Período: 1 de Setembro, 2015 a 1 de Setembro, 2016

Título do Projeto: Metrópoles, Migração e Mosquitos: Uma Historia de Saúde em São Paulo, Brasil

Emory University has one of the most active Brazilian Studies programs in the United States, with faculty and students conducting research via the disciplines of History, Cultural Studies, Public Health and Environmental Sciences. In 2014 Philip Wainwright, Vice Provost for Global Strategy and Initiatives, announced the creation of a university wide, interdisciplinary Brazil Initiative and in early 2015 I was named the director of that initiative.

The Brazil Initiative engages students and faculty in both learning and research with a series of interlocking projects. The three year plan includes the creation of a new summer program in São Paulo and the establishment of a series of undergraduate/graduate courses under the rubric of the Emory University Interdisciplinary Faculty Fellowship Program (of which I am one of the Fellows). The critical first step, as per the outline below, will take place during the 2015-16 academic year when I am in Brazil on sabbatical (see attached CV – Attachment 1). Thus, my request for affiliation with the *Grupo de Estudos sobre Diálogos Interculturais* of the Instituto de Estudos Avançados da Universidade de São Paulo is linked not only to my own scholarly research but as part of a broader initiative that will link Emory University and the members of the IEA (and their students) in a series of collaborative projects.

While I am in Brazil I will be conducting research (along with my colleague Uriel Kitron) on a project entitled "Metropolis, Migration and Mosquitoes: Historicizing Health Outcomes in São Paulo, Brazil" (see Attachment 2 for full project). As you will note, this collaborative interdisciplinary project will create research opportunities for Brazilian and US-based scholars and students. It fits in with crucial aspects of the *Diálogos Interculturais* approach since it combines analysis of migration (both within Brazil from the Northeast and to Brazil from a range of countries including Korea, Bolivia, Poland, Italy, and Japan) using a lense of public health and the discourses surrounding it. The project also uses as a basis one of the most important aspects of the *Diálogos Interculturais* approach by exploring interactions

between groups and between the public and the state. In this sense my research and that of the scholars in the *Diálogos Interculturais* project are both part of the "New Ethnic Studies" that I explored in my article "Laços Finais: Novas Abordagens sobre Etnicidade e Diáspora na América Latina no Século XX." (<u>Projeto História</u> 94:42 (Junho 2011), 73-94).

During my research period in Brazil I propose a number of activities as a visiting professor at the Instituto de Estudos Avançados. First, I have already begun discussion with colleagues Profa. Dra. Dantas, Profa. Dra. Capuano and Prof. Dr. Mori for a seminar on interculturality and migration that would bring faculty and PhD students from Emory University to São Paulo to meet and learn with members of the IEA. Second, I will be active in giving lectures and participating in professional events both in São Paulo and elsewhere. As you can see from the attached cv, I have been conducting research and teaching in Sao Paulo for almost three decades and thus am already an active part of the Brazilian academic community with publications, lectures, and regular participation on doctoral and master's thesis committees.

As a visiting professor at the Instituto de Estudos Avançados, I would like to propose two possible mini-courses: one might be on ethnicity and identity in São Paulo using the neighborhoods of Bom Retiro/Luz and Liberdade/Cambuci as the focus and a second could focus on comparative ethnic relations in the United States and Brazil. Both of these topics fit well with both my new research and with my most recent book, to be released in Brazil in 2015 by Editor UNESP with the title <u>A Invenção da Brasilidade: Identidade nacional, etnicidade e políticas de imigração</u>. Please note that I speak Portuguese well and thus can lecture and participate in all discussions actively.

In addition to my research and my IEA activities I will also be working on projects related to the Emory University Brazil Initiative. Most important will be the signing of an agreement between FAPESP and Emory University. Vice-Provost Wainwright has already met with the heads of FAPESP and has authorized Emory funds for this purpose. It is Emory's goal to have an agreement signed by June, 2016 so that joint projects can begin in September 2016.

A second project related to the Brazil Initiative will be the inauguration of a new Emory course called "Mapping São Paulo" that will be linked to Portuguese language courses. This course will take place in São Paulo in July, 2016 and will be co-taught with Profa. Dra. Teixeira of Emory's Department of Spanish and Portuguese. It is my hope that we will be able to invite members of the *Diálogos Interculturais* group to lecture to our students and that Brazilian students will participate in some aspects of the course, for example the walking tours. I have attached the syllabus for that course as Attachment 3.

Following my return to Emory University in August 2016, I will be working with Prof. Dr. Kitron (Public Health and Environmental Sciences) on a new course entitled "Metropolis, Migration and Mosquitoes" that will be taught in the Spring semester of 2017 and 2018 (i.e. January to May). This course focuses the relationship between migration and the health history of São Paulo in the 20<sup>th</sup> century and will train the students to conduct basic research using the techniques of ethnographic epidemiology. Following the course, students with appropriate level of Portuguese will be invited to come to São Paulo as part of our research team during the summer of 2017 and 2018. Here again we would like to expand the research team to include colleagues from the *Diálogos Interculturais* group as well as their students.

## Metropolis, Migration and Mosquitoes: Historicizing Health Outcomes in São Paulo, Brazil

Lesser (History) and Kitron (Environmental Sciences)

# **Objectives and Aims:**

What is the relationship between cultural attitudes, exposure to infectious diseases, and access to health care? Our project analyzes current disease patterns within a historical perspective in order to contribute to future preventive measures. By using paired neighborhoods in Sao Paulo that have historically had different incidences of, and responses to, mosquito-borne diseases, our project aims to create better health outcomes by analyzing how "health" is understood by both the populations and providers over time using new methodologies. Furthermore, our project is tied to a new interdisciplinary course that will integrate classroom and field experiential learning.

The co-PIs have expertise in the urban environment, human migration, geography, ecology and epidemiology. This enables us to analyze, over time, the spatial dynamics of migration, disease transmission, and response to illness using both a Historical Geographic Information Systems (HGIS) approach and a new methodology that we term "Epidemiological Ethnography." These two methods enable us to analyze jointly data that have traditionally been separated by discipline or approach. HGIS, for example, allows us to plot incidence of disease, settlement patterns, poster campaigns focused on eradication, and health clinic construction over time because it works three-dimensionally.

Given the challenges that health interventions have faced with regard to mosquito control (whether community based or centrally applied) and the utilization of improved health care facilities, our project will provide alternative ways of understanding cultural obstacles to health care while creating novel strategies to overcome them. This project has particular urgency as Chikungunya, a new mosquito-borne virus, entered northern Brazil last year and is likely to arrive in São Paulo this year.

To achieve our goals we will:

a. Investigate the century-long relationship between disease and prevention in two areas of São Paulo where internal and international migrant residential spaces are adjacent but divided, using new methods that allow us to link historical, ethnographic and epidemiological data.

b. Examine the disease ecology, demographic patterns and health discourses of Yellow Fever (19<sup>th</sup> century), dengue (20<sup>th</sup> century) and Chikungunya (21<sup>st</sup> century) in our study neighborhoods, with interdisciplinary methodologies derived from epidemiological ethnography of living spaces and HGIS.

c) Teach an interdisciplinary course in the Spring semesters of Years II and III of the proposed fellowship, with an opportunity for student-faculty joint summer research in Brazil during the subsequent summers. We will disseminate the research outcome and the teaching approach widely through proposals for a University Course, and for The Encounter with Evidence Lecture (sponsored by Emory's Quality Enhancement Plan) for all the freshmen in Fall 2017. In

addition, we will share our findings with a global public via our Brazilian partners for who the question of disease prevention is much more than "academic."

Our interdisciplinary collaboration brings together vast experience in urban and disease ecology, migration, and Brazilian urbanization. Our use of both epidemiological ethnography and Historical GIS integrates urban eco-epidemiology, history, anthropology, sociology and geography. We propose to use these interdisciplinary methods jointly to address the following questions:

a) How have the histories of migration and local spatial development produced particular health patterns, in terms of disease and access to health care?

b) Can we discern patterns in the shared or contrasting experiences of the neighborhoods?

c) How do elite perceptions of the neighborhoods (as foreign or dirty, for example) affect access to health care and interventions?

d) What are the differences in reporting and in access over time?

## **Background and justification**:

Urban population growth is occurring around the world at unprecedented rates, and this has led to major shifts in social and economic systems, urban ecology, and human disease. In the proposed project we use a novel integrated approach drawing on methods from the humanities (historical analysis) and natural and social sciences (ecology, epidemiology) to answer questions about immigration, mosquito-transmitted diseases, and health outcomes. . We will compare findings across two pairs of neighborhoods (See Figures 1a, 1b, 1c) with distinct immigration histories over the last one hundred years in São Paulo, Brazil, the largest city in the Western Hemisphere (See Figure 2). Results from this project will allow us to analyze health patterns within an urban environment, and how public health messages are conveyed.

Over the past century (and for millennia before) migrants, whether domestic or foreign, have been associated with disease outbreaks. While immigrant newcomers are often linked to contagion in the Americas, Brazil provides an important counter-example. In São Paulo, neighborhoods inhabited by foreign immigrants have traditionally been seen by the media, politicians and the elites as ascendant and modern, exemplifying social mobility and dynamism. Adjacent areas inhabited largely by internal migrants from the impoverished Northeast are generally linked with disease and crime. This juxtaposition renders the study of disease particularly vibrant as the spaces are small, yet the discourses and outcomes so different. Living on one side of a street or another may define how a person's health status and risk are perceived and have an impact on their actual health status.

We propose to consider three specific viral diseases (Yellow Fever, Dengue, Chikungunya), all carried by the same house-dwelling mosquito, in these contained but demographically varied urban spaces. Our hypothesis is that images of different parts of single neighborhoods over the last century, as expressed by policy-makers, health care officials and the media, have a direct impact on both public (i.e., what people do at home to prevent mosquito infestation) and formal (i.e., the ways in which state-sponsored disease prevention takes place) responses to disease.

### **Methods:**

Our project will approach health challenges in São Paulo through the use of two novel methodologies: Epidemiological Ethnography and Historical Geographic Information Systems (HGIS). These approaches provide both qualitative and quantitative information to aid informed decision-making and planning needed to create both viable and sustainable cities. Furthermore, these methods allow us to integrate data that in the past have been deemed the purview of one discipline or another.

We have selected two neighboring areas —Luz/Bom Retiro, with a joint population of 70,000 in 2010 and Liberdade/Cambuci, with a joint population of about 90,000—on the basis of a compelling relationship of disjuncture (Fundação Seade - Prefeitura de São Paulo, 2011). Each neighborhood has a section considered by the broad population as "foreign" and ascendant and another section deemed "Brazilian" and stagnant. São Paulo is noted for its adjoining foreign-ascendant and Brazilian-impoverished areas and the urban patterns of ascendance adjoining stagnation are a feature of Brazil's urban landscape, whether in Porto Alegre in the south, Belem in the north or Campo Grande in the west. Consequently, our approach will have applications for other cities in Brazil, and relevance beyond the geographical extent and specific diseases. Our interdisciplinary strategy will also have applications for other urban challenges.

The joint methodologies that we propose for this interdisciplinary project are novel. By placing our epidemiological ethnographies on a historical axis we will gather rich, spatially-linked data from the past and present in order to speak to the future. We will be asking questions about patterns of 'Where?', 'When?' and 'Who?', while seeking to understand the long-term mechanisms driving these patterns:

1) Historical GIS. This tool allows us to map quantitative data (e.g., demography, infrastructure planning, disease cases) against qualitative information (e.g., 'sick' vs. 'healthy' spaces) by allowing us to collect relevant information for landscape change and dengue transmission of São Paulo dating as far back as 1881. By mapping cases of a mosquito-borne illness and health care facility construction over time we will test whether presumptions related to ethnicity and wealth have led to a disconnect between placement of health care facilities and interventions with the occurrence of actual outbreaks. We will map spaces historically presented by the public, politicians and the media as particularly sick or healthy using both archival data and by asking participants in our epidemiological ethnographies to take us on neighborhood tours. We will couple humanistic techniques (analysis of discourse, biographical methods to document lives and ideas via personal documentary sources, lived experiences, media, and materials produced from political processes) with social science analytic approaches such as grounded theory to uncover data patterns and content analysis to determine the presence of certain words or concepts within historical texts. We will use a GPS device to pinpoint neighborhood sites that they identify as significant in relation to health, and then synthesize this information into maps, and analyze the georeferenced databases. Using HGIS will reveal - in both visual and interpretative ways – correlations between ideas about health, disease outbreaks, and disease control.

2) **Epidemiological ethnographies**. We have created a novel methodology in order to allow the co-researchers to collect both quantitative and qualitative data that will generate unique data.

Our long experience in the research neighborhoods means that we already have a wide range of contacts, from health officials, to residents, to small business people. These contacts will aid us in making new contacts (the snowball method) so that we can gather oral and ethnographic data from residents of the neighborhoods about their own ideas about space and health. We plan to use a combination of structured interview questions (which we will code), open-ended conversations, and oral histories that will generate qualitative data. As the research areas are small (See Figures 1a, 1b, 1c) we plan to speak to people on every street in each neighborhood. Epidemiological analysis allows us to associate and contrast the geographical data, the historical data and the data collected through popular voices and interviews, to derive a deeper understanding of risk, perception and intervention targeting access to health care and dengue virus transmission.

3)Georeferenced data mapping. We will purchase high-resolution satellite images that will allow us to identify each house in the neighborhood, and use these images together with GPS readings to generate a georeferenced map of the four neighborhoods (or to validate existing municipal maps), and of all Yellow Fever, Dengue and Chikungunya cases and health centers locations. Data will be combined with popular voices- oral histories that allow neighborhood residents to voice their own impressions and experiences with space and health (Farraz et al 2012), focus groups and structured interviews to determine perceptions of access to health services and of risk and exposure to dengue virus (Ferreira et al 2009),and walking observations of the neighborhoods. We plan at least three joint walks through the neighborhoods, a first impressionistic walk, a following visit, in which we will be accompanied by community members and local health workers, to characterize houses and larger spatial units with and without disease cases, and a third one following the mapping and characterization of the neighborhood.

## **Outcomes:**

As the themes, methodologies and approaches make clear, this is a unique project. The faculty research team has a range of expertise that allows for the construction and analysis of data that rarely are put into the same conversation. The outcomes of the project are broad, ranging from suggestions for public policy on urbanization and public health to understanding the ways in which past experiences inform the present. By transcending disciplinary boundaries and cross-translating specialized approaches, our project develops innovative strategies for understanding and addressing evolving urban environments.

The new methods allow us to analyze the popular and formal responses to diseases that have been present for centuries (Yellow Fever), arrived in the second half of the 1900's (Dengue), or are poised to arrive this year (Chikungunya) as part of a longer discourse about relationship between disease, perceptions of disease, and elite and popular conceptions of neighborhood demographics.

### E/paper book proposal

We will write an ebook coupled with a linked website project, tentatively titled, "Metropolis, Migration and Mosquitoes: The Case of São Paulo, Brazil." New technologies, and the recent award of a Mellon Monograph Publication in the Digital Era grant to Emory (Lesser is a member of the steering committee), make this project outcome particularly exciting. We will apply for a

CFDE Digital Media Support grant. Duke University Press and the University of California Press have expressed enthusiasm about producing such a work, both for its content (health and the humanities) and its approach (digital).

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## Attachment 3 – Summer Course

#### MAPPING SÃO PAULO

Emory Summer Session São Paulo, Brazil July 2 – July 30, 2016

Ana Catarina Teixeira (ana.teixeira@emory.edu) Jeffrey Lesser (<u>ilesser@emory.edu</u>)

Mondays-Wednesday: 1:30-4:00PM Required Site Visits: Thursday, 1:30-4:00PM and Saturday 10am to Noon Friday, 10am – 1:00PM Faculty Office Hours/Research Time: Friday, 2:00PM – 4:30PM

#### **COURSE DESCRIPTION**

Covering an area of 3.3 million square miles, Brazil is the world's fifth largest country both by geographical area and by population with over 190 million people. It is the only Portuguese-speaking country in the Americas and the largest Lusophone country in the world with a bigger population than Angola, Mozambique and Portugal combined. Brazil's ethnic and cultural diversity—with people of African, Amerindian, Asian, European, and Middle Eastern descent—bespeaks its dynamic and often turbulent political origins rooted in colonialism, slavery, and immigration. In the past decade, Brazil has experienced extraordinary economic growth and social progress. Nevertheless, Brazilian society remains one of the most unequal in the world. This course explores the paradoxes and contradictions posed by contemporary Brazilian culture and history, as well as the country's unique achievements. It offers an interdisciplinary approach to Brazilian Studies, focusing on the ways in which culture both reflects and influences national identity. Through a variety of primary and secondary texts and non-written forms of representation (music, film, literature, and visual culture) this course seeks to clarify and complicate understandings of Brazil as an idea and a reality.

As an exercise in situated learning, the focus of this course will be the history, cultural practices, and social formations of metropolitan São Paulo, the largest city of Brazil (and of the southern hemisphere) with a population of nearly 20 million people. Although founded as one of Brazil's earliest colonial settlements in the mid-1500s, São Paulo remained on the margins of the Portuguese colonial enterprise throughout the following two centuries. It blossomed as a center of economic prosperity and political significance in the nineteenth century with the development of a dynamic agricultural economy based largely on the labor of slaves and the production of coffee. The state and its capital would play a decisive role in the emergence of the Brazilian Republic (1889) after nearly seventy years of monarchical rule based in Rio de Janeiro. In the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, with the influx of former slaves from the hinterlands and immigrants from Europe, the Middle East, and Asia, it became Brazil's most important industrial complex, overtaking Rio de Janeiro as the nation's largest city in the 1940s. During this time, São Paulo consolidated its position as a leading center of cultural and technological innovation, serving as the most significant site of modernist, vanguardist, and pop artistic movements of the twentieth century. Building on a long tradition of labor activism, metropolitan São Paulo would provide the stage for the gradual rise of the Worker's Party (PT), which has governed the country since 2003 with the election of Luiz Inácio Lula da Silva and his successor, current president Dilma Rousseff.

12 IEA - Grupo de Estudos sobre Diálogos Interculturais Jeffrey Lesser – Pedido, Professor Visitante Meanwhile, the city would also generate a broad array of social movements based on race, ethnicity, sexual orientation, gender, class, and habitational status that responded to forms of exclusion and violence that are typical of contemporary mega-cities.

# **COURSE OBJECTIVES**

Students taking *Brazilian Cultural Imaginaries* will develop a firm foundation for understanding São Paulo's unique cultural identity in the Americas and for analyzing its history in a Brazilian and global context. It is designed to introduce students to key political and economic developments that have influenced contemporary society and the national character. It seeks to explain regional differences and disparities that inform issues of race, class, and gender, as well as struggles for citizenship in contemporary Brazil. Moreover, it provides the critical skills for understanding cultural representation and its relationship to imperialist and nationalist discourse and the construction of collective identities.

# LEARNING OUTCOMES

In light of course objectives, after completing this course students should be able to:

- Identify salient points in the general history, culture and geography of Brazil with a particular focus on São Paulo;
- Outline basic ethnic, political and cultural characteristics of contemporary Brazilian society;
- Utilize ideas and vocabulary specific to the historical structures and contemporary conditions, and cultural practices and social formations of Brazil;
- Demonstrate visual and cultural literacy, learning to interpret values and ideologies as they are communicated through forms, styles and themes relative to their socio-historical contexts;
- Evaluate and understand the forces of historical change and continuity in Brazil as they influence cultural representation, political expression and social identities;
- Apply this knowledge to the complex analysis of contemporary Brazil.

# ASSESSMENT AND EVALUATION

There is an enormous opportunity for deeply integrated learning, for students to compare, contrast and combine classroom readings and discussion with lived experiences. To really benefit from this opportunity, however, students must read thoroughly, be prepared to discuss materials and ideas in class. Students are also expected to participate in all required excursions.

Final research papers are expected to use both primary and secondary sources. Given the difficulties of accessing secondary materials in Brazil, the papers will be due on August 23, 2016 (the day before classes begin for the Fall 2016 semester) so that students have time to use libraries outside of Brazil for research.

| Assignment                      | Percent of final grade | Grade basis   |
|---------------------------------|------------------------|---|
| Participation and<br>Attendance | 30%                    | Students are expected to attend all classes held at PUC<br>and all excursions to various points in the city; they are<br>expected to come to class having read the required |

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|   |     | material for the day and participate in class discussion.   |
|---|-----|---|
|   |     | Please note that excursions may last longer than regular  |
|   |     | classroom sessions and will also take place on weekends.  |
| Journal                                 | 10% | After each excursion, students will be asked to respond to a<br>prompt, in which they will be required to connect readings to<br>class discussion while drawing upon their own lived experience<br>in Brazil. The goal of this assignment is to provide students<br>with an opportunity to establish a reflective learning practice.<br>Students will be required to submit a minimum of 8 journal<br>entries throughout the four weeks (2 per week). Each journal<br>entry must be 750 words. Students taking Port 311 will be<br>required to write their journal entries in Portuguese. |
| Abstract and<br>Working<br>Bibliography | 10% | Students must submit a short abstract and a working<br>bibliography with at least 10 sources on Friday July 5.  |
| 3 minute<br>Presentation                | 10% | During the last week of class, students will deliver a 3-<br>minute presentation without use of multimedia (see<br>instructions below) about their final papers.  |
| Final Paper                             | 40% | Students will produce a 15-page final paper organized with<br>an introduction and conclusion, a clear central argument,<br>and well-organized supporting paragraphs. Papers must<br>draw on at least 10-12 secondary sources. Final Papers are<br>due to Prof. Teixeira and Prof. Lesser on August 23.<br>Students taking Portuguese 311 must write the final paper<br>in Portuguese.   |

# **Course Readings:**

The readings will be posted on Blackboard and made available to students prior to the trip to Brazil. Students with a high level of proficiency in Portuguese will be encouraged to complete the readings in the target language. All materials chosen will be made available to students in both English and Portuguese.

# **COURSE SCHEDULE**

# Arrival in São Paulo: Saturday, July 2. Orientation: Sunday, July 3, including dinner with invited guests

# Week 1: São Paulo and/or/in Brazil

M. July 4: Course Overview

Readings: Marshall Eakin, Brazil: The Once and Future Country (1-101, optional); Emilia Viotti da Costa, The Brazilian Empire: Myths and Histories (125-201); Bryan McCann, Throes of Democracy (11-40)

T. July 5: Readings: Barbara Weinstein, "Racializing Regional Difference: São Paulo versus Brazil, 1932; Cassiano Ricardo, "Westward March";

- W. July 6: Readings: Jeffrey Lesser, "Trading Spaces: A Walk through Downtown São Paulo"; Cecília MacDowell Santos, "Engendering the Police: Women's Police Stations and Feminism in São Paulo"
- Th. July 7: Site Visits: Mercado Municipal and 25 de Março; Reading: Guilherme de Almeida, "O oriente mais que próximo";
- F. July 8: Readings: Mário de Andrade, *Paulicéia Desvairada* (83-89), Oswald de Andrade, "Manifesto Antropófago" (353-360);
- S. July 9: Visit to the Obelisco to observe the ceremonies commemorating the July 9, 1932 Constitutionalist Revolution of the State of São Paulo against the Federal Government. Reading: Barbara Weinstein, "Inventing the 'Mulher Paulista': Politics, Rebellion, and the Gendering of Brazilian Regional Identities"

## Week 2: Daily Life from Tropicália to Dictatorship

- M. July 11: Reading: Jeffrey Lesser, Immigration, Ethnicity, and National Identity in Brazil, 1808 to the Present (1-88);
- T. July 12: Readings: Flora Sussekind, "Chorus, Contraries, Masses: The Tropicalist Experience and Brazil in the Late Sixties"; Christopher Dunn, "Tropicália: Modernity, Allegory, and Counterculture"

W. July 13: Reading: Jeffrey Lesser, *Immigration, Ethnicity, and National Identity in Brazil, 1808 to the Present* (116-150); Guilherme de Almeida, "O Ghetto"

- Th. July 14: Site Visits: Museu da Lingua Portuguesa and Bom Retiro. Readings: Daniela Sandler, "Place and Process: Culture, Urban Planning, and Social Exclusion in São Paulo"
- F. July 15: Film screening: Cao Hamburger, "O ano que meus pais sairam de férias"; Readings; Roney Cytrynowicz, *História Secreta dos Relógios* (selections)
- S. July 16: Site Visit: Museu de Futebol; Readings: José Miguel Wisnik, *Veneno Remédio* (selections); Gilberto Freyre, "O futebol e o negro"

## Week 3: Ethnicity and Immigration

- M. July 18: Film screening: Tizuka Yamasaki, "Gaijin"
- T. July 19: Reading: Jeffrey Lesser, *Immigration, Ethnicity, and National Identity in Brazil, 1808 to the Present* (89-115);
- W. July 20: Reading: Jeffrey Lesser, "Um Roteiro Brasileiríssimo"; Guilherme de Almeida, "O bazar das bonecas";

Th. July 21: Site visits: Praça da Sé and Liberdade

# F. July 22: Abstracts/Working Bibliography Due

S. July 23: Site Visits: Museu Lasar Segall & Casa Modernista; Reading: Jorge Schwartz, "Tarsila e Oswald na sábia preguiça solar"; Jorge Schwartz, "Lasar Segall: um ponto de confluência de um itinerário afrolatino-americano nos anos 1920"

# Week 4: Urban Space: Place/Non-Place

M. July 25: Readings: Regina Rheda, "O mau vizinho," "A Voyeuse"; Richard Williams, "The Politics of Spectacle"; Ferréz, *Ninguém é inocente em São Paulo* (11-24)

- T. July 26: Reading: James Holston, *Insurgent Citizenship* (146-198); Luiz Ruffato, *Eles eram muitos cavalos* (Chapters 10, 14, 16, 20, 23, 34, 41, 47, 50, 62); Ignácio Loyola Brandão, "Cabeças de Segunda-Feira"
- W. July 27: Site Visits: Downtown São Paulo (Edifício Copan, Edifício Itália, Praça da República, Largo do Paissandú, Teatro Municipal)
- Th. July 28: 3-Cult Presentations (see below\*)
- F. July 29: Site Visit: Museu Afro-Brasileiro
- S. July 30: Final Discussion and Luncheon

# S. August 7: Final Papers Due

Note: This syllabus is subject to minor alterations pertaining to readings, excursions, and guest presentations.

\*The Three Minute Cultural Imaginaries presentation (3-Cult) is a research communication exercise that develops academic, presentation, and research communication skills. It supports the development of students' capacity to explain their research in in a language appropriate to an intelligent but non-specialist audience. 3-Cult is based on the Three Minute Thesis (3MT®) academic competition developed by The University of Queensland (UQ), Australia and its iteration used by the Laney Graduate School for those completing their Ph.D. dissertations.

Some excellent examples of 3MT presentations on can be seen at <u>http://www.youtube.com/watch?v=4B2KHFDH-ts&list=PL2AC07BF2FF6A5262&index=1</u> **Presentation Rules** 

- Presentation must be three minutes or less. Presentations will be cut off after three minutes.
- No additional electronic media (e.g. sound and video files) are permitted.
- No additional props (e.g. costumes, musical instruments, laboratory equipment) are permitted.

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- Presentations are to commence from the front of the room and must be done while standing.
- Note: This syllabus is subject to minor alterations pertaining to readings, excursions, and guest presentations.