Local Leadership and Social Change in Brazil
FSS3210 / FSS4210 / ECH4210
Prof. Meg Stalcup
Spring/Summer 2022

Class schedule:
I. Saturday Preparation Meetings (online)
   February 18th 1-3 PM
   February 25th 1-3 PM

II. In the field: May 14th–June 4th

Professor’s office hours:
Tuesday 2:30-4:30 PM
(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 three-week field research course brings students to Brazil’s Cacao Coast to work with rural community associations on documenting their history, activities, and networks. Local leadership (lideranças) have successfully founded grassroots associations supporting concerns such as agroecology, sustainable traditional labour (e.g. fishing), health (particularly maternal health), questions of race and gender, and migration and community tourism. Students will work in teams of four with an association and a subject matter expert / translator to put anthropological research techniques into practice. Mornings will be spent doing participant observation and interviews on site, with afternoons for fieldnotes, classroom discussion, and analysis. During the last week, the teams will produce an audio-visual or written archive of findings for the associations’ future use. These will be shared at a final community networking event for all participants.

GENERAL COURSE OBJECTIVES

The Cacao coast is part of the Mata Atlântica Biosphere Reserve, which protects 3000 km of rainforest and coastal land in 14 states. While some of the largest cities in Brazil are included, the Itacaré-Serra Grande area is rural, with enormous biodiversity and a parallel wealth of strong community initiatives. Named for its production of cacao, from which chocolate is made, cultivation was devastated by a fungus epidemic that began in 1989. Nearly 30,000 farms folded, and an estimated 250,000 rural workers lost their livelihood. Yet plantation work had been backbreaking, and the cacao tree itself grows most sustainably not in monocultures but under the canopy of a thriving forest. In the time since, grassroots associations have emerged to address local needs and opportunities. Agroforestry initiatives coordinated with chocolate production, traditional trades such as fishing, and community tourism are examples of arenas in which local leadership are working towards long-term flourishing. In a region profoundly shaped by the legacy of slavery, notably including communities founded by afro- and
indigenous descendants who escaped, this also means tackling significant racial and
gender inequalities, and the ramifications of migration related to all of these elements
of life in the region.

Reserves, as UNESCO’s Man and the Biosphere programme puts it, need to draw on ‘the
natural and social sciences with a view to improving human livelihoods and safeguarding
natural and managed ecosystems’. In contrast to “salvage ethnography” that historically
aimed to document peoples before they disappeared, we are interested in change. On
one hand, we aim to understand the kinds of changes that are happening in this region,
related to the pressures of development projects, land demarcation disputes, climate
events, and the Covid-19 pandemic. On the other, those who live and work in the region
are actively engaged in producing positive social change. We will spend three weeks in
the region learning from grassroots associations, with the goal of providing back to them
reports that present their oral histories and the work they do. Some have the time and
resources to document their own practices, while others do not, and the press of daily
life along with patchy transportation and communication infrastructure are barriers to
knowing the work of other associations even in the same region. Toward the end of
producing a useful archive of the histories, practices, and networks (of associations at a
national or international level, for example), and sharing them with each other, our
course is welcomed for a short but intensive period of data collection. What form the
resultant archives take – such as videos, multimedia and text ensembles, or strictly
written – will depend on collaboration with each association. Research will be
conducted over one week of participant observation at the association with members,
followed by a week of follow-up, that should include at least one in-depth interview per
student. The course will culminate the last week in individual presentation amongst
ourselves, and in a knowledge mobilization event with all groups, in which the
illustrated findings are presented, and participants can meet each other.

Students will be asked for their interests and preferences regarding topics, but due to the
inevitable contingency of fieldwork on the ground, must be willing to accept the team
they are ultimately assigned. Four of the following five associations will be chosen in
accordance with the student preferences expressed at sign-up: agroforestry; artisanal
trades (e.g. fishing); community tourism and migration; health, with a focus on the local
expertise in maternal health; and race and gender (in the nearby town of Itacaré). Before
departure, teams with 3 or 4 students will be created and assigned an association.
SPECIFIC COURSE OBJECTIVES

The four interrelated goals of this course are for students to 1) learn about social, economic, and environmental challenges in the south of Bahia, Brazil; 2) study firsthand how local leadership have organized into associations to address these challenges, including alleviating poverty and other forms of social injustice; 3) hone core fieldwork skills including observation, practical learning, interviewing (informal conversations, discussion with groups, one-on-one, etc.), and writing fieldnotes; 4) develop confidence and expertise in oral and written communication by giving an individual presentation, which will be the basis for the final essay, and producing a team written and/or visual and oral report.

TEACHING METHODS

This class combines teaching and learning strategies, with two pre-departure classes that will include lecture, discussion, and practice exercises (for observation, interviewing, and writing fieldnotes); an essay on the assigned films and texts; field research that will include participant observation at a community association and interviewing local leadership, along with small team and individual work on presenting results.

The embedded research context and the condensed format is also a chance for students to engage in lively and provocative discussions with each other about approaches to social, economic, and environmental challenges, toward critical analysis of what they are learning in the field and the interdisciplinary scholarship addressing social change.
25% Exploratory Essay. Prior to departure for Brazil, watch *The Edge of Democracy* and *From the Bottom Up: Revolutionary Change in Brazil*, and read accompanying texts: Bittencourt’s film review, and Warren’s “Introduction: Maxakali Creation Story” and “Chapter 1: Posttraditional Indians” in Warren (see Required Texts). Write a 750-1000 exploratory essay (further instructions on Brightspace) that puts these materials in relation to your association’s topical concern, through which you develop a question that you wish to address in the upcoming field experience. The goal of the essay is to pose the question, which you will aim to answer in your final essay. The essay should cover but is not limited to the two films and Chapter 1 in Warren’s book. Please upload to Brightspace by 13h on May 10th (the Monday before departure).

20% Individual Oral Presentation. You will keep daily fieldnotes for each day of our trip, which include but are not limited to when you are at your association or talking to its members. This is a space to document your experience, including observations and unstructured interviews, to reflect on what you’re feeling and learning, and to explore the question that you posed in your exploratory essay. Drawing on these notes, in the second week of the course you will develop an oral presentation, to be given the final week. This will be an approximately 10-minute presentation to the class, followed by a 10-minute Q&A. Think of it as an oral first draft of your final reflective essay.

20% Audio-visual or written presentation of team findings for final community event.

35% Final Essay. Write up your oral presentation, based on observations and fieldnotes, into a reflective essay, which must be typed and uploaded to Brightspace no later than June 13th. The essay should be between six and eight double-spaced pages. Drawing on your fieldwork material and experiences, discuss the question you posed in your exploratory essay. You must refer to your fieldwork and our readings, and may bring in other literature as needed.

**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.

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<thead>
<tr>
<th>Evaluation format</th>
<th>Weight</th>
<th>Date</th>
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<tr>
<td>Exploratory Essay</td>
<td>25 %</td>
<td>May 10th on Brightspace</td>
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<tr>
<td>Oral Presentation</td>
<td>20 %</td>
<td>May 30th or 31st, in person</td>
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<td>Team Report</td>
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<td>June 1st at final event</td>
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<tr>
<td>Final Essay</td>
<td>35 %</td>
<td>June 13th on Brightspace</td>
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REQUIRED TEXTS

All required texts and films are available through the uOttawa library or free online, with the exception of *The Edge of Democracy*, which is on Netflix (available with a free trial or by subscription).


Macklin, Angelica and Jonathan Warren, *From the Bottom Up: Revolutionary Change in Brazil*, 2016 (available through uOttawa library) [https://uottawa.kanopy.com/video/bottom](https://uottawa.kanopy.com/video/bottom)


RECOMMENDED TEXTS


The Brazil Reader (2nd edition, Duke University Press, 2019) is an edited volume with primary documents from Brazilian history, literature, and scholarship, and excerpts of those documents. I've selected a number of entries which I consider good introductory knowledge about Brazil, and compiled them into a PDF for you, available on Brightspace. This is not required reading. Rather, it is intended to help you develop background knowledge to better understand the texts and films that are assigned, if you are interested, and it may be useful for your final paper. The whole reader is available online through the library.

The edited volume Emergent Brazil: Key Perspectives on a New Global Power offers empirically grounded deep-dives into Brazil today. It's particularly successful in capturing junctures of change. The texts are organized into six parts with several chapters in each. If you're looking for a place to learn more about your research domain, take a look: Brazil, today and yesterday, combining a historical survey and an appraisal of the street movement of 2013; it then uses specific foci to get at Brazil’s political scene; Brazil’s urban scene (but this includes popular culture, which then appears in rural areas such as ours); Brazil’s religions in the modern world (Neo-pentacostals, spread of Brazilian religions outside the country); Environment: the ongoing and potential global impact of Brazil's forests and fields; and Brazil's diplomatic role in the world.

Understanding Contemporary Brazil is a good textbook-style introduction to Brazil, with appropriate attention to important Brazilian scholars whose work is not widely available in English. It's less about specific Brazilian current events and more about the social contexts of events. This kind of work may prove helpful for setting up your research papers.
Indigenous Affirmation

ANISHINÈBE


Listen to the audio file

FRENCH
Nous rendons hommage au peuple algonquin, gardien traditionnel de cette terre. Nous ! reconnaissons le lien sacré de longue date l’unissant à ce territoire qui demeure non ! cédé. Nous rendons également hommage à tous les peuples autochtones qui habitent Ottawa, ! qu’ils soient de la région ou d’ailleurs au Canada. ! Nous reconnaissons les gardiens des savoirs traditionnels, jeunes et âgés. ! Nous honorons aussi leurs courageux dirigeants d’hier, d’aujourd’hui et de demain. !

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.
I. PRE-DEPARTURE

Saturday February 18, 13-15h, Meeting 1 (2 hours)
Recommended: Watch *The Edge of Democracy*, Petra Costa, 2019, 121 min (available on Netflix, free trial) before we meet. Take notes, as these will be useful to you for the first assignment, which is due before we leave.

- 13h-13h50: Introduction to the course, course logistics, background on region, research groups
- 14h-15h: Fieldwork workshop Part I.

Saturday February 25, 13-15h, Meeting 2 (2 hours)
Recommended: Watch *From the Bottom Up: Revolutionary Change in Brazil*, Angelica Macklin, Jonathan Warren, 2016, 61 min (available through uOttawa library https://uottawa.kanopy.com/video/bottom) before we meet. Take notes, as these will be useful to you for the first assignment, which is due before we leave.

- 13h-13h50: Fieldwork workshop Part II
- 14h-15h: call-in Q&A with each research team’s translator/ specialist coordinator.

Monday May 10, 13h – exploratory essay due on Brightspace. If you have not yet watched the *The Edge of Democracy* and *From the Bottom Up*, watch them, read Bittencourt and Warren, Intro and Ch 1. Write an exploratory essay (instructions on Brightspace) culminating in a question you wish to pose during our three weeks in the field.

II. IN THE FIELD 2022

Saturday, May 14. Depart Canada


WEEK 1


- DeVore “Introduction: Reckoning and Release from the Past”, pp. 1-16 only.


• DeVore Chapter 1 “Narrating a World” pp. 26-26

**Wednesday May 18.** Morning -> Teams with coordinator/translator at fieldsites. Lunch break. Individual work period – fieldnotes. 4 PM – classroom.

• DeVore Chapter 2 “Forest and Hills” pp 47-73

**Thursday May 19.** Morning -> Teams with coordinator/translator at fieldsites. Lunch break. Individual work period – fieldnotes. 4 PM – classroom.

• No reading, discussion only. Teams must decide on form of archive for association and presentation.

**Friday May 20.** Morning -> Teams with coordinator/translator at fieldsites. Lunch break. Individual work period – fieldnotes. Afternoon – free for team work or on your own.

**Saturday May 21.** Cacau Experience + Fazenda Juerana, with lunch included.

**Sunday May 22.** Free day.

**WEEK 2**

**Monday May 23** Morning -> 1-2 members of team with coordinator/translator at fieldsites for one-on-one interviews/ photography/videography. Other team members prep interview and begin background work on individual and team presentations. Lunch break. Individual work period. 4 PM – classroom: debrief on interviews, discuss progress on presentations.

**Tuesday May 24** Morning -> 1-2 members of team (those who did not go on Monday) with coordinator/translator at fieldsites for one-on-one interviews. Other team members begin transcription, continue background work on presentation. Lunch break. Individual work period. 4 PM – classroom: debrief on interviews, discuss progress on presentation.

**Wednesday May 25** Morning -> teams or team members will do any necessary follow-up at the sites. If data collection is complete, this time is for preparing the team presentation, including transcription, translation (the coordinators/translator will be available in the mornings), getting prints of images and/or video editing. Lunch break. Individual work period. 4 PM – classroom: discuss presentations.

**Thursday May 26** Morning -> teams or team members will do any necessary follow-up at the sites. If data collection is complete, this time is for preparing the team
presentation, including transcription, translation (the coordinators/translators will be available in the mornings), getting prints of images and/or video editing. Lunch break. Individual work period. 4 PM – classroom: discuss presentations.

**Friday May 27** Morning -> Final work day before 3rd week, which is reserved for individual presentations (Monday and Tuesday) and team report, to be presented Wednesday at the final event. Coordinators/translators will be available in the morning. Afternoon free.

**Saturday May 28.** Bike tour - Parque da Serra do Conduru, with visit to farm and brunch, 6 to 7 hours duration. !

**Sunday May 29.** Free day. !

**WEEK 3 !**

**Monday May 30.** Morning -> individual oral presentations. Lunch break. Individual work ! period and afternoon free. !

**Tuesday May 31.** Morning -> individual oral presentations. Lunch break. Individual work ! period and afternoon free. !

**Wednesday June 1.** Final Event with Association members. Time TBD !

**Thursday June 2.** Free day – pack, say goodbye. !

**Friday June 3.** Morning -> ground transport to Ilhéus -> flight to São Paulo -> return ! flight to Canada -> arrive **Saturday June 4.** !

**Monday June 13.** Final paper due (on Brightspace). !

**CLASSROOM GROUNDRULES**

**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 actively encourage student questions, and class discussions, and have included one individual oral presentation as part of your grade. Think about how you can use the periods of time we have together 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. The syllabus will be available as a PDF on Brightspace, 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. You will turn in assignments via our
Brightspace site. You will also 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’, or, once we know each other, most of my students call me by first name.

**Lecture PowerPoint Slides**

You are required to attend the pre-departure classes. I will share my slides on Brightspace and you will be able to refer back to them there.

**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. Research suggests that it takes, on average, 23 minutes and 15 seconds to return to a task after an interruption. I will almost certainly say something during this time that may be useful or important. However, it is almost impossible *not* to just check something quickly or respond to a friend if you are online. Unless we are actively using the internet to do research, for example, I suggest turning 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.

**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. This goes for assignments submitted on Brightspace as well.

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.

**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 student 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.

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 [www.uOttawa.ca/sexual-violence-support-and-prevention](http://www.uOttawa.ca/sexual-violence-support-and-prevention)

**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/!
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
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!
- by phone at 613-562-5976

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: http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf
and Academic Integrity Website (Office of the Vice-President Academic and Provost) http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php