

## AN ANALYSIS OF THE UNIVERSITY CURRICULUM: CURRICULAR EXPERIENCES AND FORMATIVE PROCESSES IN THE COURSE OF CLASSICAL LETTERS AND PORTUGUESE AT FFCL/USP, 1934-1950



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### ABSTRACT

This article analyzes how the disciplinary field of the Classical Letters and Portuguese course at the Faculty of Philosophy, Sciences and Letters of the University of São Paulo (FFCL/USP) began to be constituted in the period from 1934 to 1950, and the possibilities of research from this analytical perspective. It will also be observed which courses were part of the Letters section and which curricular changes went through in the 1930s and 1950s. For this, we used the FFCL/USP yearbooks that were produced between 1934 and 1950, and to support our analysis, Pierre Bourdieu was used as the main author, who contributed to this study with his concepts of field, habitus, goods and capital. The reading and study of the yearbooks allows us to contemplate how and what changes occurred in the formative process of the Classical Letters and Portuguese course from its institutionalization until the 1950s.

**Keywords:** University Curriculum. Lyrics. Institutionalization. Formative Process.

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## INTRODUCTION

This article analyzes the initial process of formation of the disciplinary field of the course of Classical Letters and Portuguese, at the Faculty of Philosophy, Sciences and Letters of the University of São Paulo, as well as the possibilities of research resulting from this analysis. The courses that were part of the Letters section and the curricular transformations that occurred between the 1930s and 1950s will also be examined. To carry out this study, we used the FFCL/USP yearbooks produced between 1934 and 1950. The analysis will be grounded in the concepts of field, *habitus*, goods, and capital, as outlined by Pierre Bourdieu.

As exposed by Souza (2014), during the 30s, Letters courses were created in the states of São Paulo, Rio de Janeiro, Paraná and Minas Gerais. The university of the Federal District founded in 1935 and extinguished in 1939, today the Federal University of Rio de Janeiro, now has the Faculty of Philosophy, Sciences and Letters installed from 1939 by the incorporation of the School of Philosophy and Letters of the University of the Federal District. The University of Paraná, today the Federal University of Paraná, founded in 1912, did not initially have the area of humanities, and had its faculty of Philosophy, Sciences and Letters operating in 1939. The University of Minas Gerais, today the Federal University of Minas Gerais, founded in 1927, now has the course of Letters with the incorporation of the Faculty of Philosophy of Minas Gerais created in 1939. The University of Brazil, first received the name of University of the Federal District, which was founded in 1935 and extinguished in 1939, its school of Philosophy and Letters is then absorbed by the University of Brazil, which today is the Federal University of Rio de Janeiro, thus becoming the nucleus of the National Faculty of Philosophy, Sciences and Letters of this institution, unit that began operating from 1939. And finally, the University of the Federal District, today the University of the State of Rio de Janeiro, with its creation in 1950.

Based on the above, the importance of studying the disciplinary field of the Letters course at FFCL/USP is verified, since it was the first Letters course created in the country in 1934, along with the foundation of the Faculty of Philosophy, Sciences and Letters of the University of São Paulo. As Diogo Roiz (2021) explains, it is noted that, even after the creation of the National Faculty of Philosophy, Sciences and Letters of the University of Brazil, in Rio de Janeiro in 1939, which aimed to centralize and standardize the curricula of the Faculties of Philosophy, São Paulo, it still preserved its local specificities, having a

certain autonomy, with regard to both the curriculum of its courses and the functioning of the institution.

It can be seen, therefore, that in this period an "intellectual field" was in the process of formation in the area, with specific rules still under construction, power dispute in its initial phase and mechanisms of action under development. Thus, it was not an environment where *habitus* was established for social agents, but rather a context in which almost everything was being molded to configure this "field" (Bourdieu, 1983, 1999, 2009).

In the 1930s, the Foreign Languages course was part of the Letters section. In 1940, the course was divided into two independent areas: Neo-Latin Letters and Anglo-Germanic Letters. Our objective will be to observe and analyze what changes have occurred in the curriculum of these courses, especially in the Classical Letters and Portuguese course, where our focus will be greater.

It is observed that the changes in the curricular structure of the courses occurred during the period of the chair regime, in force in the Faculties of Philosophy, Sciences and Letters between 1934 and 1969. Specifically in the Classical Letters and Portuguese course at FFCL/USP, these transformations were driven by the vision of the professors, who identified the need for a curricular renewal. This occurred, for example, when the same professor taught several disciplines within a course or when the content of a discipline was too extensive to be treated by a single professor, thus requiring its unfolding. It meant that the full professor had broad administrative and academic authority over the subjects of his subject, and it was possible for him to hire and fire assistants and to define the lines of research, thematic and theoretical orientations of the disciplines.

As Roiz (2021) states, "cathedra" means "seat", or more precisely chair. It is the place where the individual represents himself before his "peers". At first, the term was used only for the religious body, but with the development of the absolute monarchy, it became part of the body politic. Due to social and cultural transformations (resulting from economic and political changes in the eighteenth century), the representation of the chair or chair was used to differentiate social and administrative functions of a group of individuals from a teaching and research institution.

It is important to study the changes that occurred in the curriculum during the operation of the chair regime, and the nationalization of the curricular programs of the Faculties of Philosophy in the country, through the actions of the National Faculty of Philosophy, Sciences and Letters of the University of Brazil. Thus, it is possible to highlight

the debates and transformations that occurred in the process of institutionalization of university education (Ferreira, 2013). In this way, we analyze the conditions that were integrated into the federal and state measures that redefined the curricular structure of the Classical Letters and Portuguese course. This process occurred in a political context in which the nationalization of the functioning of university courses in Brazil during the period in question was sought (Roiz, 2004; Ferreira, 2006).

According to Roiz (2021), the description of the organization of the chair regime initially requires an analysis of its institutional functioning, followed by an investigation of the organizational nuances that characterize it.

## **CURRICULAR TRANSFORMATIONS IN THE COURSE OF CLASSICAL LETTERS AND PORTUGUESE**

This process occurred during the nationalization of the new undergraduate courses, inaugurated from the 1930s onwards, with the objective of making up for the shortage of professionals for "primary" and "secondary" education. After this decade, it also sought to offer qualification opportunities for diversified professionals to quality higher education.

It is verified that it was during the Getúlio Vargas government (1930-1945) that regulatory measures were adopted for public and private education in Brazil, covering all levels of school education (Freitas, 1998).

When examining the curricular structure of the courses in the Letters section in the 1930s, it is noted that the Classical Letters and Portuguese course worked together with the Foreign Languages course, which began in the first semester of 1935. This course was only unfolded in the early 1940s, giving rise to the courses of Neo-Latin Letters and Anglo-Germanic Letters.

**Table 1:** Distribution of the subjects of the Classical Letters and Portuguese course in 1934-1935, according to the years

Year	No.	First	Second	Third
<b>Disciplines</b>	1	Portuguese Philology	Greek Language and Literature	Greek Language and Literature
	2	Greek Language and Literature	Latin Language and Literature	Latin Language and Literature
	3	Latin Language and Literature	Portuguese Philology	Luso-Brazilian Literature

**Source:** Yearbook of the Faculty of Philosophy, Sciences and Letters of the University of São Paulo, 1934-1935.

When we examined the table, we realized that, in the first year of the course, the disciplines were composed of: Portuguese Philology, Greek Language and Literature, Latin Language and Literature, both presented the first part. In the second year, the curriculum again included Greek Language and Literature and Latin Language and Literature, both presenting the second part of the course, in addition to Portuguese Philology. In the third year, the third part of Greek Language and Literature and Latin Language and Literature was offered, along with Luso-Brazilian Literature, which was incorporated into the curriculum in 1936, during the third year of operation of the Classical Letters and Portuguese course.

The program of the discipline of Portuguese Philology was taught by Professor Rebêlo Gonçalves during the first and second years of the course. Philology is understood as the scientific study of the development of a language, based on written documents that use it.

[...] A book is a text. We can understand it or not. It will perhaps contain "difficult" passages. To explain them, a technique is needed – philology. As the science of Literature deals with texts, without philology it is helpless. (Curtius, 1979, p. 15).

The course was structured in two parts: A) theoretical part and B) practical part. In part A, the course began with the Inaugural Lesson, which consisted of the inaugural class aimed at presenting and commenting on the program of the work. It was divided into sections: in section I - he worked on the History of Portuguese Philology, II - History of Language, III - Historical Grammar, IV - Lexicology (part of linguistics that studies the word as to its meaning). These sections belonged to part A, which ended with the Final Lesson, in which new horizons of Portuguese Philology were seen. Part B focused on practice, including specific readings by Portuguese philologists, which were discussed in class as well as comments on texts to clarify the different phases of the language.

Then, the program of Greco-Latin Literature and Philology was presented, which had the following disciplines: Greek Language and Literature and Latin Language and Literature. This program was offered in the first, second and third year of the course. The teacher who taught the classes was Michel Berveiller, he was the organizer of the distribution of the material, the organization of the programs and the choice of exercises. Teaching was divided into three sections: in the first section Grammar and Philology; in the second Latin Literature; in the third Greek Literature.

The discipline of Luso-Brazilian Literature was introduced in the third year of the Classical Literature and Portuguese course, having its beginning in 1936. This subject was created with the objective of introducing students to the richness and importance of Portuguese and Brazilian literary works. But the teacher who taught the classes observed that the content for a single subject was very extensive, as it was the literature of two peoples, so it needed to be unfolded. That was when, in mid-1936, the proposed split was approved, and the subject was divided into two: Portuguese Literature and Brazilian Literature.

According to Roiz (2021), he pointed out that, in the context of university education at the time, the teaching degree in Brazil represented an innovation within the educational system. Most of the disciplines were taught by self-taught students, coming from the courses of Law, Medicine and Engineering.

The Foreign Languages course, belonging to the Letters section, followed the same curriculum of the Classical Letters and Portuguese course in the 1st, 2nd and 3rd year of the course.

In 1936, when the first class of graduates of the Classical Letters and Portuguese course was graduating, at the request of the state government, the Faculty of Philosophy, Sciences and Letters underwent a plan to reform the regulation. Governor dr. Armando de Sales de Oliveira (governor of the state of São Paulo) authorized, above all, that the Faculty be reorganized in ways that were more useful for teaching. To this end, the professors and scientific assistants of each section met. The Letters section was represented by Professor F. Rebêlo Gonçalves. At that time, the Faculty was an entirely new institution in the Brazilian university organization, being the first created in the country.

[..] In the domain of scientific research, the dominant researchers or researches define what is, at a given moment in time, the set of important objects, that is, the set of questions that matter to the researchers, on which they will concentrate their efforts and, if I may say so, "compensate", determining a concentration of research efforts. (Bourdieu, 2004, p.25).

In this sense, the autonomy that the governor of the state had when he asked for a plan to reform the regulations of the Faculty can be observed. In other words, agents construct scientific facts and even the scientific field itself from their positions in this space, as which determine their possibilities and limitations. The capacity of a particular agent to influence the forces of the field according to his interests is proportional to the amount of

scientific capital he possesses, or to his position in the distribution structure of that capital. Thus, what defines a structure of a field at a given moment is, essentially, a distribution of scientific capital among the various agents that act in it, that is, the power relations between the protagonists.

**TABLE 2** – Distribution of the subjects of the Classical Letters and Portuguese course in 1938, according to the years

	<b>First year</b>	<b>Second year</b>	<b>Third year</b>
<b>1st semester</b>	Latin Philology and Literature (2 hours)	Latin Philology and Literature (4 hours)	Latin Philology and Literature (4 hours)
<b>2nd semester</b>	Latin Philology and Literature (2 hours)	Latin Philology and Literature (4 hours)	Latin Philology and Literature (4 hours)
	Portuguese Philology	Portuguese Philology	Greek Language and Literature
	Greek Language and Literature	Greek Language and Literature	Luso-Brazilian Literature

**Source:** Yearbook of the Faculty of Philosophy, Sciences and Letters of the University of São Paulo, 1938.

By examining the FFCL/USP yearbook of 1938, it is possible to observe the curricular structure and the changes it brings, organizing the disciplines into semesters and hours. The discipline of Philology and Latin Literature, for example, is offered throughout the three years of the course, divided between the first and second semesters, with a specific workload. In the first year, the discipline is taught in two hours in both semesters, while in the second and third year, the workload increases to four hours per semester. These changes reflect an attempt to improve the academic training of students, adapting to the educational needs of the time. In the first semester of the first year, texts of medium difficulty were addressed in the first hour of the course. In the second and third years, when the course load increased to four hours, the structure was divided into two hours dedicated to Philology and Historical Grammar, and another two hours for Literature and Associated Sciences.

In the subject of Greek Language and Literature, in the first, second and third year, grammar was studied, and literature addressed the classical age: epic, lyrical, dramatic poetry.

The subject of Luso-Brazilian Literature, in the third year, brought the notion of literature, history and evocation; some norms of the critical method; criterion of literary nationality.



Until the end of the 1930s, students who<sup>3</sup> completed the serial course of any section or subsection were licensed and, to practice teaching, those who also had pedagogical training along with the third and final year (Castro, 1974, p. 632-633) of each course, at the Institute of Education-formerly the Caetano de Campos Institute – which was incorporated into the University of São Paulo in 1934.

According to the FFCL/USP yearbook 1939-1949 Vol. I, with the approval of decree 1,190, of April 4, 1939, a concrete organization was given to the National Faculty of Philosophy of the University of Brazil in Rio de Janeiro. All other Faculties of Philosophy in the country had to adapt, including the University of São Paulo. Several changes were made to the organization of the Faculty, including the first change in the term "licensed". This no longer covers all graduates in its courses. They were added to the sections of Sciences and Letters to that of Pedagogy. It is observed that, from 1939 onwards, the course of Classical Letters and Portuguese is entitled only as Classical Letters.

The structure of the courses that lasted three years was maintained, but there was the addition of another year dedicated exclusively to pedagogical training, which included a special section in charge of teaching the Didactics Course, which was a course composed of six disciplines (General Didactics; Special Didactics; Educational Psychology; School Administration and Comparative Education; Biological Foundations of Education; and Sociological Foundations of Education). This course came to replace the old pedagogical training<sup>4</sup> that granted the right to exercise teaching.

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<sup>3</sup> According to Castro (1974), graduates are individuals who obtain diplomas that qualify them. These courses and diplomas emerged with the creation of the first Faculties of Philosophy, Sciences and Letters, in the early 1930s. The FFCL/USP, which began operating in 1934, with some sections, came to have its first graduates in 1936, considering that it was allowed to obtain pedagogical training together with the 3rd and last year of that Institute. It is observed that in 1938, the FFCL/USP created the Education section after the dismissal of the Institute of Education from that University. Thus, a new Decree Law that gave rise to the National Faculty of Philosophy, where it is found for the first time, a differentiation of the concept "licensed". Where this no longer covers all the graduates in its courses, and each section of the Faculty would comprise one or more "ordinary courses", including a special section, which was in charge of teaching the "Didactics Course". These courses consisted of six disciplines, which replaced the old pedagogical training that conferred the right to teaching.

<sup>4</sup> The old pedagogical training of the Caetano Campos Institute, known as the Normal School of Praça da República, in São Paulo, was fundamental to the history of Brazilian education. Founded in 1846, the institute played a central role in teacher training. Pedagogical training at the Normal School was aimed at preparing teachers with a solid base of pedagogical knowledge, as well as mastery of the subjects they would transmit. According to Castro (1974), the University of São Paulo had the participation of the former "Caetano de Campos" Institute, with the title of Institute of Education. Where the candidate for secondary teaching was provided with pedagogical training, even admitting that it was done simultaneously with the 3rd year of the course.



**TABLE 3** – Distribution of the disciplines of the Classical Letters course, from the curricular reform of 1942

Year	No.	First	Second	Third*	Room**
<b>Disciplines</b>	1	Latin Language	Latin Language	Latin Language	General Didactics
	2	Greek Language	Greek Language	Greek Language	Special Didactics
	3	Philology and Portuguese Language	Philology and Portuguese Language	Philology and Portuguese Language	Educational Psychology
	4	Portuguese Literature	Latin Literature	Greg's Literature	School Administration and Comparative Education
	5	Brazilian Literature	Greg's Literature	Latin Literature	Biological Foundations of Education
	6	History of Greco-Roman Antiquity		Romance Philology	Sociological Foundations of Education

**Source:** Yearbook of the Faculty of Philosophy, Sciences and Letters, 40s

\*According to Decree Law No. 12,511 of January 21, 1942: students who completed the first three years of courses in the Philosophy, Sciences, and Letters sections of the University of São Paulo were awarded a bachelor's degree (Roiz, 2021, p. 173).

\*\*According to Decree Law 12.511 of January 21, 1942: candidates for the Didactics course were required to have a bachelor's degree obtained in the three grades of the various courses of the college; then, those who completed the didactics course were given the bachelor's degree from the course in which the candidate had graduated (Roiz, 2021, p. 173).

Decree No. 12,511, dated January 21, 1942, represented a significant milestone in the restructuring of FFCL/USP. This decree introduced a new curricular structure that aimed to meet the educational demands of the time.

The specialization of the programs of the disciplines of Classical Letters, with the aim of meeting the formative needs of students for teaching and for the academic career, reveals an effort to adapt to the demands of each era. However, this transformation can also be seen, according to Pierre Bourdieu, as part of the dynamics of the scientific field, understood as a space of competition. According to Bourdieu (1983), the scientific field involves practices that are not disinterested and generate a specific type of interest. Therefore, the reforms of the 1940s, by directing the achievement of educational objectives, reflect the search for relevance and recognition in the academic field, showing how curricular transformations can also be understood as movements within the game of power forces.

According to Roiz (2021), the curricular reform standardized at the national level a structure of disciplines offered by the Faculties of Philosophy. It should be noted that, although the legal provisions were, in general, appropriate to the context of the year of their

approval, the implementation did not occur in the year of approval, but for the subsequent class.

According to Amélia Domingues de Castro (1974), the designation of the diplomas changed; students who completed the courses in the various sections were awarded bachelor's degrees, and the bachelor's degree who completed the didactics course would be awarded a bachelor's degree, although the second assumed the first (Castro, 1974, p. 634). Castro also emphasizes that: "that today [1974], thirty-five years later, the full application of this principle has not yet been achieved. Successive laws continued to admit exceptions to the rule." The author also points out that the special regime of Didactics, which counselor Valnir Chagas came to call the "three plus one" regime, could end according to the legislation in 1946. Where Decree-Law No. 9092 of 26-03-1946 expands the didactic regime of the Faculties of Philosophy, where it would offer a new alternative to interested institutions, although without making it mandatory. However, it shows us that, even with several attempts to standardize the university system and the format in which the curricular structures of the courses of the Faculties of Philosophy in the country were established, due to the internal technical-administrative problems and the lack of qualified personnel to perform the functions, the results were different from the way in which they had been initially proposed by the laws (Roiz, 2004; Rodrigues, 2002; 2003; Oliveira, 2008; Carvalho, 2010; Santos, 2013).

When FFCL/USP was created in 1934, all its chairs were initially occupied by hired professors. In 1937, the first public competition was held for the effective filling of the chair of General Biology. Between 1939 and 1949, fourteen seats were filled through competitive examinations, including the chairs of Portuguese Philology and Brazilian Literature.

In 1942, when analyzing the curriculum, the subject of Latin Language and Literature was divided into two disciplines: Latin Language and Latin Literature. Similarly, the chair of Greek Language and Literature was divided into Greek Language and Greek Literature. This division occurred due to the volume of content directed to a single subject.

In this period, there was a change in the curriculum of the Neo-Latin Letters and Anglo-Germanic Letters courses, previously integrated under a single discipline of "Foreign Languages". With the unfolding, these courses, which until then followed the curriculum of Classical Letters and Portuguese in the 1930s, began to have their own curricular structure, becoming independent courses, with the following grid:

**Table 4:** Distribution of the disciplines of the Neo-Latin Letters course, in 1942

Year	No.	First	Second	Third
<b>Disciplines</b>	1	Latin Language	Latin Language	Romance Philology
	2	French Language and Literature	Philology and Portuguese Language	Philology and Portuguese Language
	3	Italian Language and Literature	Philology and French Language	Portuguese and Brazilian Literature
	4	Spanish Language and Spanish and Hispanic-American Literature	Italian Language and Literature	French Language and Literature
	5	Philology and Portuguese Language	Spanish Language and Spanish and Hispanic-American Literature	Italian Language and Literature
	6			Spanish Language and Literature

**Source:** Yearbook of the Faculty of Philosophy, Sciences and Letters of the University of São Paulo, 1939-1949, Vol. I.

**Table 5:** Distribution of the subjects of the Anglo-Germanic Letters course, in 1942

Year	No.	First	Second	Third
<b>Disciplines</b>	1	Latin Language	Latin Language	Portuguese language
	2	Philology and Portuguese Language	Philology and Portuguese Language	English Language and English and Anglo-American Literature
	3	English Language and English and Anglo-Germanic Literature	English Language and English and Anglo-American Literature	German Language and Literature
	4	German Language and Literature	German Language and Literature	

**Source:** Yearbook of the Faculty of Philosophy, Sciences and Letters of the University of São Paulo, 1939-1949, Vol. I.

Then, in 1946, by Federal Decree No. 9,092, the Faculty underwent a new reform<sup>5</sup> in its courses (table 6 below), which was only implemented in the next academic year in 1947,

<sup>5</sup> According to the yearbook of the Faculty of Philosophy, Sciences and Letters of the University of São Paulo, 1939-1949, Vol. I, with the reform of 1946, the Faculty was added to all its courses for another mandatory year, and specialization courses were created, with courses of an optional nature, made after the completion of the normal courses. With everything, the curriculum was divided into: A) the first three years of the course, which offered the disciplines as arranged in the tables, B) the fourth year, the students freely opted for two or three subjects or Courses, among those taught by the Faculty, if approved, they would be entitled to a bachelor's degree. They could take the Subjects of Educational Psychology, General Didactics and Special Didactics; in

in order to adapt it more conveniently to the interests of teaching and scientific research. Another mandatory year was added to all its courses. Therefore, the student did not receive a bachelor's degree in the third, but in the fourth year of the course, as long as he was approved in three subjects offered annually, and of his choice. The title of licentiate could be received by those who, in addition to completing a supervised internship, were approved in three disciplines taught by the professors of the subjects of Educational Psychology, General Didactics and Special Didactics. Specialization courses were also created, which allowed bachelors and graduates to have greater contact with the Faculty, in courses of an optional nature taken after completing the normal courses. In addition, several changes to the school curriculum were made, authorized by the Congregation and the University Council, as we will see in the following tables.

Thus, the Classical Letters course began to be taught with the following seriation that we can see in the table below.

**TABLE 6** – Distribution of the disciplines of the Classical Letters course from the curricular reform of 1946

Year	No.	First	Second	Third	Room*
Disciplines	1	Latin Language	Latin Language	Latin Language	
	2	Greek Language	Greek Language	Greek Language	
	3	Philology and Portuguese Language	Philology and Portuguese Language	Philology and Portuguese Language	
	4	Portuguese Literature	Greg's Literature	Greg's Literature	
	5	History of Greco-Roman Antiquity	Latin Literature	Latin Literature	
	6		Portuguese Literature	Romance Philology	
	7		Brazilian Literature	Brazilian Literature	
	8			Classical Glotology	

**Source:** Yearbook of the Faculty of Philosophy, Sciences and Letters of the University of São Paulo, 1939-1949-Vol. I, 1953.

\*According to Decree No. 9,092 of March 26, 1946, in the fourth grade, students would freely choose two subjects or three subjects or Courses among those taught by the Faculty of Philosophy. When approved, they would be entitled to a bachelor's degree. However, they could still take the subjects of Educational Psychology, General Didactics and Special Didactics; in this case, they would be entitled to the Licenciado diploma.

this case, the right to a bachelor's degree. In the fourth year of Anglo-Germanic Letters, the Chair of Germanic Philology was mandatory. And c) specialization courses: intended for students who completed ordinary courses.

There were similar problems in some Faculties of Philosophy, in implementing the requested changes, demonstrating the flexibility with which the legal requirements were put into practice, either because of the institution's financial deficiencies and lack of adequate physical structure, or because of the lack of specialized professors in the area (Castro, 1974; Nadai, 1991; Fonseca, 1997; Rodrigues, 2002; Roiz, 2004).

In accordance with Ministerial Ordinance No. 328, of May 13, 1946, students, after having completed the three years of the course, could obtain the diploma of specialist, in one of the subjects contained in Ministerial Ordinances No. 328, of May 13, 1946 and 497, of October 15, 1947 (FFCL/USP Yearbook, 1939-1949, Vol. I). With regard to the Letters course, the wording of Ordinance No. 328, paragraph 14, was prepared as follows: the student must have been approved in the first three years of one of the Letters courses (Classical, Neo-Latin or Anglo-Germanic) and more in three special courses of the Disciplines of the section taken in the previous three years, as well as in practical works of bibliography and criticism, determined by the professors of these various Courses, and must prepare a dissertation or monograph about them, which will be argued in an oral examination. In the diploma of specialist in Letters, the subjects in which the bachelor or graduate specialized will be specified.

**Table 7:** Distribution of the disciplines of the Neo-Latin Letters course, from the 1946 reform

Year	No.	First	Second	Third	Room*
<b>Disciplines</b>	1	Latin Language	Latin Language	Romance Philology	
	2	French Language and Literature	Philology and Portuguese Language	Philology and Portuguese Language	
	3	Italian Language and Literature	French Language and Literature	Brazilian Literature	
	4	Spanish Language and Spanish and Hispanic-American Literature	Italian Language and Literature	French Language and Literature	
	5	Philology and Portuguese Language	Spanish Language and Spanish and Hispanic-American Literature	Italian Language and Literature	
	6	Portuguese Literature	Portuguese Literature	Spanish Language and Spanish and	

				Hispanic-American Literature	
	7		Brazilian Literature		

**Source:** Yearbook of the Faculty of Philosophy, Sciences and Letters of the University of São Paulo, 1939-1949, Vol. I

**Table 8:** Distribution of the disciplines of the Anglo-Germanic Letters course, from the 1946 reform

Year	No.	First	Second	Third	Room*
<b>Disciplines</b>	1	Latin Language	Latin Language	Philology and Portuguese Language	
	2	Philology and Portuguese Language	Philology and Portuguese Language	English Language and English and Anglo-Germanic Literature	
	3	English Language and English and Anglo-Germanic Literature	English Language and English and Anglo-Germanic Literature	German Language and Literature	
	4	German Language and Literature	German Language and Literature		
	5	History of Medieval Civilization			

**Source:** Yearbook of the Faculty of Philosophy, Sciences and Letters of the University of São Paulo, 1939-1949, Vol. I

From tables 7 and 8, we will proceed to a synthesized analysis of the curriculum of the Neo-Latin Letters and Anglo-Germanic Letters courses. It is noted that some subjects of the Neo-Latin Letters and Anglo-Germanic Letters courses are also included in the curriculum of the Classical Letters course, such as Latin Language, Philology, Portuguese Language, Portuguese Literature and Brazilian Literature. Based on the analysis of the tables, it is possible to observe that, after the independence of these courses, specific disciplines were implemented for each one.

Entering the 1950s, it is observed that the congregation, whose attributions are defined by the Faculty Regulations and the University Statutes, is composed of full, contracted and interim professors, as well as a representative of the full professors. From 1950 onwards, this composition also included one of the assistants.

The year 1950, in addition to several acts and resolutions, marked the organization and regulation of night courses provided for in the State Constitution, as well as the implementation of vacation courses for secondary and normal school teachers. These courses were organized by the Faculty in collaboration with the Rector and the Department of Education.

In compliance with Law No. 622, of January 4, 1950, which regulates the provisions of Article 23 of the Transitional Provisions of the State Constitution, during the year 1951, the Night Courses of the Faculty of Philosophy operated, whose regulation was issued with Decree No. 20,810, of October 3, 1951 [...]. The following were the courses taught in 1951, in the evening period: Philosophy (1st year), Mathematics (1st year), Geography and History (1st and 2nd year), Social Sciences (1st year), Classical Letters (1st year), Neo-Latin Letters (1st year), Anglo-Germanic Letters (1st year) and Pedagogy (1st year). (FFCL/USP Yearbook, 1951, 1952, p. 67)

The decrees that regulated daytime courses also applied to evening courses. The faculty, both technical and administrative, who worked in the day courses, also performed their functions in the night courses. In addition to the full professors of the various disciplines, the first assistants who were full professors, the full professors who were not in the exercise of didactic functions and the first assistants were authorized to teach classes in the night courses. Classes at night began at 7 p.m. and followed the same didactic regime provided for students in daytime courses. While the night courses were in operation, each of the subjects of the sections and subsections would have one more assistant "or with a greater number, on the basis of one for every twenty students enrolled in the Laboratory Chair or who have practical classes". In the budget proposal of the FFCL/USP, a specific budget should be included to cover the expenses of the night courses.

It can be observed that in the FFCL/USP yearbook of 1950, in the Classical Letters section, there is only the name of the disciplines, but they are not divided by years, as the copies of previous yearbooks brought. According to the periodization that the analysis of this article has, from 1930 to the beginning of 1950, when investigating the 1952 yearbook, the courses of Classical Letters, Neo-Latin Letters and Anglo-Germanic Letters are divided by grades, as they were previously divided by years.

**Table 9:** Distribution of the subjects of the Classical Letters course, in 1952 according to grades

Series	No.	First	Second	Third	Fourth*
Disciplines	1	Latin Language	Latin Language	Latin Language	
	2	Greek Language	Greek Language	Greek Language	



	3	Philology and Portuguese Language	Philology and Portuguese Language	Philology and Portuguese Language	
	4	Portuguese Literature	Greg's Literature	Greg's Literature	
	5	History of Greco-Roman Antiquity	Latin Literature	Latin Literature	
	6		Portuguese Literature	Romance Philology	
	7		Brazilian Literature	Brazilian Literature	
	8			Classical Glotology	

**Source:** Yearbook of the Faculty of Philosophy, Sciences and Letters of the University of São Paulo, 1952.

**Table 10:** Distribution of the disciplines of the Neo-Latin Letters course, in 1952 according to grades

Series	No.	First	Second	Third	Fourth*
<b>Disciplines</b>	1	Latin Language	Latin Language	Romance Philology	
	2	French Language and Literature	Philology and Portuguese Language	Philology and Portuguese Language	
	3	Italian Language and Literature	French Language and Literature	Brazilian Literature	
	4	Spanish Language and Spanish and Hispanic-American Literature	Italian Language and Literature	French Language and Literature	
	5	Philology and Portuguese Language	Spanish Language and Spanish and Hispanic-American Literature	Italian Language and Literature	
	6	Portuguese Literature	Portuguese Literature	Spanish Language and Spanish and Hispanic-American Literature	
	7		Brazilian Literature		

**Source:** Yearbook of the Faculty of Philosophy, Sciences and Letters of the University of São Paulo, 1952.

**Table 11:** Distribution of the subjects of the Anglo-Germanic Letters course, in 1952 according to grades

Series	No.	First	Second	Third	Fourth*
<b>Disciplines</b>	1	Latin Language	Latin Language	Philology and Portuguese Language	
	2	Philology and Portuguese Language	Philology and Portuguese Language	English Language and English and Anglo-American Literature	
	3	English Language and English and Anglo-American Literature	English Language and English and Anglo-American Literature	German Language and Literature	
	4	German Language and Literature	German Language and Literature		
	5	History of Medieval Civilization			

**Source:** Yearbook of the Faculty of Philosophy, Sciences and Letters of the University of São Paulo, 1952.

When we analyze the curriculum of the courses of Classical Letters, Neo-Latin Letters and Anglo-Germanic Letters in the years 1946 and 1952, it is observed that the curricular structure remains the same for the respective courses. However, instead of being organized by years, the subjects are presented by grades. In relation to the fourth grade and the specialization courses, the organization remained unchanged from the 1946 reform.

Finally, the analysis of the curriculum of the Classical Letters and Portuguese course at FFCL/USP, in the period from 1934 to 1950, included several factors such as: changes that the course went through, both in the curriculum, as well as in reforms of laws and decrees, all in order to better teaching, seeking to offer a quality higher education.

## FINAL CONSIDERATIONS

In general terms, we seek to analyze the process of formation of the course of Classical Letters and Portuguese at the Faculty of Philosophy, Sciences and Letters of the University of São Paulo (FFCL/USP) between the years 1934 and 1950. It allows us to understand how this disciplinary field began to be established and the factors that influenced this trajectory. The research is based on the FFCL/USP yearbooks and on the concepts of Pierre Bourdieu, which allows us to observe the gradual construction of the curriculum, becoming an academic field of its own, through the concepts of field, habitus, goods and

capital. The application of these concepts revealed how agents, structures and disputes shaped the development of the Classical and Portuguese Literature course, consolidating it as an independent and legitimate academic field.

Finally, this work not only rescues historical aspects, but also encourages new studies on the evolution of university courses in Brazil, opening space for a reflection on the impact of social and cultural factors on academic training and on the appreciation of teachers.

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