Beyond Paradise: violence, performance and love in Brazilian culture
Rutgers University, Newark
812:360: Core Topics in Brazilian Studies
Classroom: Con 319
Spring 2020
Mondays 2:30-3:50 & Wednesdays 1-2:20

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Office Hours: M 1-2 (or by appt)

SYLLABUS

Description: An introduction to the culture of Brazil home to a number of ethnic groups from the Amazon jungles to the beaches of Rio and Bahia. Consideration of Brazil as a multicultural society, comparing it to other major settler societies of the New World, including the U.S. and the rest of Latin America. We will focus on representations of race and identity in Brazil, especially looking at important foundational and cultural myths through music, TV and literature. From Tropicália, to grass-root movements, education, to protests, we will cover Brazilian culture through a variety of media while taking a critical look at the ways literary, cinematic and cultural movements have contributed to the discussions surrounding the formation of the Brazilian national imaginary that has been often portrayed as either paradise on earth or pervaded by violence and conflict, from the arrival of the Portuguese until this day. We will consider Indian societies before and after contact, and we will compare slavery in the U.S. and Brazil. Why have race relations and definitions of race have developed differently in the two countries? We will look at authority, class, and violence. We will examine the culture of religion, sexuality, Carnival, music, and the media.

Readings will span historical and sociological material and will be complemented with films, literature, screenings, performances, and images.

Lectures: We will be covering both reading and visual and every class meeting, and attendance is essential. The PowerPoint slides used in each lecture will be available on the class website the following day. Viewing these slides is not a substitute for attending lecture – they will contain illustrations and topic headings, but the substance of each lecture will be delivered in class.

We will also watch some films over the course of the semester, and these will be part of the material covered by the exams. As they may not be available outside of class, either online or on reserve at the library, lecture may be your only opportunity to see them. I will make announcements both in lecture and via email the week before we watch them.

Texts:

Thomas E. Skidmore, Brazil: Five Centuries of Change, 2nd edition, Oxford University Press, 2010
Ruth Landes, The City of Women, 2nd edition, University of New Mexico Press,

Learning goals: historical, literary and social theory are modes of writing that can be enjoyed by anyone, without any special training. Students of these types of texts should be able to
read critically, becoming proficient in analyzing literature, history and social theory includes the following abilities:

- Reading and comprehending theoretical material about literature, cultural production, identity development, politics and cultural criticism
- Applying the theoretical material in the course to any cultural artifact about which one is reading
- Gaining the tools for analyzing the social, cultural and political issues that shape communities
- Grappling with historical and social dilemmas that require sensitive, careful critical commentary
- Learning to express one's analysis through cogent arguments and clear writing

You are expected to have completed the readings listed for each week prior to the Monday and Wednesday sessions. Please check the weekly reading assignment in the syllabus carefully, and be sure to allow plenty of time to complete them, as there are often over 100 pages assigned for a given week.

Although new copies of all five books may be expensive, many of them have been in print for several years, so you should have no difficulty acquiring used copies, if you prefer. However, you must ensure you get the assigned edition of each of these books, as significant changes may have been made between editions in all of them.

Copies of the books will also be on reserve at the Marriott library, for 3-hour check-out. You will need your student ID to check them out, as access will be limited to enrolled students.

**Grading:**

- Quizzes: 15%
- attendance: 15%
- midterm: 35%
- Final Exam: 35%

On weeks without exams, we will be doing short quizzes in class.

Each of the 2 exams (midterm and final) will include both objective questions (multiple-choice, matching, or true-or-false) and subjective questions (short-answer or paragraph-length essays). They may include any material from lecture or the textbook from that section. The final exam will be in a similar format, but will be comprehensive, although most of the questions will address the final section of the course.

There will be extra-credit essay questions available on the final exam, worth up to 5% of your course grade; that will be the only opportunity for extra credit in the course. Finally, there will be no make-up exams for any reason. If you have a legitimate, documented conflict (e.g., a note from your doctor, coach or program supervisor saying attendance is or was impossible) then you will be excused for that exam, and your grade will be calculated from the other components.

**SCHEDULE**

*Subject to change*

“**Reader**” refers to Levine & Crocetti 1999

**SECTION 1: THE ORIGINS OF BRAZIL – NATIVE AND COLONIAL (Beyond Paradise)**

**Week 1: Introduction to Brazilian Culture**

01/22 movie images and poems
**Week 2: Introduction to Brazil**

01/27 *Skidmore*, Introduction: A Brief Sketch of Brazil and its Place in the World, pp. 1-8; *Reader*, Introduction, pp. 1-9;
1: Origins, Conquest, and Colonial Rule, pp. 11-15

01/29 Movie “How Tasty was my Little Frenchman” in class.
*Skidmore*, Ch. 1: The Birth and Growth of Colonial Brazil, pp. 9-28;

**Week 3: Native Brazil**

02/03 Finishing the movie, discussion of the movie.
*Skidmore*, Ch. 2: Peoples and Dramas in the Making of the Colony, pp. 29-40;

02/05 *Reader*, Cayupo Legend, “The Origin of Fire,” pp. 16-19;
Anonymous, “A Description of the Tupinambá,” pp. 25-32;

**Week 4: Colonial and Imperial Brazil**

02/10 Movie “The Mission”, *Skidmore*, Ch. 3: From Colony to Independence as a Monarchy, pp. 41-70;

Antônio Vieira, “The Sins of Maranhão,” pp. 43-44;

**SECTION 2: RACE, SEX, AND SYNCRETISM (Violence and Love)**

**Week 5: Candomblé and Afro-Brazilian Culture**

02/17 *Landes*, Introduction (by Sally Cole), pp. vii-xxix;

02/19 Movie “The payer of Sins” in class; *Reader*, Maria Geralda Ferreira, “A Healer’s Story,” pp. 331-333;

**Week 6: Slavery and Brazilian Society**

02/24 cont. movie and discussion; *Landes*, I through IX, pp. 1-88;

Gilberto Freyre, “A Vanishing Way of Life,” pp. 91-92;

**Week 7: Race, Miscegenation, and the Myth of Racial Democracy**

03/02 Documentary in class; *Landes*, X through XVII, pp. 88-192;

03/04 *Reader*, VII: Race and Ethnic Relations, pp. 91-92;
José Clarãe, “A Letter from Brazil 1918,” pp. 354-358;
Week 8: Sex and Sexuality

03/09 Movie to be discussed. *Landes*, XVIII through XXIV, pp. 192-248;

03/11 *Reader*, VI: Women’s Lives, pp. 299-301;
Emília Moncorva Bandeira de Mello, “Aunt Zézé’s Tears,” pp. 302-307;
Carol Damian and Christina Mehrtens, “Tarsila and the 1920s,” pp. 308-316;

Week 9: Spring Break – NO CLASS (03/14-03/22)

SECTION 3: DICTATORSHIP, DEMOCRACY, AND DISSENT

Week 10: The Foundation of Modern Brazil

03/23 Film: “Four Days in September”
*Skidmore*, Ch. 4: The Making of “Modern” Brazil, pp. 71-96;

George Gardner, “Smuggling in the Diamond District,” pp. 52-55; George Gardner,
“The Baron of Parnaiba,” pp. 65-68;
Domingos José Gonçalves de Magalhães, “Uprising in Maranhão, 1839-1840,” pp. 69-75;

Week 11: Midterm

03/30: Review
04/01: Midterm

Week 12: Vargas

04/06 *Skidmore*, Ch. 5: Building to a Dictatorship and World War II, pp. 97-125;
Ch. 6: Returning to Democracy, for a While *until* “A New President, Juscelino Kubitschek, Elected,” pp. 126-140;

04/08 *Reader*, IV: The Vargas Era, pp. 149-155;
Oliveira Vianna, “Why the *Estado Novo*?” pp. 184-185;

Week 13: Dictatorship and Resistance

04/13 *Skidmore*, Ch. 6: Returning to Democracy, for a While *from* “A New President, Juscelino Kubitschek, Elected,” pp. 140-152;
Ch. 7: Rule of the Military, pp. 153-179;

04/15 Movie “Macunaima”
Araken Tavora, “Rehearsal for the Coup,” pp. 231-234;
Christopher Dunn, “Tropicalism and Brazilian Popular Music,” pp. 241-247;
Week 14: Return to Democracy

04/20 Skidmore, Ch. 8: Redemocratization – New Hope, Old Problems, pp. 180-228; Reader, Juliano Spyer, “A Letter from Brazil,” pp. 277-279;

04/22 Movie documentary
Fernando Henrique Cardoso, “Inaugural Address,” pp. 280-288;
Roberto DaMatta, “Is Brazil Hopelessly Corrupt?” pp. 295-297

Week 15: Lula and the Left / Popular Culture in Brazil

04/27 Movie on Lula
Skidmore, Ch. 9: Brazilian Democracy Takes a New Turn: Or Does It?, pp. 229-256; Reader, Paulo Lima, “Families of Fishermen Confront the Sharks,” pp. 220-263;

04/29 Review

FINAL EXAM

05/04 (last day of class and exam)

Academic Integrity
All students are expected and required to create original written essays in order to answer the questions on the course examinations. Plagiarism will not be tolerated. According to the Academic Integrity Policy of Rutgers, The State University of New Jersey, “[p]lagiarism is the representation of the words or ideas of another as one's own in any academic work. To avoid plagiarism, every direct quotation must be identified by quotation marks, or by appropriate indentation, and must be cited properly according to the accepted format for the particular discipline. Acknowledgment is also required when material from any source is paraphrased or summarized in whole or in part in one's own words… Information that is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc, need not be cited; however, the sources of all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, other materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography” (http://academicintegrity.rutgers.edu/).

Disability Services: Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, you must complete and submit the Registration Form, schedule and complete an intake meeting, and submit appropriate documentation. If your request for reasonable accommodations is approved, you will receive a Letter of Accommodations (LOA), which you should present privately to the instructor as early in the semester as possible. Accommodations are not retroactive and are effective only upon submission of the LOA to the instructor. Please begin the process, by completing and submitting the Registration Form, available at the website below, Applying for Services.
•Applying for Services: https://ods.rutgers.edu/students/applying-for-services
•Documentation Guidelines: https://ods.rutgers.edu/students/documentation-

Office of Disability Services (ODS)
Suite 219, Paul Robeson Campus Center
(973) 353-5315
odsnewark@rutgers.edu

Religious Holiday Policy: Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.