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 21st.

REQUIRED BOOKS:
(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:

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

Kit McPhee, “'A New 13th 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

WEEK TWO (1/15-1/17)
Day One: Rubber and the First Republic’s Economy


Day Two: Discontent in the 1920s

WEEK THREE (1/22-1/24)  
**Day One:** *Getulio Vargas and the 1930 Revolution MAP QUIZ* (at beginning of class – do not be late!)  

**Day Two:** *The Estado Novo*  
Levine, *Father of the Poor?*, pp. 50-74. **RG**


WEEK FOUR (1/29-1/31)  
**Day One:** *Immigrant Communities During WWII*  
Karl Loewenstein, *Brazil under Vargas*, pp. 187-204. **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*  

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

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

*Film Viewing (TBD)*

WEEK SIX (2/12-2/14)  
**Day One:** *MIDTERM EXAM*
Day Two: Two Sides of Urban Modernization: Brasília and “Favelas”


WEEK SEVEN (2/19-2/21)
Day One: Deforestation and Environmental Concerns

Military Dictatorship, 1964-1985

Day Two: Soccer and Identity in Brazil

WEEK EIGHT: (2/26-2/28)
Day One: Military Dictatorship

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

Day Two: Opposition to the Military Dictatorship and Redemocratization

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

WEEK NINE (3/5-3/7)
Day One: 20th Century Indigenous Identities

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

Day Two: The Landless Movement

Levine and Crocitti, *Brazil Reader*, 264-267. RH
WEEK TEN (3/12-3/14)

Day One: 21st Century Challenges under Lula and Dilma


Day Two: 21st 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


FINALS WEEK (3/18-3/23)