

History of Brazil
History 508:360
Rutgers University
Spring 2015
Monday & Wednesday 4:30-5:50
FH A6

Please note: Specific readings may change for Spring 2018, but the structure of the course will be similar.

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Office Hour:
Mon., 6:00-7:30 & Wed., 2:30-4:00
or by appointment

The History of Brazil explores the major themes of Brazilian history since independence. Brazil currently accounts for about half of Latin America, in population, geographic area and economic size. The country has experienced extremes in its history; and today it straddles the advanced and developing worlds. This course develops insight on how Brazil reached its current condition. It covers social, political, economic and cultural developments. The major themes that we will focus on include: the nature and effect of slavery on Brazil, the tensions between continuity/change and between individual/society in Brazilian history.

In addition to exploring historical questions that are important for Brazil (and many other nations,) this course focuses on developing your analytic skills: expressing persuasive ideas through written work, asking well-informed questions and working with others to build your ideas. You have many different types of activities that should help you to accomplish these goals. Please read the syllabus carefully; it includes:

- a description of the course and its [requirements](#)
- [readings](#) for the course (subject to change)
- a schedule of [class sessions](#) and assignments (subject to change)

I am available for any questions or discussion during office hours, by appointment, or at any time by e-mail. If you are not doing as well as you would like in the class, or have any concerns, your best course of action is to see me as early in the semester as possible.

Requirements for the course (with their respective proportion of your final grade) are as follows:

%grade

- 25 Mid-term essay (take home).
- 30 Final essay (take home)
- 15 Discussion of questions raised by the readings and class sessions. These will appear in Sakai (in the section labeled Discussions & Private Messages/Class Discussions. (You must post contributions within a week of the beginning of the discussion.) I will post questions or thoughts for your response.
- 30 Class participation. I take class participation seriously; and it can affect your grade. I evaluate class participation on the bases of the quantity and quality of your contributions to:
 - class discussions
 - short unannounced writing assignments in class (You need to be in class in order to submit

these assignments. No make-ups.)

Extra Occasionally, opportunities to earn extra credit may appear on my web site. When these credit opportunities arise, I announce the amount of credit, specific assignment and due date.

Readings for the course:

Textbook (available at Rutgers University Bookstore and at the Undergraduate Reserve Room of Alexander Library):

Meade, T. *A Brief History of Brazil*

Short readings available through the Readings folder in Resources tab of Sakai:

de Léry, J. *History of a Voyage to the Land of Brazil, Otherwise Called America*, Chs. 8, 18 & 19

Nazzari, M. "Favored Women, Subjected Indians: The Settlement of Pero d'Araujo's Estate in São Paulo (1637-40)" Boyer & Surling *Colonial Lives*, Ch. 11

Schwartz, S. "The Slaves' View of Slavery"

Conrad, R. *Children of God's Fire*,; Selected contemporary accounts on slavery, pp. 63-79.

Meznar, J. "Carlota Lucia de Brito: Women Power and Politics in Northeast Brazil"

Amado, J. Short selection from *Gabriela: Clove and Cinnamon*

Levine & Crocitti *The Brazil Reader*, Chapter IV, The Vargas Era; selected readings

Andrews, G. R. "Black Mobilization in Brazil" in Andrews & Chapman (eds.) *The Social Construction of Democracy*

NY Times, 5Apr. 2003 "Racial Quotas in Brazil Touch Off Fierce Debate"

Patai, D. *Brazilian Women Speak*, selected readings

de Melo Carvalho, M.L. "The Daily Lives of Women in Minas Gerais"

Perlman, J. "Catacumba" Chapter 3 of *Favela: Four Decades of Living on the Edge*

Barrionuevo, A. "In Rio Slum, Armed Militia Replaces Drug Gang's Criminality with its Own"
New York Times 13 June 2008

CLASS SESSIONS

NOTE: As you read, keep in mind the questions for each section that are on the syllabus (below.) They can help you to identify the major issues that you should consider. Class sessions will be combinations of lectures and group discussions. Use the questions on the syllabus as a guide for issues you should look for and think about as you do the readings.

21 Jan. Introduction – Why Brazil?

26&28 Jan. European “Discovery” & Indigenous Contact

Read Meade, Ch. 1

de Léry; History of a Voyage to the Land of Brazil, Otherwise Called America, Chs. 8, 18 & 19

Questions Do you agree with the following statement: "The settlement of Brazil was a colonization effort that took place within a larger trading system, whose features were already well defined by the time of Brazil's settlement."? Why or why not?

2 Feb. Film *The Mission*

4&9 Feb. Settlement, colonization and colonial life

Read 1st class of section: Meade, Ch. 2 and pages 63-66 of Ch.3

2nd class of section: Nazarri; "Favored Women, Subjected Indians: The Settlement of Pero d'Araujo's Estate in São Paulo (1637-40)" Boyer & Surling *Colonial Lives*, Ch. 11.

Question In the Chapter 2 of the text we learn that Portuguese settlement of Brazil required that the settlers involve peoples other than themselves in their efforts (specifically, Indians and Africans). How and why did they do so?

11&16 Feb. Slavery in the 18th & 19th Centuries

Read Meade, Ch. 3

Schwartz. S., "The Slaves' View of Slavery" Note: you must be signed into the Rutgers Library system in order to access this article.

Children of God's Fire, selected readings

Question Describe the circumstances of slave life that seem most important to you from the readings. Why was slavery important in Brazil?

CLASS SESSIONS

- 18,23 &25 Feb. Life in the 19th Century
- Independence
 - Culture & social norms in the country-side
- Read 1st class of section: Meade, Ch. 4, pp. 73-76
 2nd class of section: remainder of chapter
 3rd class of section: "Carlota Lucia de Brito: Women Power and Politics in Northeast Brazil"
- Questions How did events in Europe affect Brazilian independence? Was the independence of Brazil a Brazilian or European event?
- Based on all of these readings on the nineteenth century, how effective was government during the Brazilian Empire? What are the criteria that you use to determine your opinion?
- What was the "Paraguayan War"; and why was it important for Brazil?
- Use the reading on Carlota Lucia de Brito to discuss the relationship between family and politics in rural 19th century Brazil. How did gender relations play into the family & political mix?
- 2Mar. Transition to Free Labor & Republic
- Read Meade, Ch 5
- Question What were some of the most important changes that occurred within Brazilian society at the end of the 19th century?
- 4&9Mar. Becoming Modern in the Twentieth Century
- Read 1st class of section: Amado; Short selection from *Gabriela: Clove and Cinnamon* (This selection is 7 pages from a novel.)
 2nd class of section Meade Ch. 6.
- Question What were some of the major changes that affected the lives of Brazilians at the beginning of the 20th century?
- Midterm essay questions will be posted after class of 9 March.
- 11 Mar. MIDTERM QUESTION SESSION
- Midterm essay is due in Sakai assignment box by beginning of class time on 23 March.**
- 16&18 Mar. **Happy Spring Break!**
- 23 Mar. Brazil gets BIG: The Vargas Regime
- Read Meade, Ch. 7
 Levine & Crocitti; *The Brazil Reader*, Chapter IV, The Vargas Era; selected readings
- Question Define the terms populism, nationalism, and corporatism. What was their importance in constructing the national State during Getúlio Vargas' governments.

CLASS SESSIONS

25-30 Mar. 21 Years of Military Dictatorship

Film *Capital Sins*

Read Meade, Ch. 8

Question The two major justifications that the military offered for the coup of 1964 were the needs to eliminate Communism and to control the economy. Consider how these issues were important throughout the years of the dictatorship. How did the positions of the government change throughout the dictatorship? And, did the military represent a “united front” on these issues? Include insights from the video *Capital Sins*, as appropriate.

1, 6 & 8 Apr. Various Brazilians in the Twentieth Century

Racial Democracy?

Read “Black Mobilization in Brazil” in Andrews & Chapman (eds.) *The Social Construction of Democracy*

NY Times, 5 April 2003 “Racial Quotas in Brazil Touch Off Fierce Debate”

Question Based on these readings (and others that we have done for this class and on earlier discussions) why have some Brazilians characterized Brazil as a “racial democracy”? Drawing on our readings and discussions through the semester, do you agree that Brazil is a “racial democracy”; why or why not?

Gender Relations and Brazilian Women

Read Patai, *Brazilian Women Speak*, selected readings

de Melo Carvalho, M.L., “The Daily Lives of Women in Minas Gerais”

Question Consider the ways in which the position of women in modern Brazil has been shaped through the Brazilian historic experience. Some of the possible issues to take into account include: political power, family structure, personal independence – along with many others.

13-20 Apr. Urban Reality & Popular Culture

Read 1st class of section: Perlman, “Catacumba” Chapter 3 of *Favela: Four Decades of Living on the Edge* and Barrionuevo. “In Rio Slum, Armed Militia Replaces Drug Gang’s Criminality with its Own” *NYTimes* 13June08

2nd class of section: Meade, Ch. 9

Question Describe social relations in modern urban Brazil. Some of the issues that you may wish to consider include: relations between social classes, the continuity of Afro-Brazilian cultural and social legacies, the nature of urban poverty, or the role of community organization in the favelas.

Film *City of God*

CLASS SESSIONS

- 22-27Apr. Brazil at the beginning of the Twenty-first Century
Read Meade, Ch. 10
“The Games: The World Cup and the Olympics
Question Why is it that hosting the 2014 World Cup and 2016 Olympics is important to Brazilians? What are the controversies in hosting these games?
- 29 Apr. What is different?
Final essay questions will be posted after class on 29 April.
- 4 May Conclusion