Brazilian History since 1500

Course Grading:
Your grade will be based upon:

Two Article Analysis Essays and Discussion Participation ............................ 20%
(Essays Due on Dates To Be Selected)

Book Review ................................................................................................... 15%
(Due 5 October)

Research Paper Bibliography and Outline ......................................................... 5%
(Due 26 October; None Accepted after 6 November)

Research Paper ................................................................................................. 40%
(Due on 23 or 30 November)

Final Examination ........................................................................................... 20%
(To be Scheduled by Registrar between 11 and 21 December)

Total ............................................................................................................... 100%

You must complete all assignments to pass this course.

Required Texts:

(Available for Purchase):
Thomas E. Skidmore, Brazil: Five Centuries of Change, 2nd ed.

(Free):
Articles for weekly readings posted on course blackboard

Course Description:
This course surveys the history of Brazil, Latin America’s largest and most populous country, from the beginnings of Portuguese colonization in 1500 to the present. A single-semester course on the history of such a large and diverse country is necessarily selective and the core of this course consists of a series of problems in Brazilian history which we will analyze through a careful reading and discussion of pairs of articles. Knowledge of Portuguese is not required for success in this course, but given that the majority of Brazilian history is written in that language, students with reading knowledge of Portuguese are urged to use sources in that language for their research papers.

This is an advanced history course in which you will work on developing your written and oral analytical skills, particularly your ability to critique and analyze the work of historians. The book review, articles analyses, and discussion classes are an opportunity for you to develop your skills as an historian, skills that you will then employ in preparing your research paper. While there are no prerequisites for this course, students who have taken 200- and 300-level history courses, or courses in other disciplines that require essays, tend to do better than those who do not have this background.

Course Requirements:

Participation and Articles Analysis: This course is a combination of lectures and seminars. Most Friday class meetings will be devoted to discussion of two articles. You should, therefore, have carefully read the articles before the assigned discussion period. Your
participation grade will be based on the quality of your contribution to these seminars, not simply your attendance at them, and on the articles analysis essays that you will submit for two discussion classes during the semester. Because this articles analysis essay will help you prepare for the discussion, it must be ready to hand in at the start of the discussion class and late ones cannot be accepted. You will select the articles for this assignment in the first weeks of class, when we will also discuss preparing this analysis. The articles analysis assignment is outlined on the last page of this syllabus. On the days for which you have prepared an articles analysis, you should come prepared to make a brief presentation of the major issues that you consider important in the two readings. This presentation should not exceed two minutes in length (practice it at home to be sure that you do not exceed the time limit). Please endeavor to consult with the other students presenting in order to coordinate your presentations.

Articles analysis essays must be properly footnoted according to the style mandated by "The History Student’s Handbook." Those that do not conform to this style will be returned for correction and no grade will be recorded until a correctly-footnoted version is handed in. This is not intended to be punitive; rather, learning the scholarly conventions of a discipline – in this case, the academic convention of history footnotes – is an essential part of advanced courses.

If you wish to do a third articles analysis essay, you may do so; in this case, only the best two grades of your three articles analysis essays will count toward this component of the course grade.

Book Review: You will write one book review of 750 words on a book that deals with some aspect of Brazilian history. A list of books suitable for this assignment is available on the course blackboard. If you wish to review a book not on this list, you must obtain my permission to do so beforehand. The book review is due on October 5. Late book reviews will be penalized one-third of a letter grade for each day that they are late. You may find it useful to review a book related to your research paper topic.

Research Paper: You will write one research paper of about 2500 words in length; it must conform to the "The History Student’s Handbook." As reflected in the weight assigned to this component of HTST 487, selecting a topic and researching it are essential parts of this course. Your essay may examine any topic in Brazilian history. In due course, we will discuss writing a good research paper and I will also distribute a list of suggested topics and research aids available at the library. Research papers with improper footnoting will be returned for rewriting. The research paper should be based on 8 to 10 substantial sources (including both books and articles, and excluding textbooks). The research paper has two due dates. Those submitted on or before 23 November will be graded and returned before the last day of classes; those submitted by 30 November will be returned at the final examination.

The bibliography and outline are due on 26 October. There is no late penalty for this part of the essay assignment, but no bibliographies and outlines can be accepted after 6 November. There is no set format for the bibliography and outline for your research paper, although the bibliography should, of course, conform to "The History Student’s Handbook." Depending on how far along you are in your research and writing, your outline should include a thesis statement or at least a set of questions, the answers to which will constitute your thesis, as well as a list of the major topics that you plan to address. If your grade on the research paper is higher than that on your bibliography and outline, I will raise the latter to the same grade as the research paper. Please return your graded bibliography and outline to me when you submit your research paper.

Use of Internet Sources
The World Wide Web poses unique problems for students of history. While it contains a great deal of material, much of it is not particularly reliable, and it is sometimes difficult to identify good resources. Primary data produced by government agencies is generally reliable and often most easily accessed on the Web; a few electronic journals maintain the same scholarly standards as print journals; most – but not all – print
journals are now also available in electronic versions (but remember to cite them as their print versions); and some enterprising individuals have posted primary documents on web sites. And, of course, electronic article indexes facilitate library research by making it easier to identify print materials. Beyond these uses, however, the Web is unlikely to be of much help to you in this course. If you wish to use Web resources for your research paper, they must be included in your bibliography and outline, and they must be specifically approved by me. A dated guide to reliable internet primary sources on Brazil is Herbert Klein and Francisco Vidal Luna, “Sources for the Study of Brazilian Economic and Social History on the Internet,” *Hispanic American Historical Review* 84:4 (Nov. 2004): 701-15.

**Submitting Written Work:** All written assignments must be submitted in “hard” copy by the due date; no e-mail submissions of assignments will be accepted. If you cannot hand in your assignment in class, use the red box outside the history department main office (SS 656); do not ask the office staff to place assignments in my mailbox. Staff empty the red box regularly.

**Final Examination:** A comprehensive final examination, including material from the lectures, the textbook, and the weekly readings, will be held during the examination period (11-21 December), at a time to be scheduled by the registrar. Do not make plans for this period until the examination schedule has been posted.

**Textbook Readings:** Please endeavor to complete the textbook readings for each week in advance of the lectures.

**Course Blackboard:**
I will maintain a limited Blackboard for this course on which I will post the weekly readings, glossaries for the readings, other documents that were formerly known as “handouts,” and the PowerPoint presentations that accompany the lectures. PowerPoint presentations are merely aids to the lecture; the information on them does not constitute a summary of the lecture, much less my lectures notes.

**Department of History Plagiarism Policy:**
Plagiarism is defined as submitting or presenting one’s work in a course, or ideas and/or passages in a written piece of work, as if it were one’s own work done expressly for that course, when, in fact, it is not.

Plagiarism takes several forms:

a) Failure to cite sources properly may be considered plagiarism. This could include quotations, ideas, and wording used from another source but not acknowledged.

b) Borrowed, purchased, and/or ghost-written papers are considered plagiarism, as is submitting one’s own work for more than one course without the permission of the instructor(s) involved.

c) Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works. The use of notes does not justify the sustained presentation of another author’s language and ideas as one’s own.

Plagiarism is a serious academic offense. A plagiarized paper will automatically be failed. Plagiarism may also result in a failing grade for the course and other penalties as noted in *The University of Calgary Calendar*.

**Office Hours:**
Please come to see me during scheduled office hours, especially if you are having difficulty with this course. If you cannot meet me during this time, we can consult before class or schedule an appointment for another time. Feel free to telephone me during office hours, or to e-mail me at any time.
Approximate Lecture Schedule and Definite Reading Assignments

1. The Birth and Growth of Colonial Brazil (9-18 September)
   Skidmore, Brazil, chap. 1

18 September: **Discussion: Cultural Conflicts and Interactions**

2. Peoples and Dramas in the Making of the Colony (21-25 September)
   Skidmore, Brazil, chap. 2

25 September: **Discussion: Slavery and Freedom in the Colony**

3. From Colony to Independence as a Monarchy (28 September-14 October)
   Skidmore, Brazil, chap. 3

2 October: **Discussion: The Significance of Independence**

9 October: **Discussion: Slavery, Politics, and the Slave Trade’s Abolition**

16 October: **Discussion: The Paraguayan War**
4. The Making of “Modern” Brazil (19-30 October)
   Skidmore, Brazil, chap. 4

23 October: Discussion: Popular Protest in the Republic
   Todd A. Diacon, “Peasants, Prophets, and the Power of a Millenarian Vision in
   Twentieth-Century Brazil,” *Comparative Studies in Society and History* 32:3
   (July 1990): 488-514.
   Teresa Meade, “‘Living Worse and Costing More’: Resistance and Riot in Rio de

30 October: Discussion: Women in the Old Republic
   Susan K. Besse, “Crimes of Passion: The Campaign against Wife Killing in Brazil,”
   Sueann Caulfield, “Getting into Trouble: Dishonest Women, Modern Girls, and Women
   146-76.

5. Building a Dictatorship and World War II (2-9 November)
   Skidmore, Brazil, chap. 5

9 November: Discussion: State and Society under Vargas
   Joel Wolfe, “‘Father of the Poor’ or ‘Mother of the Rich’? Getúlio Vargas, Industrial
   Workers, and Constructions of Class, Gender, and Populism in São Paulo, 1930-
   Carmen Nava, “Lessons in Patriotism and Good Citizenship: National Identity and
   Nationalism in Public Schools during the Vargas Administration,” *Luso-Brazilian

11 November: Remembrance Day (No Class Meeting)
13 November: Reading Day (No Class Meeting)

6. Returning to Democracy, for a While (16-20 November)
   Skidmore, Brazil, chap. 6

16-20 November: No Class Meetings
   Readings:
   Brian Owensby, “Domesticating Modernity: Markets, Home, and Morality in the Middle
   Class in Rio de Janeiro and São Paulo, 1930s-1940s,” *Journal of Urban History
   Bryan McCann, “Carlos Lacerda: The Rise and Fall of a Middle-Class Populist in 1950s
   Adriano Luiz Duarte, “Neighborhood Associations, Social Movements, and Populism in
   Cliff Welch, “Rivalry and Unification: Mobilizing Rural Workers in São Paulo on the

7. Rule of the Military (23-27 November)
   Skidmore, Brazil, chap. 7.
27 November: **Discussion: Contradictions of a Military Regime?**

**8. Redemocratization – New Hope, Old Problems** (30 November-2 December)
Skidmore, *Brazil*, chap. 8

**9. Brazilian Democracy Takes a New Turn: Or Does It?** (4-7 December)
Skidmore, *Brazil*, chap. 9

**Final Examination** (To Be Scheduled by Registrar between 11 and 21 December)

**Articles Analysis Assignment**

Students will present two analyses of pairs of assigned articles, on dates to be selected in the in the first weeks of class. Because these analyses are intended as preparation for the discussion class, they must be ready to hand in at the start of class on the day that they are due; late ones cannot be accepted. These short essays should be 500-750 words in length and should address the following five major points in essay form. In order to practice for your research paper, use full footnotes to document your articles analysis essays; the grade for improperly footnoted articles analysis essays will not be recorded until the footnotes are done correctly.

1. What is the issue that these two authors address? What are the authors’ theses (the arguments that each author makes about the topic)?
2. How do the authors go about defending their theses?
3. What sources do the authors use to provide evidence in support of the articles’ theses?
4. Offer some constructive criticism of the articles. What logical problems do you see with the articles? Do the authors use evidence well? Can other conclusions be drawn from the same evidence? Do the authors have any assumptions that lead them to make questionable assertions?
5. Consider how these two authors arguments agree or disagree. What differences or similarities in approach do you see in their analysis? If the authors disagree, with whom do you agree? Why? If the authors agree, who presented the better argument? Why?

**Note:** Some aspects of this assignment will be easier to do for some sets of articles than for others and I will take this into account when grading the article analysis essays.

**Emergency Evacuation Assembly Points for Social Sciences Building:**
Professional Faculties Food Court or Education Block Food Court