The David Rockefeller Center for Latin American Studies’ São Paulo and Cambridge-based team offers students pre-departure guidance, organizes formal January and summer programs, provides on-the-ground support for term-time travelling courses (such as Graduate School of Design studios) and helps students navigate direct enrollment in Brazilian universities and conducting research in Brazil. The number of Harvard students participating in programs and engaging in research and learning experiences in the country has grown consistently since the founding of the Brazil Studies Program and Brazil Office in 2006.

Harvard Students in Brazil, 2006-2011, by Year, Total = 471 (not including tourism)

![Chart showing student numbers by year]

Source: Harvard DRCLAS Brazil Office

In January 2011, over 70 Harvard students and 30 Brazilians participated in four programs in the Northeast, Southeast, South and Center-West of Brazil. The growth of students to Brazil in 2010-2011 reflects the launch of new programs for which there is strong student demand and the return of the Harvard Summer School Program in Rio, which was not offered in 2009-10.
Harvard Students in Brazil, 2006-2011, by Program Type*

*Harvard Summer School total only includes Harvard degree students. Student participating in multiple programs in year is counted for each program. Source: Harvard DRCLAS Brazil Office

Number of Students in January 2011 Programs in Brazil

Source: Harvard DRCLAS Brazil Office
Following are brief descriptions of student programs in Brazil available to students during the 2010-11 academic year, starting with Portuguese language programs and moving on to more topic-specific offerings.

**LANGUAGE AND PUBLIC SERVICE PROGRAM IN FLORIANÓPOLIS, SANTA CATARINA**

The Language and Public Service Program was offered for the first time from January 3-21, 2011 in Florianópolis. The 15 Harvard College student participants, selected from a competitive pool of 62 applicants, represent all four undergraduate classes and a broad range of concentrations, including Government, Social Studies, History & Literature, and Economics. The students lived with host families for the duration of the program. Each morning the students took Portuguese classes (taught by Dr. Clémence Jouët-Pastré and a teaching assistant), and in the afternoons the students did volunteer work for a non-profit organization that promotes social development and educational opportunities for youth in a low-income neighborhood. The students also participated in special activities and site visits, including a highly successful seminar with former tennis star Guga at his foundation, Instituto Guga Kuerten. All 15 students gave very positive reviews of the program and discussed plans to return to Brazil to participate in other Harvard programs, internships, study abroad, and thesis research. For more information, see: [www.drclas.harvard.edu/brazil/2011-lps](http://www.drclas.harvard.edu/brazil/2011-lps)

**Quantitative Evaluation Highlights:**
- How was your overall experience with the LPS program in Florianópolis? 4.7 (scale: 1 to 5)
- Would you recommend this program to other students? 4.7 (scale: 1 to 5)
- Did your participation in the program increase your interest in future engagement with Brazil? 4.8 (scale: 1 to 5)

**Qualitative Evaluation Highlights:**
- “I could not have chosen a better program for my first international experience.”
- “I would definitely recommend this program to other students because of the perfect mixture of public service and cultural immersion.”
- “This program definitely reaffirmed my desire to study Brazil, especially because now I feel more equipped to do so.”

**BRAZILIAN CULTURE AND PORTUGUESE LANGUAGE IN RIO DE JANEIRO**

The Brazilian Culture and Portuguese Language Program (taught by Dr. Clémence Jouët-Pastré and offered by the Harvard Summer School) allows students to interact with Brazilians from all walks of life through community service, lectures by renowned scholars, and instructional excursions as they work to improve their Portuguese language skills. In 2011, students will spend two weeks in São Paulo in an orientation and cultural immersion program organized by the DRCLAS Brazil team. They will then move to Rio de Janeiro for the remaining six weeks of the program. Morning sessions will integrate intensive language instruction with readings, films, and popular songs, providing a comprehensive overview of the history and culture of Rio and São
Paulo. The program ends with a capstone seminar designed to give students an opportunity to critically reflect on their experience learning Portuguese and integrating into the local environment. As a final product of the 8-week program, each student will produce a 12-page report in Portuguese. For more information, see: www.summer.harvard.edu/abroad/brazil and www.drclas.harvard.edu/brazil/student/portugueserio2011

**PUBLIC POLICY IMMERSION PROGRAM IN SÃO PAULO**

The purpose of the Public Policy Immersion Program (PPIP) is to expose Harvard College students to the complexity of the challenges and opportunities faced by Latin America’s largest democracy by giving them an opportunity to undertake meaningful community service projects in São Paulo, the country’s cultural and industrial capital. College students with advanced Portuguese language skills who are admitted to the program, which has been offered annually since 2007, work as volunteers in carefully selected organizations in metropolitan São Paulo during the Cambridge summer. Harvard Graduate students are also invited to take advantage of this program. The Brazil Office works with our network of contacts throughout the country to secure interesting and meaningful internship opportunities. A one-week trip to Brasilia provides a comprehensive introduction to the policy challenges of Latin America’s largest democracy. For more information, see: www.drclas.harvard.edu/brazil/student/ppip

Qualitative Evaluation Highlights from 2010 survey:

- “I really enjoyed my experience working at the school. Becoming a teacher is a definite possibility in the future.” (Harvard College student)
- “This program has opened up many opportunities for me that I never thought I would want to take part in, such as writing a thesis or participating in a joint program with the Graduate School of Education.” (Harvard College student)

**AGRICULTURE, COMMODITIES, AND DEVELOPMENT IN RIO DE JANEIRO, BRASÍLIA, AND SÃO PAULO**

In January 2011, Aldo Mussachio, Associate Professor at Harvard Business School (HBS), taught the “Agribusiness, Commodities and Development” Immersion Experience Program (IXP) to 28 HBS students. In support of the program, the DRCLAS Brazil Office organized a two-day field exercise at Petrobras University (the training organization for the Southern hemisphere’s largest
company); arranged a special visit to the Foreign Ministry and a meeting with the Head of the Ministry’s Diplomatic Policy Planning Secretariat in Brasilia; and hosted a day of field exercises involving students from Insper – Instituto de Ensino e Pesquisa at and around the DRCLAS Brazil Office in São Paulo. The HBS IXP Program seeks to develop outstanding leaders through off-campus professional development opportunities committed to the pedagogy of experiential learning. The IXP facilitates the transmission of key ideas in managerial practice through applied management projects, active learning exercises, and the expert guidance of faculty and business leaders. For more information, see: www.drclas.harvard.edu/brazil/hbs-ixp-2011

COLLABORATIVE FIELD COURSES

Collaborative field courses have a one-to-one ratio of Harvard and Brazilian students, are team taught by Harvard and Brazilian faculty, and have a prominent field-based component that brings together theory and practice in a way that is not possible in a classroom-only setting. The courses, which take place in January, enable Harvard students to substantively engage in Brazil without requiring Portuguese language skills. Lectures and readings draw on faculty work at Harvard and in Brazil, are made available online and seek to foster the inclusion of relevant new material in respective curricula. The courses have helped increase student engagement in research activities in or focused on Brazil, enable new and strengthen existing faculty collaborations, drive joint research and publishing, increase local knowledge of degree programs at Harvard among the best potential applicants in the country, and build a substantive and sustainable base of collaborators to serve as a network for Harvard students and faculty in the future. Working with Harvard and Brazilian faculty, the Brazil Office has organized and run collaborative field courses in public health (2008, 2009, 2010, 2011) and engineering (2010, 2011).

Public Health in Salvador, Bahia

In January 2011, the Harvard School of Public Health (HSPH), Fiocruz’s Centro de Pesquisa Gonçalo Moniz, and the DRCLAS offered the Collaborative Public Health Field Course for the fourth consecutive year in Brazil. A Scientific Organizing Committee is responsible for the planning, review, and assessment of the course and is comprised of nine faculty members from HSPH (Mary E. Wilson, Marcia Castro, John David), Fiocruz (Mitermayer Reis, Jackson Costa, Luciano Kalabric), the Faculdade de Ciências Médicas da Santa Casa de São Paulo (Maria Amélia Veras), the Faculdade de Medicina da Universidade de São Paulo (Aluísio Segurado), and Universidade Federal da Bahia (Guilherme de Sousa Ribeiro). The 14 Harvard students came from HSPH, Harvard College (3) and the Harvard Kennedy School (1). Brazilian students come from multiple institutions throughout Brazil. The overall objectives for this course are to enhance participants’ abilities to: critically analyze environmental and socioeconomic factors in Brazil that are associated with a high prevalence and geographic distribution of the infectious diseases discussed in this course; identify population characteristics, such as nutrition status, immunity, co-morbidities, degree of exposure associated with disease epidemiology and the impact of these
factors on disease morbidity and mortality; identify and describe selected infectious diseases that are prevalent in Brazil; foster lasting academic collaborations and joint research projects between HSPH and Brazilian participants, strengthening personal networks throughout Brazil and internationally. The collaborative public health field course was the first of its kind at Harvard and served as the model for the engineering field course. Through relationships built in collaborating on the course, a Brazilian professor was named a Visiting Scientist at HSPH. This course has received CNPq funding for the past three years, received a President’s Innovation Fund Grant for January at Harvard for 2011, and helped generate support from individual donors. For more information, see: www.drclas.harvard.edu/brazil/publichealth-salvador-2011

Quantitative evaluation highlights from anonymous participant survey:
- Overall rating for the course (Harvard students): 4.5 (scale: 1 to 5)
- Quality of teaching in the course (Harvard & Brazil, same): 4.7 (scale: 1 to 5)
- Quality and usefulness of the course content (Harvard students): 4.5 (scale: 1 to 5)

Qualitative evaluation highlights from anonymous participant survey:
- “This course exposed me to the complexity of infectious disease control, including policy, science, medicine, and public health.” (Harvard student)
- The course exceeded my expectations. It helped me understand the community and bring it into my clinical practice.” (Brazilian student)
- “This course would not have had 1/10th the educational value without their [the Brazilian students’] presence.” (Harvard student)

Engineering and the Urban Environment in São Paulo and Rio de Janeiro

The January 2011 “Engineering and the Urban Environment” field course was a joint effort of Harvard’s School of Engineering and Applied Sciences (SEAS), the Universidade de São Paulo’s Escola Politécnica (Poli-USP), and the David Rockefeller Center for Latin American Studies (DRCLAS). It included students and faculty from SEAS and Poli-USP as well as from the Harvard Graduate School of Design (GSD) and the Escola Politécnica of the Universidade Federal do Rio de Janeiro (Poli-UFRJ). The majority of the 29 students (14 Harvard, 15 Brazil) are in the final year(s) of their undergraduate programs. The program also included three Ph.D. candidates and two Master’s students. Core faculty came from Harvard’s SEAS (Chad Vecitis) and GSD (Judith Grant Long and Paul Nakazawa) and the Poli-USP (Monica Porto and José Mierzwa), Poli-UFRJ (Gabriella Rossi) and PUC-RJ (Gabriel Duarte) in Brazil. Site visits in metropolitan São Paulo and greater Rio de Janeiro included the primary drinking water treatment facility for São Paulo; the external and subterranean areas of the Henry Borden hydroelectric power plant; large informal settlements in Rio de Janeiro and São Paulo; Maracanã stadium in Rio, host to World Cup games in 2014 and the opening and closing of the 2016 Olympics; the ongoing project to extend Rio’s

1 CNPq: Conselho Nacional de Desenvolvimento Científico e Tecnológico (National Council for Scientific and Technological Development), Brazil’s leading national research funding organization.
metro system; and more. A Poli-USP course faculty member is currently spending a year conducting collaborative research at SEAS as a result of the 2010 and 2011 courses. The course received support from Brazil’s CNPq and from individual donors. For more information, see: www.drclas.harvard.edu/brazil/seas-poli-usp-2011

Quantitative evaluation highlights from anonymous participant survey:
• Overall rating for the course (Harvard students): 4.64 (scale: 1 to 5)
• Will this course have an impact on your academic, personal, and/or professional plans in the future (Harvard students)? Yes: 100%; No: 0%
• How was the participation of foreign students in the course (all participants)? Very positive: 86%; Somewhat positive 14%; Somewhat negative 0%; Very negative 0%

Qualitative evaluation highlights from anonymous participant survey:
• “This course has changed the way I look at a city and how it is planned.” (Harvard student)
• “This course definitely helped me understand how all the subjects studied throughout the environmental engineering course actually come together.” (Brazilian student)
• “The course was made infinitely better by their [Brazilian students’] presence and unique perspective. Invaluable.” (Harvard Student)

SUPPORT & APPRECIATION

The creation of new Harvard student programs in Brazil, the increase in the number of student and faculty participants, and the inclusion of Brazilians in collaborative courses would not have been possible without the generous support of Jorge Paulo Lemann and the Lemann Family, Brazil’s CNPq, Claudio Haddad, the Fundação Centro Tecnológico de Hidráulica (FCTH), Pedro Conde Filho, Øivind Lorentzen, and many others. Harvard University’s David Rockefeller Center for Latin American Studies is deeply thankful for their support.