

HILA 121: History of Brazil Fall 2010

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Office: HSS 6072
Office Hours: T/TH 2 to 3 pm

Required Texts

Textbooks are on sale at the UCSD Bookstore. All books are also on reserve at the Geisel Library (**call numbers given below**).

Skidmore, Thomas E., *Brazil: Five Centuries of Change*, 2nd ed. (Oxford: Oxford University Press, 2010). **Call number: F2521 .S54 2010**

Levine, Robert M. and John J. Crocitti, eds. *The Brazil Reader: History, Culture, Politics* (Durham: Duke University Press, 1999). **Call number: F2521.B768 1999**

Course Description

[The history of Brazil] From colonial times to the present, with an emphasis on the nineteenth and twentieth centuries. Among the topics covered: the evolution of a slave-based economy, the key differences among regions, the military in politics, and the creation of the most populous and industrialized country in Latin America.

Course Objectives

1. Acquire a basic understanding of major themes in the field of Brazilian history
2. Practice and improve a variety of skills in the discipline of history (historical methods) appropriate for the upper-division level of university studies
3. Construct clear and effective written analysis of historical sources by using preliminary organization techniques, receiving and processing feedback, and improving one's written work over the course of the semester

Course Requirements

Attend lectures.
Participate in class discussions.
Complete all assignments.

Grading

Class Participation and Reading Responses	20%
Tests (3)	30%
Annotated Bibliography	20%
Outline	10%
Final Essay (8-10 pages)	20%

Description of Assignments

Class participation involves coming to class every day and on time, participating in group discussions, and completing all assignments on time.

Reading Responses will be required for two documents from *The Brazil Reader*. These will consist of one to two **typed** pages each. For these reading responses, consider the following:

Who is the author? What do you know about them? What were the author's intentions in creating this document? Who is the audience for this document?

Is this a primary or scholarly source? In what form was it originally created (letter, journal entry, proclamation, photograph, deposition)? How does this influence its usefulness?

What can history students learn from this document? Do you have the complete document? What about its peculiar nature makes it useful, given the author and audience for it?

What can history students *not* possibly learn from this document? What problems are there in attempting to use this document as an historical source, given the author and audience for it?

The tests will be in-class exams involving identification of key terms from lectures, readings, and discussions. Any late test will only receive half credit.

The Annotated Bibliography will be the list of your sources for the research paper, with an explanation and analysis of each one. You must have 8 to 10 sources, which must be a combination of primary and scholarly sources. **You may not use required course readings for your bibliography.** You must use Chicago Manual of Style for footnotes, citations, and the bibliography. A late bibliography will only receive half credit. Further instructions will be given in class.

See http://www.chicagomanualofstyle.org/tools_citationguide.html for common citation formats (notes and bibliography).

The Outline will be an explanation of your argument in your research paper. You will give your thesis statement and subclaims, show how the paper will be organized, and what evidence/research you will use to support each point. A late outline will only receive half credit. Further instructions will be given in class.

Your final paper will be a research paper, 8-10 pages long, due the day of the class final, **Friday, December 10**. A late final paper will only be given half credit. Further instructions will be given in class.

Course Policies

Turn off all electronic devices during class. Do not send text messages, check email, or otherwise use the internet during class meetings—not even for course-related questions. Students using laptops should sit in the first two rows and be prepared to show me their notes at the end of class.

Attendance is required. Do not come late or leave early. Discuss attendance issues with me beforehand.

You are responsible for all information related in the class, even if you are absent. If you miss class, simply consult the syllabus carefully, confer with your peers, find out what you missed, and invest the effort to catch up.

My PowerPoint lectures will be available on WebCT. All assignments must be turned in in paper form.

Policy on Academic Integrity

Students are expected to do their own work on all assignments and tests as outlined in the UCSD Policy on Academic Integrity published in the UCSD General Catalog (<http://www.ucsd.edu/catalog/AcadRegu.html>) Acts of academic dishonesty will not be tolerated, and any student who engages in suspicious conduct will be confronted and subjected to the disciplinary process. They will receive a failing grade on the assignment and/or for the entire course. They may also be suspended from UCSD. The office of Judicial Affairs/Student Conduct will be alerted in cases of academic misconduct.

Tentative Schedule of Coursework:

September 23 Course Introduction

September 28 Indigenous and Portuguese Peoples, Encounters
Read Skidmore, Chapter 1

September 30 Concepts of race, miscegenation
Historical methods

October 5 Economic structures, colonial society
Read Skidmore, Chapter 2

October 7 Late colonial changes, conspiracies, crises
The Portuguese Court in Brazil

October 12 Independence
Monarchy in Brazil: Dom Pedro I, Regency, Dom Pedro II
Read Skidmore, Chapter 3

October 14 Discussion of documents
Read Levine 11-15, 20-40, 43-57

October 19 Slavery in the nineteenth century
Discussion of documents
Read Levine 121-147

October 21 In-class test

October 26 Making Brazil “Modern”
Abolitionist movements, republican movements

- Paraguayan War
Read Skidmore, Chapter 4
- October 28 Making Brazil “Modern”
Urbanization
Early industrialization
- November 2 The “Old Republic”
Read Skidmore, Chapter 5
- November 4 Getúlio Vargas
Annotated Bibliography due in class
- November 9 Discussion of documents
Read Levine, 149-159, 172-175, 186-189, 200-224
- November 11 NO CLASS—UNIVERSITY HOLIDAY
- November 16 In-class test
- November 18 The Democratic Interlude
Kubitschek and Brasília
Read Skidmore, Chapter 6
- November 23 Origins and Early Years of the Dictatorship
Read Skidmore, Chapter 7
Read Levine 225-297
Outline due in class
- November 25 NO CLASS-UNIVERSITY HOLIDAY
- November 30 Fall of the Dictatorship, rise of social movements
Read Skidmore, Chapters 8, 9
- December 2 In-class test
- December 10 **Final paper due by 2:30 pm in my office (HSS 6072).**