

**Peoples of Brazil**  
**ANT4336/ANG5336/LAS4935/LAS6938**  
**Fall 2012**

Instructor: Rosana Resende, Ph.D.  
Office: GRI 309

ROG110 T: 6, R: 6-7  
Office hrs: Tu/W: 10:45-11:45 a.m. & by appointment

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**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 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:**

Roett, Riordan: *The New Brazil*

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:****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 once 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<sup>1</sup>:** There will be four 2-page reaction papers throughout the semester due by 12:50 p.m. on the assigned date. Guidelines for these will be posted on Sakai.

**Research Paper:** In addition, in consultation with the instructor, you will choose a topic for a 8-10 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 4000-word (16 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. Students should review their degree audits after receiving their grades to verify receipt of credit for the writing component.

**Graduate students only:**

**Reading Group:** We will meet as a separate group biweekly for more in-depth discussion and analysis.

**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.

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<sup>1</sup> Reaction papers will be graded for content as well as writing competency as per Gordon Rule requirements.

**Undergraduates:**

|                               |             |
|-------------------------------|-------------|
| Attendance and participation: | 20%         |
| Exams:                        | 30%         |
| Reaction Papers               | 20%         |
| Research Paper                | 30%         |
| <b>Total:</b>                 | <b>100%</b> |

**Graduates:**

|                               |             |
|-------------------------------|-------------|
| Attendance and participation: | 20%         |
| Reading Group:                | 20%         |
| Presentation:                 | 25%         |
| Term Paper:                   | 35%         |
| <b>Total:</b>                 | <b>100%</b> |

**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. In other words, I’d rather receive your work late and have you in class and attentive than have you miss any portion of class because you’re trying to finish the assignment. 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.

**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 (or your neighbors') ability to attend to the class. Students who are deemed to be distracted by their personal devices will be asked to put these away or leave class for the remainder of the period. 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](http://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.

**Course Outline****Week 1**

August 23: Course overview  
Why Brazil?

**Week 2**

August 28: Pre-Portuguese Brazil, Encounter,  
Watch Film: *Digging for the Truth: Lost Cities of the Amazon* (Link on Sakai)  
Readings: *Ribeiro, The Brazilian People: The Formation and Meaning of Brazil* Ch. 1, 2 (E-Book available through UF Libraries.)

August 30: Colonial society, Imperial Brazil, Old Republic  
Readings: *Roett, Ch. 2*, and Nazzari: *Vanishing Indians* (on Sakai.)

**Week 3**

September 4: 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"  
**Reaction Paper #1 due** on Higgins reading.

September 6: Vargas to Military Coup  
Reading: *Roett, Ch. 3*  
Latin American Collection tour: We will go as a group to the Latin American Collection in Smathers East for the second class period.

**Week 4**

September 11: Military Rule  
Reading: *Roett, Ch. 4*  
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 13: **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.

**Week 5**

September 18: The New Democracy and Brazil today: Overview  
Readings: *Roett* Ch. 6. Also, for basic knowledge, read sections: Intro, People, Resources, Environment, Crime, Education, and Health in: <http://dev.prenhall.com/divisions/hss/worldreference/BR/introduction.html>

September 20: Land of the future, and other myths: Brazilian ideologies  
Readings: *Ribeiro*, (E-Book) pp. 316-322  
*Hess and DaMatta* pp. 270-298

**Week 6**

September 25: Imagining Brazil inside Brazil

Reading: Pravaz: Brazilian Mulatice  
**Reaction Paper #2 Due** on Pravaz reading

September 27: Imagining Brazil Outside Brazil

Reading: Roberts: Carmen Miranda: The Lady in the Tutti-Frutti Hat  
[http://www.economist.com/blogs/americasview/2010/08/comparing\\_brazil\\_and\\_united\\_states](http://www.economist.com/blogs/americasview/2010/08/comparing_brazil_and_united_states)  
[http://fora.tv/2011/11/03/The\\_Unconquered\\_Brazils\\_People\\_of\\_the\\_Arrow](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 2: Popular Culture

Reading: DaMatta: Carnival in Rio and Mardi Gras in New Orleans

October 4: **Midterm**

Begin reading Goldstein *Laughter Out of Place*

**Week 8**

October 9: Family

Reading: Fonseca: Family Belonging and Class Hierarchy

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.

October 11: **Discussion Café:** The Insistence of Difference. Preparation: watch <http://www.pbs.org/wnet/black-in-latin-america/featured/black-in-latin-america-full-episode-brazil-a-racial-paradise/224/> In what ways is the video surprising given what you have read? In what ways does it fulfill expectations? How is the imaginary about Brazil (from within, from outside) reflected in it?

**Week 9**

October 16: Personal ties

Reading: *Hess and DaMatta, pp. 59-82*

October 18: House and street: social life and customs

Reading: *Hess and DaMatta, pp. 31-47*  
**Reaction Paper #3 due** on daMatta (31-47)

Continue reading Goldstein *Laughter Out of Place*

**Week 10**

October 23: God is Brazilian: religion and religiosity

Readings: *Hess and DaMatta, pp. 134-150, Hess and DaMatta, pp. 180-208*

October 25: Film (TBD) in class

**Undergrads: Preliminary Bibliography due**

Continue reading Goldstein *Laughter Out of Place*

**Week 11**

October 30: Lula's Brazil

Reading: Roett Ch. 7

November 1: Education

Reading: Lima and Gazetta: From Lay Teachers to University Students

Watch: Film: *Brazil in Black and White (Wide Angle)* at

<http://www.pbs.org/wnet/wideangle/episodes/brazil-in-black-and-white/video-full-episode/2104/>

Finish Goldstein: Laughter out of Place

**Week 12**

November 6: Social Movements

Reading: Hammond: The MST and the Media: Competing Images of the Brazilian Landless Farmworkers' Movement

November 8: Public Institutions: Healthcare

Reading: [http://joaobiehl.net/wp-content/uploads/2009/07/Biehl-2006-Public\\_Culture1.pdf](http://joaobiehl.net/wp-content/uploads/2009/07/Biehl-2006-Public_Culture1.pdf)

**Reaction Paper #4 due** on Biehl reading.

**Week 13**

November 13: **Grad Student Presentations.**

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.

November 15: **Discussion Café:** Favela living. Watch <http://www.youtube.com/watch?v=BqO3qCgyFJ0>. How does this dialogue with Goldstein's description of the favela? Discuss in a paragraph and bring to class.

**Week 14**

November 20: **Undergraduate Papers due. Grad Student Presentations.**

November 22: **Thanksgiving Holiday.**

**Week 15**

November 28: A Global Nation

Reading: *Roett: Chs. 8-9*

November 30: Now what?

Readings: (TBA: Multiple news articles to be posted on Sakai)

**Week 16**

December 4: **Exam**