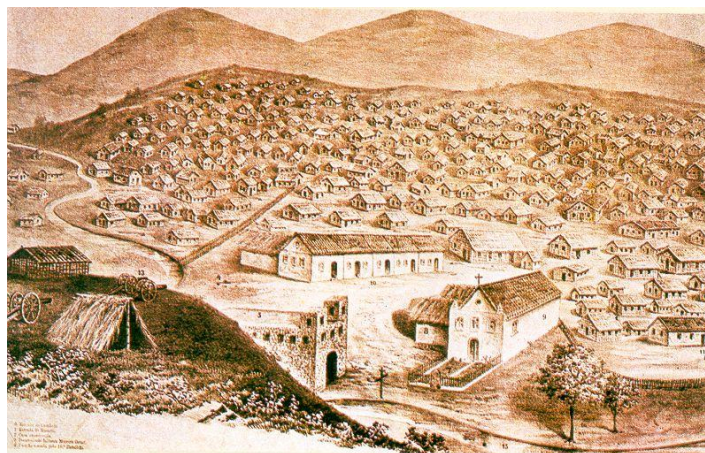


# *History of Brazil*

*History 312—Professor Robert Weis Spring 2012*

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Canudos, a millenarianist community that rebelled against the Brazilian Republic in 1896.

**Class sessions: T, Th 9:30-10:45**  
**Office Hours: T, Th: 11:00-12:00**  
**Office: 3295D Ross Hall**  
**Tel: 351-2098**  
**robert.weis@unco.edu**

## **COURSE DESCRIPTION**

This course examines the history of Brazil from the 16<sup>th</sup> century to the present. As this expansive temporal span suggests, we will not be able to cover all aspects of Brazil's rich and dynamic history. Instead, we will balance broad context with in-depth examinations of particular moments, themes and historical actors. Main themes include: the construction of a colonial society; the formation of the Brazilian nation-state; the multiple and shifting meanings of race; the various forms of political expression used by different groups; and social and cultural responses to dictatorship. In addition, we will examine primary historical sources, including texts, art, music, and film.

## **COURSE OBJECTIVES**

This is a reading and writing intensive class. Students will:

- Engage with central ideas and social structures in Brazilian history.
- Sharpen their reading skills, improving their ability to identify key arguments of monographs and primary documents.
- Improve their ability to write concisely and cohesively.

**REQUIRED READINGS** Books are available at The Book Stop and Barnes & Noble.

Skidmore, *Brazil: Five Centuries*  
 Sweet, *Recreating Africa*  
 Dean, *With Broadax and Firebrand*  
 Galvão, *Industrial Park*  
 Lins, *City of God*

### **Disability Statement**

Students with disabilities: Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

### **Honor Code**

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

### **UNC's Policies**

UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link <http://www.unco.edu/dos/handbookindex.html>

### **Attendance**

After two unexcused absences, I deduct *one point* from your grade. Excused absences are documented instances of sickness, family tragedy, and unexpected work changes.

### **ASSIGNMENTS AND GRADING**

Letter grades will be calculated according to the following break-down:  
 94-100 = A; 90-93 = A-; 87-89 = B+; 84-86 = B; 80-83 = B-; and so on.

***Class participation: 5%***. Come prepared to concentrate and contribute every session. This means arriving on time, doing the readings, asking questions, and making comments. It also means not doing things that drive professors crazy like texting and tweeting.

***Poster: 10%***

***Paper 1, due on : 15%*** 1,200 Words (approx. four pp.).

***Group Oral Presentation: 15%***

***Paper 2, due on : 20%*** 1,200 Words.

**Quizzes, Sept. 9, Oct. 31, Nov. 30: 15%** Three short quizzes to make sure you're not lost.  
**Final Exam, December 5: 20%** Eight brief essays comprehensive of semester.

IMPORTANT: All major assignments required to pass.

## **COURSE SCHEDULE**

### **Week 1. Portugal and European Expansion**

Reading: *Brazil: Five Centuries*, 1-40.

Discussion questions: Why was overseas expansion a “great national venture” for Portugal? How did the Portuguese occupy Africa? How did this compare with the early occupation of Brazil?

### **Week 2. Indigenous Brazil**

Reading: *With Broadax and Firebrand*, 1-116.

Discussion questions: How did Brazil function as a mirror of European civilization? How well did “civilization” take root in Brazil? Why?

Images: Paintings of Frans Post, first European artist in the New World.

Handout: Locations for map quiz.

### **Week 3. Slavery**

Reading: *Recreating Africa*, pp. 31-82; 119-160.

Discussion questions:

Images: “Slave Life in the Americas”

<http://hitchcock.itc.virginia.edu/Slavery/returnKeyword.php?keyword=Debret>

### **Week 4. Imperial Brazil**

Reading: *Recreating Africa*, pp. 191-230.  
*Brazil: Five Centuries*, 41-70.

Discussion questions: Did Brazil become independent in order to change its society or to remain the same? What grievances underlay the regional rebellions between 1822 and 1848? What do these rebellions say about who had power in Brazil?

### **Week 5. Economic Development and Society**

Reading: *With Broadax and Firebrand*, chapters 6-9.

Discussion questions:

### **Week 6. Abolition and Rebellions**

Reading: *Brazil: Five Centuries*, chapter 4.

### **Week 7. Immigration, Race and “Whitening”**

Reading: Documents (see Blackboard)

### **Week 8. Modernization and Millenarianism**

Reading: "The Psychiatrist" (see Blackboard)

### **Week 9. The First Republic**

Reading: *Brazil: Five Centuries*, chapters 5-6.

Discussion questions: Why was the First Republic known as “*café com leite*”? What made this alliance possible? What were sources of instability during this period?

Images: Tarsila do Amaral

### **Week 10. The Vargas Revolution and the Working Class**

Reading: *Industrial Park*

Discussion questions: How did the Vargas government seek to centralize power? What forces (i.e., regions, ideologies, groups) opposed centralization and/or Vargas? How did he overcome this opposition?

### **Week 11. High Modernism and the Making of Brasília**

Reading: *With Broadax and Firebrand*, chapters 11-15.

Discussion questions: In what ways did Brazil’s political vicissitudes after Vargas reflect global struggles related to the Cold War? In what ways did they reflect tensions peculiar to Brazil’s history?

Images: Brasília

### **Week 12. The Military Regime of 1964-1985**

Reading: *Brazil: Five Centuries*, chapter 7.

Discussion questions: According to the military regime, what were Brazil's main problems? What were the solutions? What kinds of space was there for opposition?

Music: Tropicália

### **Week 13. New Political Actors and Strategies**

Reading: *City of God*  
*Brazil: Five Centuries*, chapter 8.

### **Week 14. Brazil's "Racial Democracy"**

Reading: *City of God*

### **Week 15. Democracy and Development in the 21<sup>st</sup> Century**

Reading: *City of God*  
*Brazil: Five Centuries*, chapter 9.

**FINAL PAPER DUE ON OR BEFORE.**