers in Rio de Janeiro, Brazil, 1905-18," in *Journal of Latin American Studies*, Vol. 38, No. 1 (Feb. 2006), pp. 149-177.

**ER/JSTOR**

<http://www.jstor.org/stable/pdfplus/3875651.pdf>

**WEEK TWO** (1/15-1/17)

**Day One: *Rubber and the First Republic's Economy***

Barbara Weinstein, *The Amazon Rubber Boom, 1850-1920* (Stanford: Stanford University Press, 1983), pp. 192-212 (Chapter 7). **ER**

Bradford Barham and Oliver Coomes, "Wild Rubber: Industrial Organisation and the Microeconomics of Extraction during the Amazon Rubber Boom (1860-1920)," in *Journal of Latin American Studies*, Vol. 26, No. 1 (Feb. 1994), pp. 37-72. **ER/JSTOR**

<http://www.jstor.org/stable/pdfplus/157858.pdf>

**Day Two: *Discontent in the 1920s***

James Woodard, "History, Sociology and the Political Conflicts of the 1920s in São Paulo, Brazil," in *Journal of Latin American Studies*, Vol. 37, No. 2 (May 2005), pp. 333-349.

**ER/JSTOR**

<http://www.jstor.org/stable/pdfplus/3875689.pdf>

Eugenio Garcia, "Antirevolutionary Diplomacy in Oligarchic Brazil, 1919-30" in *Journal of Latin American Studies*, Vol. 36, No. 4 (Nov., 2004), pp. 771-796. **ER/JSTOR**

<http://www.jstor.org/stable/pdfplus/3875539.pdf>

## ***The First Vargas Era, 1930-1945***

### **WEEK THREE (1/22-1/24)**

**Day One:** *Getulio Vargas and the 1930 Revolution* **MAP QUIZ** (at beginning of class – do not be late!)

Robert Levine, *Father of the Poor? Vargas and His Era* (Cambridge: Cambridge University Press, 1998), 1-49. **RG**

### **Day Two: *The Estado Novo***

Levine, *Father of the Poor?*, pp. 50-74. **RG**

Karl Loewenstein, *Brazil under Vargas* (New York: The Macmillan Company, 1942), pp. 46-49; 285-309; 369-373. **ER**

### **WEEK FOUR (1/29-1/31)**

### **Day One: *Immigrant Communities During WWII***

Karl Loewenstein, *Brazil under Vargas*, pp. 187-204. **ER**

Jeffrey Lesser, *Negotiating National Identity: Immigrants, Minorities, and the Struggle for Ethnicity in Brazil* (Durham and London: Duke University Press, 1999): pp. 115-146 (Chapter 5). **ER**

## ***Redemocratization (1945-1964)***

### **Day Two: *Redemocratization and the Estado Novo's Legacy***

Levine, *Father of the Poor?*, pp. 75-128 (Chapters 4, 5, and PART of 6). **RG**

### **WEEK FIVE (2/5-2/7)**

### **Day One: *Gilberto Freyre and Racial Democracy***

Gilberto Freyre, *Brazil: An Interpretation* (New York: Alfred A. Knopf, 1945), 91-141. **ER**

*Brazil Reader*, pp. 379-381. **ER**

### **Day Two: *Samba and Creating a National Culture***

Hermano Vianna, *The Mystery of Samba: Popular Music and National Identity in Brazil*, John Charles Chasteen, trans. (Chapel Hill and London: University of North Carolina Press, 1999), pp. xvii-xviii; 10-16; 32-42; 77-92. **ER**

**Film Viewing (TBD)**

### **WEEK SIX (2/12-2/14)**

### **Day One: MIDTERM EXAM**

**Day Two: *Two Sides of Urban Modernization: Brasília and “Favelas”***

Robert Alexander, *Juscelino Kubitschek and the Development of Brazil* (Athens: Ohio University Center for International Studies, 1991), pp. 213-235 (Chapter 11). **ER**

Carolina Maria de Jesús, *Child of the Dark: The Diary of Carolina Maria de Jesús* (New York: New American Library, 1962), pp. 7-15; 32-56. **ER**

**WEEK SEVEN (2/19-2/21)**

**Day One: *Deforestation and Environmental Concerns***

Shelton Davis, *Victims of the Miracle: Development and the Indians of Brazil* (Cambridge: Cambridge University Press, 1977), pp. 21-31; 47-61; 135-157 (Chapters 2, 4, & 9.) **ER**

***Military Dictatorship, 1964-1985***

**Day Two: *Soccer and Identity in Brazil***

Alex Bellos, *Futebol: The Brazilian Way of Life* (New York: Bloomsbury, 2002), pp. 1-4; 27-76 (Introduction and Chapters 2 & 3). **ER**

**WEEK EIGHT: (2/26-2/28)**

**Day One: *Military Dictatorship***

Catholic Church, Archdiocese of São Paulo, *Torture in Brazil: A Shocking Report on the Pervasive Use of Torture by Brazilian Military Governments, 1964-1979*, Jaime Wright, ed. (Austin: University of Texas Press, 1998), 3-9, 111-123, 173-207. **ER**

*Brazil Reader*, pp. 238-240. **ER**

**Day Two: *Opposition to the Military Dictatorship and Redemocratization***

Thomas Skidmore, *The Politics of Military Rule in Brazil, 1964-85* (Oxford: Oxford University Press, 1988), 73-79; 180-188; 204-206; 212-230. **ER**

Levine and Crocitti, *Brazil Reader*, 241-253. **ER**

**WEEK NINE (3/5-3/7)**

**Day One: *20<sup>TH</sup> Century Indigenous Identities***

Pirjo Kristiina Virtanen, *Indigenous Youth in Brazilian Amazonia: Changing Lived Worlds* (New York: Palgrave Macmillan, 2012), TBD. **ER**

*Brazil Reader*, pp. 436-440. **ER**

**Day Two: *The Landless Movement***

Gabriel Ondetti, *Land, Protest, and Politics: The Landless Movement and the Struggle for Agrarian Reform in Brazil* (University Park: Penn State University Press, 2008), pp. 140-192. **ER**

Levine and Crocitti, *Brazil Reader*, 264-267. **RH**

**WEEK TEN** (3/12-3/14)

**Day One: 21<sup>st</sup> Century Challenges under Lula and Dilma**

Thomas Skidmore, "Brazil's Persistent Income Inequality: Lessons from History," *Latin American Politics and Society*, Vol. 46, No. 2 (Summer 2004), pp. 133-147. **ER/JSTOR**  
<http://www.jstor.org/stable/pdfplus/3177177.pdf?acceptTC=true>

Polly Wilding, "'New Violence': Silencing Women's Experiences in the *Favelas* of Brazil," in *Journal of Latin American Studies*, Vol. 42, No. 4 (Nov. 2010), pp. 719-747. **ER**

Jens Glüsing, "Brazil is More Complicated than South Africa" *Spiegel Online International*, Oct. 18, 2012. **IL**

<http://www.spiegel.de/international/world/brazil-faces-challenges-in-preparing-for-2014-world-cup-a-861632.html>

**Day Two: 21<sup>st</sup> Century Successes as a BRICS Nation**

Larry Rohter, *Brazil on the Rise: The Story of a Country Transformed* (New York: Palgrave Macmillan, 2010), pp. 139-170. **ER**

Tina Rosenberg, "To Beat Back Poverty, Pay the Poor," *New York Times* (Opinionator), January 3, 2011. **IL**

<http://opinionator.blogs.nytimes.com/2011/01/03/to-beat-back-poverty-pay-the-poor/>

Eduardo Gómez, "Why Brazil's Response to AIDS worked," *CNN Opinion*, June 4, 2011. **IL**

[http://articles.cnn.com/2011-06-04/opinion/gomez.brazil.aids\\_1\\_aids-medication-aids-cases-aids-epidemic?\\_s=PM:OPINION](http://articles.cnn.com/2011-06-04/opinion/gomez.brazil.aids_1_aids-medication-aids-cases-aids-epidemic?_s=PM:OPINION)

**FINALS WEEK** (3/18-3/23)