

# **Race, Class, and Gender: Cultural Readings of Brazil and Its Cities”**

**Anthro (L48 3260) and IAS (L45 3260)**

**TuTh 2:30 – 4**

**Brown 100**

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Office Location: Mcmillan 145 (phone: 935-9282)

Office Hours: Wed 1-2:30 and by appointment

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Office Hours: MS (TuTh 1:30-2:30; Busch Hall 018) and LH (TuTh 4-5; McMillan 333)

## **Course Description**

Cities are spectacles of humanity. In Brazil the construction and management of its metropolitan areas have been intended as a showcase of modernity and cultural development for the outside world (especially Europe and later the United States) to see. Brazilian cities are also the settings and results of intense social relationships. In this course we will try to understand the relationship between spatial design and socio-cultural identity through particular discussions of (im)migration, globalization, architecture, history, and ideology. In our conversations about São Paulo, Rio de Janeiro, Brasília, Salvador, Recife, São Luis and other cities such as Curitiba and Porto Alegre, we will come to understand that places are always social and thus necessitate an analysis of race, class, gender, and sexuality.

## **Grading**

70% Tests

15% Quizzes

15% Class Participation

A+ doesn't exist

A 93 – 100

A- 90-92

B+ 88-89

B 83-87

B- 80-82

C+ 78-79

C 73-77

C- 70-72 (\*70 is cutoff point for Pass/Fail\*)

D+ 68-69

D 63-67

D- 60-62

**\*I round up scores, e.g. 92.5 is a 93 and thus an A\***

Tests (70% of final grade)

2 tests during class (check course schedule below for due dates). The first is a midterm (30%) and the second will serve as the final (40%).

### Quizzes (15% of final grade)

There will be 3 scheduled quizzes throughout the semester. They will be multiple choice / short answer format. Questions will be based on understanding of basic concepts and issues from reading and class discussions.

### Class Participation (15% of final grade):

Although we are fairly large in number, this course is in “seminar” format, which means guided conversation and debate. It is not meant to be a series of straightforward lectures. My job is to provide the structure and orientation (and I hope some inspiration) for you all to engage with the topics and think through the issues.

## **Required Texts**

Arias, Enrique. 2006. *Drugs and Democracy*. Chapel Hill: University of North Carolina Press.

Butler, Kim D. 1998. *Freedoms Given Freedoms Won: Afro-Brazilians in Post-Abolition São Paulo and Salvador*. Rutgers University Press.

Carolina Maria de Jesus. 1962. *Child of the Dark*

Hecht, Tobias. 1998. *At Home in the Street: Street Children of Northeast Brazil*. New York: Cambridge Press.

Linger, Daniel Touro. *Dangerous Encounters: Meaning of Violence in a Brazilian City*. Stanford University Press.

Lesser, Jeffrey. 2007. *A Discontented Diaspora*. Duke University Press.

\*\* In addition, the course includes a reading packet (on E-reserve) with various book excerpts and articles. Go to <http://eres.wustl.edu/eres/>. Students can use my name or the course number to access the material. The password is: **Sampa**

## **Course Schedule**

Week1 (Jan 15 and 17): Introduction / Course Nuts and bolts / Working Definitions

**Read:** Jacobs, Barthes, de Certeau and Low (E-res)

Week 2 (Jan 22 and 24): Race and Class History of São Paulo and Salvador

**Read:** Butler, *Freedoms Given Freedoms Won*

Week 3 (Jan 29 and 31): More Post-Abolition Urban Brazil

**Read:** Finish Butler

Week 4 (Feb 5 and 7): Carnivals and Fights in the Northeast

**Read:** Touro, *Dangerous Encounters*

**THURS (02/07): Quiz #1**

Week 5 (Feb 12 and 14): More on São Luis

**Read:** Finish Touro

Week 6 (Feb 19 and 21): Children, Streets and Cityscapes

**Read:** Hecht, *At Home in the Street*

Week 7 (Feb 26 and 28): More on Recife

**Read:** Finish Hecht

**THURS (02/28): Quiz #2**

Week 8 (March 4 and 6): Modernist Architecture and Social Experiments

**Read:** Holston, E-res

**MID-TERM ON Thursday (03/06)**

**MARCH 10-16: SPRING BREAK!!**

Week 9 (March 18 and 20): (Re)membering Cities as Testimony

**Read:** Carolina Maria de Jesus, *Child of the Dark*

Week 10 (March 25 and 27): More Narratives of São Paulo

**Read:** Sevchenko, Pardue “Making Territorial Claims” (E-res); start Lesser

Week 11 (April 1 and 3): Cities as Diasporic Destinations

**Read:** Lesser, *A Discontented Diaspora*

Week 12 (April 8 and 10): More on São Paulo and the Military Dictatorship

**Read:** Finish Lesser; start Arias

**THURS (4/10): Quiz #3**

Week 13 (April 15 and 17): Drugs, Crime Syndicates and Rio de Janeiro

**Read:** Finish Arias, *Drugs and Democracy*.

Week 14 (April 22 and 24): REVIEW

**Final Test on Thursday, April 24!!**

**Extra Credit of 1 point on final grade: Fill out (thoughtfully) a course evaluation on the following website:**

**<http://evals.wustl.edu>**

**This is the only Extra Credit. Please do not ask for other opportunities.**

## COURSE TIPS

How to do well in Anthro (L48 3260) and LAS (L45 3260): The following tips may seem obvious, but they are worth reiterating so that we all understand that learning and academic performance depends on an integrated effort. There are many moving parts and it is your job (and mine as facilitator) to keep track of all the different media and points of engagement with topics so that student evaluation can be the most comprehensive and fair as possible.

- Do the reading – Class lectures and discussions will make little sense if you have not read the text.
- Make notes while reading – How often do we read something and 15 minutes later are unable to recall anything about the text? It is extremely useful to jot down ideas, questions, or at least page numbers of stuff you think is important, confusing, weird, or seemingly wrong in your mind. These points are the raw material for class discussion and the starting point of intelligent discussion, critical skills development and ultimately learning.
- Come to class – Attendance is not taken per se; however, it will be impossible to do well in this class if you are not present. Not only will we spend time interpreting and making sense of the readings, but we will also talk about case studies NOT covered in the readings. We will watch films and perhaps have a guest lecture or two, all of which will appear in some form on the writing assignments.
- Any problem or concern?? – Contact the professor. Make a time to talk. Time management, study habits, writing skills, etc. – all of these things are processes. They benefit from sustained conversation, a dialogue between you and the professor (as well as you with other students). Furthermore, if something about the course is bothering you (or if there is something particularly helpful), please let the professor know. Again, learning depends on open and respectful communication.

## Course Policies

**Cell Phones, PDAs, and other communication devices:** Please turn off all of these devices upon entering the classroom. Phones ringing, students involved in instant messaging, etc. disrupt the classroom environment and show disrespect to the professor and other students. If there is an emergency and you need to be accessible, please let the professor know and when contacted, please leave the classroom to take care of your business.

### Academic Integrity

Students are bound by the University policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy:

<http://www.wustl.edu/policies/undergradutae-academic-integrity.html>

**Plagiarism:** Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise (whether intentional or not). To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited in the text or in a footnote / endnote. Acknowledgement is required when material from another source is stored in print, electronic, or other media and is paraphrased or summarized in whole or in part in one's own words. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information, which is common knowledge, such as names of leaders or nations, basic scientific laws, historic dates, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. Only materials specifically cited in the text should be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue.

Simply referencing a sentence does not protect against plagiarism. For example, if your source reads:

*The serotonergic system has long been suspected to be involved in the regulation of emotional behavior.*

And you write: *The serotonergic system has been involved in the regulation of emotional behavior for a long time (Flugge et al., 1998)*, you are copying too much of the author's original wording. A good rule of thumb is that there should be no more than 4 or 5 words in common with the sentences you cite (unless a direct quote with quotation marks). The best way to write is to read your articles first, set them aside, and then write your thoughts down in your own words without referring back to the original article.

Any questions about what constitutes plagiarism should be discussed with the professor. If you copy material from your articles or any other media in the manner above, your case will be referred to the Dean of Undergraduate Education as plagiarism.

\*\* Cited from “Promoting Academic Integrity: A Use Friendly Guide by the Provost’s Committee to Promote Academic Integrity.” Rutgers University, New Brunswick, NJ.

### **Disability resources**

Washington University Center for Advanced Learning Disability Resources (DR) in Cornerstone (DR) is the official resource for students with disabilities. Students seeking disability-related accommodations and guidance from the University must use this official resource and are encouraged to contact DR on enrollment or once diagnosed. In contrast to high school students, college and graduate students are expected to self-identify themselves and to make specific requests for accommodations by notifying Disability Resources. Eligibility for accommodations is determined on an individual basis, must be supported by professional documentation, and must be renewed each semester. DR will guide you through each step of this process, whether you are a prospective or current student, undergraduate or graduate. <http://disability.wustl.edu/>

## **Bullet-Point Outline of “Camp” Rules**

Students are not customers. Teachers are not employees. Students and teachers have obligations to each other.

Here is what I expect from students:

- You will treat everyone in the class, including the professor, with the respect due to all human beings.
- You will give your full attention to the material, and conduct yourself in an appropriate manner.
- You will agree to do the work outlined in the syllabus on time.
- You will acknowledge that previous academic preparation (e.g., writing skills) will affect your performance in this course.
- You will acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade.
- You will not plagiarize or otherwise steal the work of others.
- You will not make excuses for your failure to do what you ought.
- You will accept the consequences -- good and bad -- of your actions.

Here is what students can expect from me:

- I will treat you with the respect due to all human beings.
- I will [try to] know your name and treat you as an individual.
- I will not discriminate against you on the basis of your identity or your well-informed viewpoints.
- I will manage the class in a professional manner. That may include educating you in appropriate behavior.
- I will prepare carefully for every class.
- I will begin and end class on time.
- I will teach only in areas of my professional expertise. If I do not know something, I will say so.
- I will conduct scholarly research and publication with the aim of making myself a more informed teacher.
- I will pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity.
- I will make myself available to you for advising.
- I will maintain confidentiality concerning your performance.
- I will provide you with professional support and write recommendations for you if appropriate.
- I will be honest with you.
- Your grade will reflect the quality of your work and nothing else.
- I am interested in your feedback about the class, but I am more interested in what you learned than how you feel.

**Name:**

**E-mail:**

**Advisor:**

**Major:**

**Previous coursework in Anthropology, Urban Studies, or Brazilian Studies:**

**“I have read and understood the requirements for this course and agree to them,”**

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