Activism and Social Change in Brazil
SCS3210 / SCS4210 / ECH4210
Prof. Meg Stalcup
Spring/Summer 2019

Class schedule:
I. 3 Pre-departure meetings: Jan, Feb, March

II. In the field: May 13th–May 31st

Professor’s office hours:
Fall Semester: Thursday 12:30 - 14:20
Winter Semester: Wednesday 12:30 - 14:20
(and by appointment)

Office FSS 10008
613-562-5800 ext. 7679

E-mail: mstalcup@uottawa.ca
Please put ‘Brazil course’ and your name in the subject heading

On virtual campus: Yes
This course examines different forms of inequality in Brazil and some of the responses to those inequalities given by activists. Students will learn about significant theoretical approaches to social and economic disparity, while studying firsthand how activists in Brazil have organized associations and social movements to alleviate poverty and other forms of social injustice.

The course has three interrelated goals. 1) To better understand inequality, students will use the cities of Salvador da Bahia and Rio de Janeiro, and a rural area near Itacaré, in the state of Bahia, as case studies that provide empirical knowledge and specificity in relation to global trends; combining fieldwork and coursework, we will draw comparisons between Brazil and other international sites. 2) The course will invite students to creatively explore activism as a response to inequality. Towards these ends, students will learn to think critically about some of the themes that underpin international activism. While students deconstruct certain forms of activism as problematic, they will also seek inspiration for building a more just society by listening carefully and learning from the work of the Brazil-based groups we encounter. 3) This is a research-intensive course which will allow students to learn and/or hone the core social science skills of observation, unstructured interviewing, writing fieldnotes, and, integrating these, ethnography.

Within the embedded study abroad context and the condensed format, it is also a chance for students to engage in stimulating and memorable discussions with each other about approaches to inequality, toward critical analysis of what they are simultaneously learning in the field and in the interdisciplinary scholarship addressing poverty. In combination, students will develop field observation, analysis, and writing skills in the fashion of professional anthropologists and other ethnographic researchers.

SPECIFIC COURSE OBJECTIVES

- Learn about interdisciplinary scholarly debates on development and poverty
- Analyze and critique models that underpin international activism
• Apply scholarly ideas to on-the-ground realities articulated by Brazilian activists
• Develop and practice ethnographic research skills through daily observations, unstructured interviewing, taking fieldnotes, and integrating these into a final critical essay.

TEACHING METHODS

This class combines teaching and learning strategies, with three pre-departure classes that will include lectures, video screenings, practice exercises (for observation, unstructured interviewing, and writing fieldnotes), and class discussion; a book review; field classes that will include visits and unstructured interviewing of local activists, along with lectures, small group work, and discussion; and ethnographic observations and write-up.

ASSESSMENT METHODS

25% Prior to departure for Brazil, you will read either Dancing with the Devil in the City of God: Rio de Janeiro on the Brink or Black Women Against the Land Grab and will write an approximately 1000 word, single-spaced critical review of the book. The review should state the book’s main argument(s), discuss the evidence that the author uses to support it, and address strengths and weaknesses. Detailed instructions are available on Brightspace. Please upload the review by May 12th (the day before departure).
You will keep daily fieldnotes of at least two single-spaced typed pages per day for every day of our trip, including the travel days. The idea is for you to have a space to document observations of and unstructured interviews with the activists we will meet, reflect on these experiences, and keep a running record that can be used to develop your final critical essay. In this way, notes are intended as a place for you to begin to work out some of the complex issues we will address in the course. A simple summary of what we did on a given day will only yield a passing grade on the assignment. You should be using your notes as a place for critical reflection. You can keep your field notes in long-hand if you would like, but must upload them to Brightspace no later than June 3rd.

Once during the course, you will be responsible for leading discussion on one of the chapters and videos in *Encountering Poverty*. You and your group will equitably divide the labour of leading discussion. Each of you is expected to talk for the same amount of time in class and to engage your peers in a sustained discussion of the material. We will talk more about criteria for discussion leading at the third pre-departure class session and there will be a discussion handout on Brightspace for additional guidelines.

Final Essay. You will write up your observations and fieldnotes, and develop them into a critical essay at the end of the course, which will be typed and uploaded to Brightspace no later than June 10th. The essay should be at least eight pages double-spaced. In your essay you will critically reflect on the major themes of the class, and use your experiences to discuss one of these themes in depth. You must make reference to all of our readings as well as to your ethnographic observations in Brazil. See final essay handout for more details and grading criteria.

**Components of Final Grade**

Note: All evaluation components must be completed to receive a grade in the class. If any component is missing, the student will receive an incomplete (EIN), regardless of the point total.

<table>
<thead>
<tr>
<th>Evaluation format</th>
<th>Weight</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>First Assignment</td>
<td>25 %</td>
<td>May 12th on Brightspace</td>
</tr>
<tr>
<td>Lead Group Discussion</td>
<td>20 %</td>
<td>Once in Brazil, date TBD</td>
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<tr>
<td>Fieldnotes</td>
<td>20 %</td>
<td>June 3rd on Brightspace</td>
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<tr>
<td>Final Essay</td>
<td>35 %</td>
<td>June 10th on Brightspace</td>
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REQUIRED TEXTS


SCHEDULE

I. PRE-DEPARTURE

January meeting 1 (3 hours):
Introduction to the course, the course logistics, and requirements.

February Meeting 2: (3 hours): Introduction to Research Methodology
Meeting on ethnographic observation and writing, to prepare students for the observations they will be conducting in Brazil.

March Meeting 3: (3 hours): Thematic Introduction:
Meeting to introduce students to Brazilian history and culture in the regions we will visit, with a focus on significant social movements.

II. IN THE FIELD

Acronyms [-/-/-/]
B = Breakfast
L = Lunch
D = Dinner

Week 1

**MON MAY 13: OTTAWA – TUE MAY 14: SALVADOR [-/-/-]**

Arrive at Salvador
4pm: Health and Safety Orientation at hostel

Free Time

Overnight at Pousada Papaya Verde http://bit.ly/2wd7moD

**WED MAY 15: SALVADOR [B/-/D]**

Breakfast at accommodation

10a-12pm: CLASS

Read Chapter #1 of *Encountering Poverty*

- Watch *Prequel video the #GlobalPOV Project: "Can Your Point of View Change the World?"* https://www.youtube.com/watch?v=4RhU4qQ6b5c
- Discussion leaders: **Group 1** (max. **three students**)

Lunch on your own

2pm: Pelourinho for a guided walking tour of Salvador’s historic center

4pm: Lecture at Steve Biko Cultural Institute, an educational institute focused on preparing students for higher education

6pm: Bahia Ballet Folklore Show at Miguel Santana Theater

8pm: Cooking demonstration followed by dinner at Uaua Restaurant

**THU MAY 16: SALVADOR [B/L/-]**

Breakfast at accommodation

9am: Visit Candomble Terreiro; lecture on African-derived religions and black activism in Brazil

12:00pm: Group lunch at local restaurant

Classwork

- Watch *The #GlobalPOV Project: "Are Slums the Global Urban Future?"* https://www.youtube.com/watch?v=1xk7dr3VG6s

- Watch *The #GlobalPOV Project: "Who is Dependent on Welfare"* https://www.youtube.com/watch?v=-rtySUhuokM

3pm: Percussion workshop and discussion with local activists at the Arte Consciente, a grassroots social project born out of a need to address neighborhood decline due to drugs and violence in Saramandaia favela

Dinner on your own
FRI MAY 17: SALVADOR – ITACARE {5HRS} [B/L/-]

Breakfast at accommodation

8am: Transfer via boat/ private coach to Itacaré

12:00 pm Jatimane Quilombola community lecture and lunch (http://bit.ly/2ymXYzp)

Dinner on your own

Overnight at Hostel O Pharol https://bit.ly/2He1p0e

SAT MAY 18: ITACARE [B/-/-]

Breakfast at accommodation; health and safety orientation

9a-12p: CLASS

Read Chapter #2 Encountering Poverty and watch The #GlobalPOV Project: "Who Sees Poverty?" https://www.youtube.com/watch?v=Xg0MgrF_DLs

• Discussion leaders: Group 2 (max. three students)

3pm: Walk down to port; lecture on community development on the Rio de Contas via traditional canoe ride

SUN MAY 19: ITACARE – TABOQUINHAS [B/L/-]

Breakfast at accommodation

7:30am Transfer via private coach to Taboquinas {1hr}; 4-5km hike

Visit an agricultural project of the Movimento Mecenas da Vida (www.mecenasdavida.org.br); lecture with local activist. Hike back.
12:00pm: Visit the Vila Rosa cocoa plantation and learn about the production and processing of cocoa; group lunch included

Sunset and Moonrise Experience – Unstructured Interview time with English-speaking Bahia Coordinator

3pm: Barracão d’Angola, a local cultural center – Percussion and capoeira workshop

Dinner on your own

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**MON MAY 20: ITACARÉ – SERRA GRANDE [B/L/-]**

Breakfast at accommodation

9a-12p: CLASS at accommodation

*Read Chapter #3
Watch the #GlobalPOV Project: "Can We Shop To End Poverty?"
https://www.youtube.com/watch?v=mpuf-N66CGI*

- Discussion leaders: **Group 3** (max. **three students**)

Transfers to Serra Grande Homestays with local families

Welcome lunch with Families

Dinner on your own.

**TUE MAY 21: SERRA GRANDE [B/-/-]**

Breakfast at accommodation

AM Lecture with a member of Taboa (http://taboa.org.br/), a non-profit that fosters community development initiatives in order to build the sustainability of the local
community

6pm: Attend a workshop at the Circo da Lua Circus School
(https://www.circodalua.org/)

Lunch and dinner on your own.

**WED MAY 22: SERRA GRANDE [B/-/-]**

Breakfast at accommodation

9a-12p: CLASS

- **Read Chapter 4**
- **Watch The #GlobalPOV Project: "Can Experts Solve Poverty?"
  [https://www.youtube.com/watch?v=8jqEj8XUPlk](https://www.youtube.com/watch?v=8jqEj8XUPlk)
- **Discussion leaders: Group 4 (max three students)**

PM Meet with an activist from the Instituto Floresta Viva, an organization the works to
preserve the Atlantic Forest in the southern Bahia region. Hike and lecture.

Lunch and dinner on your own.

**THU MAY 23: SERRA GRANDE [B/-/-]**

Breakfast at accommodation

9am: Visit to Dendê da Serra Rural School (www.dendeserra.org.br), a Waldorf school
created to support children of low-income families in the Bahia region; participate in
group service learning project.

PM Afternoon lecture on socio-ecological history of mata atlântica (Atlantic rainforest)
with a local anthropologist.

Lunch and dinner on your own.

**FRI MAY 24: SERRA GRANDE – RIO DE JANEIRO [B/-/-]**

9a-12p: CLASS

- **Read Chapter 5 and watch**
- **The #GlobalPOV Project: "Is Privilege Poverty?"
  [https://www.youtube.com/watch?v=IRCrvChWDsM](https://www.youtube.com/watch?v=IRCrvChWDsM)
- **Discussion leaders: Group 5 (max. three students)**

12:00pm: Private transfer to Ilhéus airport to catch flight to Rio de Janeiro (departs 2:50pm, arrives 8:35pm)
SAT MAY 25: RIO DE JANEIRO [B/-/-]

Breakfast at accommodation; health and safety orientation

9am Guided visit to the Instituto Pretos Novos, an archaeological site and cultural center that highlights the struggle of enslaved Africans in the country; walking tour of the Valongo Wharf

1 pm Visit the Museu do Amanha (Museum of Tomorrow), focus on environment and innovative and sustainable design and cities

8:30pm: Samba at Trapiche Gamboa (* fee not included, to be paid upon entry).

SUN MAY 26: RIO DE JANEIRO [B/-/-]

Breakfast at accommodation

9am: Meeting and discussion with social media activists

PM – free afternoon to catch up on notes, reading, explore local neighborhood

MON MAY 27: RIO DE JANEIRO [B/-/-]

Breakfast at accommodation

9am: Guided excursion to Corcovado Mountain and climb the 223 steps to the viewing deck at the foot of the Christ Redeemer Statue

2:30pm: Guided visit to the Cidade do Samba, where samba schools make their allegories; lecture on the history of samba and carnival parades with Acadêmicos da Grande Rio, a major samba school of the City, including Pimpolhos da Grande Rio, a youth school and social project run by Grande Rio since 2002.
Lunch and Dinner on your own

**TUE MAY 28: RIO DE JANEIRO [B/L/-]**

7:30am-6pm: Travel Duque de Caxias {1hr} to visit Sinal do Vale, organization focusing on reforestation and food security for day-long workshop.

Group lunch provided

**WED MAY 29: RIO DE JANEIRO [B/-/-]**

9a-12p: CLASS *(in common area of faculty hotel; requires 15-minute walk)*

Read Chapter 6 and watch 
*The #GlobalPOV Project: "Will Hope End Inequality?"*
[https://www.youtube.com/watch?v=KmtfjWLvt_Q](https://www.youtube.com/watch?v=KmtfjWLvt_Q)

- Discussion: collective

2:30pm: Historical lecture and guided excursion to Pão de Açucar (Sugar Loaf) and the Rio Botanical Gardens

6pm: Group Farewell dinner at traditional restaurant Churrascaria Carretão (http://clubecarretao.com.br/

**THU MAY 30: RIO DE JANEIRO - OTTAWA [B/-/-]**

Breakfast at accommodation. Morning at leisure. Lunch on your own. Transfer to airport to catch flight back to Ottawa, or your own travel plans.

**FRI MAY 31: ARRIVE OTTAWA [-/-/-]**
Classroom Discussions and In-class Work
You learn a lot when you talk about things, question them, and rephrase ideas or claims in your words. I will actively encourage student questions, class discussions and have included one major group presentation as part of your grade. Think about how you can use these periods of time to help yourself learn the material, and to teach it to your peers. Participating in the class this way will make the class experience more effective, more interesting, more fun, and more meaningful for all involved.

Green Classroom
For ecological reasons and those of everyone’s convenience, especially given travel, I avoid paper when possible. You will receive one paper copy of the syllabus, but it will also be available as a PDF, along with other course documents (such as assignment instructions), and your readings will be available online through the library (in general, you can search for the title and the article will pop up) or as indicated on the syllabus. This also means that you will turn in formal assignments via our Brightspace site. You will receive your comments and grades online. However, in-class work will often require a piece of paper and pen or pencil, so you should be prepared with both for our pre-departure sessions, and for our classes in Brazil.

Email Etiquette
Email is the quickest way to reach me, should you have a question about class materials or assignments. Include your name and put ‘Brazil course’ in the subject line. Rather than ‘hey’ or ‘Ms.’ or ‘Miss’ please begin your email with ‘Dear Professor Stalcup’.

Lecture PowerPoint Slides
In order to do well in this course, you will need to attend the pre-departure classes and take good notes. To help you succeed, I will share my lecture slides for the day, usually ahead of time, but sometimes I want to revise them slightly or add notes based on our discussions.

Laptop Use
Every time you check your email, a message, or something else online, you lose the thread of the lecture or class discussion for at least several minutes. I will almost certainly say something during this time that will be crucial. However, it is almost impossible not to just check something quickly or respond to a friend if you are online. I typically wander around the classroom and if I see you doing anything online, I am likely to cause a scene and it will be embarrassing for us both. These kinds of activities will not help with your grade. You should turn off your wifi connection in class, whether we are in Ottawa or somewhere in Brazil.

Smartphone use
Everything I wrote about laptops is also true for cellphones. For most of you, there is no need for a cell phone during class time. If I notice that you are using one during the lecture, I may ask you to leave. Please do not do this so that we all can avoid embarrassment. If there is an exceptional reason on a given day when you need to
check your cell phone during class, please let me know before class starts. If your cell plan permits you may want to arrange for data in Brazil. However, you do not need to do this, as you will able to get online at the hostels and there are many locations with wifi; it’s generally not a good idea to walk around with a cell phone on the street.

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<tr>
<th>The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit <a href="http://www.uOttawa.ca/sexual-violence-support-and-prevention">www.uOttawa.ca/sexual-violence-support-and-prevention</a></th>
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**Policy on language quality and late submissions**

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor’s discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. There will be a penalty for late submissions. University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

A penalty of 5% will be given for each subsequent day following the due date (weekends not included). This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

**Resources for you**

**Faculty Mentoring Centre** - [http://socialsciences.uottawa.ca/mentoring](http://socialsciences.uottawa.ca/mentoring)
The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Mentoring Centre is there to help students continue on their path to success.
A student may choose to visit the Mentoring Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older students may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

**ACADEMIC WRITING HELP CENTRE** - [http://www.sass.uottawa.ca/writing/](http://www.sass.uottawa.ca/writing/)

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

**CAREER SERVICES** - [http://www.sass.uottawa.ca/careers/](http://www.sass.uottawa.ca/careers/)

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.


There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

**ACCESS SERVICE** - [http://sass.uottawa.ca/en/access](http://sass.uottawa.ca/en/access)

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person at the University Centre, Room 339
- online
Deadlines for submitting requests for adaptive measures during exams

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
  - November 15 for the fall session
  - March 15 for the winter session
  - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

STUDENT RESOURCES CENTRES -
http://www.communitylife.uottawa.ca/en/resources.php

The Student Resources Centres aim to fulfill all sorts of student needs.

Beware of Academic Fraud!
Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:
- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the “Writing and Style Guide for University Papers and Assignments.” It can be found at:
http://socialsciences.uottawa.ca/undergraduate/writing-style-guide

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:
- a grade of “F” for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to the Student’s Guide to Academic Integrity:
and Academic Integrity Website (Office of the Vice-President Academic and Provost)