

**Seminar in Brazilian Historiography
LAH6936: Fall 2017**

Professor Jeffrey D. Needell
311 Grinter Hall/ jneedell@history.ufl.edu
<http://www.clas.ufl.edu/users/jneedell/>

Syllabus

This graduate seminar introduces the historiography concerning Brazil written in English. It is meant to give the student some sense of the established authors, the debates, and the general contours of that part of the literature. Generally, at least up to the twentieth century, the seminar is chronologically, rather than thematically, organized. It also follows the traditional emphases of the literature in its focus on socio-economic and political history. A more thematic approach, however, is necessary for works on the past century, as is attention to a more varied set of concerns. The lacunae will be obvious as the student examines the historiographical essays appended to the Bethell volumes noted below. Certainly, the limitations imposed by excluding works in Portuguese are grave, and underscore the introductory nature of the seminar. The obvious limitations of time compel the professor to revise the bibliography frequently; he does this to familiarize students with both indispensable classics and more recent works critical for contribution or exemplification of an important trend. Inclusion does not always mean endorsement.

Course organization and requirements:

This is designed as a true seminar, emphasizing the students' participation. The professor's role will be limited to that of grading performance, written and oral, and providing additional information or direction to the seminar discussion when strictly necessary.

A. Common Reading: Students will read the works listed below (under "Required Weekly Readings") during the week preceding the seminar meeting and attend the meeting prepared for discussion. **This means, of course, that students will have to prepare for the first week's meeting before the semester actually begins.** Active participation at every meeting is central to our work together. In the event of a holiday conflict with the seminar, we shall attempt to make up for the missed session.

Each seminar participant must be prepared to discuss each of the works according to the following criteria:

- 1. the author's intent;**
- 2. the author's sources and theoretical approach and methodology;**
- 3. the author's biases;**
- 4. the author's contribution(s) to the field;**
- 5. the author's errors and lacunae, and the student's suggested directions for future research along lines suggested by the work in hand.**

These criteria are detailed at some length in the supplement "Criteria for the Historiographic Essay" on the instructor's website (although that document, intended originally for undergraduate courses, assumes the student is working on a term paper, rather than one work alone).

B. Presentations and Discussions: Each student will have at least one opportunity to introduce a seminar meeting's work(s) in a fifteen-to-twenty-minute prepared talk covering these criteria. We will establish who is responsible for each week's presentation at the first seminar meeting. Aside from presenting her/his own sense of the work, the presenter is also expected to introduce the author to the seminar, noting, for example the author's dates, schooling, mentor, employment, grants, and other signs of distinction and standing in the field. These data can be gleaned from the author's acknowledgments, online vita, published biography/obituary, and so on. Once the student presenter has concluded her/his remarks, all students will subsequently participate in the discussion thus broached. It is expected that participants will speak to one another and about the materials at hand in a professional manner. **Presenting and participant discussion will count for forty percent** of each student's grade.

C. Weekly Reaction Papers: For the first eight weeks, students will submit, at the beginning of each seminar meeting, a double-spaced, four-to-five-page essay on the work(s) of that meeting, using the criteria noted above. **These short exercises will count for twenty percent of each student's grade.** There will be penalties for either going over the page limit or late submission.

D. Term Papers: Students in History will choose, in close consultation with the professor, a topic suitable as the subject for a twenty-five-page research paper. That is, a paper emphasizing the use of primary sources to make an argument. Generally, it is expected that the topic will have some special interest for the student in terms of current or planned thesis or doctoral research.

Students in other disciplines have the option of writing the sort of term paper just described (a research paper) or a historiographical essay on a topic in Brazilian history related to the student's own particular interests, chosen in close consultation with the professor. As with the research paper, the essay will involve twenty-five pages. A historiographical essay is taken here to mean an essay in which the student critiques each piece (books and articles may be used) using the five criteria used in the weekly essays described above.

In regard to the sources for either paper, the instructor is aware that most students may well be unable to undertake research in Portuguese. Nonetheless, in regard to the Department of History, new departmental emphasis on research training early on in the graduate program (an emphasis the instructor strongly supports), demands such a paper. Accordingly, students will have to work with the sources available in languages the students already command. Given the strength of the Latin American and Caribbean Collection and of the Rare Books Collection, we have ample possibilities. Even in English, the presumed default of every student here, one could do a paper based on such sources as travellers' accounts, diplomatic correspondence, etc.. As an aid, the instructor has made available a list of many of them on his website. Note that the selection privileges the nineteenth century and race and slavery – students, of course, are not limited to that period or those issues.

These papers, which will count for forty percent of each student's grade, will be due at the beginning of the seminar meeting of the next to last week.

General orientation to the field:

Course surveys:

All students should purchase and read the three paperback volumes on Brazil selected from the more extensive hardcover edition of the *Cambridge History of Latin America*, viz., Leslie Bethell, ed., *Colonial Brazil* (Cambridge, 1987); *idem*, *Brazil: Empire and Republic* (Cambridge: Cambridge Univ., 1989); *idem*, *Brazil since 1930* (Cambridge, 2008). These provide broad historical introductions up to the first few years of the twenty-first century. Students will profit from close study of the bibliographical essays included in each volume of the Bethell series. **The Bethell volumes are intended to serve as general surveys for the course and basic guides to the historiography.** They should be read slowly, accompanying the weekly readings, as they provide both narrative comprehension and an introduction to thematic issues. Students who follow these directions will have a firm command of the Brazilian past, above and beyond what we discuss in the seminar meetings.

Journals:

Students are expected to present their own ideas and perceptions in their weekly critiques; **no one else's review should influence their work.** Nonetheless, after writing up their own impressions, students should read the appropriate book reviews in the standard journals of the field (e.g., *American Historical Review*, *Hispanic American Historical Review*, *Journal of Latin American Studies*, *Latin American Research Review*, and the *Luso-Brazilian Review*) for the purposes of discussion and their own education. One also notes that many of the authors below published an article related to their longer work(s) in the *Hispanic American Historical Review* around the time when their books came out.

Bibliography:

Beyond the more recent bibliography represented by the Bethell essays, students are encouraged to examine the older surveys, e.g., Stanley J. Stein; "The Historiography of Brazil, 1808-1889," *HAHR*, 40:2 (1960); Thomas E. Skidmore; "The Historiography of Brazil, 1889-1964," *HAHR*, 55:4 (1975); E. Bradford Burns, ed., *Perspectives on Brazilian History* (New York: Columbia Univ., 1967); and the appropriate passages in the historiographical essays by Russell-Wood, Johnson, and Bushnell concerning works in English on Latin American history in *HAHR* 65:4 (1985).

Much of the bibliography in Portuguese is noted in Stein, Skidmore, and Burns. The most recent bibliography in Portuguese, however, is in the Bethell volumes. For a more extensive sense of the field, particularly in the colonial period, Portuguese readers might examine the monumental *obra* of José Honório Rodrigues. The briefer essays noted, along with any later edition of the classic, Nelson Werneck Sodré, *O que se deve ler para conhecer o Brasil* (Rio de

Janeiro: *Civilização Brasileira*, 1945), are perhaps best used after Bethell, if a more refined bibliographical search is desired.

Since the mid-1980s, published surveys of the field are even more selective (and, at times, subjective) than earlier, a result of the field's expansion in both Brazil and the Anglophone world. However, particularly useful studies include Leslie Bethell, "The British Contribution to the Study of Brazil" and Judy Bieber, "Brazilian History in the United States," both in *Envisioning Brazil: A Guide to Brazilian Studies in the United States*, Marshall Eakin and Paulo Roberto de Almeida, eds. (Madison: Univ. of Wisconsin, 2005); an ambitious attempt to work through the contributions along select thematic lines in both Portuguese and English is Barbara Weinstein, "Brazilian History beyond the Cultural Turn," in *Latin Americana History and Historiography*, José C. Moya, ed. (New York: Oxford Univ., 2007) and the more recent version, *idem*, "Postcolonial Brazil," in *The Oxford Handbook of Latin American History*, José C. Moya, ed. (New York: Oxford Univ., 2011). The monarchy, long neglected in Brazil and the Anglophone world, has received increasing attention over the last twenty years. The Brazilian academy's work on that era is exemplified and cited in Keila Grinberg and Ricardo Salles, orgs., *O Brasil imperial*, 3 vols. (Rio de Janeiro: Civilização Brasileira, 2009). A review of these volumes is online in Jeffrey D. Needell, "Grinberg, Keila e Salles, Ricardo (orgs.). *O Brasil imperial*, 3 vols. (Rio de Janeiro: Civilização Brasileira, 2010), 1.381p," in *Almanack: revista eletrônica semestral*, 2:2 (Nov. 2011): 160-67.

Required weekly readings:

NB, the roman numeral preceding each week's reading refers to the week in the semester. Citations are abbreviated. The fall semester officially counts fifteen weeks and two days of the sixteenth week. Given the Thanksgiving holiday, however, our meeting that week is impossible. Assume, then, that that meeting simply moves on to the following week. Thus, only fifteen weeks are listed below.

Colonial Foundations.

I. Portuguese Expansion and Overseas Institutions.

Charles R. Boxer, *The Portuguese Seaborne Empire* (New York, 1969), chs.1-4, 9-14; Dauril Alden, *The Making of an Enterprise* (Stanford, 1996), ch.3 .

II. Sugar and Slavery

Gilberto Freyre, *The Masters and the Slaves* (New York, 1956), chs.1,4,5; Stuart B. Schwartz, *Sugar Plantations in the Formation of Brazilian Society* (Cambridge, 1985), parts 1-3; Joseph Miller, *Way of Death* (Madison, 1988), chs.4, 12-14.

III. The Seventeenth Century: Habsburgs, *Bandeiras*, the *Sertão*, and the Great Mines.

John Hemming, *Red Gold* (Cambridge, MA, 1978), chs.12,13; Alden, chs.4,9,19.

IV. The Pombaline Era

Kenneth R. Maxwell, *Conflicts and Conspiracies* (Cambridge, 1973), chs.1,2,3,8; Gabriel Paquette, *Imperial Portugal in the Age of Atlantic Revolutions* (Cambridge: 2013), Introduction and chs.1,2.

The Construction of the Nation-State.

V. Monarchy's Establishment in Brazil (c.1790s-1831).

Emilia Viotti da Costa, *The Brazilian Empire* (Chicago, 1985), chs.1,2; Kirsten Schultz, *Tropical Versailles* (New York, 2001), chs.6,7; Roderick Barman, *Brazil* (Stanford, 1989), chs.1-5.

VI. Coffee and Slavery.

Stanley J. Stein, *Vassouras* (Cambridge, MA, 1957), pts.1-3; Warren Dean, *With Broadax and Firebrand* (Berkeley, 1995), chs.7-9; Zephyr Frank, *Dutra's World* (Albuquerque, 2004), chs.3,5, 8, and appendix.

VII. Regency and Regresso

Barman, Brazil, chs.6,7; Jeffrey D. Needell, *The Party of Order* (Stanford, 2006), chs.2,3.

VIII. Second-Reign Political History

Judy Bieber, *Power, Patronage, and Political Violence* (Lincoln, 1999), chs.3,4,7,8; Needell, *Party*, chs.4,5; Jeffrey C. Mosher, *Political Struggle, Ideology, and State Building* (Lincoln, 2008), chs. 2,5,7,8; Hendrik Kraay, *Days of National Festivity in Rio de Janeiro* (Stanford: 2013), chs.4,10.

IX. Slavery, Society, and Abolition

Mary C. Karasch, *Slave Life In Rio de Janeiro* (Princeton, 1987), chs.7-9,11; João José Reis, *Slave Rebellion in Brazil* (Baltimore, 1993), pts.1,3; B.J. Barickman, *A Bahian Counterpoint* (Stanford, 1998), chs.6,7; Needell, *Party*, chs.6,7; Robert E. Conrad, *The Destruction of Brazilian Slavery* (Berkeley, 1972), chs.9-17; .

The Contemporary Era.

X. Politics, Society, and Ideology after the Monarchy.

Joseph L. Love, *Rio Grande do Sul and Brazilian Regionalism* (Stanford, 1971), chs.4,5,7-11; Thomas E. Skidmore, *Black into White* (New York, 1974), chs. 2,3,5,6; Dain Borges, “‘Puffy, Ugly, Slothful and Inert:’ Degeneration in Brazilian Social Thought,” *Journal of Latin American Studies*, 25:2 (May 1993): 235-56; Jerry Dávila, *Diploma of Whiteness* (Durham, 2003), chs.1,2,5,6.

XI. Economic Development, Town and Country.

Warren Dean, *The Industrialization of São Paulo* (Austin, 1969), chs.6-8,10-11; John Wirth, *The Politics of Brazilian Development* (Stanford, 1970), intro., chs.1-3; & conclusion; Joseph L. Love, *Crafting the Third World* (Stanford, 1996), chs.8-13; Judson Valentim, “Environmental Governance and Technological Innovations for Sustainable Development in the Amazon,” and Marianne Schmink, “Emergent Socio-Economic Development in Amazonia,” both in Jeffrey D. Needell, ed., *Emergent Brazil* (Gainesville, 2015) .

XII. Urban Race & Class Issues.

George Reid Andrews, *Blacks and Whites in São Paulo, Brazil* (Madison, 1991), chs.1-4; John D. French, *The Brazilian Workers’ ABC* (Chapel Hill, 1992), pt.1; Brodwyn Fischer, *A Poverty of Rights* (Stanford, 2008), chs.2,4,5,6,7, and Epilogue; Bryan McCann, *Hard Times in the Marvelous City* (Duke, 2014), chs.3,5, Epilogue.

XIII. Urban Cultural History.

Jeffrey D. Needell, *A Tropical Belle Epoque* (Cambridge, 1987), chs.4-6; Bryan McCann, *Hello, Hello Brazil* (Durham, 2004), chs.2,4,5.

XIV. Gender History.

Susan K. Besse, *Restructuring Patriarchy* (Chapel Hill, 1996), chs.2,3,6,7; James N. Green, *Beyond Carnival* (Chicago, 1999), chs.1-4; Sueann Caulfield, *In Defense of Honor* (Durham, 2000), chs.1,3,4,& Epilogue.

XV. Rural Race & Class Issues.

Robert M. Levine, *Vale of Tears* (Berkeley, 1992), chs.1-3; Jan Hoffman French, *Legalizing Identities*. (Chapel Hill, 2009), Preface, Introduction, chs.3,4,5,6, Conclusion; Cliff Welch, *The Seed Was Planted* (University Park, Pennsylvania, 1999), chs.2,3,4,7,8,9.

Advice:

Prudent students will note that the assigned reading, when combined with the additional reading for the research paper, demands disciplined, constant attention. It will be apparent that students who do not have a research topic worked out with the instructor by week VI risk a crisis in meeting their responsibilities. Since very few students are familiar with Latin American 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.**

Penalties, Catastrophes, and Warnings:

1. Please note that there are severe penalties for missing the deadline of the written submissions (each 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 signifying time of completion via email attachment; they should ensure hardcopy delivery as soon as possible, taking care to have the paper signed in at the time and date of submission by one of the secretaries in the Department of History office.**

2. **All written submissions of the course must be submitted to the instructor and a grade for each recorded in order to earn a course grade.** Failure to submit any written submission will result in course failure, unless the penalty is waived by the instructor.
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. Advance warning, even the slightest, of an unexpected, oncoming change of plans is a prudent way to prepare the instructor for the possibility of mercy.
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 in doubt about the meaning of cheating or plagiarism remains responsible for committing either and should consult with the instructor to understand the terms. 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 assumes that adults are the best judges of their time and an **attendance** record is not kept in any of his courses. However, in this one, he might as well do so, for a student who does not attend cannot participate, and participation counts for 40% of the grade.
7. Students requesting classroom accommodation because of a **disability** must first register with the appropriate unit of 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>.