

The Politics of Race and Violence in Brazil

AFR374E/ANT 324L/LAS 324L

Fall 2014

Professor: Christen A. Smith, Ph.D.

Departments of Anthropology and
African and African Diaspora Studies

Meeting Time: T Th 9:30-11

Phone: 512-232-6332

Office: SAC 5.136

Email: christen.smith@austin.utexas.edu

Twitter: @profsassy

Office Hours: Th 11-1 and by appointment

COURSE DESCRIPTION

This course explores race/gender/sexuality, violence and everyday life in Brazil. Brazil's history has been characterized by moments of violent encounter, from colonization, to slavery, to clashes between police and residents across its major cities today. These violent encounters have been, in many ways, racialized, gendered and sexualized. This class investigates the race/gender/sexuality aspects of multiple forms of violence in Brazil, and how this violence creates, defines and maintains social hierarchies in the nation. Throughout the class we will think through the question "what is violence?" as we discuss the concept's physical, structural and symbolic forms. The course pays particular attention to the politics of blackness and the unique relationship black Brazilians have to the nation-state. We will also discuss the politics of writing and theorizing violence when doing social analysis, and the precarious balance between defining and addressing issues of violence, and glorifying it.

Objectives: 1) To think critically about violence not only as a physical encounter, but a multilayered phenomenon that manifests itself in different ways; 2) To consider how race functions in Brazil and what violence has to do with it; 3) To better understand the politics of discussing and writing about race and violence particularly within the field of anthropology.

Key topics: Colonization, slavery, blackness, whiteness, racial democracy, urban conflict, police repression, death, gender, sexuality, urban cleansing/gentrification, land conflict, imprisonment, symbolic violence, structural violence, physical violence, and genocide.

COURSE TEXTS

Required Books

Perry, Keisha-Khan Y, *Black Women Against the Land Grab: The Fight for Racial Justice in Brazil* (2013), University of Minnesota Press

Recommended Books

Telles, Edward. *Race in Another America: The Significance of Skin Color in Brazil* (2004), Princeton University Press

Course Packet – Jenn's Copies 2200 Guadalupe • 2200@jennscopies.com • 512-473-8669

Course Schedule*

Week 1 – Race in Brazil?

8/28 – Course Introduction

Race, Racism and Politics

Week 2 – Understanding Race

9/2 – “Brazil: A Great Divide” –

<http://www.miamiherald.com/multimedia/news/afrolatin/part3/index.html>

Assignment: Film Study Guide (due 9/4 at 9:30am)

Film: “Brazil: A Racial Paradise?”

<http://video.pbs.org/video/1906000944/>

9/4 – “Race in Latin America” (Wade 2008)

Suggested Reading: *Omi and Winant (1994), “Racial Formation” in Racial Formation in the United States (Omi and Winant 1994)*

Week 3: Racial Politics in Brazil

9/9 – “From White Supremacy to Racial Democracy” in *Race in Another America* (Telles 2004)

9/11 – “Paving Paradise: The Road from “Racial Democracy” to Affirmative Action in Brazil” (Martins et. al. 2004)

Week 4 –The Affirmative Action Era

9/16 – “Who is Black in Brazil? A Timely or a False Question in Brazilian Race Relations in the Era of Affirmative Action?” (Santos 2006)

Film: PBS Wide Angle “Brazil in Black and White”

<http://www.pbs.org/wnet/wideangle/lessons/brazil-in-black-and-white/program-summary/4505/>

9/18 – “Affirmative Action in Brazil” (Telles and Paixão 2013)

Symbolic Violence

* It is possible that this syllabus might be modified and/or updated during the semester. If this is the case, the instructor will notify the students in a timely fashion and communicate changes to the students either in-class or via Canvas.

Week 5 – Discrimination

- 9/23 – “Racial Discrimination” in *Race in Another America* (Telles 2004)
– “Racial Insult in Brazil” (Guimarães 2003)
*Suggested Reading: “*Racial Microaggressions in Everyday Life*” (Sue et al 2007)

9/25 *Undergraduate Writing Center (UWC) Presentation, “Writing Research Papers”

Week 6 – Gender, Beauty and Aesthetics

- 9/30 – “Gender and Symbolic Violence” (Bourdieu 2004) in *Violence in War and Peace*
– Caldwell, Kia Lilly (2005) “Women in and Out of Place” in *Negras in Brazil*. Rutgers University Press

10/2 – Caldwell, Kia Lilly (2005) “Look at Her Hair” in *Negras in Brazil*. Rutgers University Press

Week 7 – Sex and Sexuality

10/7 – “Sex Work and Exclusion in the Tourist Districts of Salvador, Brazil” (Williams 2012)

Film: “Cinderella’s, Wolves and One Enchanted Prince”

10/9 – “Operation Princess in Rio de Janeiro” (Amar 2009)

Structural Violence

Week 8 – Health and Life

- 10/14 – “An Anthropology of Structural Violence” (Farmer 2004)
- 10/16 – “Waiting for the Sun: Africans in Contemporary Brazil” (Paixão 2004)
– “Prenatal and Childbirth Inequalities in Brazil” (Leal, Gama and Cunha 2005)
- * Recommended Reading - *Race in Another America* (Telles 2004), Chapter 5

Week 10 – Environmental Justice and Poverty

- 10/21 – Glewwe and Kassouf (2008) “The Impact of the Bolsa Escola/Familia Conditional Cash Transfer Program on Enrollment, Grade Promotion and Drop out Rates in Brazil”
- 10/23 – “Inequality, Environmental Injustice, and Racism in Brazil: Beyond the Question of Colour” (Pacheco 2008)

Week 10 –Land Struggles

- 10/28 – “Kilombos of Brazil: Identity and Land Entitlement” – (Linhares 2004)
- 10/30 – “Redefining Identities, Redefining Landscapes: Indigenous Identity and Land Rights Struggles in the Brazilian Amazon” (Bolanos 2011)

State Violence

Week 11 – Policing

11/4 – “Racial bias in police use of lethal force in Brazil” (Cano 2010)

*Homework: Browse Amnesty International’s page on human rights in Brazil
<http://www.amnestyusa.org/our-work/countries/americas/brazil>

11/6 – Vargas and Alves (2009), “Geographies of Death: an intersectional analysis of police lethality and the racialized regimes of citizenship in São Paulo”

Week 12 – Living Under Siege

11/11 – Rocha, Luciane (2012), “Black Mothers’ Experiences of Violence in Rio de Janeiro”

Short Film: “The Day Matthew Was Born”
Film: “Bus 174” (Pt. 1)

11/13 – “Strange Fruit: Brazil, Necropolitics and the Transnational Resonance of Torture and Death” (Smith 2014)

Film: “Bus 174” (Pt.2)

Fighting Back, Speaking Up: Responses to Violence

Week 13 – Black Struggles for Rights

11/18 – *Black Women Against the Land Grab* (Perry 2013)

11/20 – *Black Women Against the Land Grab* (Perry 2013)

Week 14 – Course Wrap-up

11/25 – 2-min Final Paper Presentations

11/27 – NO CLASS – THANKSGIVING HOLIDAY

Week 15 – Course Wrap-up

12/2 – 2-min Final Paper Presentations

12/4 – Final Paper Submission

ASSIGNMENTS AND DUE DATES

September 4 – Film Study Guide #1

September 23 – 1-page reflection on affirmative action + post an article to FB on the current politics of affirmative action in Brazil

October 2: Preliminary research topic

October 7: 1-page reflection on symbolic violence (in-class peer-review) + post an article to FB on gender, sexuality and race in Brazil

October 16: Thesis statement and annotated bibliography (10 sources minimum: 6 scholarly peer-reviewed articles or books; 4 popular sources)

October 23: Final paper abstract (Group peer review)

October 28: Final paper outline

October 30: 1-page reflection on structural violence + post an article to FB on structural inequality in Brazil

November 4: Full Draft of Final Research Paper Due (exchange for peer review and instructor comments)

November 18: 1-page reflection on state violence + post an article to FB on state violence in Brazil

December 4: Final Research Paper Due

Team Presentation Schedule:

Inter-Personal Discrimination – 9/25

Gender, Sexuality and Race – 10/2

Health and Education – 10/23

Indigenous Struggles – 10/30

Policing (State Violence) – 11/6

World Cup 2014/Olympics 2016 – 11/18

GRADING CRITERIA AND COURSE GUIDELINES

Grade Center columns that are automatically graded, such as Tests, will be converted to this display option according to the grade mapping provided below. To enter grades in the Grade Center manually using this display option, mappings from each symbol into a percentage of points possible must be provided.

Grades Scored Between	Will Equal	Grades Manually Entered as	Will Calculate as	Insert Rows
97 % and 100%	A+	A+	98.5 %	
94 % and Less Than 97%	A	A	95 %	Delete Row
90 % and Less Than 94%	A-	A-	91.5 %	Delete Row
87 % and Less Than 90%	B+	B+	88.5 %	Delete Row
84 % and Less Than 87%	B	B	85 %	Delete Row
80 % and Less Than 84%	B-	B-	81.5 %	Delete Row
77 % and Less Than 80%	C+	C+	78.5 %	Delete Row
74 % and Less Than 77%	C	C	75 %	Delete Row
70 % and Less Than 74%	C-	C-	71.5 %	Delete Row
67 % and Less Than 70%	D+	D+	68.5 %	Delete Row
64 % and Less Than 67%	D	D	65 %	Delete Row
60 % and Less Than 64%	D-	D-	61.5 %	Delete Row
0 % and Less Than 60%	F	F	55 %	Delete Row

3. Submit

Click Submit to proceed. Click Cancel to quit.

Cancel Submit

How your grade in this class will be calculated:

Class Participation – 20%

- Attendance – 10%
- Engaged participation in class discussion (including in-class assignments) – 10%

Reflections – 15%

Final Research Paper– 50%

- Scaffolding assignments – 15%
- Final Paper – 35%

Collaborative Team Presentation – 15%

Class Participation

Attendance and Engaged Participation

Students who acquire six or more unexcused absences will receive a failing grade.

Please note that this is an upper level undergraduate seminar and your success in this course depends on close reading and engagement with the texts (readings, films, video clips, web links and information posted to Blackboard), as well as active and informed participation in class discussions. You will be responsible for checking the Blackboard course site and your email regularly for additional texts and announcements.

Your class participation grade will be based on attendance and *meaningful* participation in class discussions. Meaningful participation is taken to be analytic engagement with the texts and course themes in class discussions (both in the classroom and in virtual classroom space i.e. the Blackboard discussion board), not vague commentary or generalizations. Each student is expected to come to class prepared to participate actively in class discussions each week. This includes but is not limited to doing the assigned reading and preparing thoughtful questions to share with the class. You are expected to come to class prepared to discuss the readings.

Those students who take the initiative to *engage critically* with the readings and themes of the class *and* actively participate in class discussions by sharing their ideas and thoughts openly and respectfully on a regular basis will be graded highly. Those who do not participate in class discussions unless called upon will be graded down. *Always be prepared to speak when you are called upon.*

In-Class Assignments: Students will also be graded on their thoughtful completion of in-class assignments. In-class assignments will be assigned throughout the semester at the discretion of the instructor and will include but not be limited to free-writes and occasional peer review assignments. In-class assignments will be announced in class and/or posted to Blackboard.

Social Media Discussions: As an extension of our classroom conversations, we will also engage in discussion for this course via social media, particularly Twitter and Facebook. Each student will be required to have a Twitter account and Facebook account share your information with the professor (If you don't have one please set one up. If you don't like the idea of having these social media accounts you can always set up an alias and delete the account after the course is over.) From time to time, you will be asked to tweet and/or post your thoughts about current events, questions, etc. to share. This tool will allow us to share information quickly and easily with one another and insert our classroom conversations into public discussions. We encourage you to share links with the class about relevant topics and post your thoughts and reflections about the themes and ideas of the course. One of the goals of this requirement will be to help us to think through what it means to engage in public advocacy, criticism and reflection in responsible and provocative ways. We will discuss this more in class throughout the semester.

Writing Requirements

This is a writing intensive course. Your grade will primarily be evaluated on your ability to synthesize your ideas and relay your thoughts clearly and thoughtfully through your writing. The following are the course writing assignments:

Reflection Essays (500 words)

There will be (4) four short (1-page/500 words) reflection essays due during the semester. These essays will test your comprehension and analysis of the main concepts in the course. For each essay you are required to define the topic (i.e. define symbolic violence) and analyze it (i.e. discuss how symbolic violence functions in Brazilian society). ***You must cite at least 3 readings*** and refer directly to text(s) and/or materials used in class (ex. media discussed in class) in these essays. Be sure to note exact page numbers and quote appropriately (see format guidelines below). Further instructions will be discussed in-class and on Canvas.

Final Research Paper (8-10 pages/ app 4000-5000 words)

Each student will be responsible for writing a research paper for this course. The research paper will focus on one aspect of racial politics and violence in contemporary Brazil that the student finds interesting (ex, police racial profiling in Rio de Janeiro). Although the student will choose the topic, all students will be

required to discuss and analyze the ways that symbolic, structural and physical violence factor-in to the issue that they address. The student will be expected to conduct critical library research in preparation for the research paper and complete a series of “scaffolding” assignments that will help the student to develop a solid structure for the paper throughout the semester. Satisfactory completion of each assignment will be an important aspect of the final paper grade.

*Bibliography requirements: Students will be required to have 15 sources minimum: 6 scholarly peer-reviewed articles or books; 5 citations from course readings; 4 popular sources)

*Further detailed instructions for the assignment will be communicated in-class, electronically and/or on Canvas throughout the semester.

Free-writing (in-class): Weekly, we will do free writing on a question related to the theme of the course for that week. The purpose of these exercises will be to get you warmed up to reflect deeply and critically about key topics related to the class, get you used to writing constantly, and help you think towards the weekly reflection paper. These weekly free-writes will not be graded, but your completion of them will count toward your class participation.

Peer Review* From time to time I will ask you to exchange your written work for peer review. This exercise is not designed to embarrass you, but to help you improve your writing. One of the best ways to improve your writing is to share it with a colleague. So, be prepared for peer reviews.

Collaborative Research Team Presentation

Each student will be required to participate in a collaborative research team as part of their participation in this course. Each team will be assigned a general theme to investigate and report on for the class. Each research team will prepare a 15min collaborative, informative presentation on this theme. This presentation will be graded collectively. We will discuss research team assignments and details on this assignment in class.

GUIDELINES

ALL ASSIGNMENTS MUST BE SUBMITTED ELECTRONICALLY VIA BLACKBOARD AND BY HARD COPY AT THE BEGINNING OF CLASS ON THE DUE DATE

LATE ASSIGNMENTS WILL BE HEAVILY PENALIZED

Due Dates/Late Policy: As a general policy late assignments will not be accepted without the instructor's prior approval. Any late assignments accepted will carry a penalty of 10% of the assignment grade per day late. – **Six days late or more will automatically receive a grade of 0.**

I will make exceptions to this penalty policy **only** in the event of a documented medical or family emergency, or if you have official, documented University of Texas business off-campus; in such a case, please notify me as soon as possible.

Format Guidelines for Writing Assignments:

All coursework must be double-spaced and typed in 12pt Times New Roman font. All papers must have 1-inch margins on all sides. Please use the AAA Style Guide: http://www.aaanet.org/pubs/style_guide.pdf as a guideline for bibliographies and citations.

Grading Evaluation

Rubrics: Rubrics will be used as grading criteria for most course assignments including class participation. These rubrics will be available on Blackboard and will be discussed in-class.

Class Policies

1. Again, please come to class on time and prepared to participate actively in class discussions each day.
2. Hot and cold beverages are okay to bring to class, but please **NO FOOD ALLOWED IN THE CLASSROOM** (unless you have brought a goodie for everyone and you have cleared it with me first).
4. Please be attentive and polite to one another during class. If you wish to read the *Texan*, surf the web, talk with your neighbor during lecture, sleep, or do anything else disruptive, then please go elsewhere.
5. Please respect your classmates and your instructor. In this course, there will be a lot of lively discussion and debate. Even if you don't agree with someone, you should still treat that person with respect and be kind. We are all here to learn!
5. Due dates for all assignments are listed on the syllabus and/or will be announced in class and/or will be announced on Blackboard. Late assignments carry stiff penalties. Please see note on "due dates" above.
6. **ACADEMIC HONESTY IS IMPERATIVE.** I will refer all cases of academic dishonesty (i.e. cheating and plagiarism) to the Dean of Student's Office. If you have questions about what constitutes academic dishonesty, visit the University's official statement: http://deanofstudents.utexas.edu/sjs/acint_student.php

Writing Center

I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222 or <http://uwc.fac.utexas.edu> The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a

course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with ‘problems’. Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant’s advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD. *(Note to Faculty: Details of a student’s disability are confidential. Faculty should not ask questions related to a student’s condition or diagnosis when receiving an official accommodation letter.)*

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information:
http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Q drop Policy

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Process for grade appeals (Liberal Arts): Students must first contact course instructor, then if dispute not resolved, they must contact Associate Chair. If Associate Chair declines appeal, the student can appeal to the Dean. See below for details. (I have attached the linked pdf to this email as well)

http://www.utexas.edu/cola/student-affairs/files/pdf/grade_appeals_form_student_version.pdf