

Peoples of Brazil
ANT4336/ANG5336/LAS4935/LAS6938
Fall 2015

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LIT 113 M: 6-7, W: 7
Office hrs: W: 8, R: 6

Course Description:

This course takes a look at the peoples of Brazil through 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, from its recent rise in global prominence to its current social and economic tensions.

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 rise in global prominence within global structures and exploring the tensions arising therein

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 primarily of lectures and discussions, drawing upon shared readings and films. 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 national subjects

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*

Goldstein, Donna: *Laughter Out of Place: Race, Class, Violence, and Sexuality in a Rio Shantytown*

❖ Additional Readings:

Supplemental readings will be posted in Canvas.

Course Evaluation:**All students****Attendance and participation:**

Each student is expected to attend class regularly and participate actively in discussions. Students will be called on to summarize readings and/or provide questions for discussion. All unannounced quizzes will count toward the participation grade. **Graduate students***: will meet up with instructor biweekly for a seminar/reading group (80 minutes.)

Discussion Cafés. Discussion Cafés are semi-structured small group discussions around certain themes. Prior to each, students will be asked to prepare a short assignment and develop discussion questions **that tie the topic to other course material.**

Undergraduates only:

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

Reflection Papers: There will be four 2-3 pp. reaction papers throughout the semester due by the beginning of class on the assigned date.

This is a 2000-word (8 pages) Writing Course.

All undergraduates are expected to comply with written assignment guidelines. Please review state requirements for writing and math at: <http://www.registrar.ufl.edu/soc/201408/gord.html>

***Extra Credit:** Students may earn up to 4 extra points on exams (two on the midterm, two on the final) by attending Latin America related events and lectures on campus and in Gainesville. Details in Canvas.

Graduate students only:

Reading Group: We will meet as part of the Brazilian Studies Reading Group (BSRG), a separate biweekly meeting for in-depth discussion and analysis. BSRG members are not limited to course participants and may include other graduate students interested in Brazil. As Peoples of Brazil students, however, you are expected to select a reading pertaining to your final paper topic and lead group discussion on that reading.

BSRG is a requirement for graduate students registered in Peoples of Brazil; you will have an option whether or not to formalize your participation in it through a 1-credit independent study offer (LAS6905).

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 Canvas.

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:	15%
Discussion Cafés:	25%
Exams:	30%
Reflection Papers	25%
Total:	100%

Graduates:

Attendance and participation:	15%
Reading Group:	25%
Presentation:	25%
Term Paper:	35%
Total:	100%

COURSE POLICIES

ATTENDANCE and PARTICIPATION: Being present and engaged count as an important part of your grade. During the class time, students have the instructor's undivided attention. The same is expected in return. It will be impossible for you to get an "A" if you are repeatedly absent or disengaged from the course.

TARDINESS: Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly. No extra time shall be allotted to complete exams or quizzes if you are late.

WRITING ASSIGNMENT FORMAT: All written assignments are due by the beginning of the class period on which they are due. Discussion Café prep assignments are to be printed and brought to class on the DC date. Reflection papers are to be submitted as PDF files electronically in the Assignments tab in Canvas in Times New Roman 12 with default margins. Hard copies will also be accepted if preferred.

LATE ASSIGNMENTS:

ALL STUDENTS: Discussion Café assignments will not be accepted late.

UNDERGRADUATES: Reaction papers must be handed in by the BEGINNING of class period. Students who miss this deadline will receive a 25% deduction. HOWEVER, a 24-hour grace period will be granted to students who are on-time and in class if requested in person (get my signature and approval on paper—this is YOUR responsibility to remember!) Any work received after 24 hours 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 should assume that technology will fail you at some point. It is incumbent upon you to PLAN AHEAD and not leave your work for the last possible moment.

TECHNOLOGY POLICY: Given the increasing scientific evidence that technology use in the classroom hinders, rather than helps learning, technology use is conditionally banned during class time. This includes laptops, cell phones, and tablets. Exceptions to this rule may be granted at the instructor's discretion.

MAKE-UP POLICY: Unannounced quizzes cannot be made up. For exams, only university-approved documented excuses will be accepted. Make-up exams are a different format than the original, combining an oral and written portion.

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 24: Introduction, Course overview
Why Brazil?
In class reflection

August 26: Imagining the past
Reading: Darcy Ribeiro's *The Brazilian People*, chapters 1 and 2 (in Canvas)

Week 2

August 31: Watch: *Lost Cities of the Amazon* <https://www.youtube.com/watch?v=BnuF3IbOtSw>
Readings: Roett, Intro, Chapter 2

Assignment: **Reflection Paper 1** due: Imagining Brazil. In a thoughtful essay, describe your reasons for taking this course, what you know about Brazil and what you imagine about Brazil and Brazilians. You should explicitly address both Ribeiro's writings and the syllabus contents in terms of what further expectations they create.

September 2: Colonial society, Imperial Brazil, Old Republic
Readings: Fausto, pp 1-34 (to Economic Activities)

Week 3

September 7: Labor Day, no class

September 9: Building a nation: Vargas to Military Coup
Reading: Roett, Ch. 3, Ch. 4

Week 4

September 14: **Discussion Café 1:**

Brazil through the years. Preparation: select 3 news articles about Brazil, one from each of 3 decades, consecutive or not (but one article must be from 2000-present). After brief descriptions (3-5 sentences) of each article, discuss in a paragraph the media's conception of the country and how it has changed (or not) and then develop a Discussion Question. Note: Reputable sources only: Reuters, UPI, TIME, Newsweek, BBC, etc. Radio is also permissible (NPR, PRI.) Bring either the articles or printout of hyperlinks with article titles.

September 16: Military Rule, Memory Making, and Erasure

Reading: Schneider: *Breaking the 'Silence' of the Military Regime: New Politics of Memory in Brazil*
Special presentation by Macarena Moraga

Reflection Paper 2: Tackle the reading within the broader course context in one of the following ways: a) give a critical evaluation of the authors' questions, assumptions, methods, or conclusions; b) discuss of the broader significance of the authors' argument and the politics of memory in Brazilian society; c) compare some aspect of the reading with another country's cultural and social understanding or relationship with the military or recent historical shift.

Week 5

September 21: Redemocratization and the Brazilian People

Readings: Roett Ch. 5, 6
Guest: Flavia Leite

September 23: Getting by: *Jeitinho*

Reading: Duarte: Exploring the Interpersonal Transaction of the Brazilian *Jeitinho* (on Canvas)

Week 6

September 28: **Midterm**

Begin reading Goldstein *Laughter Out of Place*

September 30: Imagining Brazil Outside Brazil

Reading: Roberts: Carmen Miranda: The Lady in the Tutti-Frutti Hat
The Development of the Tourist Imagery of Brazil in Between Stereotypes and Clichés:
<http://siba-ese.unisalento.it/index.php/tourismandtourist/article/viewFile/13599/12017>
Peoples of the Arrow:
http://fora.tv/2011/11/03/The_Unconquered_Brazils_People_of_the_Arrow

Week 7

October 5: Media and Culture: Denying Brazil

Reading: Porto: Telenovelas and National Identity (on Canvas)
Hammond: MST and the Media

October 7: Family in Brazilian Society

Reading: Fonseca: Family Belonging and Class Hierarchy (on Canvas)

Week 8

October 12: **Discussion Café 2:** The Insistence of Difference. After watching the two videos below, write a thoughtful discussion question and address the following questions: a) What contradictions, if any, do you find between the two documentaries? b) For each, pinpoint the most interesting or impactful scene/moment and a point of weakness. c) For each, what three words come to mind to describe Brazil/Brazilians?

Videos: <https://www.youtube.com/watch?v=iHVNdsuchH7o> (Black in Latin America)

<https://www.youtube.com/watch?v=9ZctDfysuhg> (Unofficial Apartheid)

October 14: Life on the Margins

Reading: Meis: House and Street: Narratives of Identity among Brazilian Prostitutes
<http://www.aljazeera.com/indepth/opinion/2013/03/201333015954764920.html>

Week 9

October 19: Social Relations

Reading: Prado: Heaven and Hell of Personalism (on Canvas)
Pinho and Silva: Domestic Relations in Brazil

October 21: Public Institutions: Healthcare

Readings: http://joaobiehl.net/wp-content/uploads/2009/07/Biehl-2006-Public_Culture1.pdf
<http://joaobiehl.net/wp-content/uploads/2009/07/Judicialisation.pdf>

Week 10

October 26: God is Brazilian: religion and religiosity

Readings: Garmany: Slums, space, and spirituality (on Canvas)
Coutinho & Golgher : Changing Landscape of Brazilian Religious Affiliation

October 28: Education
TBD

Assignment: **Reflection Paper 3:** Choose and watch a Brazilian film and write a careful reaction using guidelines posted on Canvas. Film choice must be approved by the instructor.

Week 11

November 2: **Discussion Café 3:** Laughter Out of Place. Finish Goldstein: Laughter out of Place and prepare a careful analysis of one chapter, highlighting connections to other course materials through concrete examples (and a Discussion question!)

November 4: State Violence

French: Rethinking Police Violence in Brazil
<http://upsidedownworld.org/main/brazil-archives-63/5405-a-mirror-of-state-violence-ayotzinapa-sees-itself-in-rios-favelas-and-indigenous-territories>
<http://www.economist.com/blogs/americasview/2014/03/police-violence-brazil>

Week 12

November 9 : Shifts in Traditional Livelihoods: Amazonian Fishing Communities

Reading: TBA
Guests: Thaissa Sobreiro, Carol Doria

November 11: **Veteran's Day: no class.**

Week 13

November 16: Social Movements

Readings: Popular press articles on recent protests, Belo Monte dam, MST, and indigenous land rights

November 18: **Grad Student/TA Presentations**

Readings TBA

Week 14

November 23: **Grad Student/TA Presentations**

Readings TBA

November 25: **Thanksgiving Break: no class**

Week 15

November 30: Brazil and the Future

Reading: *Roett*, Ch. 8, 9

Assignment: **Reflection Paper 6.** Course summation—using your first reflection paper as a point of departure, discuss your experience in this course and your engagement with it. What readings were your favorites? What surprised you? What do you wish had been covered?

December 2: In-class review

Week 16

December 7: **Discussion Café 4:** Whose country is it?

Readings: Popular press articles on recent protests

December 9: IN-CLASS Last Exam (with Take home essay)