

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

**HISTORY 121B**

**Professor Jessica Graham**

**TR 6:30-7:50pm, Mandeville B-150**

**Office Hours: Tuesday, 2:30-3:30pm, HSS 6016**



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

With the world's fifth largest population, sixth largest economy, vast resources, complex race relations, shocking disparity between rich and poor, and world-famous Carnival and soccer, Brazil has garnered tremendous attention globally. In this course we will dig into contemporary historical factors that have made Brazil such a fascinating and complicated country. We begin with the demise of slavery and Brazil's monarchy, and end with both good and bad news about Brazil's economic and political realities today. What occurred in between these historical moments has left an indelible mark on the nation, 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-state.

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

## **COURSE REQUIREMENTS:**

### **Map Quiz (Tuesday, April 18) = 15%**

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 geographic 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 TritonEd for the blank map and to see the study guide and a link to a good map of Brazil to study.

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

### **Midterm Exam (Tuesday, May 9) = 25%**

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

### **Participation and Clickers = 20%**

Although this is largely a lecture-based course, class participation is an important aspect of your learning and, therefore, your grade. Students who do not already own an iClicker must purchase one, register its ID number on our TritonEd page, and bring it to every class. (Because they are registered to the owner, students may NOT borrow someone else's Clicker.)

Attendance is half of your participation grade. Clicker questions will be used both to generate discussion and to track your participation. The attendance portion of your participation grade will match the percentage of Clicker questions you answer. *There is no right or wrong answer for the Clicker questions.*

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, tweeting, emailing, buying shoes online, or engaging in any other form of social media/internet activity/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 a series of tweets and the student who is taking notes on Brazilian nationalism).

**NO INTERNET OR CELL PHONE POLICY:** Students may use their laptops to take notes during lecture, but may not access the internet for any reason. Texting and use of cell phones is also prohibited in the classroom. 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.

**Final Paper (due Wednesday, June 14 at 4:30pm) = 40%**

Final papers must be 8-10 pages, double-spaced and will be based upon one of five themes I will post at the end of Week 6. 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 two books OR four articles to include in their final research paper. *Students must submit the theme they have selected, the specific topic they have chosen, and their list of outside sources to the professor by 10am on Friday of Week 8.* To submit this information (the theme, the specific topic, and the outside sources), please click on the “Final Paper Topic” journal link on TritonEd.

**The Evolving Syllabus** – As part of their participation 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 material to the professor to be inserted in the “Evolving Syllabus” folder on TritonEd. 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 towards their final grade. 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. Again, this is not a requirement but it will boost your participation engagement.

**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.

**READING ASSIGNMENTS:**

Most readings are posted on TritonEd as PDFs and are accessible by clicking on the “Content” link in the toolbar.

**WEEK ONE (4/4-4/6)**

**Day One:** Introductions, review of course goals and requirements, some facts about Brazil

## ***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.

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.

### **WEEK TWO (4/11-4/13)**

#### **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).

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.

#### **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.

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

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

### **WEEK THREE (4/18-4/20)**

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

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

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

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

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

### **WEEK FOUR (4/25-4/27)**

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

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

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).

## ***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).

### **WEEK FIVE (5/2-5/4)**

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

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

*Brazil Reader*, pp. 379-381.

#### **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.

### ***Film Viewing***

### **WEEK SIX (5/9-5/11)**

#### **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).

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.

### **WEEK SEVEN (5/16-5/18)**

#### **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.)

## ***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).

### **WEEK EIGHT: (5/23-5/25)**

#### **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.

*Brazil Reader*, pp. 238-240.

**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.

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

**WEEK NINE (5/30-6/1)**

**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), 109-151.

*Brazil Reader*, pp. 436-440.

**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.

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

**WEEK TEN (6/6-6/8)**

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

TBD

**Day Two: 21<sup>st</sup> Century Challenges**

TBD