

Syllabus

Brazil after 1750:LAH4630/5637
Spring Semester 2021

Professor Jeffrey D. Needell

Office hours: Tuesdays, 1-2:30 and Thursdays, 2-3:30

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This course concerns the various strands of history that, together, help us to understand the nature of contemporary Brazil. 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 interventionist colonial reform that brought many new factors into play, factors which continue to distinguish contemporary Brazil from early colonial Portuguese America. In effect, the course attempts to acquaint the student with the history of imperial Portugal from the marquês de Pombal's regime down through the reign of D. João VI, who left Portugal in 1807 and established Brazil as a monarchy in its own right. The course goes on to map out the political epochs which followed the independence of that monarchy: independent empire, oligarchical republic, authoritarian corporatist state, populist democracy, military authoritarianism, and the new republic. As part of this, we will discuss the export cycles which dominated Brazilian economic history into the twenty-first century, analyze the enduring role of Afro-Brazilians in slavery and freedom, clarify the rise of industrialization and the urban sector, and explore the dilemmas posed by populism, industrial development, authoritarianism and democracy in the era following the Revolution of 1930 and the Military Regime of 1964-1985.

Given the pandemic, the sessions will be on Zoom and scheduled as indicated in the *Schedule of Courses* for when we would have met in class. The lectures, which include the instructor's responses to questions raised during the lectures, will be recorded for the benefit of those affected by pandemic or temporary technology issues. See **Penalties, Catastrophes, Warnings, and Required Information** (below) in regard to the privacy issues, etc., involved in such recordings. The lectures are intended for, and open to, registered students only and only for this semester. To access them, go to Zoom Conferences on Canvas and click on Cloud Recordings.

My **office hours** will be held as indicated above; I shall be sending all registered students the data necessary to access office hours on Zoom. Scheduled office hours or substitute appointments will not be recorded.

The **Canvas** site for the course will contain, in Files, a copy of this syllabus, the necessary handouts for success at the map examination, the criteria for the term paper, and, given the unusual circumstances of the pandemic, optional topics and online sources for the term paper. Students unfamiliar with Canvas might find the following useful: <https://elearning.ufl.edu/keep-learning/>

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 in a file in the Files of the Canvas module set up for this course. **Note that the map examination 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 in a file in the Files of the Canvas module set up for this course) as their term paper. For undergraduates, this will be an essay of up to ten pages; for graduate students, an essay of up to fifteen 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 undergraduates' topic can be drawn from the appropriate file in the Files of the Canvas module set up for this course. Undergraduates will find appropriate bibliographies for each of the topics in that file as well, providing online accessible sources. Alternatively, undergraduates may consult with the

instructor regarding a topic of their own choice and appropriate, online accessible sources. Graduates must work up a possible topic and bibliography in consultation with the instructor, in the hope of finding a focus and sources for it that are accessible online. As with the undergraduates' research on a topic of their own, the research may be drawn from online accessible reading done in scholarly monographs, chapters from scholarly anthologies, and in articles in scholarly journals. Undergraduates are expected to read works from four scholars, totaling between 300 and 400 pages. Graduate students are responsible for reading and discussing at least six works in English (or another language, if the student chooses) totaling between 400 and 600 pages. **The undergraduate paper is due at the beginning of the second session of the twelfth week; the graduate paper is due at the beginning of the second session of the fourteenth week.**

3. **Undergraduates** will also take two **regular examinations**: a midterm and a final. The midterm examination will probably take place at the first period of the second session of the seventh week. It will be made up of essay questions, which will be indicated at the time of the examination by the instructor from a list of possible questions distributed to students a week before as a study guide. The final examination will be administered at the first hour of the time set aside for the course final examination on the *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). If they take the undergraduates' midterm and/or final examination(s), they will be scored and graded, but will not affect their course grade. Taking them is considered an optional opportunity for graduate examination preparation

Reading Assignments:

Undergraduate students are expected to read from the following three 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 listed above. They should also read at least part one of Leslie Bethell, ed., *Brazil since 1930*. New York: Cambridge University Press, 2014.

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, for the undergraduate reading); 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 because of the pandemic, there is no Spring Break, and the last session is the first Tuesday of the fifteenth week):

<u>Week</u>	<u>Topic</u>	<u>Reading</u>
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- 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 have not chosen one of the listed term-paper topics (or come up with a topic of their own), 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 can 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.** The pandemic, with the associated necessity of working with online accessible sources, make this especially important.

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 submitted to the appropriate Assignment on the Canvas module set up for this course.
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 provides here **required information** in regard to recording the lectures, taking the course, information on grading, the honor code, and evaluation of the instructor. Here is that information:

1. Given the online nature of the course during the pandemic, **our class sessions will be audio-visually recorded** for enrolled students in the class who are unable to attend live due to temporary technical issues or issues related directly to the pandemic. Students who participate with their camera engaged or utilize a profile

image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voice recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. **As in all courses, unauthorized recording and unauthorized sharing of recorded materials by students or any other party is prohibited.**

2. For the university's policies with regard to grades, see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
3. Regarding university policy on matters of honor, such as cheating or plagiarism, note that 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.
4. What follows is the updated information on campus policies in regard to evaluation. Note that, in regard to the information and links below, there are references to the use of CANVAS for evaluation. The CANVAS evaluation system is called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVYKU2uNohMAWR5pYYVu0F_ty9jxk4wL-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E_HUO3wQ&e= . Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu> <<https://evaluations.ufl.edu/>> .