

## Syllabus of Record

**Program:** CET Brazil: Social Justice & Inequality in São Paulo

**Course Code / Title:** (SP/LAST 300) Social Justice and Inequality in 21<sup>st</sup> Century Brazil (ENG)

**Total Hours:** 45

**Recommended Credits:** 3

**Primary Discipline / Suggested Cross Listings:** Political Science / Sociology, Urban Anthropology

**Language of Instruction:** English

**Prerequisites / Requirements:** None

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### Description

Brazil is one of the most powerful emerging economies of the 21st century, with, however, a still largely poor population and a high degree of social injustice and inequality that pervade its society. In this course, students are exposed to the leading theories of social justice and underdevelopment that have been produced in the social sciences, and engage in the analysis of domestic and international factors that stall socio-economic and political progress in Brazil. Special emphasis is given to the implications of the neoliberal economic model in Latin America, as well as class, gender, and race.

### Objectives

In this course, students:

- Conceptualize and describe issues in the study of social justice and inequalities.
- Identify domestic and foreign sources of social inequalities and underdevelopment both in Brazil and Latin America more broadly.
- Gain knowledge of key concepts in development studies, while adapting and interpreting them in the Brazilian context.
- Gain hands-on experience by visiting relevant sites and interacting with diverse social actors who strive to achieve social change through religious, political, and grassroots approaches.
- Examine the most salient postulates and interpretations in development studies literature and gather theoretical tools for critical reasoning on contemporary arguments and debates.
- Develop awareness of class-related issues and increase their degree of cultural sensitivity toward this matter.

### Course Requirements

Thoughtful in-class and out-of-classroom participation is essential in this course. Students are expected to attend each class and three field-based course components, as outlined in the CET Attendance Policy. Students are expected to read assigned materials before each class session and watch all assigned films or videos. Graded components of the course are as follows:

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- **Participation:**  
This criterion is based on students' *active* participation, not only in class sessions but also in field-based course components and other curricular activities. Special emphasis is placed on the contribution of each student to the discussion sessions, class debates, and field activities discussions.
- **Student seminar presentation:**  
Each student delivers a 10-minute presentation with a 25-minute Q&A session guided by the professor's comments. Each student is assigned one selected reading and should read it carefully and use to select relevant parts to be used as ground for their oral presentations.
- **3 Reaction Papers:**  
Based on class material and personal observations during each field-based activity, each student writes three 5-page papers in which they reflect on some aspect of Brazil's socio-economic reality. Topics discussed in class should be referred to in the Reaction Papers.
- **Final Paper:**  
This 15-page essay should reflect an empirical, in-depth investigation addressing the relationship between a current development issue in the Brazilian scenario and its relevance to any of the main topics discussed in class.

### Grading

The final grade is determined as follows:

- Participation: 20%
- Student seminar presentation: 20%
- 3 Reaction Papers: 20%
- Final Paper: 40% (research proposal 10%, actual research 30%)

### Readings (required)

Barros, Rachel, and Juliana Farias. "Political Displacements between the Periphery and the Center through Territories and Bodies." *Vibrant*, Florianópolis, v. 14, 279-298, 2017.

Birman, Patricia. *Witchcraft, Territories and Marginal Resistances in Rio de Janeiro*. Rio de Janeiro: Mana (UFRJ), v. 5, 2010.

Butler, Judith. *Notes toward a Performative Theory of Assembly*. Harvard University Press, 2015.

Carranza, Brenda, and Christina Vita da Cunha. "Conservative Religious Activism in the Brazilian Congress: Sexual Agendas in Focus." *Social Compass*, v. 1, 2018.

Caldeira, Teresa. *City of Walls: Crime, Segregation, and Citizenship in São Paulo*. Univ. of California Press, 2000.

Fanon, Frantz, Jean-Paul Sartre, and Constance Farrington. *The Wretched of the Earth*. Vol. 36. New York: Grove Press, 1963.

Fraser, Nancy. "Mapping the Feminist Imagination: From Redistribution to Recognition to Representation." *Die Neuverhandlung sozialer Gerechtigkeit*, 37-51. VS Verlag für Sozialwissenschaften, 2006.

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- Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 2005 [1970].
- Goirand, Camille. "Citizenship and Poverty in Brazil." *Latin American Perspectives* 30, no. 2, 226-248, 2003.
- Hoffman, Kelly, and Miguel Centeno. "The Lopsided Continent: Inequality in Latin America." *Annual Review of Sociology*, Vol. 29 (2003), 363-390, 2003.
- Kowarick, Lucio. "Social Struggles and the City: The Case of São Paulo." *Monthly Review Press*, New York, 1994.
- Lima, Márcia; Rezende, C. B. *Linking Gender, Class and Race in Brazil. Social Identities*. New York: Abingdon, v. 10, n.6, 757-775, 2004.
- McClintock, Anne. *Imperial leather: Race, Gender, and Sexuality in the Colonial Contest*. Routledge, 2013.
- Machado, Carly, "The Church Helps the UPP, the UPP Helps the Church: Pacification Apparatus, Religion and Boundary Formation in Rio de Janeiro's Urban Peripheries." *Vibrant*, Florianópolis, v. 14, p. 75-90, 2017.
- Perlman, Janice. *Favela: Four Decades of Living on the Edge in Rio de Janeiro*. Oxford: Oxford University Press, 2010.
- Plant, Roger. "Issues in Indigenous Poverty and Development." *Inter-American Development Bank Report*.
- Rolnik, Raquel, and Danielle Klintowitz. "(Im)Mobility in the City of São Paulo." *Estudos Avançados* 25(71), 89-108, 2011.
- Zaluar, Alba. 2010. "Turf War in Rio de Janeiro: Youth, Drug Traffic and Hyper-masculinity." *Vibrant –Virtual Brazilian Anthropology*, v. 7, n.2. July to December 2010. Brasília, ABA.

### Additional Resources

Additional articles, films, videos or websites may be assigned during the course. The following supplementary readings are suggested:

- Machado, Carly. "Peace Challenges and the Moral Weapons of Pacification in Rio de Janeiro." *L'Homme, Paris*. 1961, v. 3-4, 115-148, 2016.
- Singer, André. "The Failure of the Developmentalist Experiment in Three Acts." *Critical Policy Studies* 11:3, 358-364, 2017.

UNDP *Human Development Report: Overview. The Rise of the South: Human Progress in a Diverse World*, 2013 <http://www.undp.org/content/undp/en/home/librarypage/hdr/human-development-report-2013/>

### Outline of Course Content

The professor usually covers one topic per week.

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- Topic 1: Brazil and Latin America in comparative perspective: how developed is developed?  
Democracy and inequality
- Topic 2: Race, gender and sexuality in the colonial struggle
- Topic 3: Violence and inequalities
- Topic 4: Field Experience #1: Social justice and education in Brazil (Vocação NGO)
- Topic 5: Social justice, recognition, redistribution and participation
- Topic 6: Field Experience #2: Inequalities and urban segregation | Visit São Paulo downtown  
squatted property
- Topic 7: Bodies in alliance, precarious life and politics of the street
- Topic 8: Debate: Ethics and methodological approaches: the city, “favela chic,” “commodification of  
poverty” and “slum tourism”
- Topic 9: Social Identities: Poverty, inequality and citizenship in Brazil
- Topic 10: Social Identities: Gender, class and race in Brazil
- Topic 11: Social justice and indigenous identity & Constitutional rights of indigenous peoples
- Topic 12: Witchcraft, territories and marginal resistances in Rio de Janeiro
- Topic 13: Pacification apparatus, religion and boundary formation in urban peripheries
- Topic 14: Conservative religious activism in the Brazilian Congress: Sexual agendas in focus.