

Term Information

Effective Term Spring 2025
[Previous Value](#) Autumn 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding GE Citizenship. Also removing prereq and fixing error in requirement/elective designation.

What is the rationale for the proposed change(s)?

The faculty member would like to add this to the new GE.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3105
Course Title	History of Brazil
Transcript Abbreviation	History of Brazil
Course Description	Known for its beaches, carnival, and soccer, Brazilian history is a far deeper story of colonialism, slavery, agricultural wealth, immigration, industrial development, political conflict over authoritarianism and democracy, and more. This course studies the history of precolonial Brazil to the present, with a focus on Brazilian citizenship and the challenges of creating a diverse and just society.
Previous Value	History of Brazil during colonial and independence periods with major emphasis on the 19th and 20th centuries.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Previous Value	Yes, Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Previous Value

Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

Prereq: English 1110.xx, or permission of instructor.

Exclusions

Previous Value

Not open to students with credit for 534.02.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Historical Study; Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will explore the history of Brazil from pre-colonial times through the modern 20th century.
- Students will gain an understanding of the major economic, political, social, environmental and cultural factors affecting modern Brazil.
- Students will understand the influence of development and industrialization on Brazil and its population.
- Students will understand the diversity of Brazilian citizenry, and the challenges to the creation of a modern nation and just society in contemporary Brazilian history.
- *Students will explore the history of Brazil from pre-colonial times through the modern 20th century.*
- *Students will gain an understanding of the major economic, political, social, environmental and cultural factors affecting modern Brazil.*
- *Students will understand the influence of development and industrialization on Brazil and its population.*

Previous Value

COURSE CHANGE REQUEST
3105 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/17/2024

Content Topic List

- Portuguese colonialism
- African slavery
- Sugar cycle
- Independence
- Nation-building
- Coffee society
- Abolition
- Urbanization
- Industrialization
- Labor
- Populism
- Developmentalism
- Race and national identity
- Military rule

Sought Concurrence

No

Attachments

- HST3105 citizenship GEv2.pdf: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- 3105 Brazil GE syllabus revisions sept24 PDF.pdf: Syllabus Revised 9.17.2024
(Syllabus. Owner: Getson, Jennifer L.)
- 3105 Cover Letter.pdf: Cover Letter
(Cover Letter. Owner: Getson, Jennifer L.)

Comments

- Please see Subcommittee feedback email sent 05/20/2024. *(by Hilty, Michael on 05/20/2024 11:08 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	04/03/2024 01:19 PM	Submitted for Approval
Approved	Soland, Birgitte	04/03/2024 01:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/10/2024 01:19 PM	College Approval
Revision Requested	Hilty, Michael	05/20/2024 11:08 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	09/17/2024 10:19 AM	Submitted for Approval
Approved	Reed, Christopher Alexander	09/17/2024 10:47 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/17/2024 12:10 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/17/2024 12:10 PM	ASCCAO Approval



Hello,

Please see below for the changes made to History 3105, in response to the feedback from the committee.

- **Contingency:** The reviewing faculty would like to see the concepts of justice to be more clearly woven throughout the course syllabus, especially in the course content (the readings, lectures, and assignments, with special attention paid to the final historical research paper that is discussed on page 7 of the syllabus). While they believe that the connection to justice is implicit throughout the course, they would like to see it made explicit for the benefit of students. They recommend (but recognize there may be other ways the instructor may choose to implement this feedback) providing, in the course calendar on pages 12-15 of the syllabus, weekly discussion prompts that highlight how students will engage with the GEN Theme: Citizenship for a Diverse and Just World.
 - **Primary source paper now has a prompt referencing justice.**
 - **The group presentation and final paper now specifically references the Brazilian citizenship and issues of equity and justice.**
 - **The course schedule now includes discussion prompts to guide discussion around the central tenets of the theme.**

- **Contingency:** The reviewing faculty ask that the course description, as found on page 1 of the syllabus, addresses how students will interact, engage, and address the GEN Theme: Citizenship for a Diverse and Just World. Currently, while the word “citizens” is mentioned in the first paragraph of the description, there is no other mention of the Theme in the description of the course and they would like to see this highlighted to students, as they do not find this to be sufficient.
 - **Added a few sentences referencing citizenship and justice to the course description. Also changed the description in Curriculum.osu.edu**

- **Contingency:** The reviewing faculty ask that all the Goals and ELOs of the GEN Theme: Citizenship for a Diverse and Just World category be added to the course syllabus. Currently, on pages 2-3 of the syllabus, only Goals 3 and 4 (and their respective ELOs) have been added to the syllabus. You can find all the Goals and ELOs in an easy to copy-and-paste format on the [ASC Curriculum and Assessment Services website](#).

- **These have been added.**
- **Contingency:** The reviewing faculty ask that a cover letter be submitted that addresses all changes made as a result of their feedback.
 - **Submitted.**
- **Recommendation:** The reviewing faculty recommend updating the Title IX statement (on page 10 of the syllabus), as Kellie Brennan does not work for the university any longer. The most up-to-date version of all syllabi statements can be found on the [ASC Curriculum and Assessment Services website](#)
 - **Name removed**



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

**SYLLABUS:
HISTORY OF BRAZIL
TERM SPR 2024**

Location: XXXX

Course overview

Instructor

Instructor: Dr. Jennifer Eaglin

Email address: eaglin.5@osu.edu

Phone number:

Office hours: Online W 10am-12pm

Office Location: Dulles Rm 146

Course description

Known for its beaches, carnival, and soccer, Brazilian history is a far deeper story of colonialism, slavery, agricultural wealth, immigration, industrial development, political conflict over authoritarianism and democracy, and more. Over centuries, Brazilian residents created a rich, diverse culture and citizenry in the face of these many issues. This course will provide a survey of the deep history of the country and its struggle to become a modern, developed nation, with a particular focus on Brazilian citizenship and the difficulties of creating a diverse and just society. In the process, students will be challenged to consider what were the primary challenges to creating a modern nation in Brazil and the inequities still baked into the country's framework.

This course will begin with a history of pre-colonial Brazil to the present with a strong focus on modern 20th century Brazil. It will touch on five key topics that affect Brazil today: economic, political, social, environmental, and popular culture. Questions about the influence of development and industrialization on the construction of the nation and its population will drive course analysis. Over the course of the semester, students will consider how these varied issues helped and hurt the development of a just society in Brazil today.

Course learning outcomes

General Education (GE)

This course fulfills the Legacy GE category of **Historical Studies** OR the current GE Theme of **Citizenship**.

Legacy GE: Historical Studies

Goal:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course will fulfill the Legacy GE: Historical Studies in the following ways:

This course develops students' knowledge of how past events influence today's Brazilian society and helps them understand how humans view themselves in numerous ways. Students will particularly explore Brazil's place in the Atlantic slave trade and how important that was to shaping Brazilian society in the past and the present. Through lecture and assignments, students will learn the complex history of Brazilian industrial, political, and economic development in the 20th century. Using film, online archives, independent research, and primary sources, students will gain deeper understanding of Brazil's socially-constructed cultural history and learn about the important role the environment has played in Brazil's economy over the course of its history and today.

Essay 1 requires students to examine the legacy of the Atlantic Slave Trade on the formation of Brazil as a nation. Essay II requires students to examine the creation of a united national identity in the face of the fragmented population that made up Brazil in the early 20th century. The Primary Source Essay pushes students to write critically about primary and secondary historical sources presented in class and found outside of class. In the process, students will interrogate the major social, political and economic factors that underwrote the Brazilian military dictatorship's long hold on Brazilian life (1964-1985). The final project on a modern Brazilian issue of their choice allows students to form an integrated perspective on the history of Brazil, connecting modern issues (21st century mostly) to Brazilian history in order to better understand the context of the contemporary issue.

GE Theme: Citizenship

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

This course will fulfill the current GE Theme: Citizenship in the following ways:

Students will interrogate the complicated issues underlying Brazilian citizenship today. This requires critical and logical thinking about citizenship, the world, and the nation. Students will broaden their understanding of Brazil beyond mainstream ideas about Brazil to critically think about how race, class and more influence who has been historically included in the Brazilian image of Brazil and who has been and continues to be left out of this image (Essay 1 and 2). By broadening out understandings of inclusion and exclusion in Brazilian nation-making, the course encourages students to think critically about current issues in Brazil (primary source essay, group project, and final paper). In the final essay, students are expected to write an advanced, in-depth and scholarly exploration of a present-day issue in Brazil and connect it to a history of Brazil discussed throughout the course. All assignments will ask students to draw on varied sources presented in class, which will include historical analysis, promotions, films, newspaper accounts, political critique and more to inform and broaden their preexisting ideas

about Brazilian history. The final paper will allow students to select a modern issue, incorporate independent research, and connect this topic to historical themes discussed in class. This essay promotes self-interest, reflection, and creative work.

Prerequisites and Special Comments

There are no prerequisites for this class. This course fulfills Group Latin America, post-1750 for history majors.

Course materials

Students must purchase two books. All other materials will be available online via CARMEN or OSU library services.

Required

- Thomas Skidmore, *Five Centuries of Change* 3rd Edition (Oxford: Oxford University Press, 2021).
- Carolina Maria de Jesus, *Child of the Dark* (New York: Signet Classics, 2003).

Other readings will be provided on Carmen.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 8+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Percent
Participation (Including class activities/discussion posts/etc)	15
Map quiz	5
Essay 1 (5 pages)	15
Essay 2 (5 pages)	20
Primary source assignment (3 pages)	10
Group presentation	10
Final historical research paper (8-10 pages)	25

Assignment or category	Percent
Total	100

See course schedule, below, for due dates

Assignment information

PARTICIPATION:

I expect that discussion will reveal the historical, substantive, and cultural issues in Brazil. Students will be expected to participate in course discussions, reading quizzes, presentations, and in-class writing assignments to assess participation.

As part of one's participation grade, students must sign up for one class in the semester in which they present on the reading assignment. Students will send discussion questions based on the reading assignment to me by 5pm the day before class, including both questions and answers. They must be prepared to present these questions at the beginning of class. These will also be the basis of some in-class quizzes.

MAP QUIZ:

Students will have to identify the major cities and states in Brazil. This exercise is to facilitate an understanding of the major places to be discussed over the course of the class.

ESSAYS:

Essay 1 and 2 will be based on discussion questions, course readings, lectures, and in-class activities for the first two course sections (Colonial Brazil and Modernizing Brazil). They will be 5 page papers and essay prompts will be distributed in class the week before the paper is due.

Essay 1 will examine the foundations of Brazil's diverse population and future complexities of building a single Brazilian citizenship through a critical examination of Brazil's experience with slavery. Given Brazil's extensive history of slavery, students are asked to interrogate the Brazilian experience and its long-term effects on the fragmented way the country evolved by the beginning of the twentieth century.

Essay 2 will examine the various forms of diversity, equity, inclusion, and exclusion in the varied lived experiences of Brazilians in the early to mid-20th century. Students are asked to consider how Brazilian citizenship took form despite the varied experiences of Brazilians in this period. Students must consider the contradictions in the image of Brazilian citizenship socially constructed versus that promoted by the government versus the realities of the lived experience of citizenship in everyday Brazil. Students must address how racial divisions challenged nation building in the 20th century.

Primary Source Paper:

Students will analyze a primary source about the Brazilian dictatorship (1964-1985) and international perceptions of the dictatorship. The paper will be 2-3 pages long. The essay will require that students find a newspaper article (in English is fine) about the Brazilian dictatorship (1964-1985) and analyze how international perceptions of the dictatorship evolved in the latter part of the dictatorship. Students must address how did questions of justice and human rights influenced changing perceptions of the dictatorship. Exploration of a primary source of the student's own selection encourages independent intellectual exploration.

Group Presentation:

Group Presentations will be based on the final section- special topics in Brazilian history. Students will be split into groups of 4-5 and select a topic of interest to research in depth and present to the class. Presentations will be no longer than 15 minutes and should be creative and visually engaging. Each student will be expected to speak for at least 3-4 minutes in the presentation on a portion of the research that student conducted.

The group project allows students to pick a topic based on modern Brazil (1985 to the present) of interest and lead independent research on a broader and narrower topic under the general topic of modern issues in Brazilian citizenship. The assignment builds on earlier content but allows students to reflect on themes discussed (and not discussed in class), assess how their areas of interest connect to the creation of Brazilian citizenship historically, lead independent research, and analyze current issues in Brazil based on the knowledge built over the course of the semester and perhaps in other courses and life experiences they bring to the classroom as well.

Final Paper:

Final papers will be a culmination of each student's research topic from the group project. Here student's will lead in-depth independent research and connect their theme to the course overall. Students must address how the topic of interest illuminates broader issues related to equity and citizenship discussed throughout the course. The paper will include primary documents presented in the course and historicize the special topic presented to the class, adding context based on course readings and lectures to bolster the historical background of the topic.

Late assignments

Late work shall be penalized half a letter grade per day. For example, if a paper is due on Monday at 5pm, but a student submits it on Tuesday at 8am, the grade would be reduced from an A to A- for that one day. If a student submitted the paper on Tuesday at 11:59am, the grade would be reduced from an A to a B+ for two days, and from an A to a B for three days. No assignment will be accepted more than one week after the original due date, except for *extraordinary* circumstances. I reserve the right to determine what is "extraordinary" in concert with the faculty handbook.

EMAIL POLICY: Please address me as Prof. Eaglin or Dr. Eaglin in emails. All emails must include a header, addressing me and be signed using your name. I try my best to respond to students' emails in a timely fashion, which is within 24 hrs. I do not regularly respond to emails on weekends or after 6pm.

CLASS ATTENDANCE POLICY: Course attendance and participation are critical, not only to content comprehension but also to one's grade. It is therefore very important to be present in class. Students are expected to complete all reading assignments, attend all class meetings, and participate regularly (and substantively) in discussion. More than four absences (excused or unexcused) will result in a reduction of the final grade. Any student that misses more than 11 classes automatically fails the class.

CARMEN: The course website will contain the list of weekly assignments. All assignments will be due via Carmen.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7-10 days**.

E-mail

I will reply to e-mails within **36 hours on school days**. Please be sure to read class-wide emails as I will often respond to questions that I receive from multiple students in announcement emails to the whole class.

Please address me as Prof. Eaglin or Dr. Eaglin in emails. All emails must include a header, address me directly, and be signed using your name. In the title of the email, please specify the course (HST2710) as I am teaching more than one class and receive numerous emails.

Other course policies

Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes:** You must complete the quizzes without assistance from others. These will generally reference readings, themes, or content discussed in class. Students will be able to drop the lowest quiz grade.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. This generally means use parenthetical references including the author's last name and the page number in the text, i.e. (Eaglin, 7). You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration:** The course includes opportunities for formal collaboration with your classmates. In discussion boards, please be open to other's opinions and considerate of your peers.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions. In formal group projects you will have the opportunity to assess your group to alert the professor of unequal participation.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)

- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Course schedule

Session 1 (Jan. 10): Welcome

SECTION I: First Encounters and Colonial Brazil

Discussion Prompt for sessions in this section: How do racial division and economic extraction shape early Brazilian History?

Session 2 (Jan 12): Pre-Colonial Brazil

- Reading:
 - Warren Dean, "Humans Invade: the First Wave", p. 20-41 (ONLINE)

Session 3 (Jan. 17): Early Portuguese Arrival: Convicts, Indians, and Trees

- Reading:
 - Warren Dean, "Humans Invade: the Second Wave", 41-66 (ONLINE)
 - John Hemming, "Noble Savages" *Brazil Reader*, 21-23 (CARMEN)

Session 4 (Jan. 19): Settlement of Brazil- creating a nation

- Reading: Skidmore, Chapter 1, p. 9-33
- Manoel da Nobrega, "Letter to Governor Tomé de Sousa," 37-39 (CARMEN)

*****Map Quiz*****

Session 5 (Jan. 24): The Atlantic Slave Trade- diversifying a nation

- Reading:
 - A Portuguese doctor Describes the Suffering of Black Slaves in Africa and on the Atlantic Voyage (1793) from *Children of God's Fire* (CARMEN)
 - "A Young Black Man Tells of His Enslavement...", p. 23-28 (CARMEN)

- Atlantic Slave Trade Reading III (CARMEN)
- **IN-CLASS ACTIVITY: Atlantic Slave Trade Database**

Session 6 (Jan. 26): Slavery across Brazil- division within a burgeoning nation

- Reading:
 - Minas Gerais Revolt, p. 394-397 (CARMEN)
 - Rio de Janeiro Slavery, p. 111-116 (CARMEN)
 - Skidmore, Chapter 2, p. 35-58 (CARMEN)

IN-CLASS ACTIVITY: Slave Life Archive

Session 7 (Jan. 31): **NO CLASS**

Session 8 (Feb. 2): Imperial Brazil- elevating a nation

- Reading:
 - Joao VI, “Decree Elevating Brazil to a Kingdom,” 56-57 (CARMEN)
 - Pedro I, “Declaration of Brazilian Independence, 1822”, 63-64 (CARMEN)
 - Skidmore, Chapter 3, p. 59-74

Session 9: (Feb. 7): Slavery and Abolition- new citizens in a divided nation

- Reading:
 - Meade Primary Sources (CARMEN)
 - Abolition Decree, 1888, p. 145 (CARMEN)
 - Skidmore, p. 74-98

SECTION II: Modernizing Brazil in the 20th Century

Discussion prompt for this section: How do different factions of Brazilian society address the divisions set up from the beginning of the Brazilian nation (section 1) in the early 20th century?

Session 10 (Feb. 9): Immigration and Coffee- new citizens in a growing nation

- Reading: Skidmore, p. 102-117

***** Essay 1 Due ******

20th century Brazil

Session 11 (Feb. 14): The First Republic- nation without a national identity

Reading:

- Skidmore, Chapter 5, p. 117-137

Session 12 (Feb. 16): The Rise of Getúlio Vargas and the Centralization of Brazil

- Reading: Skidmore, Chapter 6, p. 137-162
- Begin Film: “Bananas is My Business”

Session 13 (Feb. 21): The Creation of a National Identity- Shaping Brazilian Citizenship

- Reading:
 - McCann, *Hello, Hello Brazil*, “Radio and the Estado Novo” (CARMEN)
- Film: “Bananas is my Business”

Session 14 (Feb. 23): Vargas, Kubitschek, and Development- Celebrating Brazilian Citizenship

- Reading:
 - Skidmore, Chapter 7, 163-185
 - Vargas Suicide Letter in *Brazil Reader* (CARMEN)

Session 15 (Feb. 28): Race and Culture in Modern Brazil- Broadening Brazilian Citizenship

- FILM: Black Orpheus
- Reading: Read the first half of Carolina Maria de Jesus, *Child of the Dark*

Session 16 (March 2): Racial and Inequality in Modern Brazil: Racial Democracy?

- FILM: Black Orpheus
- Reading:
 - Finish *Child of the Dark*

SECTION III: AUTHORITARIAN BRAZIL AND DEMOCRACY

Discussion prompt for this section: How does inequality and racial division expand during the authoritarian era and contract during the modern democratic era of Brazilian society? How is this expansion and contraction imperfect? What issues remain to create a just and diverse Brazilian citizenry?

Session 17 (Mar. 7): Democratic Breakdown and the Military Dictatorship- Thwarting Demands on Brazilian Citizenship

- Reading:
 - Skidmore, p. 185-211

Session 18 (March 9): CLASS CANCELLED

*** **Essay 2 DUE*****

MARCH 12-16: SPRING BREAK

Session 19 (Mar. 21): Authoritarian Brazil- Suppressing Brazilian Citizenship

- Begin Film: The Year My Parents Went on Vacation

Reading: Skidmore, Chapter 8, p. 211-230

Session 20 (Mar. 23): Repression and Authoritarianism under the Military- Lived Experience

- Reading: [Select Excerpts from Truth Commission Report](#)
- Finish Film: The Year My Parents Went on Vacation

Session 21 (Mar. 28): The Return of Democracy and Continued Economic Struggles- Citizenship in a Changing Political Landscape

- Reading:
 - Skidmore, Chapter 9, p. 231-264

Session 22 (Mar. 30): Lula and Dilma- Broadening Citizenship in 21st century Brazil

- Reading:
 - Skidmore, Chapter 10, p. 273-304

- [“How Brazil’s Olympic Dreams Died,” Politico.com](#)

**** PRIMARY SOURCE ESSAY DUE*****

Session 23 (April 4): Bolsonaro and Brazil Today- Attacks on Brazilian Citizenship

- Reading: [Waldron, “Brazil Is About To Show The World How A Modern Democracy Collapses” HuffPost.com](#)

Session 24 (April 6): Brazilian Development and the Environment- Foundations of Extraction at the heart of Brazilian Economic Citizenship

- Reading:
 - Eaglin Article (CARMEN)
 - [Hoelle and Richards, “Soy boom threatens Brazil’s climate goals,” grist.org](#)

Session 25 (April 11): Soccer, Sports, and Nation- Foundations of Cultural Inclusion in Brazilian Citizenship

- Reading:
 - Bernardo Borges Buarque de Hollanda, “Public Power, the Nation and Stadium Policy in Brazil: The Construction and Reconstruction of the Maracana Stadium for the World Cups of 1950 and 2014,” in *The Country of Football: Politics, Culture & the Beautiful Game in Brazil*, 2014. (CARMEN)

Session 26 (April 13): NO CLASS- GROUP MEETINGS ABOUT PRESENTATIONS

Session 27 (April 18): Group Presentations

Session 28 (April 20): Group Presentations

FINAL HISTORICAL RESEARCH PAPER DUE: Wed. April 26 by 5pm

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)