

Readings	Research	Quotes	Instructor	Links
--------------------------	--------------------------	------------------------	----------------------------	-----------------------

University of North Florida
Master of Public Administration program
Course syllabus 2019
INR6938 Field experience in International Affairs: Brazil

Instructor	George Candler
Day/Time	12 Jan, 26 Jan, 9 Feb, 23 Feb, 9 Mar, 23 Mar, 13 Apr. Brazil: 27 April to ~8 May.
Location	Bldg 51, room 1101
Office hours	Tues/Weds, 2:30-5:30
Office	Bldg 51, 2402
Office phone	904-620-1388
Email	g.candler@unf.edu

Why Brazil? Good question:

- If the world as we know it survives, young professionals looking to make a career in the ‘global village’ will find opportunity in Brazil, and knowing something about this ‘emerging power’ will otherwise do you a great deal of good.
- Brazil and the United States have a lot in common, and so Americans can learn a lot about themselves through the lens of Brazil.
- The state of Santa Catarina has a fair bit in common with northeast Florida and so, again, we can get a bit more context on our challenges by looking at the Catarinense.
- Finally (and there is more): Brazil is a beautiful country, interesting culture with friendly people.

Course Objective:

This study abroad course offers a unique opportunity for MBA, MPA, MAIA and other graduate students to observe government and economic actors in Brazil, and interact with Brazilian nationals. Students will prepare for the trip by conducting research on key aspects of the country's history, culture, business practices and economy; and presenting a research report in class during the Spring 2019 semester. The course is mainly an introduction to the history, economy, and culture of Brazil. Students will spend 9 to 11 days (will most likely be extended) in Florianopolis and Rio de Janeiro, and visit a university (the State University of Santa Catarina -- UDESC – Universidade do Estado de Santa Catarina) and a number of businesses, government agencies and nonprofit organizations. During these visits presentations will be given on a variety of topics related to management in business, government, and globally.

Consistent with the goals of the International Educational Experience of the MAIA degree, and the competencies of the MPA degree, the objectives of this course are:

1. *Cultural enhancement.* Experience firsthand another culture and customs;
2. *Personal development.* Gain independence, pride, and self-confidence through adapting to different environments;
3. *US contrast.* Gain a better understanding of the U.S. through contrasting this with Brazilian experience in governance;
4. *Critical thinking.* Conduct advanced study of governance of the country, consistent with the student’s degree program;

5. *Global citizenry*. Become prepared to be global citizens.

Required text

Montero, Alfred (2014). *Brazil: Reversal of Fortune*. Cambridge, UK: Polity Press. ISBN: 9780745661650.

To contain further student expenditure, we will also make use of (free) electronic materials available online, through two media. First, EBSCO Host Research Databases, available on the [Carpenter Library](#) system. For off-campus access to this, click on 'My Account' (in the upper right quadrant of the library screen), then on 'Remote Log in' (at the left). Your log in information is your UNF student number and password. To see if you can access these, try to click on the following.

- Cardoso, Fernando Henrique (2011). "Making progress: an interview with Fernando Henrique Cardoso." *The American Interest* 6(6), pp. 6-15. [EBSCO link](#).
- Azevedo, Ariston and Renata Ovenhausen Albernaz (2006). "Alberto Guerreiro Ramos's anthropological approach to the social sciences: the parenthetical man." In *Administrative Theory & Praxis* 28(4), pp. 501-21. [Proquest link](#).

Second, there is a lot of useful stuff available just through normal web links. Try, for instance,

- [American Society for Public Administration](#)
- Luiz Carlos Bresser Pereira [website](#), [English language articles](#).

Class Policies

Obligations - You can expect me to be prepared, to explain the course material clearly, and to work to ensure that this course proceeds as smoothly and coherently as possible. In addition to generous office hours and ready email access, I will make myself available to help you outside of class or office hour times if necessary. For your part, pay attention to course requirements, learn, and to paraphrase former colleague James Hayes-Bohanon, remember that this is [not 17th grade](#).



Late assignments/make-up exams - Late assignments and missed exams will incur a significant penalty, and will be accepted only if I am contacted prior to the due date. If similar circumstances lead you to request an incomplete, I've historically been liberal with these, but [see campus policy regarding incompletes](#). It will be *your obligation* to submit unfinished coursework.

Course communications - [students have an obligation to activate and monitor their UNF email account](#). This account will be used for out-of-class communication. It is your obligation to get assignments to me, and to keep copies of all assignments submitted in the event that they don't get to me. When emailing, adopt a professional format.

Academic misconduct - This is a 'seminar' class: free-flowing dialogue is encouraged. While this is meant to be informal; be polite, respectful and professional. Do not disrupt the class, whether

through ringing cell phones, cell phone or other side conversations, web surfing, rude outbursts, or similar behavior.

Each student is responsible for understanding the University's Academic Integrity Code. This can be found in the [Academic Integrity](#) section of the online UNF Catalog, in the [Student Handbook](#), or [Graduate Student Handbook](#), and separately in the university's [Academic Misconduct Policy](#). Procedures described in this document will be followed in dealing with any cases of academic dishonesty. I do make an effort to catch students who cheat, and have been successful in this in the past. Students caught plagiarizing coursework have generally been awarded a grade of F for the class.

COURSE REQUIREMENTS

Academics: Students must complete assigned reading and discuss actively. Discussion is graded! The class is about a place that most (all?) of you have never visited, and may know little about. So, asking questions and throwing out ideas is as adequate for discussion as is intimate knowledge. There are 5 graded components:

- 1. Pre-tour discussion of culture and history of Brazil (20 points):** By 'culture' I mean political/policy culture, social norms, how society functions, and stuff like that, rather than music, film etc. *Due date: 23 February* (ask if you need more time).
- 2. Pre-tour discussion of Brazilian society (20 points):** Students will research one or more major aspects of Brazilian society, including economics, business, government, politics, culture, or others, especially your degree discipline (topic to be approved by instructor). Each student will present her/his report to the entire class. This will be a five-page minimum. *Due date: 30 March* (ask if you need more time, too).
- 3. Participation during study tour (20 points):** Punctuality, respectfulness (for everyone, but especially for the local population and customs) is required. Students are expected to be inquisitive, attentive, and participatory during all site visits. This especially means be willing to respectfully disagree (when appropriate) and move on. Failure to behave in the appropriate manner will result in a *failing grade* in the course.
- 4. Study Tour Journal (20 points):** Each student must keep a daily journal during the study tour, or participate in the group Facebook page. You can use it as a place to track your trip in terms of chronology, geography, etc. Use it to keep track of your cultural experiences and use it as an outlet to describe new experiences and your thoughts with regard to them. You may also want to use it as a "scrapbook" to keep mementos. In addition, you should incorporate notes from various lectures and business visits. *The purpose of the journal is to record not only what you do and see, but also what you feel and think about it, and your introspection is primarily what will be graded.* When complete, the journal will provide your instructor(s) with an excellent overview of your experiences and thoughts during your program. The journal must be turned in according to the schedule below, but will be returned after grading has been completed. The journals must be turned in by 11 May.
- 5. Post-tour presentation and discussion (20 points):** Each student must select one aspect of the trip (e.g., business visit, cultural visit, historical figure, economic phenomenon) that intrigues him/her and must conduct additional research on that topic upon returning to UNF. **Students will make presentations on 11 May (room information will be posted, likely the same we have used**

so far). Students who do not return to UNF for the post-travel portion of the course must make alternative arrangements for post-tour activities with the instructor prior to traveling.

All presentations must utilize PowerPoint or similar software, and be well-organized, informative, and concise. Presentation style and clarity will be graded as well as content.

DETAILS OF THE STUDY TOUR

Travel Documents: Students must have a passport that is valid through the entire trip and six months beyond that. If you do not have a passport, apply for one immediately. U.S. passport holders are required to have an entry visa for Brazil.¹ Non-U.S. citizens must verify at the Brazilian consulate in Miami -- <http://miami.itamaraty.gov.br/en-us/> -- whether they need an entry visa. *Students are responsible for ensuring that they have the appropriate entry visa for Brazil and for paying the cost associated with getting it.*

Cost: The trip will cost about \$2500² per student. Students must pay the cost of the trip in addition to the normal UNF tuition (3 graduate credits). The cost of the trip includes airfare, in-country transportation, lodging, and breakfasts (normally included with the hotel stay).³

Lodging: Students will normally stay in double-occupancy rooms, in a hotel. We will stay in clean, safe locations.

Etiquette: While you are abroad, you are representing not only yourself, but also the University of North Florida, the USA (and/or your native country, if it isn't the US), and me (I go to Florianopolis a lot)! While global expectations of America have declined dramatically in the past two years ([for example](#)), don't be part of the problem. Remember that any interaction you have with the citizens of the country you are visiting can leave a lasting impression, especially if you violate their sensibilities. Citizens of every nation are proud of their heritage. The people you will interact with in Brazil will be overwhelmingly of the 'middle class', meaning intellectually and culturally sophisticated, graduate students who know more about the US than most Americans (and some of us!), and certainly know far more about America than you will about Brazil.

Still, when you are abroad, you should strive not just to be aware of cultural differences, but also to experience and appreciate them. Try the local foods, even if you don't think you'll like them. While many Americans view foreign foods as unhealthy, remember that the citizens of most countries are healthier than Americans overall. Besides, eating different foods for a week or two really won't kill you. View this as a chance to practice the skills that you might need some day if you become engaged in international employment. However, if you are allergic to certain types of foods or you have other food restrictions you must let us know prior to the trip.

¹ Brazil practices 'reciprocity' with visas: they require visitors to satisfy the same requirements to enter Brazil that Brazilians have to meet to enter the visitor's country. In the post-9-11 era the US has been hard on everyone, and so officially it is fairly tedious for Americans to get a Brazilian visa. The consular officials in Miami, though, are very, very friendly. Brazil also has a new online application system, [click here](#).

² Details have had to wait for student numbers, and sorting out final details.

³ You will buy your own dinner and lunch. I've figured out how to find cheap meals in Brazil, even back when the exchange rate was less friendly for American visitors. I suspect \$20 per day should cover this.

During site visits, you should behave in a professional and businesslike manner. Formal business attire is typically appropriate, but more realistically we will strive for business casual, not least given how hard it is to keep clothes pressed while travelling. Florianopolis is generally informal, certainly on the academic side of life. Be inquisitive and show your interest in the host organizations, but remain respectful. You will also hear perspectives on the US that are almost as uninformed as your perspectives on Brazil. Some will have a strong anti-American flavor, often unjustifiably! Still, the point of this trip isn't to win arguments and/or to defend your perspectives on America, it is to get exposed to the wild diversity of perspectives in the world.

Given the nature of the (again: 'middle class') people we will be interacting with, you will find the position of women in Brazilian society to be at least as progressive as it is in the US. UDESC, too, has had a strong representation of women in its leadership.

The bottom line is that you will enjoy the trip more and be more productive while you are abroad if you know what you will be facing before you leave home, and if you are willing to be open-minded and culturally sensitive while you are abroad. Reading about the culture you'll be visiting, beyond even course materials, is a great way to prepare yourself.

Accommodations: If you have a disability as defined by the Americans with Disabilities Act (ADA), and may require an accommodation or auxiliary aid(s) for the study abroad experience, please contact and register with the UNF Disability Resource Center (located in Building 57, Room 1500; phone 620-2769) or visit the DRC's website at <http://www.unf.edu/drc/>.

Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue postsecondary education goals and may need both physical and academic accommodations. These students should contact the Director of Military and Veterans Resource Center (57/2700) by phone (904) 620-5131 or visit the MVRC website at <http://www.unf.edu/military-veterans/>. Please refer to UNF's Student Handbook for more details about both the Disability Resource Center and the Military and Veterans Resource Center.

Please note that foreign countries do not have to comply with the public access requirements of the ADA and there may be physical or other barriers to equal access in foreign locales (e.g., medical care, lodgings, restaurants, businesses and other buildings, services or facilities). Students with disabilities are strongly encouraged to research the access and service limitations of the locales to be visited. Further, prior to registering for the study abroad program, the student should meet with the responsible instructor so that the two can ascertain whether the student will be able to participate in all activities of the desired study abroad program or can participate in alternate activities that meet study objectives.

Free Time Activities: As part of this syllabus you will find a travel itinerary of the time that we are abroad. You will also find a list of approved and recommended activities for those times that we do not have a pre-planned program activity. If you wish to visit a location that is NOT on this list, you will need to get the advance approval of the program instructor. Remember, the "buddy system" must be followed at all times, including during these "free time" activities. You should be sure to give your cell phone number to your Faculty Leader(s), and they will give you theirs.

Non-Program Travel: The approved travel itinerary is attached to this syllabus. If you wish to make any travel plans (during the official UNF activity abroad) that is different or in addition to the identified program travel, you must make such a request to your Faculty-Leaders. Important: Students may travel anywhere they wish before or after the officially-approved UNF international activity. In contrast, travel during an officially-approved UNF international activity may only occur as pre- approved by the Faculty-Leader and then approved by the University administration.

Medical Disclosures: Advise your Faculty Leader of any serious health care condition that you have, so that we can reduce the likelihood of problems. Any condition that you disclose will be kept confidential and only shared with necessary University representatives to facilitate your safe participation in the study abroad activity.

Crime and Safety: Review the Department of State’s country information for Brazil, especially noting the “Safety and security” section, as it refers to any cities or attractions you plan to visit, at <http://www.travel.state.gov/content/passports/english/country.html>. Students must use the “buddy system” at all times, and stay aware of their surroundings and personal belongings.

It is unlikely that you will experience difficulties during the trip, but if you do, they can be extremely disconcerting, inconvenient and even dangerous. Florianopolis is in the wealthier, southern part of the country, and though crime is a problem, it is less pervasive than in other parts. We will also be outside of the more popular tourist areas, and travelling during the off-season: with the supply of targets for thieves down, there will be fewer people looking to steal. During our short visit to Rio de Janeiro, during which we will be staying in a tourist area (Copacabana Beach), the usual rules for foreign travel apply: be aware of your surroundings, and keep track of where you’re going. Happily, both Florianopolis (with a mountain in the center of the city) and Copacabana (hemmed in, just 5 or 6 blocks wide, between mountains and the beach) are relatively easy to orient yourself.

As indicated, we will use the buddy system at all times. You will be responsible for keeping an eye on your partner and watching out for him/her. In addition, the faculty member should know where you are at all times, especially if the group is moving (e.g., boarding a local tram or bus, moving through an airport, walking through an organization’s offices). Do not leave the group without telling the faculty member!

Pickpockets thrive in tourist zones. If you carry a wallet, never carry it in your back pocket, where it is easiest to steal. Put it in your front pocket. Better yet, invest a few dollars in an alternative way of keeping your money and passport (e.g., a pouch that attaches to your belt and that you can store inside your pants). If you carry a purse (strongly discouraged), be extremely careful. Always keep it closed. Never carry it at your side or on you hip, as skilled pickpockets can unzip it and remove items without your knowing it. If you carry it with the strap over your shoulder, be aware that some thieves will ride past on a bicycle or motorcycle and grab the strap. Not only will they get away with your purse, you are likely to be seriously injured in the process.

Thieves often work in pairs or groups. One common tactic is for one person to distract you (e.g., asking for directions, pretending to be falling-down drunk) while others steal your valuables.

This is especially effective in a crowded subway car or in a crowded tourist area. I saw this happen once (was as successfully distracted as the victims were!). Be on the alert in such places!

Be sure that you have a copy of the front page of your passport stored in a safe place, separate from your luggage. It is very difficult to get a passport replaced quickly without that page. Your instructor will also carry a copy for you, and will leave one on file at UNF. Also, be certain that you have a list of your credit card numbers and/or travelers check numbers in a safe place that is separate from your cards and checks. Major American credit cards are accepted. My experience has been that the best way to get cash in Brazil is through your debit card, so long as it is part of an international network.

Having written all of that, in 20 years and about fifteen visits to Brazil, I have never been victimized by crime, and generally speaking, not doing stupid things will keep you safe.

Grading:

A multi-step process (if necessary) is used to determine final class grades:

1. The usual grading schema is applied, with 90%+ = As, 80-89 = Bs, 70-79 = Cs, 50-69 = Ds. If all students score 90%+, all students will receive an A.
2. If step #1 does not result in a normal grade curve (more or less 25% each for A, A-, B+ and B for graduate classes), the grade curve above is recalculated based on the highest score in the class. So if the highest combined score is 95%, A grades will range from 85.5 (.9 x .95) to 95, etc.
3. If step #2 does not result in a normal grade curve, the grade scale may be 'curved' further downwards, as appropriate. The floor for passing grades is at that point where students do not demonstrate engagement with course materials, do not follow instructions, and do not respond to feedback.

Note: I give 'meaningful' grades, based on the assessment criteria indicated above, which means that I have almost invariably applied step #3.

Extra credit: just as in life, no extra credit opportunities will be afforded.

* * * * *

Grading criteria further elaborated: Following is a collection of standard rules for professional (or academic) writing, and common mistakes by students. These will be applied in grading assignments. If you disagree with some of this, are confused, or require clarification: raise your concerns now.

Grading rubric. All assignments, including the component parts below, are graded on the following rubric:

- Mastery: above normal requirements for professional work (100% of possible points).
- Adequate: at a level appropriate for professional work (75-95% of possible points).
- Insufficient minor: for professional work, requires minor improvement (50-70% of possible points).
- Insufficient major: for professional work, requires considerable improvement (0-45% of possible points).

Systematic, comprehensive research

- Common mistake #1: *engage* course materials (cite course readings liberally). You are allowed, even encouraged, to challenge course readings and lectures, *but must provide better evidence than that provided in course readings and lectures*. You cannot, though, ignore course materials. 'Course materials' includes relevant materials listed on the readings page, with the assigned course text(s) especially important.
 - While you cannot ignore the weekly lecture notes, cite these only if they provide information not supported by references that you can follow up, as citing the lecture notes demonstrates no research on your part (lecture notes are *my* research).
 - By all means cite sources referred to in course materials (lecture notes or readings), but do not copy quotations or references of others and cite this from the original source, or just rephrase the reference. Instead, go to the original source yourself to ensure that you understand the context, expand the quote a bit, then you can cite the original source.
- Common mistake #2: *demonstrate command* of course materials, as relevant. Beyond answering the assigned question, you need to demonstrate that you understand course materials.
- If your list of works cited includes only course materials; and if your outside research includes only books, only journals, or (especially) largely internet sites, the research was neither systematic nor comprehensive. When I'm concerned that a student hasn't done enough research, I check the following sources:
 - [UNF library catalog](#)
 - [EBSCO Host Electronic Journals Service](#)
 - [JSTOR](#)

Beware the internet! Only use web information from a well-known, respected source. Wikipedia is of too uneven quality to be used in academic/ professional work ([example](#)).
- Remember that this program is about public administration, not elected politicians, or the management of business firms.
- Do not give dictionary definitions (and cite these), as you can assume that your reader is familiar with standard English. Similarly, do not use encyclopedias.

Write professionally

- Common mistake #3: use a professional tone. Don't force it: always try to expand your vocabulary, but don't use words if you are not certain of the meaning. Some specific common mistakes:
 - Do not use first person (e.g. I, my, we, our), or second person (you, your). Use third person. In a professional context you most often are not writing for yourself, you are writing *on behalf of* an organization, *to* an impersonal audience.
 - Learn the difference between there, they're, and their; your and you're; and its and it's. There is no such word as [its'].
 - Learn the difference between threw, through and though; too, to and two; who's and whose; and where, wear, we're and were.
 - Learn the difference between possessive apostrophes and plural.
 - Learn the difference between colons and semicolons.
 - Beware singular/plural inconsistency (e.g. *The student lost points for singular/plural consistency in their paper*). An exception is for gender neutral pronouns ([link](#)).
 - Do not use contractions (e.g. don't).

- Avoid rhetorical questions (e.g. Why is this the case?).
- Avoid starting a sentence with a **conjunction** or **preposition** (e.g. The paper was bad. *And* she started a sentence with a conjunction.). This often results in a **sentence fragment**.
- Get used to gender neutral usage.
- Write for an informed lay person *on the street*, rather than for experts, the uninformed, or your class professor. So do not assume that your reader is in this class, and will know who Professor Candler is, or what was discussed in week three.
- Use quotations sparingly. This is meant to be a paper by you, not a collection of selected quotes that you thought were especially relevant to the topic. *As a rule of thumb, no more than 10% of your work should be direct quotations.*
- See George Orwell's '**six rules for writing**'.
- Why it matters. Some perspectives:
 - "I won't hire people who use poor grammar. Here's why." [Link](#).
 - "Graduates failing bosses." [Link](#).
 - Finally, this from a COJ hiring officer:
"We have about 10 applications so far for the new... position. A few look promising. Sadly, some of the people have very poor writing skills and actually submit letters with spelling and grammatical errors. If you can't pull it together for a cover letter for a job, what kind of work product would you produce?"
- Format:
 - I prefer electronic submission (as an email attachment). It is your responsibility to get the paper to me, and to keep a copy of it. I will acknowledge email receipt of your paper. If you don't get such an acknowledgement within two working days, email me again.
 - Save paper. Include your name, course number, assignment name, title of the paper and all that at the beginning of the paper, but you needn't do this on a separate page. Similarly, the works cited do not need to start on a new page.
 - Especially if you submit the paper electronically, feel free to single space. I will use the comment function in MS Word to insert comments.
 - When emailing in general, adopt a professional format. All emails should have a title, and a message with a salutation, a body (however brief) and be 'signed'.

Cite sources correctly, in text and in the bibliography

- Cite your sources. If you lack credible sources to support what you are writing: don't write it.
- You may use any of the *standard* citation methods. Key points:
 - Sources must be retrievable. Given the in-text citation, your reader should be able to go directly to the appropriate full citation in your list of works cited (or footnote), and from this to the page (though this is sometimes tricky with web sites) of the document from which you got the information.
 - *This means give page numbers!*
 - Alphabetize sources.
 - This also means that if you cite something as (Smith 1776, p. 477) in the narrative, the source should be listed under 'S' (Smith) in the works cited.
 - You must have a list of works cited. Everything cited in text must be in this list of works cited; anything not cited in text should not be in this list of works cited.
 - References must be complete, and informative on their own.

- References should be included any time you need to let your reader know where you got the information that supports your argument.
 - However, you don't need a quotation every time you include a citation.
 - Cite only sources that you actually sight! If a source you have read specifically quotes, or refers to someone else, cite the other source in the source you read (e.g.: Smith, as cited in Jones 2009), then list only the source you sighted in your works cited.
- Be spare in referring to sources in text. For instance, do write 'Perry (1996) argues...' Do not write, 'James L. Perry, in his chapter titled "Effective enterprises, effective administrators" in his 1996 book *Handbook of Public Administration*, argues...' In many newspaper articles, government reports, and in popularized academic stuff (like a textbook, for instance), you may see examples like the one that I ask you not to use. But more analytical work doesn't typically do this, and I want you to practice this usage.
- Don't cite a single source repeatedly in a paragraph. Every sentence does not need to be supported. You can summarize extended passages of a source in a paragraph, then cite the source once at the end, indicating the pages from which it came, e.g.: (Perry 1996: 739-45). The exception to this rule is direct quotes, all of which need to be sourced, with page number.
- Include the intext citation in the sentence it is a part of. Like this:
 - ...the world is round (Columbus 1492).Not like this:
 - ...the world is round. (Columbus 1492)or like this:
 - ...the world is round. (Columbus 1492).
- Don't include the intext citation in quotation marks. Like this:
 - "The world is round" (Columbus 1492).Not like this:
 - "The world is round (Columbus 1492)."and certainly not like this:
 - "The world is round. (Columbus 1492)."
- For web sources:
 - Don't cite urls in the narrative of the paper.
 - In your works cited, listing a url is not enough, as your reader should get some idea where the information is from, so that s/he does not have to go to the source to get some idea of credibility.
 - Instead, give all the normal information that you would use when citing a book or article, as available: author, document title, publisher, year/date.
 - You should list the url where you found the article, as well as the date you accessed it.
 - For an example, see the 'Referencing' section at the end of the course [Research](#) page.
- Many articles are available on the proprietary databases that UNF has access to. Especially when these contain pdf files of articles, they are essentially copies of the articles as they appeared in the original journal or magazine. Therefore you can just cite them directly, without acknowledging that you accessed it through JSTOR, or EBSCO, etc.
- Note, again, the admonishment against plagiarism, and consult UNF's [Academic Integrity](#) Policy.

Logical, coherent, balanced argument

- Your argument should have logical structure, and be easy to follow.
 - Common mistake #4: identify the issue, state the question, identify the main theme, etc. Tell your reader in the first paragraph, if not the first line, your purpose: *what is the central message of the paper*. If you can't identify a central message, rethink the paper! Do this as clearly as possible, with a "This paper will..." statement, if necessary.
 - Also, close the introduction with a brief summary of how the argument will proceed.
 - The main body of the argument should be consistent with what you told your reader you were going to do in the "brief summary" in the introduction.
 - Make economical use of subheadings, or clear transition sentences, to signal to your reader you are shifting focus, again consistent with your opening 'brief summary'.
 - Conclude! The conclusion should be consistent with the introduction, and with the main body. It should also wrap things up for your reader, emphasizing key points, inspiring, whatever. Don't just tail off in the middle of a component of the paper.
 - Remember that *your reader is not inside your head*, and so may not know where you are going, or why you are going there, if you do not make this clear.
- These are not opinion pieces. Be detached, analytical, and use credible research.
 - Present fairly the relevant credible perspectives on the issue. It is not necessary (indeed is discouraged) to choose a 'solution' to the issue which you are addressing. That is for politicians. Simply present the evidence and the options.
 - Avoid logical fallacies. For some examples, see [this](#), and [this](#).
 - You are being trained to work in mainstream America, so
 - engage mainstream evidence, and
 - avoid sources with an ideological bias, fringe views, or populist conspiracy theories. Especially do not use an openly ideological source to support an argument consistent with that source's ideology.
 - Instead, practice counter-ideological sourcing: if your argument is consistent with a particular ideological perspective, seek supporting evidence from a source not within that ideological orbit ([click](#) for an ironic confirmation of the validity of this). If you can't find such support, rethink your argument.
 - In short: all opinions are not equal, and there are not two sides (['a' Republican view](#), and ['a' Democratic view](#)) to every issue. Instead, there are myriad perspectives among successful human societies, many of which are all but absent in the US. More important, there is an underlying reality that can be discerned, to greater or lesser degree, through detached research. Even if this reality is discerned to a 'lesser' degree, a detached analysis seeking to identify that reality will *always* be more accurate, and therefore more useful for public policy, than partisan spin, ideological dogma, or public opinion.

Well used tables/ graphics (bonus)

- Note the '*well used*'. Few people do this well, so this requirement encourages development of this skill. This does not mean produce a large, gaudily coloured pie chart when it would be easier to simply write "55% of Vermonters remain opposed to the civil unions law."
 - It *especially* doesn't mean reproduce a table, diagram, or figure that you find elsewhere. It must be original.

- All tables and graphics need to be self-contained, including both a title, and acknowledgment of the source from which you got your data. They also need to be incorporated into the narrative of your paper: "as shown in Figure 4 below...", "The table also illustrates..."
- Tables and graphics should be professionally presented.

Follow instructions (debits)

- Pay attention to the various course requirements, including specifics of assignment questions, and format instructions above.
- Length requirements are net of quotations. If you submit a 1200 word paper for a 1000 word assignment, but 600 of your words are direct quotes, *you* have only written 600 words.
- As a general rule, the paper should not be longer than 50% more than the minimum length requirement.
- All written assignments will receive feedback. Do not repeat mistakes made on earlier assignments, in this or in previous classes that you have had with me. If earlier feedback is unclear, ask for clarification.
- Papers inconsistent with the assignment requirements (including the assigned topic) may have a penalty assigned to them (generally the smaller of a 50% or 10 point reduction), and will be returned for rewriting and resubmission. If not rewritten, a grade of zero will result. Especially later in the semester, this rewrite option will not be available.
- Especially note UNF's [Academic Integrity](#) and [Academic Misconduct Policies](#). An online plagiarism tutorial can be found [here](#). Examples of plagiarism will likely result in a report being filed in accordance with these policies, often with a recommendation that the student fail the course. For a definition and discussion of plagiarism, see:

"Plagiarism is the deliberate attempt to deceive the reader through the appropriation and representation as one's own the work and words of others. Academic plagiarism occurs when a writer repeatedly uses more than four words from a printed source without the use of quotation marks and a precise reference to the original source in a work presented as the author's own research and scholarship. Continuous paraphrasing without serious interaction with another person's views, by way of argument or the addition of new material and insights, is a form of plagiarism in academic work."

[Irving Hexham](#)

Three especially common forms of plagiarism:

1. Copying something written by someone else, and pasting (or transcribing) it into your work, without both putting the words in quotation marks, and citing the source.
2. Copying something written by someone else, and pasting (or transcribing) it into your work, without putting the words in quotation marks, *even if you cite the source*. By doing this, you are implying that *you* wrote those words, based on information included in the source you cite. This is not the case: you copied the words of others.
3. Copying something written by someone else, and pasting (or transcribing) it into your work after making a few minor changes. This is called [paraphrasing](#) and, again, you did not write it.

COURSE READINGS

The following table lists topics, required readings, assignments, etc., by date. All reading must be completed *before* class begins! Be prepared to *discuss* the material. This is not a lecture-based course, so don't expect your instructor to walk you through the material in the reading.

Class meetings, pre- and post-trip			
Date	Time	Topics	Readings
12 Jan	10-12	<u>Introduction</u> * Course expectations/ overview * Travel issues * An introduction to Brazil (and Santa Catarina)	Eakin (2012); Castor (2002); Cardoso (2006)
26 Jan	10-12	History and challenges	Montero, ch. 1-2; Nascimento (2004); Skidmore (2003); Bresser Pereira (2009)
9 Feb	10-12	Social issues	Montero, ch. 6; Nolen (2016); Khazan (2014); <i>Economist</i> (2016a)
23 Feb	10-12	Administrative thought, business and the economy	Montero, ch. 4; Alcapidani/Caldas (2012, <i>skim only!</i>); Cavalcante (2018); Candler (2002); King (2009); Cardoso (2011, <i>pages 181-92 only!</i>); <i>Economist</i> (<u>7 Nov 15</u>);
9 Mar	10-12	Politics	Montero, ch. 5; McCoy (2008); Avritzer (2009); Greenwald (2016); <i>Economist</i> (<u>26 Mar 16</u>); <i>Economist</i> (<u>23 Apr 16</u>); <i>Economist</i> (<u>3 Apr 14</u>)
30 Mar	10-12	Santa Catarina!	Fenwick (2016); Andion et al (2009); Sutcliffe (2005); <i>Economist</i> (2016d); Rosa (2016)
13 April	10-12	Questions, final preparation	Montero, ch. 8
<i>On return</i>			
11 May	10-12	Debrief, student presentations	

Bibliography

- Alcapidani, Rafael; Caldas, Miguel. "Americanizing Brazilian management." *Critical Perspectives on International Business*, v. 8, n. 1, p. 37-55, 2012. [Online link](#).
- Andion, Carolina, Maurício Serva, Ademir Antônio Cazella, and Paulo Freire Vieira (2009). "Space and inequality: A case study of territorial development in Santa Catarina." *Administrative Theory & Praxis* 31(2).
- Avritzer, Leonardo (2009). *Participatory Institutions in Democratic Brazil*. Washington: Woodrow Wilson Center, pages 163-74.
- Bresser Pereira, Luis Carlos (2009). "A BRIC 'at the top of the world'". *Folha de Sao Paulo*, 20 July (translated). [Online link](#).
- Candler, GG (2002). "Particularism versus Universalism in the Brazilian Public Administration Literature." *Public Administration Review* 62(3), pp. 298-306.

- Candler, GG (2014). "The study of public administration in India, the Philippines, Canada and Australia: the universal struggle against epistemic colonization, and toward critical assimilation." *Revista de Administração Pública* 48(5), pp. 1073-93.
- Cardoso, Fernando Henrique (2006). *The Accidental President of Brazil*. New York: Public Affairs, pages 9-29.
- Cardoso, Fernando Henrique (2011). "The sociologist and the politician." Interview, *Latin American Perspectives*, 38(3), **pages 181-92 only**. [JSTOR link](#).
- Castor, Belmiro Valverde Jobin (2002). *Brazil is not for Amateurs*. Xlibris, pp. 58-70.
- Cavalcante, Pedro (2018). "Innovations in the Federal Government During the Post-new Public Management Era." *Revista da Administração Contemporânea*, 22(6), p. 885-902.
- Eakin, Marshall (2012). "Becoming Brazilian: The making of national identity in the South American giant." Interview, University of Melbourne. Available online, in [audio](#) and [pdf](#).
- The Economist* (2014). "The loneliness of the right-wing legislator," 3 April, [available online](#).
- The Economist* (2015). "The politician as thinker: Fernando Henrique Cardoso dissects Brazil's problems." 7 November, [available online](#).
- The Economist* (2016a). "Slavery's legacies." 10 September. [Available online](#).
- The Economist* (2016b). "The impeachment country." 10 September. [Available online](#).
- The Economist* (2016c). "Time to go." 26 March. [Available online](#).
- The Economist* (2016d). "Brazil's three southern states escape the worst ravages of recession." 26 Nov, [available online](#).
- Fenwick, Tracy (2016). "Avoiding Governors and the Success of CCTs in Brazil," in *Avoiding Governors*, University of Notre Dame Press, pp. 55-83.
- Greenwald, Glenn (2016). "Brazil is Engulfed by Ruling Class Corruption – and a Dangerous Subversion of Democracy," *The Intercept*, 18 March, [available online](#).
- Joyce, Helen (2013). "Grounded." *The Economist*, 26 September, [available online](#).
- Khazan, Olga (2014). "What the U.S. can learn from Brazil's healthcare mess." *The Atlantic* 8 May. [Available online](#).
- King, Tayfun (2009). "Brazil's bid for tech-powered economy." *BBC*, 2 October, [available online](#).
- Langlois, Jill (2011). "I'll give you an artist for an engineer: entrepreneurial bartering." *Globe and Mail*, 29 August, [available online](#).
- McCoy, Jennifer (2008). "Democratic transition in Latin America." *The Whitehead Journal of Diplomacy and International Relations*, pages 19-29. [Available online](#).
- Nascimento, Abdias do (2004). "Brazil: the cult of whiteness." *New African*, October, p. 37. [Proquest link](#).
- Nolen, Stephanie (2016). "Black or white?" *Globe and Mail*, 13 December, [available online](#).
- Rosa, Silvia (2016). "Startups in Brazil." *Nearshore Americas*, 8 Feb, available [online](#).
- Skidmore, Thomas (2003). "Racial Mixture and Affirmative Action: The Cases of Brazil and the United States." *American Historical Review*, 108(5), p. 1391-6. [JSTOR link](#).
- Sutcliffe, Dominic (2005). "Sun, Sea and Supermodels." *The Guardian*, 26 November, [available online](#).

Study abroad in Brazil, Spring 2019		
Tentative travel itinerary		
Date	City	Activity
27 Apr, Sat	Jacksonville	Depart from JAX to Florianopolis via TBA (To Be Confirmed!).
28 Apr, Sun	Florianopolis ⁴	Arrive in Florianopolis. Taken to the hotel via bus.

⁴ In Santa Catarina the itinerary and organization of this trip is being coordinated with UDESC (Universidade do Estado de Santa Catarina). These are also people I have known for fifteen years, with 10+ visits during this period. This should go a long way to ensuring safety. We also have four months before we depart, and the itinerary will still change as schedules are adjusted, as the class learns more and perhaps requests something be added.

		Welcome dinner, free afternoon.
29 Apr, Mon	Florianopolis	8:00 – Picked up at hotel by tour bus, taken to UDESC. Introduction to Florianopolis, Santa Catarina, and Brazil. 12:00 – lunch at UDESC 1:30 – Ground transport to Fundação ENA (The National School of Administration). 3:30 – Ground transport to FIESC (Federation of Industries of the State of Santa Catarina).
30 Apr, Tues	Florianopolis	8:00 – ground transport to Civil Defense headquarters. 12:00 – Lunch in the Mercado Público 1:30 -- Câmara de Vereadores (City Council) of Florianopolis. Received by Vereador Pedrão (ex-student of ESAG UDESC). Challenges of management from the political perspective. Presentation to the Mayor (or City Hall). 3:00 walking tour of city. 5:00 – Return to hotel
1 May, Weds	Florianopolis	8:00 -- picked up at hotel for grand transport Tour of eastern part of the island, and southern part. 5:00 – return to hotel
2 May, Thurs	Florianopolis	Visit to the Continent, including Rancho de Queimado, and Santo Amaro de Imperatriz. Visit a farm, and small village.
3 May, Fri	Florianopolis	8:00 -- ground transport to UDESC 12:00 -- lunch at UDESC 1:30 – return to hotel 7:00 – travel to Jururé for a Brazilian music show.
4 May, Sat	Florianopolis	Travel from Florianopolis to Rio de Janeiro
5 May, Sun	Rio de Janeiro ⁵	Hotel Debret (quoted price of \$US72 per night)
6 May, Mon	Rio de Janeiro	Morning – walk to visit Museum of Image and Sound (if opened!) Afternoon – Tour bus to visit Sugar Loaf
7 May, Tues	Rio return Tentative!	Morning -- Getúlio Vargas Foundation, Brazil's premier management think-tank. Afternoon: return to US.
8 May, Weds	Arrive in US Tentative!	

⁵ In Rio the plan is to stick to relatively safe, known areas. In 2017 we stayed at the Hotel Debret. It is clean, safe, well located, and inexpensive.