

Hist 0970B
Professor James N. Green
Thursdays, 4:00-6:30
Watson Institute, Room 114

Office Hours:
Tues. 1:00-2:00, 130 Angell St., Rm. 104
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TROPICAL DELIGHTS: IMAGINING BRAZIL IN HISTORY AND CULTURE



Course Description:

This introductory and interdisciplinary course in Brazilian history and culture will consider different ways foreigners and Brazilians have understood that country over the last five hundred years. The seminar will offer students the opportunity to engage in a detailed examination of another country and its cultures in order to provide them with insights into the complex social, racial, and cultural matrixes that have shaped Brazilian national identities. At the same time, the seminar will examine the ways that travelers and visitors have described and disseminated different ideas about Brazil through travelogues and other accounts. The seminar will introduce first-year students to historical approaches to analyzing the past through the use of primary documents to understand how historians critically assess these materials in developing historical narratives. The course will combine the use of first-person accounts, memoirs, essays, movies, visual arts, nineteenth-century travelogues, documents, and historical studies to untangle the complicated constructions of how notions and images of Brazil have been shaped and reconfigured over time by intellectuals, visitors, and ordinary people.

Seminar's Goals and Expectations

This is an intensive first-year seminar designed to strengthen your skills in critical reading, reflective writing, and articulate discussion about complex historical and cultural issues. A seminar is a special opportunity for you to participate in an in-depth consideration of a specific topic through engaged reading, active discussion in the classroom, analytical viewing of media, and reflective writing on assigned topics.

Students must attend *all* seminar meetings and participate dynamically in the discussion of *all* of the readings. As a way of encouraging and developing your talents in stimulating classroom discussion, you and a partner will co-lead seminar sessions over the course of the semester. In addition to the regular seminar requirements, you must view **two** films during the CineBrasil Film Festival (October 15-17) and write a two one-page *analyses* of the movies. We will also view two other films as part of the seminar assignments. These movies can be requested at Information Desk at the Friedman Center on Level A of the Science Library; they will also be placed on the course website. There will also be a group viewing of each film. In addition, you must attend **two** lectures or Brazil seminar events that are a part of the Brazil Initiative and write one-page reflections on each event. You will receive a Fall 2014 Calendar of Events of the Brazil Initiative with information about the different activities about Brazil being organized at Brown this semester.

We will be participating in the **Writing Fellows Program** that will offer you the special opportunity to have a trained writing fellow work with you on your essays. Writing Fellows are carefully selected, based on their writing ability and interest in helping other students. You will be required to submit an initial draft of Essay #1 and #2 to your Writing Fellow on the date indicated in the syllabus, schedule a meeting with the fellow to discuss your essay, and then submit your initial and final draft to the professor on the due date. You will also be required to fill out a Writer Response Sheet at the time that you submit your draft to the Writing Fellow.

Required Reading (In the order that we will be reading these books):

We will have an average of 125 to 150 pages of reading a week. You must do *all* of the reading to be successful in this seminar. These books are available at the Brown Bookstore:

- Skidmore, Thomas E. *Brazil: Five Centuries of Change*, 2nd ed. New York: Oxford University Press, 2009.
- Toussaint-Samson, Adèle. *A Parisian in Brazil: The Travel Account of A Frenchwoman in Nineteenth-Century Rio de Janeiro*. Edited and introduced by June E. Hahner. Wilmington, Del.: Scholarly Resources, 2001.
- Guillermprieto, Alma. *Samba*. New York: Vintage Books/ Random House Inc., 1990.
- Jesus, Carolina Maria de. *Child of the Dark: The Diary of Carolina Maria de Jesus*. New York: Mentor, [1962], 2003.
- Levine, Robert M. and José Carlos Sebe Bom Meihy. *The Life and Death of Carolina Maria de Jesus*. Albuquerque: University of New Mexico Press, 1995.
- Hecht, Tobias. *At Home in the Street: Street Children of Northeast Brazil*. London: Cambridge University Press, 1998.
- Gay, Robert. *Lucia: Testimonies of a Brazilian Drug Dealer's Woman*. Philadelphia: Temple University Press, 2005.
- A selection of articles that will be on the **Canvas course website**.

Required Out-of-Class Films:

- ➔ *Four Days in September* (1997)
- ➔ *City of God* (2003) or *Tropa de Elite* (2007)

Assessment:

1. **20% Classroom participation.** Because this course will be organized as a seminar, you are expected to participate actively in classroom discussion. All readings and film viewings should be completed *prior* to the date of the seminar for which it is assigned. Students will be

asked to co-lead discussions of required articles or books. *If you are timid about contributing to the classroom discussion, you **must** speak to me about this early in the semester so that we can identify ways to overcome your reticence to participate in the discussion.*

2. **10 % Essay #1.** You will write a five-page essay about an outsider's view of Brazil. You will select and read a travelogue or travel narrative by someone who journeyed to Brazil in the nineteenth or early twentieth century. Your essay should critically assess the tone, style, content, and perspectives of the traveler's account and not merely summarize the travelogue or the author's observations. The essay should have a main argument or arguments and supporting points that sustain that thesis. You can find Brazilian Travelogues at the Brown University Website: <http://library.brown.edu/cds/travelogues/> You should first look at the browse option. Then look at the sample essays to get a sense of the kind of work that you might do.

3. **10 % Essay #2.**

Option No. 1: Analysis of a full-length feature article on Brazil. You will choose a full-length feature article from a news magazine about Brazil *in the twentieth-century* and write a five-page essay about that coverage of Brazil. The essay should not simply summarize the article but rather engage in a critical analysis of the journalist's point of view, the way s/he presents a particular perspective about Brazil, the secondary arguments presented, and the overall tone of its representations of the country, its people, the culture, and/or the topic(s) of the article. The essay should have a main argument or arguments and supporting points that support that thesis. I will provide you with a guide for finding different kinds of articles.

Option No. 2: Analysis of U.S. government documents on the Brazilian military dictatorship. Brown University has initiated the "Opening the Archives Project." This is a multi-year international collaboration with the State University of Maringá, Paraná; the Brazilian National Archive; the U.S. National Archive and Record Administration; and the National Security Archive in Washington, D.C. to digitize, index, and make available on the Brown University website tens of thousands of documents from the U.S. State Department and other U.S. government archives that cover the period from 1963 to 1976, a period in which Brazil was under a military dictatorship. For this paper, you need to choose a specific topic related to the Brazilian military regime and then seek a cluster of at least five documents from the U.S. State Department files that analyze U.S. government officials' readings and analyses of that specific theme, topic, or event. Your paper should have a main argument or thesis, along with secondary arguments that support your main points. It should not be merely descriptive but critically analytical about the points of view of U.S. policymakers and how they understood Brazil during this period. **I would be delighted to help you with a theme. See: <http://library.brown.edu/openingthearchives/>**

4. **30 % Research paper.** You will be expected to write a *ten-page* research paper (12 pt. font, double spaced) with at least *five* sources, **including two primary sources**, about some aspect of the way *outsiders* view Brazilian history, culture, and society. Your work must be original, in the correct format, and with proper citations. The research paper should have a thesis and supporting arguments. Over the course of the semester, we will review aspects of writing the paper, including how to properly cite your work, prepare a bibliography, and write an excellent research paper.

5. **10 % Reflection Essays on Films Assigned for the Seminar.** You will be expected to turn in *two* one-page reflective essays on the films assigned for outside viewing as part of the course syllabus. You should *not* summarize the plot, but rather offer analytical or critical reflections on the *content* of the film. These assignments will be graded pass/fail. They must be turned in by the date and time indicated on the syllabus.
6. **10% Reflection Essays of two films from the CineBrasil Film Festival, October 16-18.** You will be expected to turn in *two* one-page reflective essays on two films from the CineBrasil Film Festival. You should *not* summarize the plot, but rather offer analytical or critical reflections on the *content* of the film. These assignments will be graded pass/fail. They must be turned in no later than **Tuesday, October 21, 2014 at midnight.**
7. **10% Reflection Essays on the two lectures organized by the Brazil Initiative.** You will be expected to turn in *two* one-page reflective essays on the lectures assigned for outside attendance. You should present the lecturer's major argument and secondary arguments made during the presentation. These assignments will be graded pass/fail. They must be turned in no later than **Monday, December 1, 2014 at midnight.**

Weekly Course Assignments

- Week #1:**
Sept. 4
- Introduction to the Course**
Seminar discussion: How do we imagine Brazil in the United States?
- Overview of syllabus and course.
 - A view of the map.
 - Film (clips shown in class): *Saludo amigos* (1940)
- ⇒ How to read a document, prepare readings for the seminar and participate in discussions
- ⇒ Analysis of Doc. #2, Letter to King Manuel I of Portugal (1500) by *Pero Vaz de Caminha*
- ❖ End of Seminar Mini-lecture: Portugal and the Discovery of Brazil
- Week #2:**
Sept. 11
- Rainforests and Cannibals**
Seminar discussion: What are the different images of Brazilian indigenous peoples, past and present?
- Readings:***
- Skidmore, 1-36.
 - Doc. #1: Harald Schultz, "Blue-eyed Indian—A City Boy's Sojourn with Primitive Tribesmen in Brazil, *National Geographic*, July 1961. **On Canvas course website**
 - Doc. #2: Letter to King Manuel I of Portugal (1500) by *Pero Vaz de Caminha* **On Canvas course website**
 - Doc. #3: Jean de Léry, History of a Voyage to the Land of Brazil (1578) **On Canvas course website**
 - Doc. #4: Michel de Montaign, On Cannibals (1580) **On Canvas.**
 - Doc. #5: Anonymous, "A Description of the Tupinambá," (1587) **On Canvas.**
- Discussion leaders: _____ and _____.
- ⇒ What are our goals for this seminar?

❖ End of Seminar Mini-lecture: The System of Slavery in Brazil

Week #3:
Sept. 18

Sugar and Slavery

Seminar discussion: How is slavery portrayed by outside observers? What are the different motivations behind these descriptions of the institution and the conditions of slaves? What can we learn from these accounts? What are the silences in these versions of slave life in nineteenth-century Brazil?

Readings:

- Skidmore, 36-64.
- Doc. #6: Selections from Robert Edgar Conrad, *Children of God's Fire: A Documentary History of Black Slavery in Brazil* (Princeton: Princeton University Press, 1984). On course website.
 - A British Physician Describes the State of Africans upon Their Arrival in Brazil (1841-1843)
 - A British Clergyman's Impressions of the Valongo Slave Market in Rio de Janeiro (1828)
 - The Influence of Black and Mulatto Household Slaves upon the Character of the Brazilian Upper Class
 - The Scene Was Deeply Afflicting": A Britisher Describes the Punishment of a Slave at the Rio *Calabouço* Early in the Nineteenth Century
 - "This, Then, Is Not a Crime": The Trial of a Coffee Planter Accused of Brutal Punishment (1878).

Discussion leaders: _____ and _____.

⇒ Preliminary discussion about research topics

- ❖ End of Seminar Mini-lecture: "Innocence Abroad: The Foreigner's Eye"

Week #4:
Sept. 25

A European Traveler's View of Brazil

Seminar discussion: How is Brazil a Tropical 'Other'?

Readings:

- Skidmore: 64-70.
- Toussaint-Samson, Adèle. *A Parisian in Brazil: The Travel Account of a Frenchwoman in Nineteenth-Century Rio de Janeiro*. Edited and introduced by June E. Hahner. Wilmington, Del.: Scholarly Resources, 2001.

Discussion leaders: _____ and _____.

⇒ Second discussion about research topics

- ❖ End of Seminar Mini-lecture: "A Curious Empire and its Decline"

Tuesday, Sept. 30: First draft of Paper #1 due to Writing Fellow

Week #5:
Oct. 2

Abolition, Immigration, and the Whitening of Brazil

Seminar discussion: Why was Brazil so attractive for groups of immigrants from the United States?

Readings:

- Skidmore, 71-96.
- Art. No. 1: Charles Willis Simmons, "Racist Americans in a Multi-Racial Society: Confederate Exiles in Brazil," *The Journal of Negro History* 67:1 (Spring 1982): 34-49.
- Art. No. 2: Robert M. Levine, "Some Views on Race and Immigration during the Old Republic," *The Americas* 27, no. 4 (April 1971): 373-380.
- Art. No. 3: Teresa Meade and Gregory Alonso Pirio, "In Search of the Afro-American 'El Dorado': Attempts by North American Blacks to Enter Brazil in the 1920s." *Luso-Brazilian Review* 25: 1 (Summer 1988): 85-110.

Discussion leaders: _____ and _____.

- ✓ Brazil in the News in the Nineteenth Century: Student-chosen selections from a U.S. newspaper. You will choose a topic about Brazil in the nineteenth century and early twentieth century (1860-1910) covered by a U.S. newspaper that is available electronically through the Library. To find an article go to the Library Database and search for "Nineteenth-Century U.S. Newspapers" http://infotrac.galegroup.com.revproxy.brown.edu/itw/infomark/0/1/1/purl=rc6_NCNP?sw_aep=prov98893 Use the search word Brazil (or Rio de Janeiro, etc.) and a topic word that you are interested in to find selections.

You will be asked to briefly present the material in class.

⇒ Things to avoid in producing a well-written essay.

❖ End of Seminar Mini-lecture: "The Republic and Getúlio Vargas"

Week #6 **Oct. 9**

Brazil: The Country of the Future

Seminar discussion: Why and in what ways did Brazil become a symbol racial toleration?

Readings:

- Skidmore, 97-121.
- Doc. #7: Vera Kelsey, *Seven Keys to Brazil* (New York: Funk & Wagnalls, 1941).
- Doc. #8: Selections from Stepan Zweig, *Brazil: Land of the Future* (London: Cassell and Company, 1942).

Discussion leaders: _____ and _____.

⇒ Library resources for research papers

❖ End of Seminar Mini-lecture: "Brazil and the United States: 'A Special Relationship'"

Tuesday, October 14: Paper #1 due by 5:00 pm on the door of my office at 130 Sharpe St. Room 104. Please send an electronic copy of your final version to me: James_Green @brown.edu

Week #7
Oct. 16

United States and Brazil during World War II

Seminar discussion: What were the cultural effects of ‘that special relationship’ on Brazil and the United States?

In-class viewing and discussion: *Bananas is My Business* (1994)

Readings:

- Skidmore, 121-125.
- Begin reading Guillermoprieto, Alma. *Samba*. New York: Vintage Books/ Random House Inc., 1990.

Written research topic due.

- ⇒ Common grammatical, punctuation, and syntax errors in the essays.
- In-class showing of film clip of Carnival in Rio de Janeiro.
- ❖ End of Seminar Mini-lecture: “Notions of Race in Brazil”

CineBrasil Film Reflections due by Tuesday, Oct. 21 at midnight.

Please send to: James_Green@brown.edu

Week #8
Oct. 23

The Magic of Carnival

Seminar discussion: How can we understand the intersections of race, gender, sexuality, class, and nationalism in the expression of Rio’s *Carnival*?

Readings:

- Guillermoprieto, Alma. *Samba*. New York: Vintage Books/ Random House Inc., 1990.

Discussion leader: _____ and _____.

Research paper topic due at the beginning of the seminar.

- ⇒ What are primary and secondary sources? How do you format a bibliography?
- ❖ End of Seminar Mini-lecture: “Brasília, Development, and Modernization”

Week #9
Oct. 30

Brazil and Images of Poverty in the 1950s and 1960s

Seminar discussion: In what ways did Brazil become an international symbol of poverty and suffering in the ‘underdeveloped’ world?

Readings:

- Skidmore, 126-152.
- Jesus, Carolina Maria de. *Child of the Dark: The Diary of Carolina Maria de Jesus*. New York: Mentor, [1962] 1993. (Entire book)

Discussion leaders: _____ and _____.

⇒ Group discussion: How is the seminar going?

- ❖ End of Seminar Mini-lecture: “Poverty and Populism”

Bibliography of Primary and Secondary Sources Due in Seminar

Tues., Nov. 4: Paper #2 first draft due to Writing Fellow by 5:00 pm

Week #10
Nov. 6

Re-imagining Carolina Maria de Jesus

Seminar discussion: What more did we learn about this remarkable woman through a biography of her life and times? What do testimonials hide and reveal? *Readings:*

- Levine, Robert M. and José Carlos Sebe Bom Meihy. *The Life and Death of Carolina Maria de Jesus*. Albuquerque: University of New Mexico Press, 1995.

Discussion leaders: _____ and _____.

Bibliography of primary and secondary sources for research paper due

⇒ Questions about the politics behind the articles you have selected.

- ❖ End of Seminar Mini-lecture: “The Generals in Power”

Week #11
Nov. 13

Denouncing the Dictatorship

Seminar discussion: What new international images emerged about Brazil in the 1960s and 70s?

- In-class viewing and discussion: *Brazil: A Report on Torture* (1971).

Readings:

- Skidmore, 153-179.
- Art. No. 4: James N. Green, “Clergy, Exiles, and Academics: Opposition to the Brazilian Military Dictatorship in the United States, 1964-1974,” *Latin American Politics and Society*, 45: 1, (2003): 87-117.
- Doc. #9: Della Cava, Ralph. “Torture in Brazil.” *Commonweal* 62, no. 6 (April 24, 1970): 129+.
- Doc. #10 Lincoln Gordon, “Letter to the Editor,” *Commonweal* (August 7, 1970) and Ralph Della Cava, “Reply.”

Discussion leaders: _____ and _____.

➔ **Out-of-classroom film:** *Four Days in September*

✓ **One-page essay on *Four Days in September* due at the beginning of class.**

⇒ Beginning the research paper.

- ❖ End of Seminar Mini-lecture: “The Demise of the Dictatorship and Lingering Social Problems”

Paper #2 due on Tuesday, Nov. 24 by 5:00. on the door of my office.

Week #12
Dec. 20

Street Children in Brazil

Seminar discussion: How can we understand Brazilian street children as both a tragic reality and an object of international fascination?

Readings:

- Hecht, Tobias. *At Home in the Street: Street Children of Northeast Brazil*. London: Cambridge University Press, 1998.

Discussion leaders: _____ and _____.

⇒ Footnotes, endnotes, bibliography, citations, and proper formatting for the research paper.

❖ End of Seminar Mini-lecture: “Violence and Drugs”

Week #13

Nov. 27

Thanksgiving—no class

Dec. 1

Reflections on Brazil lecture and seminar series due by Monday, Dec. 1 at midnight. Please send them to James_Green@brown.edu

Week #14

Dec. 4

A Land of Drugs and Violence

Seminar discussion: Why has the pervasiveness of urban violence become the ubiquitous and unilateral portrayal of Brazil in the 1980s and 1990s?

Readings:

- Gay, Robert. *Lucia: Testimonies of a Brazilian Drug Dealer's Woman*. Philadelphia: Temple University Press, 2005.

Discussion leaders: _____ and _____.

➔ **Out of class film:** *City of God* (2003) or *Tropa de Elite* (2007)

✓ **One-page essay on *City of God* or *Tropa de Elite* due at the beginning of class.**

⇒ Final tips on writing the research paper.

Evaluation of seminar

Week #15

Ten-page research paper due on Friday, December 19 by 5:00 p.m.

The paper should be sent to: James_Green@brown.edu

MAJOR WRITING ASSIGNMENTS:

(1) Essay #1: Travelers' Accounts of Brazil

You will write a five-page essay about an outsider's view of Brazil. You will select and read a travelogue or travel narrative by someone who traveled to Brazil in the nineteenth or early twentieth century. Your essay should critically assess the tone, style, content, and perspectives of the traveler's account and not merely summarize the travelogue or the author's observations. For examples of essays, see the *Latin American Travelogues Project*, a Brown Faculty Digital Initiative. More than fifty travelogues about Brazil have been digitized by this project. <http://dl.lib.brown.edu/travelogues/> Patricia Figueiroa, the Scholar Resources Librarian and Curator of the Latin American Collection, will be more than willing to help you select a travelogue. You can find additional travel accounts under the Library of Congress subject headings:

- Brazil—Description and travel
- Rio de Janeiro (Brazil)—Description and travel
- Brazil—Social life and customs
- Travelers—Brazil—Diaries

Timeline:

⇒ Tuesday, Sept. 30: First draft of Paper #1 due to Writing Fellow

⇒ Tuesday, October 14: Paper #1 due by 5:00 pm in my office at 130 Angell Street, Room 104. Send an additional electronic copy to: James_Green@brown.edu

(2) Essay #2:

Option #1: Feature-length articles on Brazil. You should choose a comprehensive feature article on Brazil from a popular *twentieth-century magazine (not twenty-first)* and write a five-page analysis of its style, content, and tone as it portrays some aspect of Brazilian history or culture. Your task is *not* to summarize the article but analyze it critically. You should seriously consider supplementing the article you choose to analyze with other historical works, if necessary.

Option #2: Analysis of U.S. State Department Documents on Brazil. You should choose a set of five U.S. State Department documents in the “Opening the Archives” database on a specific topic and analyze their content in order to discuss U.S.-Brazilian relations during the military dictatorship (1964-85). Your essay should have a clear main thesis and secondary arguments and analysis.

Timeline:

⇒ Tuesday, Nov. 4: First draft of Paper #2 due to Writing Fellow

⇒ Tuesday, Nov. 25: Paper #2 due by 5:00 pm in my office at 130 Angell Street, 104. Please send me an electronic copy: James_Green@brown.edu

(3) Research paper on Brazilian history or culture. You may choose any time period or theme to develop a ten-page research paper on Brazilian history or culture that compliments a topic we discussed during the seminar or another one of your choice. The focus of the paper must be related to the ways people **outside** of Brazil understand the country. You must schedule a meeting with me to discuss the topic, your primary and secondary sources, and review expectations for the assignment. We will discuss proper citations, formatting, etc. in class.

Timeline:

⇒ Thursday, Oct. 23: Research paper topic due at the beginning of the seminar.

⇒ Thursday, Nov. 6: Bibliography of primary and secondary sources for research paper due at the beginning of the seminar.

⇒ Friday, December 19 by 5:00 pm: Sent the electronic copy to: James_Green@brown.edu

PLAGIARISM:

Brown University has a very strict Academic code and takes plagiarism very seriously. If you are not sure about academic honesty, please consult the Brown website or talk to me.

http://brown.edu/Administration/Dean_of_the_College/downloads/principles.pdf

I will report all plagiarism to the Dean of the College for disciplinary actions.

CITATIONS:

You papers must be correctly cited based on the footnote/endnote format using Chicago Manual of Style citations. If you do not know how to correctly cite your papers, please consult:

http://writing.wisc.edu/Handbook/PDF/chicago_turabian_uwmadison_writingcenter_june2013.pdf

