

HIS254/ECO228W: Big Business in Brazil
SPRING 2024 – 2:00 – 3:15pm (Tu, Th), MELIORA 209

Prof. Molly Ball, mollycball@rochester.edu

Office hours: Tuesday 12:45 – 1:45pm, Rush Rhees 449 (or by appt. if you have a work or class conflict)

DESCRIPTION

We will explore an introduction to Brazilian economic and business history in the modern era. This saw it transition from the new nations period of growth to an export-growth led and then state- and debt-led period of growth, and finally a return to market growth in its more recent history. As we read and learn about banking, transportation, film, and agribusiness sectors, we will grapple with understanding how a country that is the ninth most populous and classified as one of the world's five major emerging economies has struggled and continues to struggle with inequality and underdevelopment. Using this economic historical lens, we also delve into relevant theories of development, the State's role in business, and how workers and people's daily lives were impacted by these sectors and choices. Students will also have the opportunity to develop an independent research paper to delve more deeply into a topic of their choosing.

Regarding full course policies, commitment to inclusion, expectations, rubrics, required materials, etc. please refer to the "Course Overview and Introduction" folder available on Blackboard. Modules and lessons will be added and adjusted as needed in BLACKBOARD, but this syllabus (always available on blackboard on the blackboard syllabus link) will provide a preview of what is coming.

LEARNING OBJECTIVES

- Understand the strengths of interdisciplinary approach to both economics and history. Economics students, in particular, should become more cognizant of historical data set collections and analytical of historic claims. History students will understand the value of economic history and how it dialogues with cultural and social history.
- Gain a broad understanding of modern Brazilian economic history, particularly in relation to its social and political history and to Latin America in general.
- Hone critical analysis and writing skills through readings, discussions, and assignments.

REQUIRED MATERIALS

- Bértola and Ocampo, *The Economic Development of Latin America Since Independence* (Oxford UP, 2012)
- Other required readings will be posted online.

In accordance with the College credit hour policy, which awards 4 credit hours for courses meeting for the equivalent of 3 hours each week, students are expected to devote at least one hour each week to developing their final research project. A suggested timeline is provided at the end of the syllabus to help students identify a possible time management strategy. Please note that there are weeks where you will need to spend more than one hour on the final paper but putting in one hour each week from the start is good practice.

Safety first:

We are no longer in the height of COVID-19 and social distancing; however, the lessons that we learned during COVID-19 still apply. If you have flu, COVID, RSV or a similar virus, please let me know and do not come to class. If you are unable to make assignment deadlines due to illness, let me know and we can design an alternate structure. If there are other illnesses or wellbeing challenges that you are facing, I have found open communication helpful in meeting assignment deadlines and making a feasible plan. Please don't wait until things are too overwhelming to get in touch.

Course assignments and schedule:

In general, Tuesday will be lecture days and we will have activities and discussion on Thursdays. This means that unless otherwise noted, you should have all weekly assigned readings/films/etc. completed by the start of Thursday's class. Students are also expected to come to class ready to discuss the themes they identify and questions that arise in the process.

At times during this course, you will need to complete online course assignments through blackboard, voicethread, padlet, or other platforms. These ASYNCHRONOUS learning activities will almost always be due on FRIDAYS at 11:59pm EST. The same Friday deadline applies to research-related submissions.

POLICIES

Class will begin promptly at 2pm. Consistently arriving late (or leaving early) will negatively impact your attendance grade. Unless otherwise instructed, while you are in class, please turn all cell phones to silent and refrain from texting, posting, etc. Your attention and participation are integral to fostering an enjoyable learning atmosphere.

If you are unclear of my expectations for how to complete an assignment, including whether AI is acceptable, I strongly encourage you to ask your question in class. You are probably not the only person with questions. Remember, ignorance does not negate academic dishonesty and cheating, plagiarizing, and academic dishonesty will not be tolerated under any circumstances. If you have any questions as to the University of Rochester's policies on academic integrity, please review: <http://www.rochester.edu/college/honesty/students>

RUBRIC

- Attendance, 15%
(I understand that life throws you curveballs now and again. Students are allowed 2 unexcused absences per semester. Unless there are extenuating circumstances, even if a student is absent, they are responsible for submitting any assignments by the deadline.)
- Participation, 20%
(This includes active participation in the classroom, preparation for discussion and in-class activities, and in outside assignments. Participation is judged on a √, √+, √- scale.)
- Short Writing Assignments, 20%
- Research Paper (45%)
 - Bibliography, 10%
 - Annotated Outline, 15%
(you must also submit a preliminary abstract and keywords)
 - Revised Abstract and Keywords, 5%
 - Final Paper – final version, 15%*

In-class written assignments

Over the course of the semester, there will be three in-class written responses related to course reading material and lectures. Students must complete two of these responses (if students complete three, the highest two scores will be used in final grade calculations). If you are absent for one of the responses, you are expected to complete the other two. A make-up will only be provided under extraordinary circumstances. Students will be provided a general theme the week before so that they can prepare accordingly. These submissions are not expected to be polished, but responses should integrate course readings as evidentiary support and be analytic, highlighting scholarly debates, trends, and shortcomings.

* Students enrolled in the W section will also have to submit a 1000-word section of the paper when the annotated outlines, abstracts, and keywords are due.

Final paper

History students:

History students will be responsible for a 3300- to 3500-word original research or historiographical paper. The topic is open and is not limited to the themes covered by the course; however, students will be expected to engage with debates relevant to Brazilian economic history. Spanish and Portuguese-language sources are permitted. For History(W) students, the paper length will be 3500- to 3800- words and students are expected to submit 1000 words of body text (not introduction or conclusion) for revision in week 12. Students who do not submit this selection or who fail to revise it for the final paper will receive an 80, at best, on their final paper. Final papers are due on the last day of classes, along with a revised abstract and keywords.

Economics students:

Students are responsible for writing an analytical, 2800- to 3000-word paper based on 4 to 5 scholarly articles on a topic of interest to economic historians or an original research paper relevant to Brazilian economic history. If students choose to do an analytical paper, it may be difficult to find enough articles specific to Brazil (peer-reviewed Spanish and Portuguese-language studies are permitted), so students will be allowed to choose articles about the region and focus a portion of their analysis on what is unique to the Brazilian example. A historical critique of the methodologies and sources must be included and will likely require additional historical research. As this is a writing course, students must submit 1000 words of body text (not introduction or conclusion) for revision in week 12. Students who do not submit this selection or who fail to revise it for the final paper will receive an 80, at best, on their final paper. Final papers are due on the last day of classes, along with a revised abstract and keywords.

MODULE 1 – THEORIES OF DEVELOPMENT AND BRAZIL (WKS 1 – 3)

Week 1 (Jan 18) – Why do economists and historians need each other?

Th. Jan 18 – Getting to know you!

Required Reading: Kuznets "Statistics and Economic History" *JEH* (1941), Lamoreaux "The Future of Economic History must be Interdisciplinary" *JEH* (2015)

Suggested Readings – North "Beyond the New Economic History" (1974)

Week 2 (Jan 23/25) – Inequality and Underdevelopment

Questions: How should we consider Latin America within a global context? Where does Latin America fit within New Economic History? Where does Brazil fit within the context of The Global South? Latin America?

Required Readings: Engerman and Sokoloff "Factor Endowments, Institutions, and Differential Paths of Growth Along New World Economies" in *How Latin America Fell Behind* (1997); Bértola and Ocampo, chap 1

Week 3 (Jan 30/Feb 1) – Inequality and Underdevelopment continued

Questions: What is the general trajectory of Brazil's economic history from the colonial to the modern era? What major social, political, and cultural institutions and events have shaped the country's economic history? What is an institution?

Required Readings: The Bandeirantes selection; *COGF* selection; Acemoglu, Robinson and Johnson, "The Colonial Origins of Comparative Development: an Empirical Investigation" (NBER, 2000)

Suggested Readings: Bértola and Ocampo, chap. 2; Furtado *The Economic Growth of Brazil: A Survey from Colonial to Modern Times* (1964). See selections from part III _pp.79-95_

Week 4 (Feb 6/8) —Dependency Theory & First In-Class Writing

Questions: How should we understand Celso Furtado? How did Brazil's economic history shape the roots of dependency theory?

Required Readings (due Tuesday): Furtado "Development Brazil" *Scientific American* (1963); Jesus, Carolina Maria de *Child of the Dark Selection*

Suggested Readings: Rostow "Stages of Economic Growth" (1959); Frank, *Latin America: Underdevelopment or Revolution*, chap. 21

MODULE 2 – FINANCIAL INSTITUTIONS AND BANKING

Week 5 (Feb 13/15) – Banking in the Empire

Questions: What role do and can financial institutions play in economic history? What role did play in Latin America's 19th century history? When did they begin to emerge?

Required Readings: North and Weingast, "Credible Commitments" 1989; Bértola and Ocampo, chap 3

Suggested Readings: Coatsworth, "Inequality, Institutions and Economic Growth in Latin America" *JLAS* 40: 545-69.; Flores, Juan H. "Economic Fundamentals, Market Failures and Capital Exports: Latin America and London's Capital Market, 1880-1913." *América Latina en la historia económica* 19, no. 3 (2012): 5-30.

Week 6 (Feb 20/22) – Banking in the Empire and Early Republic

Questions: What role did financial institutions play in Brazil's nineteenth century? How was banking linked to Brazil's export sector? What about the process of abolition?

Required Readings: Summerhill, *Inglorious Revolution*, chap. 6; *The Brazil Reader* selections; Triner, Gail and Kirsten Wandschneider. "The Baring Crisis and the Brazilian Encilhamento, 1889-1891: An Early Example of Contagion Among Emerging Capital Markets" *Financial History Review*, v12.2 (October 2005): 199-225.

Suggested Readings: Mitchener, Kris James and Marc. D. Weidenmier. "The Baring Crisis and the Great Latin American Meltdown of the 1890s" *JEH* v68.2 (June 2008): 462-500.

SUBMIT YOUR PAPER TOPIC AND 3 SOURCES BY
FRIDAY, FEBRUARY 23rd at 11:59pm

Week 7 (Feb 27/29) – Old Republic Banking

Questions: How did the banking sector adapt in the wake of global and regional crises? What changes with World War I?

Required Readings: Cortes, Gustavo S., and Renato L. Marcondes. "The evolution of Brazil's banking system." *The Oxford handbook of the Brazilian economy* (2018): 198-220.; Hanley, *Native Capital*, chap 5; Musacchio, *Financial Experiments*, chap 4

Suggested Readings: Entirety of Musacchio *Financial Experiments* and Hanley, *Native Capital*

MODULE 3 – TRANSPORTATION, INDUSTRIALIZATION & LABOR

Week 8 (Mar 5/7) – Growth of Transport

Questions: Why does transportation matter? How does the export-led growth period impact transportation development in Brazil? What about the state-led growth period?

Required Readings: Summerhill, William. "Big Social Savings in a Small Laggard Economy: Railroad-Led Growth in Brazil" *JEH* v.65.1 (March 2005): 72-102; Lamounier, Maria Lúcia "The Labour Question in

Nineteenth Century Brazil: Railways, Export Agriculture and Labour Scarcity.” *Working Papers in Economic History*;

Suggested Readings: Selection from Colin Lewis *Public Policy and Private Initiative: Railway Building in São Paulo, 1860-1889*.; Holloway, *Immigrants on the Land*, chap 3

SPRING BREAK

Week 9 (Mar 19/21) – Coffee, Industry, and the Labor Question

Questions: How did transportation impact Brazil’s industrialization? How did Brazilian labor markets respond? To what degree was there discrimination in Brazil’s labor markets? What about segmentation? Did the transition from export-led to state-led growth matter?

BIBLIOGRAPHY DUE IN CLASS ON MARCH 21st

Required Readings (Choose 3): Bértola and Ocampo, chap 4; Ball, *Navigating Life and Work in Old Republic São Paulo*, chap 4; Wolfe, Joel, *Autos and Progress*, chapter 2; GMWorld selections

Suggested Readings: Sánchez-Alonso “The Other Europeans” *Journal of Iberian and Latin American Economic History* (2007); Vangelista, *Braços da Lavoura*; Wilson Cano *Raízes da concentração industrial em São Paulo*; Leslie Maram, *Anarquistas, imigrantes e o movimento operario brasileiro*; Andrews, *Blacks and Whites in São Paulo*, chap. 4

MODULE 4 – IMPORT SUBSTITUTION INDUSTRIALIZATION (ISI) & THE STATE-OWNED ENTERPRISE (SOE)

Week 10 (Mar 26/28) – The State in Business

Questions: What types changes did Brazil make both in terms of its outlook and implementation during the early years of the state-led growth period? How did significant events, like the Vargas-era, the Paulista Revolt, and the Great Depression impact the country prior to World War II?

Required Readings: Revisit Bértola and Ocampo, chap 4; Weinstein, *For Social Peace in Brazil*, chap. 2; Hilton, Stanley, "Vargas and Brazilian Economic Development, 1930-1945: A Reappraisal of his attitude toward industrialization" *JEH* 35.4 (1975): 754-78. [Hilton_JEH.pdf](#)

Suggested Readings: Haber, “Business Enterprise and the Great Depression in Brazil: A Study of Profits and Losses in Textile Manufacturing ” *Business History Review* 66 (Summer 1992): 335-63.

Week 11 (Apr 2/4) – Import Substitution Industrialization (ISI)

Questions: What important changes took place post-WWII? What role did the ECLA play? What role did social and popular pressure play?

Required Readings (for Tuesday): Revisit Furtado and Carolina Maria de Jesus; *Time* magazine Feb 13 1956 Juscelino Kubitschek cover story; a *GMWorld* view, December 1956 and May/June 1959; Furtado, chap 36

Suggested reading: Abreu, Bevilacqua and Pinho, "Import Substitution and Growth in Brazil, 1890s-1970s" in *An Economic History of Twentieth-Century Latin America* (Palgrave Macmillan, 2000): 154-75. (chap. 6)

EXTRAORDINARY MODULE – INFORMALITY

Week 12 (Apr 9/11) – Informality A Feature of Brazil and Latin America

Questions: How did Latin America's 1970s and 1980s economic reality influence Brazil's military dictatorship and transition back to democracy? How did these decades impact Brazil's informal sector?

Required Readings: Bértola and Ocampo, chap 5; Fischer selection TBD

Suggested Readings: Cardoso, *The Accidental President of Brazil: A Memoir*, chapter 10 (pp.203-228).

Optional: Cardoso, *The Accidental President*, chapter 9 (pp.179-202).

Thursday: Instead of class, attend Brodwyn Fischer's talk "Slavery Slavery's Survivals: Intimacy, Informality, and Inequality in a Brazilian City" at 5pm, Humanities Center Conference Room D. If you have a class conflict or are unable to reschedule work, an alternate assignment will be given.

ANNOTATED OUTLINE AND PRELIMINARY ABSTRACT AND KEYWORDS
DUE FRIDAY, APRIL 12th BY 11:59, PM.

MODULE 5 – FROM STATE- TO DEBT- TO MARKET-LED GROWTH: FILM, AGROBUSINESS, AND BEYOND

Week 13 (Apr 16/18) – Brazil's Film Industry

Questions: How did Brazil's military dictatorship impact the country's economic growth and development? How does the Brazilian film industry's trajectory reflect that process?

Required Readings: Johnson, Randal, *Cinema Novo x 5*, introduction (12pp); selected declassified documents; Rêgo, Cacilda M. "Brazilian cinema: its fall, rise, and renewal (1990–2003)." *New cinemas: journal of contemporary film* 3, no. 2 (2005): 85-100.; Shaban, Abdul, and Filip Vermeyley. "Trade in the Creative Sector: Comparing India with China, Brazil, and UK." *Economic and Political Weekly* 50, no. 20 (2015): 68-75. doi:10.2307/45275684.

Suggested Readings: Oliver Dinius, "Defending Ordem against Progresso: The Brazilian Political Police and Industrial Labor Control" in Jens R. Hentschke, ed. *Vargas and Brazil: New Perspectives*, Palgrave (2006): 173-205; Hilton, Stanley, "Military Influence on Brazilian Economic Policy, 1930-1945: A Different View" *HAHR* 53.1 (1973): 71-94. Hilton_HAHR.pdf; Wood, Martin, Smiljana Glisovic, and Leo Berkeley. "The Challenge of Film to Innovation and Entrepreneurship Studies." *Prometheus* 34, no. 3-4 (2016): 225-30.

SUBMISSION OF 1000-word BODY PARAGRAPH TEXT FOR STUDENTS
ENROLLED IN W SECTIONS ON FRIDAY, APRIL 19th AT 11:59PM.

Week 14 (Apr 23/25) – Agroindustry

Weekly Lectures: Energy and Oil Crises; ABC strikes and Lula; Return to Democracy

Required Readings: Nunberg, Barbara, "Structural Change and State Policy: The Politics of Sugar in Brazil since 1964," *Latin American Research Review* (1986).; Alston, Lee, J. et al. "Land Reform Policies, the Sources of Violent Conflict and the Implications for Deforestation in the Brazilian Amazon" *Journal of Environmental Economics and Management* 39 (1999): 162-188. Watch youtube short documentary *Caminhando e Cantando*.

Suggested Readings: Welch, Cliff, "Globalization and the Transformation of Work in Rural Brazil: Agribusiness, Rural Labor Unions, and Peasant Mobilization" in *International Labor and Working-Class History*, 70 (Fall 2006): 35-60

FINAL REFLECTIONS

Week 15 (Apr 30)

FINAL PAPER, REVISED ABSTRACTS, AND KEYWORDS

DUE DURING OUR FINAL CLASS.

Abstracts and keywords will be posted to padlet or a padlet-like platform by Sunday, April 28th. We will use these abstracts as a point of departure for sharing research and discussing final questions. You can still make edits to the abstract after making this post.

SUGGESTED TIMELINE FOR TIMELY AND RELATIVELY STRESS-FREE FINAL PAPER SUBMISSION

As you develop your final research paper, remember that you can always come to office hours to talk through specific challenges or ideas. You also have the Writing, Speaking, and Argument program that is ready to help you through each stage of the process. Please remember, I want to read YOUR thoughts, your questions, and the creative ways that you are thinking about these sources in dialogue with one another.

Week 1: Look through the syllabus and suggested readings and star what you are most excited about learning.

Week 2: Check out the table of contents for the books on reserve for this course. Read a chapter that catches your attention. Make a list of three possible topics that you might want to research and why you want to research them.

Week 3: Research topic 1 and come up with a list of possible sources. Write two to three sentences describing why those particular sources are important/how they connect to your topic.

Week 4: Research topic 2 and come up with a list of possible sources. Write two to three sentences describing why those particular sources are important/how they connect to your topic.

Week 5: Research topic 3 and come up with a list of possible sources. Write two to three sentences why those particular sources are important/how they connect to your topic.

Week 6: Choose one of the 3 topics that you researched and submit your paper topic and 3 top sources. Read and take notes on the sources that you submitted with your paper topic (this is applicable to both primary and secondary sources). Use the bibliographies, citations, and footnotes to make note of additional sources you want to consult.

Week 7: Request any sources via interlibrary loan that you do not already have access to at UofR. Make an appointment with a librarian if you think you need help accessing or finding additional sources. Determine what your sections of the library are (see week 7 discussion post).

Week 8: Go visit the stacks. Are there any physical books or primary sources that should be on your list? Check out any possible books and add them to your list if they are relevant. Note possible key words for your project.

SPRING BREAK – Actually take a break. If you have been keeping up with your paper, you should be able to submit your bibliography without having to work over spring break.

Week 9: Submit your bibliography. Start taking notes on additional sources on your bibliography. Consider using the keywords as a way to take notes or flag information that is important. Start thinking about possible outline structures.

Week 10: Continue taking notes on additional sources on your bibliography. Make and preliminary outline.

Week 11: Revise and flesh out your outline. Write your abstract and select your keywords.

Week 12: Submit your annotated outline and preliminary abstract & keywords. If you haven't already, start writing. Remember that you will get feedback on your outline, but this doesn't mean that you cannot get a jumpstart on the writing. If in doing your outline, you realize you still have some research to do, get it done and revise the outline if needed. If you are taking the writing section, make sure you have your 1000 words ready to submit.

Week 13: This should be a writing-intensive week. Don't worry too much about polish. Focus on getting YOUR ideas down on paper. When you need to chance pace, make sure your bibliography, citations, and formatting are correct.

Week 14: Reverse outline and revise your paper. Read your paper aloud and revise accordingly.

Week 15: Read your paper aloud one last time, but from last sentence to first, and revise as needed. Submit your final paper.