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CENTRO DE CIÊNCIAS SOCIAIS

DEPARTAMENTO DE CIÊNCIAS SOCIAIS

2018.1



SOC 9174 Social Brazilian Debates
CARGA HORÁRIA TOTAL: 60 HORAS CRÉDITOS: 4

PRÉ-REQUISITO(S): None

PROPOSAL

The aim of this course is to provide opportunities for international students to get in touch with some of the main important anthropological and sociological reflections about Brazilian historical constitution and contemporary social phenomena. At the end of this course, students should be able to exhibit their knowledge about the proposed readings and demonstrate a critical approach to Brazilian social issues.

SUBJECT DESCRIPTION

Brazilian Social Sciences. State and Society. Brazilian Modernisms. Brazilian Social relations. Urban life. Violence. Modernity and Tradition. Violence and Urban Life.

EVALUATION

Course evaluation is based on a mid-course and a final examination, both assessed on a scale of 1 to 10. Approval requires minimum of 3,0 in each examination and a minimum average of 6,0.

BIBLIOGRAPHY

A. Interpretations of Brazilian society

- Sociological and political interpretations of Brazil

PEREIRA, L. C. B. State-Society Cycles and Political Pacts in a National-Dependent Society. **Latin American Research Review**, v. 50, n. 2, p. 3–22, abr. 2015.

RICUPERO, B. Florestan Fernandes and interpretations of Brazil. **Latin American Perspectives**. v. 38, n. 3, may 2011, pp. 112-123.

- Democratization and the 1988 Constitution

ANDERSON, P. Lula's Brazil. **London Review of Books**, p. 3–12, 31 mar. 2011.

CANOFRE, Fernanda. 2017. Criminalizing Indigenous Rights: The Battle for Land in Brazil. **World Policy Journal** 34(3): 64–68.

SAAD FILHO, A. Social Policy for Mature Neoliberalism: The Bolsa Família Programme in Brazil. **Development and Change**, v. 46, n. 6, p. 1227–1252, 3 nov. 2015.

WOLFORD, W.; FRENCH, J. D.; SANTOS, C. M. Legal Dualism and the Bipolar State: Challenges to Indigenous Human Rights in Brazil.

- Contemporary political crisis in Brazil and its repercussions

ANDERSON, P. Crisis in Brazil. **London Review of Books**, p. 15–22, 21 abr. 2016.

ROSSI, P.; DWECK, E. 2016. "Impacts of the New Fiscal Regime on Health and

Education.” *Cadernos de Saúde Pública* 32(12).
http://www.scielo.br/scielo.php?script=sci_abstract&pid=S0102-311X2016001200501&lng=en&nrm=iso&tlng=en

B. A glimpse of contemporary social debates in Brazil: inequalities, violence, segregation

- The many faces of inequality

ADELMAN, M. & CORRÊA de AZEVEDO, M. Families, Gender Relations and Social Change in Brazil: Practices, Discourse, Policy. *J Child Fam Stud* (2012) 21: 65.

DE SANTANA PINHO, P.; SILVA, E. B. Domestic relations in Brazil: legacies and horizons. *Latin American Research Review*, v. 45, n. 2, p. 90–113, 2010.

FERES JUNIOR, J. F.; TOSTE, V.; CAMPOS, L. A. Affirmative Action in Brazil: Achievements and Challenges. Pp. 179–98 in **Race, Politics, and Education in Brazil**, edited by O. A. Johnson and R. Heringer. New York: Palgrave Macmillan US, 2015.

SAAD-FILHO, A. (2015), Social Policy for Neoliberalism: The Bolsa Família Programme in Brazil. **Development and Change**, 46: 1227–1252. doi:10.1111/dech.12199

TELLES, E. E. **Race in another America: the significance of skin color in Brazil**. Chapter 9: Rethinking Brazilian race relations.

- Violence and segregation in Brazilian cities

CRUZ, J. M. State and criminal violence in Latin America. **Crime, Law and Social Change**, v. 66, n. 4, p. 375–396, 1 nov. 2016.

POETS, D. The securitization of citizenship in a “Segregated City”: a reflection on Rio’s Pacifying Police Units. **urbe. Revista Brasileira de Gestão Urbana**, v. 7, n. 2, p. 182–194, ago. 2015

TELLES, E. E. **Race in another America: the significance of skin color in Brazil**. Chapter 8: Residential segregation.

Schedule

6/3	Syllabus presentation
8/3	Brazilian current situation <i>In-class activity</i>
13/3	Introduction to Brazilian political history (no assignment)
15/3	Interpretations of Brazil: introduction to Brazilian social thought <i>Reading</i> RICUPERO, B. Florestan Fernandes and interpretations of Brazil. https://www.dropbox.com/s/2gduay5wluj9vhk/florestan%20fernandes%20and%20interpretations%20of%20brazil.pdf?dl=0 <i>Homework</i> Based on the reading: - Highlight the main aspects of the interpretations of Brazil discussed in the article (choose at least two authors mentioned in the article). (To be sent before class. 10 lines long)
20/3	Interpretations of Brazil: introduction to Brazilian social thought (cont.) <i>Reading</i> BRESSER-PEREIRA, L. C. State-Society Cycles and Political Pacts in a National-Dependent Society. Latin American Research Review , v. 50, n. 2, p. 3–22, abr. 2015. https://www.dropbox.com/s/lfwas8l2h9kmoqy/state%20society%20cycles%20bresser%20pereira.pdf?dl=0
22/3	<i>Film: “O longo amanhecer”</i>
27/3	Written assessment (Test in class)
29/3	HOLLYDAY
3/4	Inequalities in Brazil and public policies to reduce them <i>Readings</i> SAAD FILHO, A. Social Policy for Mature Neoliberalism: The Bolsa Família Programme in Brazil. Development and Change , v. 46, n. 6, p. 1227–1252, 3 nov. 2015. https://www.dropbox.com/s/ffhn3o6r1ihugyq/Development%20and%20Change%20bolsa%20familia.pdf?dl=0 ANDERSON, P. Lula’s Brazil. London Review of Books , p. 3–12, 31 mar. 2011. https://www.dropbox.com/s/h060973rmxwuoyg/Perry%20Anderson%20C%2%B7%20Lula%E2%80%99s%20Brazil%20C%2%B7%20LRB%2031%20March%202011.pdf?dl=0 <i>Homework</i> Based on the reading and your own research on the subject answer the following question - Why is the Constitution of 1988 widely considered as a landmark for social policies in Brazil? (To be sent before class. 10 lines long)
5/4	Indigenous rights after the 1988 Constitution <i>Readings</i> “Legal Dualism and the Bipolar State: Challenges to Indigenous Human Rights in Brazil - Wendy Wolford, John D. French, Cecília MacDowell Santos, 2016.” https://www.dropbox.com/s/5fu6rdp83viak3y/indigenous%20human%20rights%20in%20brazil.pdf?dl=0 CANOFRE, Fernanda. 2017. “Criminalizing Indigenous Rights: The Battle for Land in Brazil.” <i>World Policy Journal</i> 34(3): 64–68. https://www.dropbox.com/s/3sud0k03bjgq312/criminalizing%20indigenous%20rights.pdf?dl=0
10/4	Contemporary political crisis <i>Readings</i> ANDERSON, P. Crisis in Brazil. London Review of Books , p. 15–22, 21 abr. 2016. https://www.dropbox.com/s/rq7hqsddmffg4cz/Perry%20Anderson%20C%2%B7%20Crisis%20in%20Brazil%20C%2%B7%20LRB%2021%20April%202016.pdf?dl=0 Carlin, Ryan E., Gregory J. Love, and Cecilia Martínez-Gallardo. 2016. “Corruption Is Not New to Brazil,

	so Why Is It Threatening the Presidency Now?" <i>Washington Post</i> , May 5, 2016, sec. Monkey Cage. https://www.washingtonpost.com/news/monkey-cage/wp/2016/05/05/corruption-is-not-new-to-brazil-so-why-is-it-threatening-the-presidency-now/ .
12/4	Austerity measures post-impeachment and its impacts on public policies <i>Reading</i> ROSSI, Pedro, Esther Dweck, Pedro Rossi, and Esther Dweck. 2016. "Impacts of the New Fiscal Regime on Health and Education." <i>Cadernos de Saúde Pública</i> 32(12). http://www.scielo.br/scielo.php?pid=S0102-311X2016001200501&script=sci_arttext&tlng=en <i>Presentations</i> In groups, students shall present their findings about labor legislation reform and pension reform.
17/4	Race issues in Brazil <i>Reading</i> TELLES, E. E. Race in another America: the significance of skin color in Brazil. Chapter 9 (Rethinking Brazilian race relations) https://www.dropbox.com/s/q2ev9um6vtxvoc/Telles%20-%20Race%20in%20another%20America.pdf?dl=0 (The link is for the whole book. You are supposed to read only chapter 9!!!) <i>Homework</i> Based on the reading answer the following question: - Which factors explain the difficulties the black movement faced in Brazil throughout history? (To be sent before class. 10 lines long)
19/4	Residential segregations and race <i>Reading</i> TELLES, E. E. Race in another America: the significance of skin color in Brazil. Chapter 8 (Residential segregation) https://www.dropbox.com/s/q2ev9um6vtxvoc/Telles%20-%20Race%20in%20another%20America.pdf?dl=0 (The link is for the whole book. You are supposed to read only chapter 8!!!)
24/4	Segregation here and there <i>Presentations</i> In groups, students shall present their findings about patterns of segregations around the world and measures to tackle it.
26/4	Affirmative action <i>Reading</i> FERES JUNIOR, João Feres; TOSTE, Verônica Toste; CAMPOS, Luiz August. Affirmative Action in Brazil: Achievements and Challenges. Pp. 179–98 in Race, Politics, and Education in Brazil , edited by O. A. Johnson and R. Heringer. New York: Palgrave Macmillan US, 2015. https://www.dropbox.com/s/jd1c4y0ay92zpoj/Johnson%20III%20e%20Heringer%20-%20Race%2C%20Politics%2C%20and%20Education.PDF?dl=0 (The link is for the whole book. You are supposed to read only chapter 8!!!) <i>In-class activity</i> Preparation for the debate of the following class
1/5	HOLLYDAY
3/5	Debate Affirmative action in Brazilian universities
8/5	Gender relations in Brazil <i>Reading</i> ADELMAN, M.; AZEVEDO, M. C. DE. Families, Gender Relations and Social Change in Brazil: Practices, Discourse, Policy. Journal of Child and Family Studies , v. 21, n. 1, p. 65–74, 13 maio 2011. https://www.dropbox.com/s/3ietdqg771ah4cf/families%20gender%20relations%20and%20social%20change%20in%20brazil.pdf?dl=0 <i>In-class activity</i> Students will start elaborating a proposal: a) to reduce women mortality due to complications related to unsafe abortion procedures. or b) to reduce the violence towards LGBTQ population The presentations will take place in the following class.
10/5	Gender relations in Brazil

	<i>Presentations</i>
15/5	Gender and domestic labor Film: “The second mother”
17/5	Gender and domestic labor <i>Reading</i> DE SANTANA PINHO, P.; SILVA, E. B. Domestic relations in Brazil: legacies and horizons. Latin American Research Review , v. 45, n. 2, p. 90–113, 2010. https://www.dropbox.com/s/ag1lul0fq6uzlhj/domestic%20relations%20in%20brazil.pdf?dl=0
22/5	Final essay proposal Report your topic, including a statement of the question you propose to answer in the essay, along with a preliminary bibliography.
24/5	Segregation and violence <i>Readings</i> POETS, D.; The securitization of citizenship in a “Segregated City”: a reflection on Rio’s Pacifying Police Units. <i>urbe. Revista Brasileira de Gestão Urbana</i> , v. 7, n. 2, p. 182–194, ago. 2015. http://www.scielo.br/scielo.php?pid=S2175-33692015000200182&script=sci_arttext Phillips, Dom. 2018. “Brazilian Army to Take Control of Security in Rio as Violence Rises.” <i>The Guardian</i> . February 16, 2018. http://www.theguardian.com/world/2018/feb/16/brazilian-army-rio-de-janeiro-michel-temer . Lessing, Benjamin. 2018. “Analysis Brazil’s Federal Intervention in Rio’s Drug Wars Has an Authoritarian Feel — and Could Backfire.” <i>Washington Post</i> , March 2, 2018, sec. https://www.washingtonpost.com/news/monkey-cage/wp/2018/03/02/brazils-federal-intervention-in-rios-drug-wars-has-an-authoritarian-feel-and-could-backfire/ . <i>In-class activity</i> In groups, students shall discuss and write an answer to the following question: Which factors can explain the intervention? What are the probable outcomes of it? (Use the articles as a basis for your answer)
29/5	Film: “Justiça”
5/6	State violence <i>Reading</i> CRUZ, J. M. State and criminal violence in Latin America. Crime, Law and Social Change , v. 66, n. 4, p. 375–396, 1 nov. 2016. https://www.dropbox.com/s/ps16psxlq48gu2l/state%20and%20criminal%20violence.pdf?dl=0
7/6	First draft (one page with an abstract of the essay, its structure and references) To be sent to my e-mail until 17.00
12/6	Essay orientation
14/6	Essay orientation
19/6	Essay orientation
21/6	
26/6	Turn-in date
28/6	
3/7	
5/7	Grade review

G1 – (10 points) = Presentations/in-class activities (6) + Written assessment (4)

G2 – (10 points) = In-class activities (3) + Final essay (7)

Homework must be sent to my e-mail (apcarvalho@gmail.com) and can be done in pairs!