

**Peoples of Brazil**  
**ANT4336/ANG5336/LAS4935/LAS6938**  
**Fall 2019**

Instructor: Rosana Resende, Ph.D.  
 Office: GRI 358  
 Contact: Canvas Mail

Tu: 5<sup>th</sup> **TUR 2359**; Th: 4-5 **GRI 376**  
 Office Hrs: R 1:30-3:30, F: 10:30-11:30, by appt

**Course Description:**

This course takes a look at the peoples of Brazil through an anthropological perspective, using ethnographies to elucidate 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. Ethnographic texts help ground large themes and dynamics in the everyday experiences of Brazilians and learn about the country inductively, or from the particular to the general. This approach allows us to examine the nuanced ways in which institutions, ideologies, and groups exist in seemingly contradictory fashion and how the tensions generated from these contrasts further shape daily life in Brazil. The course will conclude with recent coverage of recent developments in Brazil up to its current turmoil on account of social, environmental, political, and economic tensions. Throughout, we will attend to race, class, and gender as sites of inequality that are important dimensions for understanding social life and communities.

**Course Format:**

As a seminar, the course will consist primarily of lectures and discussions, drawing upon shared readings and films. For one week, we will host a guest instructor, Dr. Antonio de la Peña from UNILA, a federal university in Brazil.

**Course Objectives:** Students will:

- ❖ Gain a broad introduction to Brazil, its people, and customs through an anthropological lens
  - ❖ Discern how structure and agency impact and disrupt Brazilian life through the interplay of hegemonic discourses and grassroots resistance
  - ❖ Critique the roles of ideologies and stereotypes about national subjects, race, class, and gender
  - ❖ Improve their competence in writing, international, and social studies
- Additional FOR GRAD STUDENTS:
- ❖ Engage critically with scholarly dialogue on social movements, critical theory, and nationalisms
  - ❖ Hone professional skills in keeping with becoming regional experts

**Texts and Readings:**

All reading is to be done prior to class for the day it is listed.

❖ **Required Texts:**

Biehl, João: *Vita: Life in a Zone of Social Abandonment*

Caldeira, Teresa: *City of Walls: Crime, Segregation, and Citizenship in São Paulo*

Millar, Kathleen: *Reclaiming the Discarded: Life and Labor on Rio's Garbage Dump*

Perry, Keshia-Khan: *Black Women against the Land Grab: The Fight for Racial Justice in Brazil*

Wolford, Wendy: *This Land Is Ours Now: Social Mobilization and the Meanings of Land in Brazil*

❖ **Additional Readings:**

Supplemental readings will be posted in Canvas

### Writing Requirement

**\*\*THIS IS A WRITING COURSE.** This course confers 6000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

Course grades have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

The following rubric will be used to grade writing

Criterion & Rating	Exceptional	Fair	Poor
Content	Writer expresses a clear central idea or position to address the question and provides outstanding synthesis and analysis of course materials to support the essay's thesis. (5 pt.)	For the most part, writing focuses on main idea, brief summary, and writer's position/arguments. Reader gains some insight into writer's thoughts course tie-in but analysis, evidence, or synthesis is lacking. (4 pt.)	Summary and analysis is inaccurate, incomplete. Readers gains little from the paper (1 pt.)
Organization	Essay has clear introduction with author's focus and propositions. Presents information, supported by properly cited examples, in a logical, clear sequence through organized paragraphs. Overview and conclusion given that tie back to initial proposition. (3 pt.)	Could add examples to support ideas. Introduction, overview, or conclusion inadequate. Some citations or examples are unclear or incomplete. Paper flow is uneven. Transitions are inconsistent. (2 pt.)	Examples don't support argument. Reader has difficulty following paper because it jumps around. Few or no supportive examples. Introduction, overview, or conclusion lacking. (1 pt.)
Spelling, Grammar, Style	Poised, articulate presentation of issue. Tone and vocabulary free from slang and colloquialisms. Writing style is engaging, clear, and cohesive. Paper is essentially free from grammatical and spelling mistakes. (2pt.)	Clear articulation but not as polished. Some words are used incorrectly. Tone is occasionally too casual, some grammatical and/or spelling mistakes (1 pt.)	Writing style unclear, choppy paper is confusing or with multiple spelling and/or grammatical mistakes per paragraph. Vocabulary is unclear or inappropriate (0 pt.)

### General Education Objectives and Learning Outcomes

This course is a social and behavioral sciences (S) and International (N) subject areas course in the UF General Education Program.) International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to

identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Subject Area	Content	Critical Thinking	Communication
International (co-designation)	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.	Assessed in (S)
Social and Behavioral Sciences	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.	Communicate knowledge, thoughts and reasoning clearly and effectively.

### Course Evaluation:

**Participation (15%):** In seminars, it is imperative that each student arrive to class on time and prepared to engage actively in class through questions, comments, and discussions. There are multiple ways and opportunities to participate, but all of these require thoughtfully reading and reflecting on the class materials. Guidelines will be posted. Unannounced quizzes also count as part of your participation grade.

**Discussion Lead with News Briefs (5%):** Most weeks, 1 or 2 students will be asked to share a recent news item about Brazil and at least somewhat relevant to the assigned readings, providing a brief summary and rationale for how it relates to or dialogues with the reading. These students will be tasked with facilitating a brief class discussion that engages the questions raised by the readings as these relate to current/recent events. News items must be from no earlier than 2017. Guidelines will be posted.

**Discussion Cafés (10%):** Discussion Cafés are semi-structured small group discussions around certain topics. Cafés help students synthesize and apply course concepts in three phases: *preparation* (due at the beginning of the café); *discussion* (small groups of students with a guiding question); and *harvest* (sharing of discussion outcomes). We will have two full period Cafés in the term. If you are not in class on the day of a Discussion Café, half-credit can still be earned if prior arrangements are made

**Reading Responses (30%):** Six times throughout the term students will turn in a 500-word assignment that contextualizes the readings through one of several formats: a blog post; a creative first-person narrative from a person in the ethnography; a scene-setter diplomatic cable; a case study for an (existing) NGO; or another format approved by the instructor. You can choose the readings but you must submit at least one for each of the ethnographies. Guidelines will be posted. (3000 words total)

**Undergraduates only:**

**Brazil Portfolio: (40%)** You have just found out that your favorite cousin will be heading to Brazil for one year but no one in the family seems to know what to make of this. Luckily, through this course, you have read and learned more than anyone else about what life can be there in the country. This portfolio must incorporate your reading responses into a larger document that includes an argument why your cousin should—or should not—go to Brazil given the very real challenges faced there. You will need to conduct outside research for this assignment. Guidelines will be posted. (3000+3000 words)

**Graduate students only:**

**Reading Group (10%):** Graduate students will meet outside of class five times for 90-minute reading groups with in-depth discussion and analysis. Once during the semester each of you is expected to select a reading relevant to your mini-lecture topic and to facilitate the reading group discussion on that reading.

**Final Project (30%):** Graduate students will select a research topic pertaining to Brazil and prepare a mini-lecture (30 minutes) to be presented to the class as well as a short paper (8-10 pages). Mini-lectures differ from presentations as they must place the topic within the broader framework of the course overall. Papers must have at least six academic sources, at least one of which must be a book or monograph.

**Undergraduates:**

Participation:	15%
Discussion Lead:	5%
Discussion Cafés:	10%
Reading Responses:	30%
Portfolio :	40%
<b>Total:</b>	<b>100%</b>

**Graduates:**

Participation:	15%
Discussion Lead:	5%
Discussion Cafés:	10%
Reading Responses:	30%
Reading Group:	10%
Term Project:	30%
<b>Total:</b>	<b>100%</b>

**Grading Scale:**

**Grading Scale (all students):**

A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79 C 73-76 C- 70-72 D+ 67-69 D 63-66 D- 60-62  
E 59 and below

COMMUNICATION: There are several channels through which students can RECEIVE information: from the syllabus, on class Powerpoints, discussed verbally in class, and Canvas announcements\*\* . Sometimes a notice only goes out through one of these channels and it is the responsibility of the student to stay on top of all modes of communication.

Students are strongly encouraged to prioritize face to face communication (before/during/after class and/or office hours as appropriate) to address questions or concerns. To assess whether you have been reading this text carefully, please use Canvas mail to submit a cute baby animal photo by the third week of classes. Students who do so will be able to earn an extra 2 points on a response paper. Barring that, please use Canvas mail to communicate with your instructor. **PLEASE NOTE:** communications regarding absences, late assignments, or anything else that can impact course performance and grades, should be followed up in Canvas mail after any face to face conversation so there's a clear record.

\*\*Please DO NOT reply as Canvas does not currently send notifications of replies. Use Canvas mail instead.

ATTENDANCE: Attendance is mandatory. Students are allowed two unexcused absences, after which 3 points will be deducted from the final grade per absence. Additionally, please consider the full definition of the verb attend, which shares the same root as attention. Students are expected to be present and engaged. During class, 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 will be allotted to complete quizzes, exams, or assignments if you are late.

WRITTEN ASSIGNMENT FORMAT: All written assignments are due by the beginning of the class period on which they are due. Unless otherwise specified, all written assignments should be typed in Times New Roman 12 with default margins. Exams will be submitted on Canvas; Discussion Cafés can be submitted through Canvas or brought as a hard copy to class.

LATE ASSIGNMENTS: Meeting deadlines is an important life skill. Late assignments\* will be subjected to a 10% penalty every 24 hours. That being said, life gets in the way some times. To accommodate this, each student has one "free pass" to submit an assignment\* up to 48 hours after the due date without penalty. "Free passes" must be approved in writing by the instructor and must be noted on the assignment itself (or in assignment comments in Canvas). \*Discussion Leads will not be accepted late.

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. Please note that this also goes for the screen capture presentation.

TECHNOLOGY POLICY: Given the scientific evidence (see [https://www.washingtonpost.com/news/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/?utm\\_term=.22a14bdaea9f&noredirect=on](https://www.washingtonpost.com/news/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/?utm_term=.22a14bdaea9f&noredirect=on) ) showing that technology in the classroom tends to hinder learning (especially the learning of others), the use of laptops, tablets, and cell phones is strongly discouraged. However, evidence also exists that some people do better using these devices to take and organize notes, manage their readings, etc. Devices are not banned but students wishing to use laptops will be asked to sit away from students without them. (PS: Screens are designed to grab your attention and hold it and it's pretty obvious to anyone sitting, or standing, across from you if you're tuned into something other than the classroom interaction--it's up to each of you to manage these distractions so they don't affect your participation grade.)

**INCOMPLETES:** In accordance with UF policies, an incomplete may be assigned at the discretion of the instructor as an interim grade for a course in which:

- the student has completed a major portion of the course with a passing grade, AND
- been unable to complete course requirements before the end of the term because of extenuating circumstances, AND
- obtained written agreement from the instructor and arranged for resolution of the incomplete grade.

**BASIC NEEDS AND SECURITY:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.

**COURSE EVALUATIONS:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

**UNIVERSITY POLICIES:**

**Academic Honesty:**

Anyone suspected of cheating, plagiarizing, or submitting work that is not original will be referred to the Student Conduct and Conflict Resolution board.

Please refer to the [Student Honor Code](#) for guidelines and clarity re: academic honesty and the [process for referrals](#) to the Student Conduct and Conflict Resolution board.

**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. For more information visit <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 <https://counseling.ufl.edu/> or reached by phone at 392-1575.

**\*\*Please note:** information contained in this syllabus is subject to change at the discretion of the instructor

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

August 20: Introduction, Course overview  
Why Brazil?  
In class reflection

August 22: Imagining the past  
Darcy Ribeiro's *The Brazilian People*, chapters 1 and 2 (Canvas)  
Watch: [Lost Cities of the Amazon](#)  
Watch: Part 1 of Udemy's [Brazil for Beginners](#)

**Week 2:** The legacies of exclusion

August 27 Racial Democracy and other foundational myths  
Mikulak: The Symbolic Power of Color in Brazil  
[Brazil's Colour Bind \(Globe\)](#)  
[Brazil in Black and White](#) (Podcast, NPR)

August 29: Perry: Intro, Ch. 1

**Week 3** Violence and Survival

September 3: Perry: Chs. 2, 3

September 5: Perry: Chapter 4, 5

**DUE: Discussion Lead Sign Up  
Reading Response #1****Week 4**

September 10: Perry Ch. 6, Conclusion

September 12: **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 2000-2010). These do not count as Discussion Leads! 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). Note: Reputable sources only: Reuters, UPI, TIME, Newsweek, BBC, etc. Radio is also permissible (NPR, PRI.) Include the article URLs or bibliographic information on your printout.

**Week 5**

September 17: The Struggle for Land: Rights, Reform, and Elites  
[Descendants of slaves secure land](#) (Guardian)  
[1% keep land forever](#)  
Wolford Ch. 1

September 19: Wolford Chs. 2, 3

**Week 6: Dr. Antonio de la Peña will be here**

September 24 Mobilization and land titling

Wolford Chs. 4, 5

September 26 Wolford Ch. 6, Conclusion

**DUE: Reading Response #2****Week 7** Here we grow: Urbanization and the populace

October 1: Caldeira: Introduction, Ch. 1

[Crossing Streets](#)

October 3: Caldeira: Chs. 2, 3

**Week 8** Justifying inequality

October 8: Caldeira: Ch. 4

Watch: [Unofficial Apartheid](#)

October 10: Caldeira: Ch. 5, 6

**Week 9**

October 15: Neoliberal Cityscapes

Readings: *Walls*: Ch. 7 *Fortified Enclaves*, Ch. 8 *Implosion of Modern*October 17: **Discussion Café 2/Reading Response #3: State projects and Exclusion**

We have been reading about multiple ways in which the Brazilian state has entrenched inequality through official means: executive, judicial, and legislative. Using our readings and your own research as a point of departure, select three specific examples of this formalized exclusion and highlight for each: a) its intended and unintended effects; b) types of resistance to this exclusion (formal and/or informal); and c) any specific statistics to support your exposé.

**Week 10** Life on the Margins

October 22: Millar: Intro, Ch. 1

October 24: Millar: Chs. 2, 3

**Week 11** Formal and Informal Economies

October 29: Grad Student Lectures (Continue reading Millar)

October 31: Millar: Chs. 4, 5  
(Grad Lecture, tentative)**Due: Reading Response #4****Week 12** Health and Inequality

November 5: Biehl: Part 1

November 7: Biehl: Part 2

**Week 13**

November 12: Class period canceled. Instead, students will attend Luis Pérez-Oramas lecture (November 15, 2019, 11AM-1PM (Friday) on Modern Art in Brazil\*  
Continue reading Biehl, Part 3

November 14: **Discussion Café 3:** Whose Country Is It? Who are the stakeholders in Brazil? What do they want? How are they trying to get it? Taking what you have learned as a whole throughout the term, prepare a [mindmap](#) or other graphic outlining goals, relationships, and tensions at stake: urban poor, peasants, middle class, elites, and politicians (and whatever categories make sense in your map, like catadores, the infirm, etc.)

**Week 14:** States, Family, and Community

November 19: Biehl, Part 4

November 21: Biehl: Part 5

**Due:** **Reading Response #5**

**Week 15 Thanksgiving Week**

November 26: Corruption and Threats to Democracy  
Popular Press Articles on Brazil today

**Week 16**

December 3: Course Summation: Looking Back, Looking Forward

**DUE:** **Reading Response 6: (Any ethnography)**

**Graduate Papers: Due December 9<sup>th</sup> (Canvas)**