

### Syllabus

Brazil after 1750:LAH4630/5637:Spring Semester 2019

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This course concerns the various strands of history that, together, help us to understand the nature of contemporary Brazilian society. The course is intended for those who seek to deepen their understanding of Brazilian history and for those who wish to understand present-day Brazil with greater sophistication. We begin by exploring the history of a period of enlightened colonial reform that brought many new elements into play which continue to distinguish contemporary Brazil from early colonial Portuguese America. We carry this exploration down to the recent past, with a discussion of the 1964-1985 military regime and its aftermath. The course attempts to acquaint the student with the history of imperial Portugal from the Marquis de Pombal's regime down through the reign of D. João VI, who left Portugal and established Brazil as a monarchy in its own right. The course goes on to map out the political epochs which followed: independent monarchy, republic, authoritarian corporatist state, populist democracy, and military authoritarianism. As part of this, we will discuss the export cycles which dominated Brazilian economic history into the twentieth century, analyze the continued role of Afro-Brazilians in slavery and freedom, clarify the rise of industrialization and the urban sector, and explore the dilemmas posed by populism, economic development, and authoritarianism in the era following the Revolution of 1930.

**Course Requirements:** Undergraduate students are expected to complete the weekly readings detailed below in a timely manner. Graduate students will also be expected to attend the lectures, to do the undergraduate and graduate reading assignments noted below, and to be able to respond to questions in the course of the lectures.

1. All students, undergraduate and graduate alike, will take a **map examination** during the first twenty minutes of the fourth session. The map examination is discussed on a sheet of paper separate from the syllabus; **note that it must be passed before the midterm to avoid the penalty of a drop of one grade for the student's course grade.**
2. Students will also write a **historiographical essay** (see the criteria for this essay on the instructor's website, above) as their term paper. For undergraduates, this will be an essay of up to fifteen pages; for graduate students, an essay of up to twenty-five pages. Such essays are to be printed double-spaced; they should be in formal academic style and format, with footnotes or endnotes when appropriate (parenthetical-style notes are not permitted). The format of such notes can be reviewed in the *Chicago Manual of Style*, or guides based on that source. The topic must be agreed upon in consultation with the instructor **by the end of the fourth week of the semester.** The research for this essay may be drawn from reading done in scholarly monographs, chapters from scholarly anthologies, and in articles in scholarly journals. Undergraduates are expected to read works from six or more scholars, totaling around 500 pages. Graduate students are responsible for discussing all of the works in English (or another language, if the student chooses) pertaining to their specific topics. **The undergraduate paper is due at the beginning of the first session of the twelfth week; the graduate paper is due at the beginning of the first session of the fourteenth week.**
3. Undergraduates will also take two **regular examinations:** a midterm and a final. The examinations will take place in class. They will be made up of essay questions, which will be selected at the time of the examination by the professor from a list of possible questions distributed to students a week before as a study guide. The midterm will be administered second session of the seventh week; the final, as per the online *Schedule of Courses*. Graduate students may review the examination questions, and may take the examination, but they are not required to take the examinations. Graduate students in the Latin American history program should note, however, that their graduate examinations in the future will likely test the grasp of the field that such undergraduate questions presuppose.

**Course Grades:** Undergraduate students' grades will be computed from the average of three grades: those of the two examinations and the historiographical essay. Note the penalty for failure to pass the map examination, stated above. Graduate students' grades will derive from the professor's appraisal of each student's class performance and grade on the historiographical essay; the performance will count for thirty percent of the course grade, the essay for seventy. Class performance refers to graduate students' clear preparedness with respect to assigned reading (something measured by response to questions in class).

**Reading Assignments:**

**Undergraduate students** are expected to read from the following two texts:

Fausto, Boris; trans. A. Brakel. *A Concise History of Brazil*. Cambridge: Cambridge University Press, 1999.

Bethell, Leslie, ed., *Brazil: Empire & Republic*. New York: Cambridge University Press, 1989.

McCann, Bryan. *The Throes of Democracy: Brazil since 1989*. London/New York: Zed, 2008.

**Graduate students**, besides reading the undergraduate assignments, will also be obliged to skim the historiographical essays associated with all of the chapters in the Bethell anthology. They should also read the newest addition to Bethell's anthologies on Brazil: Leslie Bethell, ed., *Brazil since 1930*. New York: Cambridge University Press, 2008.

**For the reading below**, let "Fausto textbook" stand for the book by Fausto listed above. The same historian wrote a chapter in the Bethell anthology (also listed above); let "Fausto" stand for that chapter. That chapter and others out of the Bethell anthology are indicated for those weeks where they are useful. For example, during week II, Bethell indicates the chapter by Leslie Bethell in the book edited by Leslie Bethell; in week V, Graham indicates the chapter by Richard Graham in that same book, and so on.).

**Schedule**

(NB Spring Break is not shown and does not count in the list below and classes end on the Wednesday of the final week):

Week      Topic      Reading

- I. Portuguese America. Fausto textbook, 54-75.
- II. Monarchy in America: Bethell.
- III. First Reign and Regency: Bethell & Carvalho.
- IV. Second Reign Structures: Bethell & Carvalho.
- V. Second-Reign Society: Graham.
- VI. Second-Reign Culture: Graham.
- VII. Review and Midterm.
- VIII. Modernity and Abolition: Costa.
- IX. Modernity and Republic: Costa.
- X. Old-Republic Structures: Dean.
- XI. Old-Republic Society: Fausto (i.e., Fausto's ch. in Bethell)
- XII. Revolution of 1930 and the Vargas Regimes: Fausto's textbook, ch.4.
- XIII. Vargas' Legacy: Fausto's textbook, ch.5.
- XIV. The Military Regime of 1964: Fausto's textbook, ch.6.
- XV. The Post-1985 Democracy: McCann, chs.1-3.

**Advice:**

Prudent students will note that the assigned reading, when combined with the additional reading for the term paper, demands disciplined, constant attention. It will be apparent that students who do not have a research topic worked out with the instructor by the date of the midterm risk a crisis in meeting their responsibilities. Since very few students are familiar with Brazilian history, few come up with a topic quickly on their own. **The instructor does not expect you to develop a term-paper topic on your own. He invites you to consult with him at your earliest possible convenience in regard to the topic and to receive his guidance in regard to an appropriate bibliography.**

**Penalties, Catastrophes, and Warnings:**

1. Please note the map examination penalty noted above. Note, as well, that there **are severe penalties for missing the deadline of the term paper** (it must be turned in at the beginning of the session indicated; if it is turned in during the session, it is penalized a half grade; if it is turned in within the twenty-four hour period following the deadline, it is penalized a full grade; if it is turned in within the second twenty-four hour period, it is penalized two full grades; and so on). "Turned in" means delivered by hand as hard copy; email attachments will not be graded, although they may be considered as proof of completion in a documented emergency situation. **Students who must turn in their papers late are responsible for having it signed in at the time and date of submission by one of the secretaries in the Department of History office.**
2. **All components of the course must be submitted to the instructor and a grade for each component recorded by the instructor in order to earn a course grade.** Thus, students who have completed everything else but do not have a recorded grade for the map examination, or for the midterm, or for the final examinations, or for the term paper will fail the course.

3. As life has been arranged so that **unexpected catastrophes** occur for which even the prudent and virtuous student cannot prepare, the instructor will be willing to review student petitions for a waiver of penalty (or lessening of penalty). Such waivers will be granted at the discretion of the instructor, and are most likely to be granted in those cases in which the instructor deems that the catastrophe is credible and reliably documented.
4. There is no **extra credit** option or possibility in this course.
5. The instructor will not tolerate **cheating**. The instructor will not tolerate **plagiarism**. A student guilty of either will fail the course and the matter will be referred to, and recorded by, the appropriate university authority.
6. The instructor does not keep records of **attendance**. It is his assumption that adults are the best judges their best interest in this regard.
7. Students requesting classroom accommodation because of a **disability** must first register with the Dean of Students' Office. That office will provide documentation to the student who must then provide that same documentation to the instructor when requesting the appropriate accommodation.

The instructor is obliged to provide other information in regard to taking the course, information on grading, the honor code, and evaluation of the instructor. Here is that information:

1. For the university's policies with regard to grades, see:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
2. Regarding university policy on matters of honor, such as cheating or plagiarism, note:  
The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.
3. Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.