

Anthropology 431/531

Politics and Protest in Urban Brazil

(Advanced Topics in Latin America)

Dr. Charles Klein

Winter Quarter, 2014
MWF 11:30 a.m. – 12:35 p.m.
Academic & Student Rec Center 230

Office Hours/Contact Info
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In June 2013, millions of Brazilians took to the streets to express their dissatisfaction with government corruption and the quality of public services. Triggered by a R\$.20 rise in bus fares, the protests highlighted a simmering discontent despite a decade of economic growth and the expansion of income redistribution programs. The mobilizations took the country by surprise and generated nonstop media coverage on the movement's causes, dynamics and possible repercussions.

This course will explore urban Brazil through the lenses of the protest's principal themes: transportation/urban planning, health, education, and corruption. We will begin with a brief overview of Brazilian history and the multilayered inequalities that have characterized Brazil since the arrival of the Portuguese in 1500. We will then begin a recent ethnography on "insurgent citizenship" in São Paulo and consider how Brazilians have asserted their rights to the city and countered social and economic exclusion.

The remainder of the course will be structured around case studies centered on the four protest themes. In our last week, we will put it all together and consider what the Brazilian case suggests in terms of the possibilities and challenges of improving the quality of life in an increasingly urban world.

Like the protest movement, our course will be a dynamic work in progress organized through a centralized website. Here we will collaboratively create the majority of course content and assess each other's work. Produced content will include weekly links to short articles and videos, 250 word articles with images, article critiques, and a 3-4 minute long final reflections video.

Course Learning Objectives

By the end of the course, you will have a solid understanding of contemporary life and politics in urban Brazil and the critical issues facing cities in the global South. You will hone your skills related to

- creating accurate and persuasive mixed media content
- evaluating Internet content
- making presentations and facilitating discussions
- using blogging and video editing software
- negotiating group dynamics
- connecting with organizations through the Internet

Putting it all together, you will each have created an online portfolio that concisely showcases your knowledge, abilities and creativity to future employers and admissions committees in a compelling manner.

Class Meeting Structure

We will meet face-to-face each Monday and Wednesday. We will not meet face-to-face on Fridays, except for the Weeks 1, 2, 3 and 10. You may use these non-meeting Fridays to work in your groups (see “Group Work” below) or on your own.

Group Work

Students will be divided into four groups, one for each of the protest themes (i.e., transportation/urban planning, health, education, and corruption). Students will rank their group preferences during the first week, and in med school fashion I will try to match you to a group that is your first or second choice if possible.

During your case study unit, you will play a leadership role in creating course materials and facilitating face-to-face classroom activities. To ensure smooth sailing, your group will submit a mini-curriculum to me according to the timelines outlined below (see Course Schedule). The mini-curriculum will include

- A. Content for the case study unit, posted via links/pdfs on the course website or on D2L if necessary
 1. A recent academic article on your topic
 2. An in-depth popular media article or report on your topic (5-20 pages; you may select a portion of a larger document)
 3. A video or two on your topic (15 – 30 minutes in total, with no video shorter than 10 minutes)
- B. 90 minutes of face-to-face classroom activities

I will review your mini-curriculum and may require revisions before giving a green light. Be creative – this is your chance to take the class in new directions and keep us from getting into a rut in which we do the same routine every class.

A second group work activity will be selecting the links that your group will post each week to the course website. The process is as follows. First, each of you will individually find two short written blogs (< 250 words) and two videos (<4 minutes) on the week’s topic as specified below. You will then apply the [C.R.A.P matrix](http://guides.library.pdx.edu/content.php?pid=417638&sid=3413558) (<http://guides.library.pdx.edu/content.php?pid=417638&sid=3413558>) and rate the links of all your group members. Your group will then post links to the general course website for the one written article and one video that received the highest ratings. This process will be repeated weekly for weeks 2-9.

Course Content

Holston, James. 2008. *Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil*. Princeton: Princeton University Press.

Additional articles posted by me to D2L and/or course website

Additional course content developed collaboratively by students and posted to the course website (and D2L if needed) over the course of the quarter

Expectations & Assignments

Face-to-Face Participation (100 points, 20%)

This course is a **collaborative, participatory seminar**. You are responsible for doing the required posting, commenting, reading, viewing and reviewing of course content **according to the schedule below and as specified and modified over the quarter**. This includes (1) any required readings and videos listed in the syllabus, (2) my weekly blog, (3a) the eight weekly links you will come up with through the group link selection process, (3b) the comment threads on these weekly links, and (4) the mini-curricula content. Readings are expected to be read and videos are expected to be viewed by class time of the day in the syllabus where they are listed and as specified in the mini-curricula. And since this course is a work in progress, you are expected to keep up with our ever-evolving curriculum as discussed in class and as posted on our course website.

Everyone is expected to participate in classroom discussions. This doesn't just mean talking, but also active listening. If you are on the shy side, push yourself to talk; if you are on the talky side, consciously step back and let your classmates shine. Be prepared for me to call on you or ask you to let one of your classmates speak.

Meeting deadlines. As this is a collaborative course, we are building off of each other's work. ***So it is essential to meet deadlines***. If you don't meet link and article posting deadlines, you will make it difficult for your classmates to complete their required critical comments. And if a mini-curriculum were late, the entire class would be left in the dark.

Absences. Each student will be allowed three unexcused absences without negatively affecting their participation grade. Any additional unexcused absences will result in a reduction of your participation grade, at the rate of 7.5 points per class you miss. After subtracting any points due to absence, I will assign a final score based on the quality of your classroom participation. Simply coming to class will not get you all the participation points.

Should I notice that students are not reviewing the assigned content before, I may begin giving pop quizzes. These quizzes would be scored on a credit/no credit basis. A no-credit score on a pop-quiz would result in a subtraction of 2 points from the participation grade – the same result as not coming to class.

Group Activities (100 points, 20%)

As discussed above, each group will be responsible for playing the lead role in finding content and leading face-to-face discussions for its case study area, in addition to selecting weekly links for the course website. This work will be graded as follows

Mini-curriculum – 30 points

Facilitation of classroom activities during case study unit – 30 points

Timely submission of quality links – 20 points

Group participation – 20 points (determined by group evaluation of contribution of each group member)

Weekly link posting and comments (40 points, 20%)

Weekly posting – 24 points (3 points per week x 8 weeks). As part of the group content submission process, each week you will individually find two short written (about a page = 250 words) and two video (<4 minute) links on the week's topic as specified below. These links should be non-duplicative, so it's important to keep tabs on what's going on in your group work area on the course website. Groups will be required to finalize and **post their selections on the main course website by 5 p.m. each Friday**. There will be no links posted during weeks 1 and 10.

You will receive up to 3 points each week for your individual links. If you do not post any links in your work group area, you will receive 0 points for that week. If you post fewer links than required and/or do not post appropriate links for the topic according to my assessment, you will receive somewhere between 0 and 3 points.

Comments on links – 16 points (2 points per week x 8 weeks). Each week you will also make two brief comments (2-3 sentences long) on the eight weekly links posted by the groups on the course website. At least one of these should be on a post from someone outside of your group, and you may not make a second comment on a post until all posts have at least one comment. Posts will be scored on a 0 - 2 point scale – a smiley face, e.g., is a 0! **Comments must be posted by 5 p.m. each Sunday**.

Articles and comments (100 points, 20%)

Articles – 60 points (15 points each x 4 articles). You will write and post four articles, one for each of our course themes, on the course website for everyone to see. Each article should be 225-250 words long (use the word count function!), include 3-5 images, and focus on the content for the particular case study unit. **Articles must be posted by 5 p.m. according to the scheduled provided below**.

Your articles should build on some kind of empirical data (e.g., links, events, etc.) and should (1) express your unique personality, (2) show off your analytical ability, and (3) persuade the readers in some way. We'll talk more about article content and style during the course.

Critical comments on articles —40 points (5 points each x 8 article comments). For each round of articles, you will post critical comments on two of that cycle's articles. As in the case of link comments, you may not make a second comment on an article until all articles have received at least one comment. **Critical comments will be due within 72 hours of the article posting deadline**.

Your critical comment should be about 125 words long, about half of which should focus on a way in which the article could be improved. We'll take more about the content and style of critical comment posts during the course.

Final Reflection Video (100 points, 20%). On Friday of Week 9, you will post a 3-4 minute video that presents your last thoughts on the politics and protest in urban Brazil. The exact format is up to you, but the video must have sound (i.e., narration, music and/or video clips). Content wise you should synthesize the course content (i.e., the introduction unit and the four case studies) in a cohesive way that demonstrates a unique voice and analytic perspective.

Policies

It is normal to get sick, and each year flus such as H1N1 spread through colleges and universities. If you feel ill (e.g. fever, sore throat, runny nose, headache, cough, aches), please stay home until you have been without fever for 24 hours without the use of fever-reducing medication. Please inform me of your illness. You will not be penalized for illness-related absences, and you will have the opportunity to make up missed assignments.

Late articles and critical comments on articles will lose 3 points for each day past due except in cases of severe illness or emergency. Late group links postings will result in 2 points *subtracted from each group member* for each day the links are late. Lateness will be also factored into your weekly score for comments on the links. *And don't even think about having a late final reflection video!* Requests for deadline extensions should be made in writing ahead of the due date. All work must be completed for students to receive a passing grade. Please keep a digital copy of all the work you submit.

Students with a documented disability needing accommodations in the course should immediately inform me.

Plagiarism (intellectual theft) is a very serious academic offense. You are responsible for reading and understanding the department handout on plagiarism, which is available on D2L and on the Anthropology Department web site at <http://www.anthropology.pdx.edu/docs/plagiarism.pdf>. Please ask me if you have any questions about this information. Any assignment containing plagiarized material will receive a failing grade, and cases of academic dishonesty will be reported to the Office of the Dean of Student Life.

Grading and Rewrites. If you would like to have the grade for an assignment reconsidered, you must submit a written re-evaluation request in an email, at least 24 hours after the grade was assigned. This email should state why you think your grade should be reconsidered. Your articles may also be rewritten and resubmitted. The new grade will be an average of the new grade and the old grade.

D2L (Desire to Learn)

The course syllabus, selected readings, and grades will be available on D2L. All students can access D2L with their Odin account. Use your Odin username and password to login to D2L at <https://d2l.pdx.edu>. Use of D2L will be demonstrated on the first day of class. Please feel free to contact me if you encounter difficulties in accessing this resource.

Course Outline and Readings

Unit 1: Getting to Know Brazil

Part 1 – Course Overview & Brief History of Brazil

Week 1

Mon, 1/6 – Course Overview: Politics and Protest in Brazil

Wed, 1/8 – A Brief History of Brazil

Goldstein, Donna. Excerpt from *Laughter Out of Place*.

Holston, Chapter 1

Guest Speaker, Sarah Berry, Office of Academic Innovation. "Using Our Course Website"

Fri, 1/10

Holston, Chapter 2

Part 2 – Politics and Protest in Brazil

Week 2

Mon, 1/13

Dagnino, Evelina. 2010. Citizenship: A perverse confluence. *Development in Practice*. 17(4-5): 559-556.

Wed, 1/15

Holston, Chapters 3-5

Transportation/Urban Planning Mini-Curriculum Due, via email, by 5 p.m.

Fri, 1/17

First set of links posted by groups by 5 pm; comments due Sunday, 1/20, by 5 pm

January 20 – MLK HOLIDAY

Unit 2: Transportation/Urban Planning

Week 3

Wed, 1/22

Carvalho, Santos & Claudia Rossbach (organizers). 2010. The City Statue of Brazil: A commentary. São Paulo: Cities Alliance and Ministry of Cities, Brazil, 5-34.

Fri, 1/24

Week 4

Mon, 1/27

Holston, Chapters 6-8

Wed, 1/29

Health Mini-Curriculum Due, via email, by 5 pm

Fri, 1/31

Article 1 (Transportation/Urban Planning) due by 5 pm

Critical Comments on Article 1 due Sunday, 2/2 by 5 pm

Unit 3: Health

Week 5

Mon, 2/3

Paim, Travassos, Almeida, Bahia & Macinko. 2011. The Brazilian Health System: History, Advances, and Challenges. *The Lancet* 377: 1778-1794.

Wed, 2/5

Fri, 2/7

de la Dehesa & Mukherjea. 2012. Building capacities and producing citizens: The biopolitics of HIV prevention in Brazil. *Contemporary Politics* 18(2): 186-199.

Biehl, João. 2008. Life of the mind: The interface of psychopharmaceuticals, domestic economies, and social abandonment. *American Ethnologist* 31(4): 475-496.

Week 6

Mon, 2/10

Cornwall, Andrea. 2008. Deliberating democracy: Scenes from a Brazilian municipal health council. *Politics & Society* 36(4): 508-531.

Education Mini-Curriculum Due, via email, by 5 pm

Wed, 2/12

Article 2 (Health) due by 5 pm

Critical Comments on Article 2 due Saturday, 2/15 by 5 pm

Unit 3: Education

Fri, 2/14

Week 7

Mon, 2/17

Veloso, Leticia. 2008. Universal citizenship, unequal childhoods: Children's perspectives on rights and citizenship in Brazil. *Latin American Perspectives* 35(4):45-59.

Reiter, B. 2009. Inequality and School Reform in Bahia, Brazil. *International Review of Education* 55(4): 345-365.

Wed, 2/19

Fri, 2/21

Article 3 (Education) due 5 pm

Critical Comments on Article 3 due Monday, 2/24 by 5 pm

Corruption Mini-Curriculum Due, via email, 5 pm

Week 8

Mon, 2/22

Unit 4: Corruption

Wed, 2/24

Funderburk, Charles. 2012. Corruption in Brazil (Chapter 3). In *Political Corruption in Comparative Perspective: Sources, Status and Prospects*, 41-70.

Fri, 2/26

Week 9

Mon, 3/3

Amar, Paul. 2009 Operation Princess in Rio de Janeiro: Policing 'sex trafficking', strengthening worker citizenship, and the urban geopolitics of security in Brazil. *Security Dialogue*, 40(4-5):413-541.

Wed, 3/5

Article 4 (Corruption) due by 5 pm

Critical Comments on Article 4 due Saturday, 3/8, by 5 pm

Fri, 3/7

Unit 5: Final Reflection Videos

Week 10

Mon, 3/10

Wed, 3/12

Fri, 3/14

| Week | Day | Date | Month | Readings, assignments due |
|-----------|-----|------|-------|--|
| 1 | M | 6 | Jan | |
| | W | 8 | Jan | Goldstein, Holston Chapter |
| | F | 10 | Jan | Holston, Chapter 2 |
| 2 | M | 13 | Jan | Dagnino |
| | W | 15 | Jan | Holston, Chapters 3-5; <i>Transportation/Urban Planning Mini-Curriculum Due, via email, 5 p.m.</i> |
| | F | 17 | Jan | |
| 3 | M | 20 | Jan | MLK HOLIDAY – NO CLASS |
| | W | 22 | Jan | Carvalho & Rossbach |
| | F | 24 | Jan | |
| 4 | M | 27 | Jan | Holston, Chapters 6-8 |
| | W | 29 | Jan | <i>Health Mini-Curriculum Due, via email, 5 p.m.</i> |
| | F | 31 | Jan | Article 1 – posting by 5 p.m.; critical comments by Monday, 2/3, 5 p.m. |
| 5 | M | 3 | Feb | Paim, Travassos & Macinko |
| | W | 5 | Feb | |
| | F | 7 | Feb | De la Dehesa & Mukherjea; Biehl |
| 6 | M | 10 | Feb | Cornwell <i>Education Mini-Curriculum Due, via email, 5 p.m.</i> |
| | W | 12 | Feb | Article 2 – posting by 5 p.m.; critical comments by Saturday, 2/15, 5 p.m. |
| | F | 14 | Feb | |
| 7 | M | 17 | Feb | Veloso, Reiter |
| | W | 19 | Feb | |
| | F | 21 | Feb | Article 3 – posting by 5 p.m.; critical comments by Monday, 2/24. Group or individual work – no class. <i>Corruption Mini-Curriculum Due, via email, 5 p.m.</i> |
| 8 | M | 24 | Feb | Funderdurk |
| | W | 26 | Feb | |
| | F | 28 | Feb | Group or individual work – no class |
| 9 | M | 3 | Feb | Amar |
| | W | 5 | Mar | Article 4 – posting by 5 p.m.; critical comments by Saturday, 3/6, 5 p.m. |
| | F | 7 | Mar | Group or individual work – no class |
| 10 | M | 10 | Mar | View final reflection videos |
| | W | 12 | Mar | View final reflection videos |
| | F | 14 | Mar | View final reflection videos |