

HIST 333

RICE UNIVERSITY

SPRING 2016



The culture of identity politics in contemporary Brazil



Professor Viviane Gomes de Ceballos

HIST 333 - MWF 11:00 - 11:50am

Office Hours: W 8:00-10:00am and by appt.

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Course abstract

Since the 19th century, there have been two main regions of Brazil: the North and the South. Contrary to the usual depiction of the North/South divide, in Brazil the South symbolizes progress, sustained economic growth, modern life and the future of the nation. The North, in contrast, symbolizes tradition, rural life, superstitious religious beliefs, and economic failures caused by drought. Within the North, the so-called *Nordeste*, or Northeast, best exemplifies this view. However, this North/south divide was not based on geography. Rather, there were historical forces at work that helped to create the idea and the identity of the *Nordeste*.

This course is designed to introduce you to the culture of the Brazilian northeast. The course will focus on the late 19th century through the 20th century. We will explore the major themes related to this region's culture and the birth of the crystallized myths, stereotypes and images that depict it as suffering endless cycles of drought, hunger, and disappointments. In this course we will examine various films, short-films, documentaries, photos, paintings and music that will help you to know and understand this society, its culture and politics.

Students are asked to purchase the following book:

- ❖ Durval Muniz de Albuquerque Júnior, *The Invention of the Brazilian Northeast*, paperback edition from Duke University Press, 2014.

1. Reading Notes

You are asked to prepare a reading notes summary for each assigned historical reading. Your reading notes summary should answer the following questions in four short paragraphs:

- ✓ What is the main argument of the reading?
- ✓ What evidence is used by the author to develop the argument?
- ✓ Is there a bias or point of view evident in this reading?
- ✓ What is the importance of this reading for understanding the image of the Brazilian northeast culture?

Reading notes should be no longer than 2 pages (double spaced). They will be graded as complete or non-complete. Please print and bring to class.

2. Special project

Students will choose a theme about Brazilian northeastern culture and will research images, and/or other primary sources, and will prepare a power point presentation of their findings.

Themes suggestion:

1. Religiosity as a characteristic of northeastern;
2. Northeastern music;
3. Images of the Northeast and the northeasterner in Brazilian movies;
4. Drawing the Northeast – book illustrations as part of the characterization of the region;
5. Images of drought;
6. Regionalist literature as a social and political instrument;
7. Padre Cícero – relations between politics and religion in Northeast;
8. Northeast culture presented in the xilogravura (woodcuttings);
9. Sugar mill or factory? Which one defines the Northeast?
10. Survivors: Northeasterners are strong men and women.

For this special project these questions should guide your analysis:

1. How does this primary source contribute to the building of the image(s) of Northeast?
2. Is drought the main theme in this source?
3. Which themes related to Northeast or the northeastern culture appears in this primary source?
4. What connections you can establish with the readings of the course?
5. How can you define Northeast and/or the northeasterner?

3. Final research paper

Final grades will be calculated as follows:

Reading notes	25% covered by honor code
Special project	25% covered by honor code
Final paper	50% covered by honor code

Course Schedule

Week 1 January/11-15	
Mon	Course introduction
Wed	Presenting the Brazilian northeast (maps) (Kempton E. Webb - Introduction - <i>The Changing Face of Northeast Brazil</i> - optional)
Fri	Presenting some of cultural expressions of Northeast Region.

Week 2 January/18-22	
Mon	MARTIN LUTHER KING, JR. DAY - (HOLIDAY - NO SCHEDULED CLASSES)
Wed	Reading - Roger Conniff - The birth of the drought industry
Fri	Short-film - Retratos da Seca (Portraits of Drought) (15')

Week 3 January/25-29	
Mon	Reading - Durval Muniz - The invention of Brazilian Northeast - Introduction
Wed	Viewing and discussion of Xilogravuras
Fri	Short-film: Brazil Northeast Drought What are the social groups that produced the image of the northeasterner?

Week 4 February/01-05	
Mon	Reading - Gilberto Freyre - The mansions and the shanties - Introduction (<i>reading notes</i>)
Wed	Short-film - Até o sol raiá (Until the Sunrise)
Fri	How do these differences work here in the US? North Vs. South?

Week 5 February/08-12	
Mon	Reading - Durval muniz - The invention of Brazilian Northeast - Geography in ruins (<i>reading notes</i>)
Wed	Short-film - Seca, conviver... para viver (Drought, living with... to live)
Fri	Discussing images and people who live in drought stricken areas

Week 6 February/15-19	
Mon	Special project - in this project the students will choose a theme pertaining to the Brazilian northeast, select images of it (pictures, brush strokes, photos, xilogravuras, movies), and prepare a power point presentation of these images integrating them with the course materials. The presentation will be on March, 23. Details and more information above at topic 2.
Wed	Reading - Candace Slater - Stories on a string - chapter IX - Stories on a string: the Brazilian Cordel. (<i>reading notes</i>)
Fri	Film - Abril despedaçado

Week 7 February/22-26	
Mon	Film discussion (I need to think a question that will guide the discussion)
Wed	Reading - Durval muniz - The invention of Brazilian Northeast - stories of tradition and the invention of the Northeast
Fri	Short-film - 14 minutos de Lampião

Week 8 February/29-March/04	
Mon	SPRING BREAK - NO SCHEDULED CLASSES
Wed	
Fri	

Week 9 March/07-11	
Mon	Reading - Patricia R. Pessar - From Fanatics to Folk - chapter 2 - The Povo make a Saint. (<i>reading notes</i>)
Wed	Topics session - bring your power point presentation to be discuss
Fri	Film - O auto da compadecida

Week 10 March/14-18	
Mon	Film discussion (I need to think a question that will guide the discussion)
Wed	Reading - Ralph Della Cava - Miracle at Joaseiro - Chapter 10 - The Patriarch and the Church (<i>reading notes</i>)
Fri	Short film - Pontões at Pombal (PB)

Week 11 March/21-25	
Mon	Short-film - frevo em Olinda
Wed	Project presentations
Fri	Discussing images/portraits about northeastern dances

Week 12 March/28 - April/01	
Mon	Reading - Durval muniz - The invention of Brazilian Northeast - northeastern music and dramas
Wed	Short-film - Xaxado
Fri	MID TERM RECESS - NO CLASSES

Week 13 April/04-08	
Mon	Final papers topics
Wed	Reading - Larry Crook - Inventing northeastern popular music for the Nation
Fri	Videos - Musical concerts - forró

Week 14 April/11-15	
Mon	Analysis and discussion of some Folhetos de Cordel
Wed	Reading - Lary Crook - Two cases studies from the Northeast: banda de pífanos and cantoria de viola
Fri	Short-film - banda de pífanos

Week 15 April/18-22	
Mon	Film - Gonzaga de pai para filho
Wed	Film discussion (I need to think a question that will guide the discussion)
Fri	Final papers - Topics, bibliographies and abstracts To hand in: Abstract Introduction with thesis statement Preliminary bibliography

Conventions for All papers:

I. Honor Code: Scrupulously follow the Rice honor code.

Never:

Pass off someone else's work, either in parts or in whole, as your own;
 Copy from your sources;
 Cut and paste texts from your sources into your papers;
 Fail to cite the ideas or words of another.

Remember:

That extensive paragraph of work of others, **even when carefully cited**, is not original

That your writing must reflect your own thought process, your own imagination, and your own analytical skills.

II. Citations: Use footnotes or endnotes or your citations, not parenthetical citations. Footnotes and/or endnotes are easy to do in Word and are the standard of the historical profession. Footnotes and/or endnotes allow you to write comments, in addition to citing text. Follow the conventions of the Chicago Style and do not make up your own style.

III. Conventions: Please note the following:

1. Include a bibliography that lists all sources consulted;
2. Cite all paraphrased and quoted material in your paper;
3. Use three **spaced** periods (ellipses) to indicate material that you have omitted in a direct quote, and avoid beginning or ending quotes with three periods;
4. If you change anything in your quote, place your changes in brackets ([]);
5. Indent (block) quotations longer than three lines;
6. Indented (block) quotations do not need quotation marks.

IV. Presentation:

Always:

Prepare a title page

Number your pages

Staple your paper

Spell check your paper

Deliver one printed copy of your paper to Viviane's mailbox in the History Department.

(No papers by email, except in cases of dire emergency)

I will use the following criteria to evaluate your papers:

1. **Focus** on the question or issue: Does the essay address a stated question or issue?
2. **Evidence:** Do the examples support the argument sufficiently?
3. **Organization:** Is the paper organized logically?
4. **Scope:** Does the paper deal with important aspects of the question or issue?
5. **Originality:** Are there new ideas or interesting interpretations of the evidence?
6. **Writing:** How well is the paper written? Does mechanical errors (spelling and poor grammar) detract from the quality of the ideas expressed?

These are my standards for grades:

A an extremely well written paper that not only covers major points but does so in *an original and insightful way*. Few, if any, mechanical errors.

B a *solid and well-written* paper that demonstrates understanding of the material. Some minor mechanical errors in spelling, grammar, or citation.

C a paper that lacks sufficient depth of focus: a paper flawed by poor organization; a paper that fails to integrate the evidence into a larger interpretation; a paper that fails to provide sufficient evidence to support the argument. Many mechanical errors, typos, spelling mistakes, grammar problems, poor citations, weak bibliography.

D a paper with major problems

F a paper that never was

Final papers may be picked up at the beginning of next semester in History Department Office.

Note: Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities should also contact Disable Student Services in the Ley Student Center.