

Brazilian Studies in New England Sempre a lanterna?

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From a methodological point of view, Brazilian Studies is not a classic academic field, with a recognized epistemology, in the sense that history, sociology, psychology, or, indeed, the exact sciences, are all disciplines. Rather, the interdisciplinary effort to render “Brazil” and “Brazilians” objects of study is generally understood as “Brazilian Studies.” It is this effort at the university level in the USA that this paper reviews.

The contemporary call for an assessment of Brazilian studies in the U.S. goes back to when Rubens Antônio Barbosa, then Brazil’s Ambassador to the USA, convened a meeting at the Brazilian Embassy in Washington, in October 1999, to address the state of our collective knowledge within the field. The idea undergirding this meeting was, according to Ambassador Barbosa, “to bring together those (few) responsible for Brazilian Studies programs and the directors of the main academic centers for Latin American studies at major universities in the United States, for what would be the first gathering for networking, discussing the field of study, and, above all, planning new initiatives and activities that could result in the expansion of Brazilian Studies in those academic centers.”²

As a long-time member of the Brazil Network, the Brazilian Studies Association (BRASA), and former member of the BRASA executive committee, I had

¹ I extend my thanks to Dr. James Ito-Adler who co-founded with me the Cambridge Institute for Brazilian Studies, Inc., in Cambridge, Massachusetts, in 2011, and who serves as its president. Dr. Ito-Adler and I have debated much of the argument advanced in this paper in our conversations over the past 5 years. He has also given me helpful critical readings of early drafts. We do not, of course, agree on all points yet we have formed a consensus over essential areas. Mistakes in the text remain my responsibility. Thanks are also due to the Tiradentes University, with its main campus in Aracaju, Sergipe. Tiradentes’ professors and administrators who were looking for a mechanism to launch a new Tiradentes Institute in the USA found that important aspects of our research could help them identify an optimal strategy. We are grateful for the financial and intellectual support Tiradentes gave to CIBS as we assisted them with their efforts to further internationalize their university.

² Rubens Antônio Barbosa, “Brazilian Studies in the United States: A Project in Development,” The Preface to Marshal C. Eakin and Paulo Roberto Almeida, eds. *Envisioning Brazil: A Guide to Brazilian Studies in the United States, 1945-2003* (Madison, Wisconsin: The University of Wisconsin Press, 2005). This edited volume is by now a classic on the evolution of US-based Brazilian Studies from its 19th century beginnings through the post-World War period, both from institutional and academic perspectives.

the opportunity to follow closely the follow-up efforts resulting from the Ambassador's implicit call for the expansion and articulation of Brazilian studies in the United States since his 1999 convocation of Brazilianists in Washington. In 2005, at Brown University, a second major meeting of the nation's Brazilianists took place that reassessed the state of the field, and, once again, reviewed ways to expand interest and work on it, and, indeed to set the agenda for creating a baseline of data on the field's prospects. Former president of Brazil, Fernando Henrique Cardoso, was in attendance as were prominent Brazilianists from around the country. Participants discussed themes similar to those of the 1999 Washington meeting. Although patterns and trends in the field that the Ambassador and his Brazilianist colleagues observed in 1999 seem to obtain persistently, to this day, a survey on the state of Brazilian Studies in the United States – for some time, now, on the Brazilian Studies Association's agenda – was still on the prospective agenda and unfortunately has yet to come to pass.

Heeding Ambassador Barbosa's call for the expansion of the field was one of the reasons for the founding of the Cambridge Institute for Brazilian Studies in late 2011. Beyond the Ambassador's cry for action, and lament over the "few" U.S.-based institutions and scholars involved in the field, we at CIBS would add our own reasons for looking into the state of Brazilian Studies in the USA. My co-founder, Dr. Ito-Adler, and I were frustrated at what we perceived as the lack of sustained focus on Brazil in U.S. higher educational circles. On an anecdotal basis, we observed that there were relatively few professors at the region's leading institutions dedicating their research to the country, cultivating Brazilianist graduate students, developing and maintaining contacts with Brazilian intellectual counterparts, or even visiting the nation: elements that we thought were the *sine qua non* of having seriously established, university-level Brazilian studies. We heard, on an anecdotal level also, remarks and observations on Brazil from elite members of the American academy, with tenure, in Latin American studies, that suggested limited knowledge of the country, its people, society, institutions, and language.

As we are based in New England and presently conducting research with limited resources, we decided to focus our study on the six states of New England

and the 233 institutions of higher education that the regional accrediting agency – The New England Association of Schools and Colleges, Committee on Institutions of Higher Education (NEASC-CIHE) – recognizes and accredits.

Dr. Ito-Adler and I, along with a group of dedicated interns,³ took the approach of gathering information on each institution, among these 233, beginning with a thorough reading of their respective web sites. We researched the following:

- Number of professors dedicated to Brazilian Studies
- Number of professors who do part of their work on Brazil
- Number of students learning Brazilian Portuguese, and at which levels
- Number of students taking courses on Brazil
- Number of Brazilian faculty and students on campus
- Number of courses dedicated to Brazil
- Presence/absence of a minor or major in Brazilian studies
- Number of courses partially or wholly dedicated to Brazil
- Campus activities related to Brazil and/or Brazilian studies
- Number of study abroad programs fostered by the college or university in Brazil
- Number of third party provider study-abroad programs in which the college or university's students could potentially participate
- Number of public speakers who speak on Brazil on campus

Through this research, we developed a preliminary database on the state of Brazilian studies across New England's higher educational institutions.

Problems with our Research Methodology

We realize that we have produced, particularly in regard to our database, a limited “snap shot of a moving target.” Brazilian studies programs, like others, rise and fall, strengthen and weaken, while interest in Brazil ebbs and flows, even during the course of our research (2012 to 2016). Our database needed continual updating and, within the confines of our time and resources, we endeavored to do so.

³ We gratefully acknowledge the research for this project of Kate Ito, then a recent Skidmore graduate; Jayson Ito-Adler, then, a Colby undergraduate; Sana Bargach, then a Northeastern University undergraduate; Leonora Pepper, then a Smith College undergraduate; Maya Tellman, then a Cornell University undergraduate; and Bethsaira de Oliveira, then a Northeastern University undergraduate.

As Dr. Ito-Adler and I were ourselves trained in the latter part of the post-World War II era's enthusiasm for and embrace of area studies (Dr. Ito-Adler holds a Harvard Ph.D. in anthropology and wrote a dissertation on Japanese family enterprises in São Paulo Brazil; I hold a Columbia Ph.D. in political science and wrote a dissertation on the emergence of the Brazilian rural labor movement under the military dictatorship), we were particularly sensitive to the decreasing emphasis on area studies that included Latin America and Brazil.⁴ We witnessed a downward trend in university interest in the region that followed clear shifts in US global priorities to what were perceived frankly as "more important" *problematiques* requiring greater investments of time, resources, and intellectual energy.⁵ Brazilian studies became relegated to a secondary or tertiary priority.

Counter-intuitively, this trend strengthened in the late 1990s and first decade of the 21st century when Brazil's growth as a world political actor as well as 'a player' in emerging markets became widely recognized. Brazil became, as we all know, the first letter in the "BRICS"⁶ category of countries even as the vibrancy of Brazilian studies at the American university appeared to be waning. We believe that Ambassador Antônio Rubens Barbosa's lament was timely and correct.

Hence, our interest in providing a baseline, at least in New England, on the state of Brazilian Studies to at least better understand the phenomenon and perhaps find ways to do something about the observed trend. Our hope was that eventually such a baseline's geographical scope might be expanded to all regions of the United States. In doing so, we might illustrate concretely our impression that there was indeed something at least awry through our focus on the state of Brazilian Studies in New England as well as possible remedies. More modestly, it would help us orient and focus our activities in the field within the framework of our limited resources.

⁴ The exceptions, for clear reasons, being the study of China, Western Europe, and, to a limited extent, continued interest in Japan and East Asia.

⁵ The so-called "war on terror," for example, and the need for the understanding of geographical areas in which "failed states" were emerging pushed the United States' university gaze away from Latin America and toward other regions: the horn of Africa, South Asia, and the Arabian Peninsula.

⁶ A term invented by executives at the Goldman Sachs company, "BRICS" stands for Brazil, Russia, India, China, and South Africa.

Research on Brazilian Studies in New England

New England offered us an illustrative area to begin our inquiry from a strong methodological point of view. Given the strategic importance of New England to American academia in general, and the focus of New England's higher education in the city of Boston and, indeed, in the Boston suburb of Cambridge, Massachusetts (where we have our offices), we believe that work on the state of Brazilian Studies, here, can also tell us much about how it is faring in the United States writ large.

Our argument is that New England is home to the entire range of college and university types that exist around the USA, from community colleges to regional colleges and universities, to national universities. It has also a very high density of the United States' elite liberal arts colleges – Colby, Williams, Bates, Hampshire, etc. – located across the six state region. Moreover, the city of Boston and its suburbs have over 61 regionally accredited universities and colleges, including a number of the highest ranked universities in the world. In short, we maintain that New England provides a laboratory for the study of any higher educational trends in the USA, including the state of Brazilian studies.

Some of our findings: *Brazil na lanterninha (in last place) – why?*

Of the 233 institutions researched, our evidence suggests that 177 had “no resources, no apparent interest” in Brazilian studies, 37 had some “middling interest” and 19 had something approaching “state of the art”. The latter we awarded, for illustrative purposes, an “A” or “A-” grade (please see the table below) – a proportion of roughly 1 in 11, or less than 10%:⁷

⁷ The *US News and World Report* data – though widely used in the USA, particularly by families whose high school aged children are gearing up for college applications – is used here simply as an heuristic device to attain some baseline of understanding of the typology of colleges and universities that exist for our purpose of gauging the state of Brazilian Studies in the USA. We realize that the Carnegie Mellon typology from which *US News and World Report* categories are derived is more complex, nuanced, and methodologically grounded. Furthermore, the “grades” in no way are meant to disparage or praise to excess any of the universities or colleges in the region. They are only meant to indicate where we have noted particular strengths in the pursuit of Brazilian Studies in the past 4-5 years.

List of NEASC Accredited Institutions of Higher Education in New England with "Grades" Indicating Level of Engagement with Brazilian Studies

A = Very good ; B = Good

**Prepared by the Cambridge Institute for Brazilian Studies
Monday, June 9, 2014**

State & Institution	US News & World Report 2014 "GRADE" Category
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Connecticut

n = 10 (4 in the "A" range)

Fairfield University	Regional University	A
Yale University	National University	A
Connecticut College	National Liberal Arts College	A-
Wesleyan University	National Liberal Arts College	A-
Trinity College	National Liberal Arts College	B+
Central Connecticut State University	Regional University	B
Eastern Connecticut State University	Regional University	B-
Sacred Heart University	Regional University	B-
Southern Connecticut State University	Regional University	B-
Western Connecticut State University	Regional University	B-

Maine

n = 7 (1 in the "A" range)

Colby College	National Liberal Arts College	A-
Bowdoin College	National Liberal Arts College	B+
University of Maine	National University	B+
University of Maine at Farmington	Regional College	B-
University of New England	Regional University	B-
University of Southern Maine	Regional University	B-
Bates College	National Liberal Arts College	B-

Massachusetts

n = 24 (10 in the "A" range)

Babson College	Business	A
Boston University	National University	A
Brandeis University	National University	A
Harvard University	National University	A
Massachusetts Institute of Technology	National University	A
Northeastern University	National University	A
University of Massachusetts Dartmouth	Regional University	A
Amherst College	National Liberal Arts College	A-
Tufts University	National University	A-
University of Massachusetts Amherst	National University	A-
Bentley University	Regional University	B+
Boston College	National University	B+
Clark University	National University	B+
Franklin W. Olin College of Engineering	Engineering	B+
University of Massachusetts Boston	National University	B+
University of Massachusetts Lowell	National University	B+
Hult International Business School	x	B
MGH Institute of Health Professions	x	B
Smith College	National Liberal Arts College	B
Woods Hole Oceanographic Institution	x	B
Berklee College of Music	Arts	B-
Curry College	Regional University	B-
Lesley University	Regional University	B-
Suffolk University	Regional University	B-
Williams College	National Liberal Arts College	B-

List of NEASC Accredited Institutions of Higher Education in New England with "Grades" Indicating Level of Engagement with Brazilian Studies

[CONTINUED]

New Hampshire		
n = 3 (1 in the "A" range)		
Dartmouth College	National University	A-
University of New Hampshire	National University	B
Southern New Hampshire University	Regional University	B-
Rhode Island		
n = 7 (1 in the "A" range)		
Brown University	National University	A+
Bryant University	Regional University	B+
Roger Williams University	Regional University	B+
University of Rhode Island	National University	B+
Rhode Island College	Regional University	B-
Salve Regina University	Regional University	B-
U.S. Naval War College	x	B-
Vermont		
n = 4 (2 in the "A" range)		
Middlebury College	National Liberal Arts College	A-
SIT	x	A-
University of Vermont	National University	B+
Vermont Law School	x	B-

NOTE: CIBS recognizes 19 New England universities and colleges that have excellent (i.e. "A") records of engagement with Brazilian Studies as of 2014. This number represents approximately 1 in 11 of NEASC accredited institutions of higher education.

With a small number of important exceptions, the fulcrum of Brazilian studies in the American Northeast is centered in the Boston metropolitan area, where Harvard University, the Massachusetts Institute of Technology (MIT), Northeastern University, Boston University, Brandeis University, Babson College, and the University of Massachusetts at Boston now lead the way. As one travels outside of Boston, to the north, Middlebury College, Dartmouth College, the School of International Training (SIT), and Colby College demonstrate serious, sustained interest in Brazilian studies. Going to the southeast, in the state of Connecticut, Yale University, Fairfield University, Connecticut College, and Wesleyan demonstrate a commitment to Brazilian Studies.

Directly to the south of Boston, another intriguing and marked trend exists where the University of Massachusetts at Dartmouth, the University of Rhode Island, and Rhode Island-based Roger Williams University and Bryant University distinguish themselves in diverse aspects of Brazilian studies, in our view, adding to the southern New England strength. Brown University, in Providence is of course part of this southeastern New England group of institutions and has by far the most articulated Brazilian studies program in New England. Brown is likely also the strongest Brazilian Studies program in the United States.

Why is there such a notable strength in Brazilian studies in the southern New England geographical area stretching from Dartmouth, Massachusetts, in the southeastern corner of the state across the Rhode Island state line to Providence? This largest concentration outside of Boston, we submit, emerged in what is termed in higher education circles the 'heritage area' of the Portuguese migration to the USA, its heyday being from the turn of the 20th Century to the 1970s, located in southeastern Massachusetts, throughout the oceanic state of Rhode Island, and in parts of Connecticut that adjoin the area. The highest quality Atlantic fishing grounds have been for centuries off of the coast of New England, and the world's whaling trade had its fulcrum also in and around New England. Portuguese fishing communities established themselves there in their pursuit of *bacalhau*, our area's cod. The fishing spurred the immigration, and the community has long since established itself in the region, branching out into countless other endeavors.

Adding to the lusophone community's impact on southern New England was the influx of Brazilians, beginning strongly in the 1980s, with Brazilians settling notably in East Boston, Cambridge, Somerville, Brighton, Medford, and Framingham, Massachusetts. A relatively minor but still significant Cape Verdean presence also began to appear notably in the late twentieth century. The Cape Verdeans had been part of the Portuguese diaspora until Cape Verde's independence from Portugal in 1975. After 1975, this significant new impulse of Cape Verdean immigration to the United States took place as US immigration restrictions eased somewhat. Given the mix between those of Cape Verdean and Portuguese descent, it is difficult to parse the exact numbers of Cape Verdean late 20th century immigrants but they clearly increased the lusophone community that was settling, in particular, in Boston, Brockton, and New Bedford, Massachusetts and Pawtucket and Providence in Rhode Island.

It is our view that the "heritage area" of the new and relatively new lusophone immigrant groups engendered a community interest in support for Portuguese and later Brazilian studies, helping to render Brown, the University of Rhode Island, Roger Williams University, Bryant University, and the University of Massachusetts at Dartmouth—all located within the central geographical region of this heritage area—some significant locations of lusophone and Brazilian Studies in the United States.

Why might there be less interest outside of the southern New England lusophonic heritage area? Harvard, especially, and MIT have notable resources dedicated to Brazilian Studies, but less palpable interest as measured in tenured faculty slots, ongoing programs, number of students studying Portuguese, and, perhaps most important, highly articulated research exchanges between Brazilian and New England-based professors. Such articulations would involve long-term studies involving Brazil- and US-based academics as well as their respective undergraduate and graduate students.⁸ We submit that an important explanation is

⁸ My late father, the social anthropologist, Dr. David H.P. Maybury-lewis (1926-2007), comes to mind in this regard. He spent a 44-year career at Harvard University (1960-2004), chairing the Harvard anthropology department for 17 of these. Though he was not a self-styled Brazilianist, he did

that in most institutions, including Boston's leading ones, Brazilian Studies is typically subsumed into Latin American Studies — that is, at universities where Brazilian Studies exist at all.

“The trampling of the Treaty of Tordesillas!”

Strong, New England-based Latin American Studies programs typically field programs, hire professors, and interest students and visiting scholars in Puerto Rican, Mexican, Cuban, and Haitian studies. In recent history, one could safely add to this list of standard areas of interest – all within the immediate Latin American vicinity of US border areas – any country that is “right now threatening” the US: Cuba, when the Revolution took place in the late 1950s until the present; Nicaragua, during the rise of the Sandinistas in the 1970s and 1980s; El Salvador, during the bloody civil war and the rise of the FMLN, also in the 1970s and 80s; Venezuela, under *chavismo*, during the past quarter century; and Peru, when the Shining Path (*Sendero Luminoso*) Maoist insurgency, based in the Altiplano, began to seriously threaten state power in the 1970s and 1980s. Cuba, as mentioned, has particularly riveted the focus of US-based Latin American studies programs for five decades. Its perceived geo-political importance and potential threat to the United States homeland – especially following the harrowing Cuban Missile Crisis of 1962 that brought the world to the brink of thermo-nuclear war, and the Castro regime's

engender large-scale projects on indigenous peoples in Central Brazil. He also conducted years of research on elites in Northeastern Brazil. His Harvard-Central Brazil project in the 1960s and early 1970s, involved graduate students and professors from both Brazil and the US. They conducted longitudinal comparative studies together, publishing the results in a series of monographs. Veterans of this project, on the Brazilian side, are now senior members of the Brazilian academy, many of them making significant intellectual contributions to the anthropological literature and institution-building contributions in their country. Meanwhile, with support from the Ford Foundation, Professor David Maybury-Lewis co-founded –with his Brazilian counterparts – the post-graduate programs in social anthropology, at the Federal University of Rio de Janeiro, and in sociology at the Federal University of Recife. These Brazilian and US-based scholars, a US-based foundation, as well as the Brazilian and American academies together set a standard, in this case, for long-term, highly articulated Brazilian studies that involved exchanges, extended in-country visits, research, teaching, publication, institution-building, and long-term transnational cooperation. The question is: is this a model that can be made contemporary and somehow replicated in the context of the early 21st century? There is evidence, at the universities with the strongest Brazilian Studies programs in New England, that this is precisely the case.

1960s pivot toward Soviet-style Marxism – have kept it at the center of US universities' attention.

These latter nations, important though they are on any number of dimensions, are nowhere near the importance of Brazil in regard to:

- demographic or geographical size
- the concept of “emerging economies”, Brazil being one of the world’s largest
- Brazil’s absolute GDP: within the world’s top ten
- the development of governmental and professional institutional structures: the size, scope, and funding of Brazil’s versions dwarf those throughout Latin America
- Brazil’s own relative number of resources, of particular importance, dedicated to higher education.

According to the United States’ Central Intelligence Agency’s World Fact Book, Brazil’s economy, for example, was almost twice the size of Mexico’s (the second largest in Latin America) in 2014 before the present economic crisis took hold in Brazil: approximately US\$ 2.4 trillion in Brazil vs. US\$ 1.3 trillion in Mexico. Brazil attained the position of the world’s sixth largest economy in the first decade of the 21st century.

Yet for reasons of the politics of the moment and geographic proximity – Mexico, for example, is the United States’ largest trading partner – the aforementioned smaller countries invariably take precedence in United States university thinking – as most likely a reflection of the United States government’s own geo-political thinking. Brazilian studies finds itself, therefore, perhaps incongruously the *lanterninha*; typically in departments of Hispanic Studies. There, in mainly Hispanic or Latin American studies departments, for any number of cultural, linguistic, sociological, geopolitical, as well as intra-institutional reasons, Brazilian Studies finds its uneasy home in most North American universities.

Adding to this tendency, as the social sciences in the United States become increasingly “mathematical,” adopting models of analysis that aim to include scores of countries, while eschewing deep qualitative methodologies—that focus on one, maybe two countries or regions—typical of the 1950s through the 1980s, the politics and sociology of Brazil are increasingly “given”, by default, to US Portuguese language programs, themselves (more often than not) located inside of Romance Languages & Literature Departments or Hispanic Studies programs. These institutional and cultural tendencies, regarding the placement of Brazilian Studies within US higher education institutions, raises clear issues related to epistemologies and research agendas.

University Models for Brazilian Studies

As a result of our institutional history in New England, there appear now to be two identifiable regional models for the development of Brazilian Studies:

Model I:

within the geographical framework of the lusophone diaspora: the successful model, identifiable in southeastern New England. Highly articulated, stand-alone lusophone and/or Brazilian studies programs.

Model II:

within the confines of U.S.-centric, Latin American Studies departments. Subordinated to the United States’ immediate border concerns, often devoid of social science strengths, and with problematic implications for the pursuit of Brazilian Studies.

One of the Important Founding Justifications for the Cambridge Institute for Brazilian Studies – An Agenda for Brazilian Studies in the Coming Decade

One of the Cambridge Institute for Brazilian Studies' reasons for establishment, upon its founding in late 2011, was to try to understand why Brazilian leaders, often would arrive in the USA at the head of billion dollar institutions in higher education, industry, or government, and find themselves lumped onto panels together with “counterparts” from, as examples, Puerto Rico, Cuba, and Venezuela, and Haiti (with all due respect to each): i.e. with counterparts whose nation's gross domestic products did not and do not compare to the resources that each Brazilian leader alone coordinated. Why this repeated uncomfortable scenario? The analyses above suggest why.

Second, CIBS has attempted in its small way, to right this apparent imbalance by advising universities (based both in Brazil and the US), providing access to our network of Brazilianists to others interested in Brazil here in the USA, and explaining to increasingly nonplussed Brazilians who come to the Boston area why they might find very few people with an understanding of and even an interest in the nature of Brazil and its relationship with the USA and the rest of the world. Again and again, we have noted *faux pas* in the highest reaches of American academia regarding its understanding of Brazil and Brazil's leaders. Brazilian leaders from the political, academic, media, artistic, and business communities who come regularly to our offices leave the impression that their local interlocutors, even in sophisticated Boston, Massachusetts, *realmente não sabem com quem estão falando*, and more often than not do so in English and Spanish, not Portuguese: the former forgivable, the latter less so.

Third, we have advised various Brazilian and US institutions of higher education on how to go about building a Brazilian Studies program based on some of the analyses written here. Last year, with the advisory work of the Cambridge Institute for Brazilian Studies, the Universidade Tiradentes – of Aracaju, Sergipe, with additional campuses in Maceió and Recife, and with over 50,000 graduate and undergraduate students and nationally recognized strengths in the fields of law,

medicine, engineering, and allied medical professions – has forged an agreement with the University of Massachusetts at Boston. The agreement is for Universidade Tiradentes to fund the Tiradentes Institute which will be housed, supported, and assisted at the UMass. Boston campus at Columbia Point. In the coming years, this will be the first effort to reach “take off” of a Brazilian University establishing a beachhead within and in collaboration with a US comprehensive university.

What are we to do? -- An agenda for Brazilian Studies

Obviously, there is no ‘silver bullet’ that will strengthen Brazilian Studies’ presence in New England or US campuses in general. However, there are some elements for a successful strategy for the fomenting of Brazilian Studies that the above analysis helps us to identify:

1. Identify a cultural ‘heritage area’ for lusophone/Brazilian studies from where funding and other forms of support might be available.

We have but two more important cultural areas outside of southeastern New England with high concentrations of Brazilians and the lusophone community: (1) New York City and (2) Miami/Orlando, Florida. We can rule out the latter because the Brazilian immigrants or tourists involved tend to be similar to many other out-of-staters in the Florida area—they are there to enjoy tourism, holidays, shopping, and real estate speculation. They are not as diverse nor as settled into a community as would be necessary to truly engender the support necessary for higher educational endeavors. The University of Florida is a major US center for Brazilian studies in higher education, whereas a majority of the Brazilian immigrants are in the southern tip. On the other hand, the New York Brazilians might be an interesting option: a more settled and varied group of immigrants. Our colleagues at NYU, Columbia University, City University of New York, the New School and many other institutions in New York and New Jersey clearly have already been paying attention to this important element in undergirding Brazilian Studies in what is termed the

“tri-state area:” New York, Connecticut, and New Jersey. From what we have learned in New England, there is great potential here for financial, intellectual, moral, and intangible support.

2. Creation of a Task Force for Fomenting Brazilian Studies

It has been 17 years since Ambassador Barbosa called for research on the state of Brazilian Studies and an expansion of the field. Advances have been modest, since then, and there have been some clear slippages, discussed in this paper. A task force appears necessary to go about the work of promoting the field and addressing the issues that have been outlined here. No better institution, it seems to me, than BRASA to launch it. I am sure we could assist at the Cambridge Institute for Brazilian Studies.

3. Seek a funding foundation, or consortium of foundations, interested in the better articulation of Brazilian Studies.

The most important initiatives always require resources, as is well known, and the first initiative of the Task Force would be to set the agenda for Brazilian Studies in the next decade and find funding to fulfill it: identifying and approaching foundations and major donors.

3. Funding for tenured slots.

The contemporary university revolves, to this day, around departments, and departments revolve around tenured professors. If there are no tenured professors exclusively, or almost exclusively, dedicated to Brazilian studies, at an institution of higher education, there will be no prestigious faculty member to stand up for a

program within a department or institution.⁹ This is axiomatic. The only exception to this rule is when a university president and her senior provosts and deans decide to take an initiative, such as founding and cultivating an institute or program: *despite* the wishes of tenured faculty. Yet to sustain such an initiative *still* requires the support of such senior members of the academic staff. Deans, provosts, and presidents come and go. Tenured faculty do not.

4. Funding and coordinating a Brazilian Studies Institute at a US institution with tenured slots for Brazilian Studies professors.

To avoid “the trampling of the Treaty of Tordesillas,” alluded to above, as well as the tendency at US institutions to (perhaps excessively) look to border regions and immediate political concerns in the region, institutes for the study of Brazil need to be funded. They need also to be at universities where there are tenured faculty slots for Brazilian Studies. Otherwise, the institutes will be relatively “empty” of academic content and the energy truly required to sustain, expand, and articulate them and render them exciting to the next generation of Brazilianists.

5. Funding for research and study in Brazil

Regular research sojourns to Brazil, involving leave and funding, is indispensable for a professor who is both tenured and dedicated to Brazilian Studies. A Brazilian Studies Institute needs the resources to help in this regard. Furthermore, it is crucial that there be money made available both for graduate and undergraduate travel to study abroad in Brazil. Portuguese language and study of the various aspects of Brazilian culture, history, civilization, and prospects must, of course, go

⁹ Indeed, the Jorge Paulo Lemann Professorship, at Harvard, went to a distinguished professor at the Harvard Business School. Yet the latter was and remains a leading expert on South Asia and not Brazil. Hence, this tenured slot that was meant to lead Brazilian Studies at Harvard quite frankly did not. The fact remains that tenure slot funding—such as the Lemann initiative at Harvard and, with far greater results, at the University of Illinois, where the Jorge Paulo Lemann professorship went to Professor Werner Baer—is a clear requirement for the promotion of the field.

hand in hand with student travel to and from Brazil. Tenured professors, as well as junior faculty, can of course provide this academic and experiential orientation.

5. *Emphasis on youth*

We at the Cambridge Institute for Brazilian Studies strongly believe that there should be an emphasis on making funding available for undergraduates to study, conduct research, and/or participate in faculty-led programs in Brazil.¹⁰ The undergraduates are potentially the next generation of Brazilianists as well as being relatively unencumbered with personal and financial commitments. They can more easily and quickly learn the Portuguese language than the generally older graduate students. They have the best chance of experiencing a life-changing trip in Brazil, spurring in them a dedication to Brazilian Studies that the field requires from its youngest participants. Both in the US and, especially, in Brazil, there remains some resistance to emphasizing youthful study abroad: we heard, in many Brazilian quarters, for example, that “eles vão lá nos EUA para tirar férias e passear! Não vale o investimento.” Nevertheless, we believe an emphasis on youth is indispensable. The serendipity associated with “free form” travel, quite natural to young people, is likely to make people lifelong advocates for Brazil and its people.

6. Simultaneous support for Brazilian universities interested in fomenting study abroad

While creating propitious conditions for supporting Brazilian studies at American institutions (or consortiums of universities), it is also indispensable to collaborate with Brazilian universities that are themselves dedicated to expansion of study

¹⁰ We have reached this conclusion through personal experience. Dr. Ito-Adler served as a Peace Corps volunteer in Pernambuco, and I travelled with family and on my own, from an early age, throughout Brazil. We have also observed trends in the Ciências Sem Fronteira program and the study of third party travel abroad provider programs where the youngest students show the most excitement and potential for sustained commitments to Brazilian Studies.

abroad opportunities for both their faculty and students. We note a certain resistance in the Brazilian academy for study abroad, particularly for the youngest people at the university, so facilitation and creation of a climate for study abroad, as well as some financial support is required, especially for undergraduates. Obviously, many in the Brazilian academy have experience living, working, and studying abroad. Yet the culture of moving, living, and studying in another place is still relatively incipient. In order for Brazilian Studies in the US to flourish, it needs to make possible the welcoming of more Brazilians at the American academy. Problems regarding different calendars, financial systems, visa procurement, language challenges, and institutional cultures are all much greater than most Brazilians and Americans realize. To be overcome, they must be recognized and dealt with systematically in order to create the two-way flow of academics and students so important for Brazilian Studies to flourish. This will also assist the Brazilian academy with its own interest in reforming the next generation of Brazilian universities. The future university requires close overseas collaborators, including in the United States, otherwise the Brazilian university may risk becoming, as the English put it, “precious” and provincial.

7. Assist American universities to become less reactive, trendy, and attentive to the politics of the moment

We who are already committed to Brazilian Studies need to help our home institutions and others that express some interest to become steadier in their focus on Latin America and its South American giant: Brazil. The US academy needs to become less trendy and reactive to the politics of the moment, allowing it to observe, with nuance and clarity, a very great country that is right before it and will remain there despite the political and/or economic vicissitudes of the moment. Practically, this means bringing Brazil-related culture to campus: talks on Brazil, Brazilian music, *capoeira*, art, dance, sports, food, drink, ...color. These are the elements of Brazil that nobody who experiences them ever forgets. They open the

doors to Brazilian Studies in the United States because they touch us – particularly our young people – in profoundly positive and human ways.

I am sure that Ambassador Rubens Antônio Barbosa would understand.