

The Politics of Race and Violence in Brazil
AFR374E/ANT 324L/LAS 324L
Fall 2013

Professor: Christen A. Smith, Ph.D.
Departments of Anthropology and
African and African Diaspora Studies

Phone: 512-232-6332
Office: SAC 5.136
Email: christen.smith@austin.utexas.edu
Office Hours: W 1-2pm and by appointment

Teaching Assistant: Shayna Friday
Office Hours: Monday 11am-1pm
Location: TA Office 3rd Floor SRH
Email: fridaysa@utexas.edu

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

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

8/30 – “Brazil: A Great Divide” –

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

Film: “Brazil: A Racial Paradise?”
<http://video.pbs.org/video/1906000944/>

Colonialism/Conquest/Slavery

Week 2 – Genocide and Nation Building from Conquest to Colonialism

9/2 – **LABOR DAY HOLIDAY**

9/4 – “Culture of Terror – Space of Death: Roger Casement’s Putumayo Report and the Explanation of Torture” in *Violence in War and Peace* (Taussig 2004)

9/6 – “Genocide Against Indigenous Peoples” in *Annihilating Difference* (Maybury-Lewis, David 2002)

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

Film: “The Mission”

Race, Racism, Racial Democracy, Racial Formation

Week 3 – Understanding Race and Ethnicity in Latin America

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

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

9/11 – “Blacks and Indigenous People in Latin America” in *Race and Ethnicity in Latin America* (Wade 1997)

9/13 – “A Region in Denial: Racial Discrimination and Racism in Latin America” in *Neither Friends nor Enemies* (Dulitzky 2005)

FILM: “Quanto vale ou é por quilo?”

Week 4 – From Racial Democracy to Affirmative Action

9/16 – “From White Supremacy to Racial Democracy” in *Race in Another America* (Telles 2004)

- Nascimento, Elisa Larkin (2004) “Kilombismo, virtual whiteness, and the sorcery of color”

9/18 – “Paving Paradise: The Road from "Racial Democracy" to Affirmative Action in Brazil” (Martins et. al. 2004)

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

9/20 – “Who is Black in Brazil? A Timely or a False Question in Brazilian Race Relations in the Era of Affirmative Action?” (Santos 2006)

Symbolic Violence

Week 5 – Everyday Experiences with Discrimination

9/23 – “Gender and Symbolic Violence” (Bourdieu 2004) in *Violence in War and Peace*

9/25 – “Racial Discrimination” in *Race in Another America* (Telles 2004)

9/27 – Guimarães, Antonio (2003) “Racial Insult in Brazil.”

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

Week 6 – Gender, Beauty and Aesthetics

9/30 – 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

Short Documentary: “Pode me Chamar de Nadi”

10/4 – Sovak, Liv. “We Are Family: Whiteness in Brazilian Media” (2008)

Week 7 – Sex and Sexuality

10/7 – Goldstein, Donna (1999) “‘Interracial’ Sex and Racial Democracy in Brazil: Twin Concepts?”

10/9– Williams, Erica, “Sex Work and Exclusion in the Tourist Districts of Salvador, Brazil” (2012)

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

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

10/18 – “Controlling Black Women’s Reproductive Health Rights: An Impetus to Black Women’s Collective Organizing” (Santos 2012)
– “Racial, sociodemographic, and prenatal and childbirth care inequalities in Brazil, 1999-2001” (Leal et. al. 2005)

Week 9 – Environmental Justice, Rural Land Struggles and Poverty

10/21 – Glewwe and Kassouf (2008) “The Impact of the Bolsa Escola/Familia Conditional Cash Transfer Profram on Enrollment, Grade Promotion and Drop out Rates in Brazil “

10/23 – Fernando and Linhares (2004), “Kilombos of Brazil: Identity and Land Entitlement”

10/25 – “Inequality, Environmental Injustice, and Racism in Brazil: Beyond the Question of Colour” (Pacheco 2008)

Week 10 – Urban Land Struggles

10/28 – Fischer, Brodwyn (2010), “Owning the Illegal City” in *A Poverty of Rights*

10/30 – Rolnik, Raquel (2011), “Democracy on the Edge: Limits and Possibilities in the Implementation of an Urban Reform Agenda in Brazil”

11/1 – Caldeira, Teresa (2000), “Fortified Enclaves” in *City of Walls*
* Recommended Reading - *Race in Another America* (Telles 2004), Chapter 8

Physical Violence and State Violence

Week 11 – Policing

11/4 – Caldeira, Teresa (2001) “Police Violence Under Democracy” in *City of Walls*

11/6 – Cano, Ignacio (2010), “Racial bias in police use of lethal force in Brazil”

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

11/8 – Vargas and Alves (2009), “Geographies of Death: an intersectional analysis of police lethality and the racialized regimes of citizenship in São Paulo”
– Amar, Paul (2003), “Reform in Rio: Reconsidering the Myths of Crime and Violence”

Week 12 – Living Under Siege

11/11 – Scheper-Hughes (2008), “Death Squads and Democracy in Northeast Brazil”

11/13 – Rocha, Luciane (2012), “Black Mothers’ Experiences of Violence in Rio de Janeiro”
Short Film: “The Day Matthew Was Born”

11/15 –Perry, Keisha-Khan (2010), “State Violence and the Ethnographic Encounter: Feminist

Research and Racial Embodiment”

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)

1/22 – *Black Women Against the Land Grab* (Perry 2013)

Week 14 – Speaking Up

11/25 – Excerpts, *Finally Us*

Film: *Ori*

11/27– INDEPENDENT STUDY – RESEARCH REPORT PREPARATION

11/29 – NO CLASS – THANKSGIVING HOLIDAY

Week 15 – Course Wrap-up

12/2 – Research Team Presentations

12/4 – Research Team Presentations

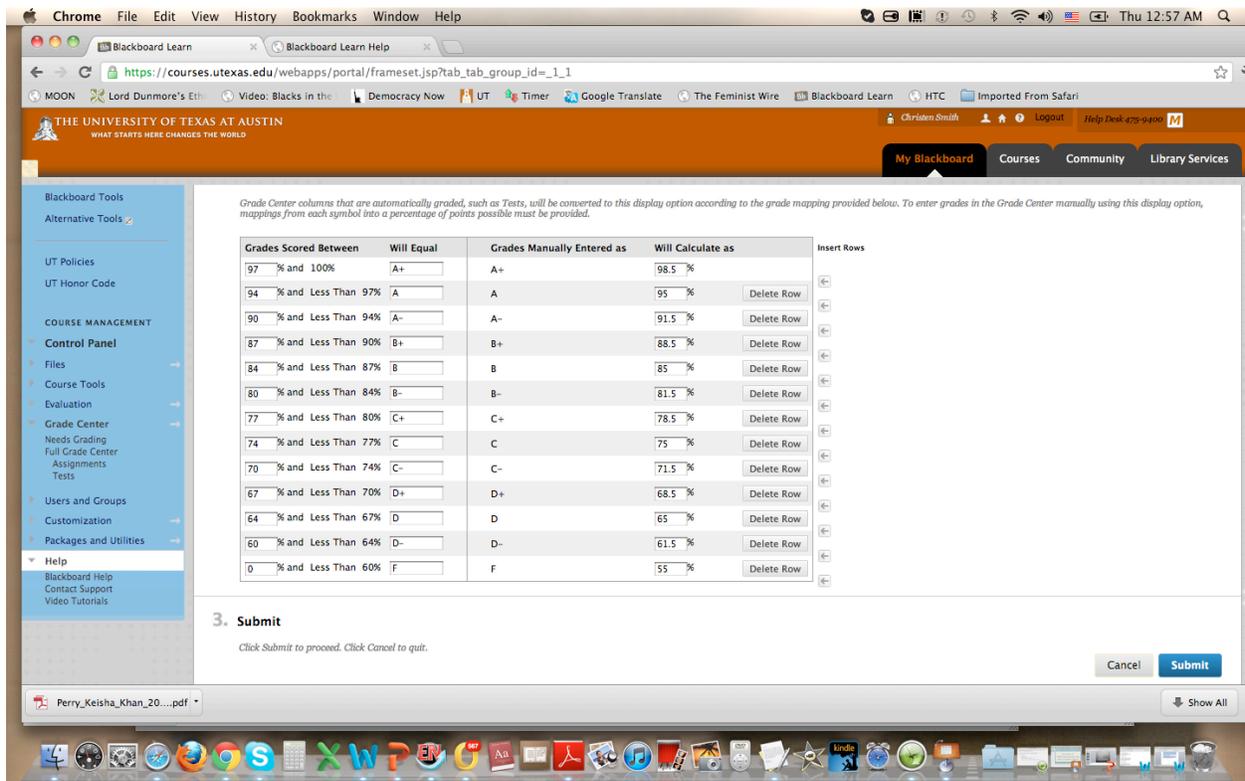
12/6 – Final research report preparation and submission

ASSIGNMENTS AND DUE DATES

September 4 – Film Study Guide #1
September 23 – Film Study Guide #2
October 14 – Critical Reflection #1
November 4 – Critical Reflection #2
November 18 – Critical Reflection #3
December 11 – Final Research Report

GRADING CRITERIA AND COURSE GUIDELINES

Grading Scale



How your grade in this class will be calculated:

Class Participation – 20%

- Attendance – 10%
- Engaged participation in class discussion – 10%

Film Study Guides and Critiques – 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.

Social Media Discussions: As an extension of our classroom conversations, we will also engage in discussion for this course via social media, particularly Twitter. Each student will be required to have a twitter account and share your twitter name with the professor and your TA (If you don't have one please set one up. If you don't like the idea of having twitter 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 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:

Film Critiques and Study Guides (app 500 words)

Students will be asked to write brief analyses of film assignments based on the themes discussed in the course. The goal of each critique will be to critically analyze the films (not just summarize them) and discuss how key topics covered in the course are represented by the pieces. At times the critiques will be guided by questions assigned by the instructor (film study guides). More detailed instructions will be discussed in-class and on Blackboard.

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 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