Peoples of Brazil
ANT4336/ANG5336/LAS4935/LAS6938
Fall 2013

Instructor: Rosana Resende, Ph.D. AND 101 T: 7, R: 7-8
Contact: rrbrmia@ufl.edu

Course Description:
This course takes a look at the peoples of Brazil by exploring the history, culture, and contemporary issues facing Latin America’s most populous nation. Brazil is often characterized as a land of contrasts—between rich and poor; urban and rural; black and white, sacred and profane—a depiction that, though partly accurate, is insufficient. To speak of a country as massive as Brazil in terms of simple dichotomies is to ignore the inherent diversity that exists between, and outside of, these binary categories. In this course, we will cover the institutions, ideologies, and groups that coexist in seemingly contradictory fashion, paying close attention to the tensions generated by these contrasts. The course will conclude with coverage of recent developments in Brazilian society arising from its recent “boom.”

The course begins with a brief historical overview. The remainder of the course examines the enduring legacies of this history on contemporary Brazil through themes across four areas:
• Imaginary: covering popular culture and Brazilian ideologies
• Private: covering family structure, kinship, and social life and customs
• Public: covering religion and religiosity as well as government and political life
• Globalization: contextualizing Brazil’s achievements within global structures and exploring the tensions arising from its prominence

Throughout the semester, we will attend to race, class, and gender as inequalities that are important dimensions for understanding social life and communities. Rather than cover these as separate from the rest of the course content, our study of these constructs will be embedded throughout the semester.

Course Format:
The course will consist of lectures and discussions. There will also be films with some films shown in class and others put on reserve. Finally, occasionally, we will have guest lecturers presenting on topics related to course material.

Course Objectives:
- To provide a broad introduction to Brazil, its people, and customs through an anthropological lens
- To discuss globalization grounded on one nation’s experience
- To explore and critique the role of ideologies and stereotypes about national subjects
- To further student competence in international and social studies
- To help students develop analytical writing and critical thinking skills
  Additional FOR GRAD STUDENTS:
- To engage critically with scholarly dialogue on globalization, economic development, and subjectivities
Texts and Readings:
All reading is to be done prior to class for the day it is listed.

- **Required Texts:**
  - Rohter, Larry: *Brazil on the Rise*
  - Hess, David and Roberto da Matta: *The Brazilian Puzzle*
  - Goldstein, Donna: *Laughter Out of Place: Race, Class, Violence, and Sexuality in a Rio Shantytown*

- **Additional Readings:**
  - Ribeiro, Darcy: *The Brazilian People*. This text is available as an E-Book through UF Libraries.
  - There will be additional readings on Sakai.

Course Evaluation:

**All students**

**Attendance and participation:**
Each student is expected to attend class regularly and participate actively in discussions. Students may be called on to summarize readings and/or provide questions for discussion. Discussion Cafés, any homework assignments, and unannounced quizzes will count toward the participation grade. **Graduate students**: will meet up with instructor twice a month for a seminar/reading group (75 minutes.)

**Undergraduates only:**

**Exams:** There will be two exams (non-cumulative) to assess content assimilation.

**Reaction Papers:** There will be two 2-page reaction papers throughout the semester due by 1:55 p.m. on the assigned date. Students can choose any class reading for a reaction paper, and must hand it in on the date the reading is due. One reaction paper must be completed before the midterm, the other one by November 7. Guidelines for these will be posted on Sakai.

**Research Paper:** In addition, in consultation with the instructor, you will choose a topic for a 8-page research paper. Guidelines for the paper will be posted on Sakai. **To comply with Writing Requirement, paper is due well in advance of the end of the semester.**

This is a 2000-word (8 pages) Writing Course.
Effective Summer A/C 2009, an additional grading component has been added to successfully complete and receive word credit for courses that meet the university writing requirement (Gordon Rule). Course grades now will have two components. Professors will indicate whether or not students met the writing requirement AND will assign a course grade. Therefore, to receive writing credit students must receive a grade of C or higher AND satisfactory completion of the writing component. It is possible not to meet the writing requirement and still pass the class.

**Graduate students only:**

**Reading Group:** We will meet as a separate group biweekly for more in-depth discussion and analysis. You will be asked to select at least one reading pertaining to your topic and lead discussion that day.

**Presentation:** Graduate students will have to prepare a 15- to 20-minute presentation on their selected research topic prior to paper due date. Guidelines for the presentation will be posted on Sakai.

**Term Paper:** Graduate students must complete one 15-20 page research paper, due at the end of the semester on a topic chosen in consultation with the instructor.
Undergraduates:
Attendance and participation: 20%
Exams: 30%
Reaction Papers 15%
Research Paper 35%
Total: 100%

Graduates:
Attendance and participation: 20%
Reading Group: 20%
Presentation: 25%
Term Paper: 35%
Total: 100%

COURSE POLICIES

ATTENDANCE: Class participation is an important part of your grade. While attendance is not mandatory, it will be impossible for you to get an “A” if you are repeatedly absent. Believe me.

TARDINESS: Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly. If you are late on the day of your presentation, you will be deducted half credit for your presentation.

WRITING ASSIGNMENT FORMAT: All writing assignments are to be handed in ON PAPER (yup, hard copies) in Times New Roman 12 with default margins. Despite my best efforts to live a green and sustainable life, it is much easier to grade on paper than electronically. You are encouraged, however, to print on scrap paper or use double-sided printing.

LATE ASSIGNMENTS:
ALL STUDENTS: Homework assignments and Discussion Café sheets will not be accepted late.
UNDERGRADUATES: Reaction and research papers must be handed in by the BEGINNING of class period. Students who are late to class or who miss class the day an assignment is due will receive a 25% deduction. HOWEVER, an extension will be granted to students who are on-time and in class if requested in person (get a note from me!) With an extension, an assignment may be handed in by the beginning of the following class period without penalty. Any work received after the beginning of the subsequent class period will receive a 50% deduction. NO WORK WILL BE ACCEPTED AFTER ONE WEEK.

GRADUATES: Late term papers will lose a full letter grade for each day it is late. A 48-hour extension on your term paper may be granted if there are extenuating circumstances. Presentations must be completed on the assigned date unless there is a documented university-approved excuse. If you are late or absent on the day of your presentation or reading group article, you will receive a 15% deduction.

THE COMPUTER ATE MY HOMEWORK: Problems with technology are not an acceptable excuse for late submission of your assignments. You MUST assume that technology will fail you at some point. You should not assume that everything will go smoothly when it comes to networks and computers. It is incumbent upon you to PLAN AHEAD and not leave your work for the last possible moment.
TECHNOLOGY POLICY: Cellular phones must be put away and silenced during class meeting times. Headphone use is not permitted in class. Laptops for note-taking are conditionally accepted provided this does not affect your neighbors’ ability to attend to the class. If you merely sit in class and are continually distracted by your devices, your attendance grade will suffer—attend does not mean only “to be present”, but also to “pay attention to.” Yes, we can tell. Any visible cell phone during a quiz will result in the quiz being confiscated. INSTRUCTOR RESERVES THE RIGHT TO MODIFY THIS POLICY AT ANY POINT.

EXAM MAKE-UP POLICY: Only university-approved documented excuses will be accepted. Make-up will be a different format than the original.

UNIVERSITY POLICIES:
Academic Honesty:
Anyone caught cheating on exams or assignments (copying or plagiarizing) will receive an “E” grade, and be referred to the dean’s office. For the University’s policy on academic honesty, please visit http://www.dso.ufl.edu/judicial/procedures/academicguide.php#3

Students with Disabilities:
Students requesting classroom accommodation must first register with the Dean of Students Office, who will provide documentation to the student. This documentation must be presented to the Instructor as soon as possible in order to arrange for the accommodations.

Confidentiality:
Student records are confidential. Only information designated "UF directory information" may be released without your written consent. Please see University Regulation 6C1-4.007 for a list of the categories of information designated as "UF directory information." UF views each student as the primary contact for all communication. If your parents contact the instructor about your grade, attendance, or any information that is not "UF directory information," they will be asked to contact you. You may 1) provide the information your parents seek directly to them or 2) contact the University Registrar's Office for additional information. For more information: www.registrar.ufl.edu.ferpahub.html

Counseling and Wellness:
A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at http://www.counseling.ufl.edu/cwc or reached by phone at 392-1575.

NOTE: Please see the following page for the class calendar. Readings, guest lectures, and assignment/exam dates are subject to change.
Course Outline

Week 1
August 22: Course overview
Why Brazil?

Week 2
August 27: Pre-Portuguese Brazil, Encounter,
Watch Film: Digging for the Truth: Lost Cities of the Amazon (Link on Sakai)
Readings: Rohter, Intro
Ribeiro, The Brazilian People: The Formation and Meaning of Brazil Intro (E-Book available through UF Libraries.)

August 29: Colonial society, Imperial Brazil, Old Republic
Readings: Fausto, pp 1-34 (to Economic Activities) (On Sakai)

Week 3
September 3: In-Depth: Slavery in Brazil
Reading: Higgins: “Gender and the Manumission of Slaves in Colonial Brazil: The Prospects for Freedom in Sabará, Minas Gerais, 1710-1809”

September 5: Building a nation: Vargas to Military Coup
Reading: Roett, Ch. 3 (On Sakai)

Week 4
September 10: Military Rule
Reading: Schneider: Breaking the ‘Silence’ of the Military Regime: New Politics of Memory in Brazil
Also: students must come into class with a sheet of paper outlining 1) major points learned thus far 2) areas that lack clarity and 3) 1 or 2 thoughtful discussion questions for Tuesday’s Discussion Café.

September 12: Discussion Café: Brazil through the years. Preparation: select news articles about Brazil across 3 decades, consecutive or not. After a one-sentence description of each article, briefly discuss (1 paragraph) the media’s treatment/conception of the country and how it has changed (or not.) Reputable sources only: Reuters, UPI, TIME, Newsweek, BBC, etc. Radio is also permissible (NPR, PRI.) In addition to your brief analysis, bring either the articles or printout of hyperlinks with article titles.
Reading: Rohter, Ch. 1

Week 5
September 17: The New Democracy and Brazil today: Overview
Readings: Rohter, Ch. 9
Profile at: http://www.bbc.co.uk/news/world-latin-america-18909529

September 19: Land of the future, and other myths: Brazilian ideologies
Readings: Hess and DaMatta pp. 270-298
Week 6
September 24: Imagining Brazil inside Brazil
Reading: Rohter, Ch. 4

September 26: Imagining Brazil Outside Brazil
Reading: Roberts: Carmen Miranda: The Lady in the Tutti-Frutti Hat
http://fora.tv/2011/11/03/The_Unconquered_Brazils_People_of_the_Arrow
Research Topic Due (all students): Two-sentence description of topic/approach.

Week 7
October 1: Popular Culture
Reading: DaMatta: Carnaval in Rio and Mardi Gras in New Orleans (on Sakai)
This is the last week to turn in Reaction paper #1.

October 3: Midterm
Begin reading Goldstein Laughter Out of Place

Week 8
October 8: Family
Reading: Fonseca: Family Belonging and Class Hierarchy (on Sakai)
Also: students must come into class with a sheet of paper outlining 1) major points learned thus far 2) areas that lack clarity and 3) 1 or 2 thoughtful discussion questions for Thursday’s Discussion Café.

October 10: Discussion Café: The Insistence of Difference.
Reading: Rohter, Ch. 3

Week 9
October 15: Personal ties
Reading: Hess and DaMatta, pp. 59-82

October 17: TBD (Guest lecture or film, instructor away)
Continue reading Goldstein Laughter Out of Place

Week 10
October 22: House and street: social life and customs
Reading: Rohter, Ch. 2

October 24: God is Brazilian: religion and religiosity
Readings: Hess and DaMatta, pp. 134-150, Hess and DaMatta, pp. 180-208
Undergrads: Preliminary Bibliography due
Continue reading Goldstein Laughter Out of Place
**Week 11**
October 29: Public Institutions: Healthcare

October 31: Education
Finish Goldstein: Laughter out of Place

**Week 12**
November 5: Social Movements
Reading: Popular press articles on recent protests, Belo Monte dam, MST, and indigenous land rights
Also: students must come into class with a sheet of paper outlining 1) major points learned thus far 2) areas that lack clarity and 3) 1 or 2 thoughtful discussion questions for Thursday’s Discussion Café.

November 7:
**Discussion Café:** Whose country is it?
Reading: Popular press articles on “Classe C”

**Week 13**
November 12: **Grad Student Presentations.**

November 14: **Grad Student Presentations.**

**Week 14**
November 19: **Undergraduate Papers due. Grad Student Presentations.**

November 21: **Guest lecture**

**Week 15**
November 26: A Global Nation
Reading: *Rohter, Ch. 10*

November 28: **Thanksgiving**

**Week 16**
December 3: **Final Exam**