

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: 10/28/2008

Department/Division proposing course: History

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number HIS 564

b. Title* History of Brazil

*If title is longer than 24 characters, offer a sensible title of 24 characters or less:

c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week.

- () CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (3) LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
() SEMINAR () STUDIO () OTHER - Please explain:

d. Please choose a grading system: [X] Letter (A, B, C, etc.) [] Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES [] NO [X] If YES, maximum number of credit hours:

g. Course description:

Study of Brazilian history from 1500 to the present, stressing the multiethnic dynamics of colonial society, the political transformations of independence, and the contemporary legacies of race, slavery, abolition, and gender.

h. Prerequisite(s), if any:

None

i. Will this course also be offered through Distance Learning? YES [] NO [X]

If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

- Internet/Web-based [] Interactive video [] Extended campus []

3. Supplementary teaching component: [X] N/A or [] Community-Based Experience [] Service Learning [] Both

4. To be cross-listed as: Prefix and Number printed name Cross-listing Department Chair signature

5. Requested effective date (term/year): Fall / 2009

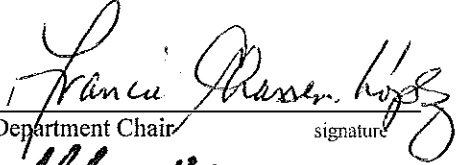

APPLICATION FOR NEW COURSE

†In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Erik Myrup Phone: 7-3483 Email: erik.myrup@uky.edu

20. Signatures to report approvals:

| | | | |
|---|--|---|-----------|
| <u>10/8/08</u> DATE of Approval by Department Faculty | Francie Chassen-López printed name |  Reported by Department Chair | signature |
| <u>12/05/08</u> DATE of Approval by College Faculty | Leonidas G. Bachas printed name |  Reported by College Dean | signature |
| * DATE of Approval by Undergraduate Council | / printed name | Reported by Undergraduate Council Chair | signature |
| * DATE of Approval by Graduate Council | / printed name | Reported by Graduate Council Chair | signature |
| * DATE of Approval by Health Care Colleges Council (HCCC) | / printed name | Reported by Health Care Colleges Council Chair | signature |
| * DATE of Approval by Senate Council | Reported by Office of the Senate Council | | |
| * DATE of Approval by University Senate | Reported by Office of the Senate Council | | |

*If applicable, as provided by the University Senate Rules. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities

COURSE MAJOR, DEGREE or PROGRAM: HIS 564

DATE FOR EPC REVIEW: Dec. 5, 2008

CATEGORY NEW CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

Anibal Biglieri

7.

Date: 12/05/08

A&S Educational Policy Committee, Humanities Area Coordinator
Anibal Biglieri, biglieri@email.uky.edu 257-4640

HIS 564: History of Brazil

Learning Objectives

Although focusing primarily on Brazil, this course explores questions which have broader relevance to Latin America as well as to the modern world. Central themes include the dynamics of a multiethnic society during colonial times; the coming of political independence and the establishment of an American monarchy sustained by slavery; the role of abolition and immigration in the subsequent rise of Republican government; and the manner in which industrialization, Marxism, nationalism, and urbanization transformed Brazil during the democracies and dictatorships of the 20th century.

In addition to mastering course content—the who, what when, where, and why of Brazil’s past—students will cultivate creative and analytical skills that are an implicit part of a university education. In this regard, students will especially learn to:

- identify, evaluate, and clearly present varied source evidence in support of an argument
- set out their findings in conformity with accepted conventions in a clear and concise manner
- formulate creative and imaginative approaches to historical questions that exceed the scope of a typical academic paper
- understand and appreciate foreign cultural practices, beliefs, and social systems

History of Brazil

Prof. Erik Myrup
Office: 1735 Patterson Office Tower
Office Hours: TBA
Tel: 257-3483 (o), 402-2922 (h)
Email: erik.myrup@uky.edu

College of Arts and Sciences
HIS 564-001
Spring 2010
MWF 11:00-11:50am
Location: TBA

Bulletin Description

Study of Brazilian history from 1500 to the present, stressing the multiethnic dynamics of colonial society, the political transformations of independence, and the contemporary legacies of race, slavery, abolition, and gender.

Course Overview and Objectives

This course is an advanced survey designed to introduce both undergraduate and graduate students to the major events and historiographical debates of Brazilian history. The history of Brazil is a dramatic tale—one that interweaves stories of slavery, sugar, gold, immigration, gender, and race—beginning with the arrival of a Portuguese fleet off the coasts of Brazil in late April 1500. There was no *Carnaval* or *samba* at the time, no soccer or São Paulo, no Rio de Janeiro; just a sandy beach and a handful of stone-age natives. “They were brown, all naked, with nothing at all to cover their shame,” a scribe later wrote of those who seemed to welcome the Europeans with both body and soul on this first encounter. One week later as the fleet prepared to sail away, several Portuguese jumped ship, attempting to swim ashore and make a new life for themselves in the new land. Thus began the modern history of a country whose multiethnic identity and ever-promising future now span more than half a millennium.

Student Learning Outcomes

Although focusing primarily on Brazil, this course explores questions which have broader relevance to Latin America as well as to the modern world. Central themes include the dynamics of a multiethnic society during colonial times; the coming of political independence and the establishment of an American monarchy sustained by slavery; the role of abolition and immigration in the subsequent rise of Republican government; and the manner in which industrialization, Marxism, nationalism, and urbanization transformed Brazil during the democracies and dictatorships of the 20th century.

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Course Requirements and Grading

The class itself is composed of lectures, readings, discussions, film, written work, and a midterm and comprehensive final examination. All are integral parts of the course and are required for its successful completion. The lectures are divided into six broad sections that deal with particular periods and themes of Brazilian history. Each lecture is accompanied by a set of readings that will be discussed by students at greater length in class. Students will also be required to attend one film screening outside of class.

Grading

Final course grades will be based upon each element of the course as follows: attendance, readings, and discussion (20%), two 6-8 page papers (15% each), a midterm (20%), and a comprehensive final exam (30%). Grades for individual assignments and for the course as a whole will be based on a letter scale with the following numerical equivalents: A (Excellent: 90-100%), B (Good: 80-89%), C (Satisfactory: 70-79%), D (Passing: 60-69%), and E (Fail: 59% and below). All requirements must be completed in order to successfully pass the course. NOTE THAT ALL UNDERGRADUATES WILL RECEIVE A MIDTERM EVALUATION BASED ON THEIR PERFORMANCE ON THE FIRST PAPER, THE MIDTERM EXAMINATION, AND ATTENDANCE AND PARTICIPATION THROUGH MIDTERM.

Additional Requirements for Graduate Students

This course is open to graduate students. Accordingly, all graduate students enrolled in the course will have their examinations and papers graded at a higher level than their undergraduate colleagues. In lieu of a final examination, all graduate students will be required to complete a 20-25 page research paper on a topic that is to be worked out on an individual basis with the instructor.

Readings, Discussion, and Attendance (20%)

The assigned readings are a fundamental part of the course, and include not only academic articles and monographs, but also documents, letters, travel accounts, and historical fiction. *Your performance on the midterm and final examinations and in-class discussions will depend in large part on whether or not you have completed the assigned readings.* Participation in reading discussions is a mandatory part of each week's coursework, providing students with the opportunity to be exposed to differing arguments and points of view as well as to ask questions and share their own ideas in preparation for the papers and final examination. In addition to participating in verbal discussion and debate, you will occasionally be required to submit reading evaluations and other short written assignments and may also be required to take pop quizzes. Additionally, please note that credit for the film screening will fall under this portion of your grade.

Writing Assignments (30% total)

Writing is perhaps the most important aspect of any liberal education. Creative, analytical, and communicative, it is an art and skill that students will use for the rest of their lives. Each of the two papers (15% each) should be between 6-8 pages in length (approximately 1700 to 2200 words not including footnotes and bibliography). All papers should demonstrate research and interpretive skills, and depending upon the particular assignment, will require students to draw upon both primary and secondary sources (including material outside of class reading). Web sources, textbooks, and lecture notes may not be used unless you have prior approval from the professor. All references should be cited with footnotes, and there should be a bibliography at the end of the paper. PLAGIARISM OR ANY OTHER FORM OF CHEATING WILL RESULT IN AN "E" ON THE ASSIGNMENT. We

will discuss the papers at greater length as the semester progresses. For now, students should know that they will be free to be creative and innovative. History is not only about facts, figures, and evidence; it also involves character development, plotting, climax, and resolution—as we will further discuss over the course of the semester.

Midterm and Final Examination (50% total)

All students must take a midterm (20%) and a comprehensive final examination (30%). Each test will be divided into two sections. The first section will include identifications; the second section will be synthetic in nature, including essay questions designed to test students' ability to draw upon evidence from lectures and readings to make arguments that support or disagree with particular viewpoints. EXAMINATION DATES ARE INCLUDED IN THE COURSE SCHEDULE (BELOW).

Required Materials

Books to Purchase

Machado de Assis, *Dom Casmurro*, trans. John Gledson (New York: Oxford University Press, 1997) [abbreviated TEXT in the course schedule below]. - REQUIRED

Alma Guillermoprieto, *Samba* (New York: Vintage Books, 1990). [abbreviated TEXT]-REQUIRED

Course Packet [abbreviated CP in the course schedule below] (purchase at Johnny Print, 547 S. Limestone) - REQUIRED

Thomas E. Skidmore, *Brazil: Five Centuries of Change* (New York: Oxford University Press, 1999). [abbreviated TEXT] - OPTIONAL

Other Readings

Electronic Reading [abbreviated ER in the course schedule below; available on the course web page]

Course Web Page

The course web page will be updated from time to time and will include assignments, electronic readings, supplementary material, etc. It can be accessed online at: TBA

Course Policies

Attendance, Excused Absences, and Make-up Work

Students are expected to be in attendance at all class meetings, though accommodations can be made to for reasonable excuses (e.g., death in family, birth of child, etc.). In order to make up missed classes that fall into the excused category above, students will be required to turn in additional written work to be worked out with the instructor (generally a 3-4 page reading response).

Submission of Assignments

All written assignment must be submitted in a timely manner by the due dates listed on the Course Schedule (below). Failure to do so will result in the deduction of one letter grade from each overdue assignment per day. All written work is to be submitted via email at <erik.myrup@uky.edu>.

Academic Integrity, Cheating, and Plagiarism

Students who are found to plagiarize or who otherwise cheat will receive an automatic “E” on the assignment. The university’s general policies on plagiarism can be found at <http://www.uky.edu/Ombud/>.

Classroom Behavior

Students are expected to treat each other with respect and decorum.

Disability Accommodations

If you have a documented disability that requires academic accommodations, please see me. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu).

Course Schedule ******(Note that the dates for this schedule are actually from Spring 2009)******

I. Colonial Beginnings

Historical Overview: Skidmore, pp. 1-18 (TEXT).

1/14 Early Modern Portugal

1/16 Discussion and Lecture: Indigenous Brazil
“Letter of Pedro Vaz de Caminha to King Manuel” in William Brooks Greenlee, ed., *The Voyages of Pedro Álvares Cabral to Brazil and India* (London: Hakluyt Society, 1938), pp. 3-33 (CP).

1/19 No Class (Martin Luther King Day)

1/21 European Institutions and Imperial Rivalries

1/23 Discussion: Europeans on the Margins of Empire
Malcolm Letts, ed., *Hans Staden: The True History of his Captivity, 1557* (London: George Routledge & Sons, Ltd., 1928), pp. 1-5, 62-125 (CP).

1/26 Discussion: Cannibalism and the Tupinambá
William Arens, *The Man-Eating Myth: Anthropology and Anthropagacy* (New York: Oxford University Press, 1979), pp. 5-40 (CP).

1/28 Brazil in the Age of Sugar

1/30 “In the Time of the Flemings”: Dutch Brazil, 1630-1654

2/02 *Bandeiras* and *Bandeirantes*

2/04 The Golden Age of Brazil

2/06 Discussion: *Bandeirantes*, Councilors, and Kings
Erik Myrup, “Bandeirantes, Councilors, and Kings: Centers and Peripheries in the Luso-Brazilian World” (ECP).
Richard M. Morse, ed., *The Bandeirantes: The Historical Role of the Brazilian Pathfinders* (New

York: Alfred A. Knopf, 1965), excerpts (CP).

II. Colonial Society

Historical Overview: Skidmore, pp. 19-28 (TEXT).

2/09 Royal Government in Colonial Brazil

2/11 The Church in a Baroque World

2/13 Discussion: The Holy Office and Other Institutions

Manoel Cardoso, "Antônio de Gouveia: Adventurer and Priest," in *Struggle and Survival in Colonial America*, eds. David G. Sweet and Gary B. Nash (Berkeley: University of California Press, 1981), pp. 142-164 (CP).

Kenneth Mills, William Taylor, and Sandra Lauderdale Graham, eds. *Colonial Latin America: A Documentary History* (Wilmington, Del.: Scholarly Resources, 2002), pp. 234-245 (CP).

2/16 City, Town, and Countryside

2/18 Women, Men, and Family
FIRST PAPER DUE

2/20 Slavery, Resistance, and Freedom

2/23 Discussion: "Children of God's Fire": African Slavery in Brazil

Robert Edgar Conrad, ed., *Children of God's Fire: A Documentary History of Black Slavery in Brazil* (Princeton: Princeton University Press, 1983), pp. 163-178 (CP).

R. K. Kent, "Palmares: An African State in Brazil," *Journal of African History* 6 (1965), pp. 161-175 (CP).

III. Imperial Regeneration and Crisis

Historical Overview: Skidmore, pp. 29-42 (TEXT).

2/25 Pombal and the Age of Enlightened Despotism

2/27 A Colony in the Age of Revolution

3/02 Rio de Janeiro: A Tropical Versailles

3/04 Discussion: The *Braganças* of Brazil

Bertita Harding, *Amazon Throne: The Story of the Braganças of Brazil* (Garden City and New York: Blue Ribbon Books, 1943), pp. 13-101 (CP).

3/06 Review

3/09 MIDTERM EXAMINATION

IV. The Brazilian Empire

Historical Background: Skidmore, pp. 43-81 (TEXT).

- 3/11 Dom Pedro I and the Brazilian Empire
- 3/13 Discussion: Independence! . . . But for Whom?
Robert Edgar Conrad, ed., *Children of God's Fire: A Documentary History of Black Slavery in Brazil* (Princeton: Princeton University Press, 1983), pp. 418-427 (CP).
June E. Hahner, ed., *Women through Women's Eyes: Latin American Women in Nineteenth-Century Travel Accounts* (New Yorks: SR Books, 1998), pp. 81-129 (CP).
- 3/23 Regional Revolts and National Unity
- 3/25 Coffee and Railroads: Entrepreneurs in the Age of Empire
- 3/27 Discussion: Machado de Assis's *Dom Casmurro*
Machado de Assis, *Dom Casmurro*, pp. 1-97 (TEXT).
- 3/30 Abolition and Immigration: The End of an Era
- 4/01 Discussion: Writing a Good History Paper
Sample Course Papers (ER)
- 4/03 Discussion: *Agregados* and Opera: Culture and Society in 19th Century Brazil
Machado de Assis, *Dom Casmurro*, pp. 97-244 (TEXT).

V. The Emergence of Modern Brazil

Historical Background: Skidmore, pp. 82-188 (TEXT).

- 4/06 The Military and the Fall of An Empire
- 4/08 Goodyear, Rio Branco, and other Visionaries: The Growing Pains of Modernity
- 4/10 Discussion: Order and Progress
Euclides da Cunha, *Rebellion in the Backlands*, translated by Samuel Putnam (Chicago: University of Chicago Press, 1944), 117-121 (CP).
Machado de Assis, "The Psychiatrist," in *The Psychiatrist and other Stories* (Berkeley and Los Angeles: University of California Press, 1966), pp. 1-44 (CP).
- 4/13 Politicos and Thieves: From the Old Republic to the *Estado Novo*
- 4/15 Vargas's Political Death and Resurrection
SECOND PAPER DUE
- 4/17 "Fifty years in Five": Kubitscheck's Capitol
- 4/20 Document Workshop: Jânio, Jango, and the United States
- 4/21 (TUESDAY EVENING) Screening of the Movie "Black Orpheus"

VI. Modern Society and Culture

Historical Background: Skidmore, pp. 189-238 (TEXT).

4/22 “General”-ly Speaking: The Making of Modern Brazil

4/24 Discussion: Contemporary Rio de Janeiro
Alma Guillermoprieto, *Samba*, pp. 1-123 (TEXT).

4/27 *Futebol, Favelas*, and Food: Brazilian Society and Culture Today

4/29 Discussion: A World Turned Upside Down: Brazilian Carnaval
Alma Guillermoprieto, *Samba*, pp. 127-242 (TEXT).

5/01 Conclusions and Review

FINAL EXAMINATION, FRIDAY, MAY 8, 1:00-3:00 PM