

**The Politics of Race and Violence in Brazil**  
**AFR374E/ANT 324L/LAS 324L**  
Fall 2012

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### 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 course 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, genocide.

### COURSE TEXTS

#### **Required Books**

- Conceição Evaristo, *Poncia Vivencio* (2007), Host Publications
- Robin E. Sheriff *Dreaming Equality: Color, Race, and Racism in Urban Brazil* (2001), Rutgers University Press

#### **Recommended Books**

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

**Course Packet** - Available at Abel's Copier: University Towers, 715D West 23rd Street, Austin TX 78705 Phone: (512) 472-5353

## **COURSE OUTLINE**

### Week 1 – Course Introduction

8/30 – What comes to your mind when you think of Brazil?

### Week 2 – Race in Brazil?

9/4 – “Brazil: A Great Divide” –

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

Film: “Brazil: A Racial Paradise?”

9/6 – Telles, Edward (2007) “Racial Discrimination and Miscegenation: The Experience in Brazil”

### **Racial Encounters: Building the Nation from Colonialism to Whitening**

### Week 3 – Genocide and Nation Building from Conquest to Colonialism

9/11 – Maybury-Lewis, David (2002), “Genocide Against Indigenous Peoples” in *Annihilating Difference* (Hinton 2002)

– Totten, Samuel et. al. (2002), “Confronting Genocide and Ethnocide of Indigenous Peoples” in *Annihilating Difference* (Hinton 2002)

Film: “The Mission”

9/13

– “Culture of Terror – Space of Death: Roger Casement’s Putumayo Report and the Explanation of Torture” – Michael Taussig (1984 - abridged) in *Violence in War and Peace* (Scheper-Hughes 2004)

### Week 4 – Blacks, Indians and Race(ism) in the Americas

9/18 – Wade, Peter (1997) “The Meaning of ‘Race’ and ‘Ethnicity’” in *Race and Ethnicity in Latin America* (Wade 1997)

– “Blacks and Indigenous People in Latin America” in *Race and Ethnicity in Latin America* (Wade 1997)

9/20 – Chapter 2, *Race in Another America* (Telles 2004)

– “Building the Brazilian Man” in *Diploma of Whiteness* (Dávila 2003)

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

### **Symbolic Violence**

### Week 5 – Everyday Encounters with Race(ism)

9/25 – Chapter 2-3, *Dreaming Equality* (Sheriff 2001)

– “Symbolic Violence” – (Bourdieu and Wacquant 1992 – abridged) in *Violence in War and Peace* (Scheper-Hughes 2004)

9/27 – Chapter 4 -5, *Dreaming Equality* (Sheriff 2001)

\* Supplemental Reading: Sue et al (2007) “Racial Microaggressions in Everyday Life”

Week 6 – Gender, Beauty and Aesthetics Pt. 1

Short Documentary: “Pode me Chamar de Nadi”

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

– Guimarães, Antonio (2003) “Racial Insult in Brazil.”

10/4 – Caldwell, Kia Lilly (2005) “Women in and Out of Place” in *Negras in Brazil*. Rutgers University Press

– Whiteness, Representation and the Media- Sovak, Liv. “We Are Family: Whiteness in Brazilian Media” (2008)

Week 7 – Gender, Beauty and Aesthetics Pt. 2

10/9– Goldstein, Donna (1999) “‘Interracial’ Sex and Racial Democracy in Brazil: Twin Concepts?”

\*Supplemental Reading: Sheriff, Robin (2001) *Dreaming Equality* [Chapter 5]

10/11 – “Becoming Travesti” in *Travesti* (Kulick 1998)

**CRITICAL REFLECTION #1 DUE BY 12:30PM OCTOBER 16**

**Structural Violence**

Film: “Bus 174”

Week 8 –Hunger, Death, Children, Land

10/16 –

– “Everyday Violence: Bodies, Death and Silence” (Scheper-Hughes 1992 - abridged) in *Violence in War and Peace* (Scheper-Hughes 2004)

– *Child of the Dark* (Maria de Jesus 1962) - excerpt

– “On Suffering and Structural Violence” (Farmer 1997 - abridged) in *Violence in War and Peace* (Scheper-Hughes 2004)

10/18 – *Race in Another America* (Telles 2004), Chapter 6

– Warren, Jonathan (2001) “Racial Stocks and Brazilian Bonds” in *Racial Revolutions* (Warren 2001)

Week 9 – Health, Education, Segregation

10/23 – “Waiting for the Sun: Africans in Contemporary Brazil” (Paixão 2004)

– Barata, Rita Barradas et. al. (2007), “Health Inequalities Based on Ethnicity in Individuals Aged 15 to 64, Brazil, 1998”

\* Supplemental Reading - *Race in Another America* (Telles 2004), Chapter 5

10/25 – Caldeira, Teresa (2000), “Fortified Enclaves” in *City of Walls*

\* Supplemental Reading - *Race in Another America* (Telles 2004), Chapter 8

**CRITICAL REFLECTION #2 DUE BY 12:30PM OCTOBER 30**

**Physical Violence/State Violence**

Week 10 – Policing

Film: “*Tropa de Elite*”

10/30 – Amnesty International: Brazil Human Rights  
- <http://www.amnestyusa.org/our-work/countries/americas/brazil>

11/1 – “Police Violence Under Democracy” in *City of Walls* (Caldeira 2001)

Week 11 – Living Under Siege

Film: “*City of God*”

11/6 – “Ironies of Citizenship” (Mitchell and Wood 1999)

11/8 – “Fear as the Commodity Blacks Own Most” (Brito dos Santos 2002)  
– “State Violence and the Ethnographic Encounter: Feminist Research and Racial Embodiment” (Perry 2012)

**CRITICAL REFLECTION #3 DUE BY 12:30PM NOVEMBER 13**

**Fighting Back, Speaking Up: Black and Indigenous Responses to Violence**

Week 12 – Creative Voices

11/13 – “Metamorphose” (Guimarães)  
– *Finally Us* excerpts

11/15 – *Poncia Vivencio* (Evaristo 2007)

Week 13 – The Black Movement

Film: “*Ori*”

11/20– Nascimento, Abdias (1989) “Genocide: The Social Lynching of Africans in Brazil”  
– React or Die Manifesto

11/22 – NO CLASSES – THANKSGIVING HOLIDAY

Week 14 – Current Debates: Affirmative Action and Beyond

Film: “Black and White in Brazil”

11/27 – “Who is Black in Brazil? A Timely or a False Question in Brazilian Race Relations in the Era of Affirmative Action?” (Santos 2006)

11/29 – The Roots of Black Resistance: Race, Gender and the Struggle for Urban Land Rights in Salvador, Bahia, Brazil” (Perry 2004)

**RESEARCH REPORTS DUE DECEMBER 4 AT 12:30PM**

Week 15 – Wrap-up

12/4 – Research Team Presentations

12/6 – Wrap –up and Research Team Presentations

# GRADING CRITERIA AND COURSE GUIDELINES

## Grading Scale

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 |            |
|------------------------|------------|----------------------------|-------------------|------------|
| 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 – 10%

Journal – 10%

Critical Reflection Essays – 40%

Research Report – 15%

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.

### 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:

#### *Journal:*

You are required to keep a journal of your participation throughout the class. Your journal will be virtually kept online through Blackboard. The link can be found under the Assignments page in Blackboard. In your journal you should record your ideas, analysis and critical reflections of the readings and the class themes. These entries should include your thoughts and reflections on each assigned reading. This will help you prepare for class discussions, writing assignments and critical reflection essays. Please have your entry for each reading completed on or before the date listed in the syllabus. For each entry you must answer the following *in a few sentences*:

- 1) Summarize the argument of the text and how it is supported.
- 2) Define key concepts that the author(s) discusses and provide examples/citations.
- 3) Briefly critique/reflect on the reading.
- 4) Create one question, based on the reading that you could pose to the class or a small group.

At times I will assign additional questions for specific readings and other links posted to Blackboard (websites, audio and video clips).

Completion of the journal is part of your class participation grade. Your instructor will review your journal entries outside of class and you will be called on to discuss your journal entries with the class or in small groups during class times.

Further instructions on journal completion will be discussed in class.

### Critical Reflection Essays (1000-1200 words)

There will be (3) three critical reflection essays due during the semester. Critical reflection essays should demonstrate your engagement with the reading assignments, discussions and themes covered in the course. Each essay will have a specific topic/theme for discussion. You are to cite and refer directly to text(s) and/or other outside materials used in class (ex. media discussed in class). Be sure to note exact page numbers and quote appropriately (see format guidelines below). Further detailed instructions will be discussed in-class and on Blackboard.

### Research Report

Each student will be responsible for developing a research question in a research team. As part of this assignment, at the end of class, the student will submit a 1000-1200 word report on their research findings, complete with full bibliography and citations. Further detailed instructions will be discussed in-class and on Blackboard.

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 that will be the focus of their research for the semester. As part of this project, students will develop a research question related to their team's theme and develop a research report related to this question (see guidelines above). Each research team will prepare a 15min presentation on their team's research theme to give to the class. 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](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](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](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](http://www.utexas.edu/cola/student-affairs/_files/pdf/grade_appeals_form_student_version.pdf)