Activism and Social Change in Brazil
SCS3210 / SCS4210 / ECH4210
Prof. Meg Stalcup
Spring/Summer 2020

Class schedule:
I. Saturday Pre-departure Meetings
   January 18th
   February 8th
   March 7th

   II. In the field: May 07th–May 25th

Professor’s office hours:
Thursday 12:30 - 14:20 (Fall and Winter)
(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
OFFICIAL COURSE DESCRIPTION

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 into associations and larger 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 social project in the cities of Rio de Janeiro and Salvador da Bahia, and several rural areas 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 sites around the globe. 2) The course will invite students to creatively explore activism as a response to inequality. In order to do this, students will learn to think critically about international activism, such as “voluntourism,” activism and philanthropy, and the links between activism and government. 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 (informal conversations, discussion with groups, etc.), 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 lively and provocative discussions with each other about approaches to inequality, toward critical analysis of what they are learning in the field and the interdisciplinary scholarship addressing poverty. In combination, students will develop field observation, analysis, and writing skills in the fashion of professional ethnographers and other qualitative 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 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 a 750-1000 word, critical review of either 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 6th (the day before departure).
20% 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 typed to Brightspace no later than June 1st.

20% 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.

35% 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, but no more than ten. 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 refer 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 8th on Brightspace</td>
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<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 1st 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


Choose one of the following:


SCHEDULE

I. PRE-DEPARTURE

January 18th, 12-15h, Meeting 1
Introduction to the course, the course logistics, and requirements; international activism.

February 8th, 12-15h, Meeting 2: Introduction to Research Methodology
Ethnographic observation and fieldnote workshop, to prepare students for the work they will do in Brazil.

March 7th, 12-15h, Meeting 3:
Brazilian history and culture in the regions we will visit, with a focus on significant social movements.

II. IN THE FIELD

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8 MAY FRI: RIO DE JANEIRO

AM Arrival in Rio de Janeiro and check-in to accommodations
http://mangotreehostel.com/
Health & Safety Briefing

PM Morrinho Workshop
www.facebook.com/morrinhoproject

9 MAY SAT: RIO DE JANEIRO

AM Pretos Novos institute & Little Africa (9am) www.pretosnovos.com.br

PM Sugar Loaf (2pm)

Evening Trapiche Gamboa (07:30pm)

10 MAY: SUN: RIO DE JANEIRO

AM Classroom space at Mango Tree Hostel
Read Chapter #1 of Encountering Poverty and watch: The #GlobalPOV Project: "Are Slums the Global Urban Future? https://www.youtube.com/watch?v=1xk7dr3VG6s

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

Discussion leaders: Group 1 (three students)

PM Free

11 MAY MON: RIO DE JANEIRO

AM 4h Corcovado Christ

PM Carnival Experience Social Project Workshop and Pimpolhos www.pimpolhos.org.br

12 MAY: TUE RIO DE JANEIRO

AM Second Chance Project - 4h Lecture on AfroReggae, Anderson Sá, visit Second Chance www.afroreggae.org/segunda-chance

PM Classroom space at hostel
Classwork
Read Chapter #2 *Encountering Poverty* and watch The #GlobalPOV Project: "Who Sees Poverty?" [https://www.youtube.com/watch?v=Xg0MgfF_DLs](https://www.youtube.com/watch?v=Xg0MgfF_DLs)

Discussion leaders: **Group 2 (three students)**

Evening Farewell Dinner at Carretão

**13 MAY WED: RIO DE JANEIRO – SERRA GRANDE**

AMPVT TRF OUT Rio de Janeiro Hostel / GIG with ESC + FLIGHT GIG-IOS (GOL 1061&1652 with cnx in CGH, 8h15-12h50)

PM Floresta Viva Environmental Conservation Hike & Lecture [www.florestaviva.org.br](http://www.florestaviva.org.br)

Evening Welcome dinner with families

**14 MAY THU: SERRA GRANDE**

AM Health & Safety Briefing + [classroom space](#)

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

Discussion leaders: **Group 3 (three students)**

PM Circo da Lua Circus School Workshop & Lecture [www.circodalua.org](http://www.circodalua.org)

**15 MAY FRI: SERRA GRANDE**

AM Barracaod Angola Percussion & Capoeira Workshop & Lecture [www.barracaodangola.com](http://www.barracaodangola.com)

PM Free
16 MAY SAT: SERRA GRANDE
Day with host families

17 MAY SUN: SERRA GRANDE – ITACARÉ

AM Taboa Rural Community Development Lecture (09am) http://taboa.org.br/
Lunch at Barrocão (12pm)
PM Barrocão Doces Segredos da Floresta Agriculture Communities Project Lecture followed by transfer Home Stays to Itacaré Hostel
www.opharolhostelepousada.com

18 MAY MON: ITACARÉ

AM Health & Safety Briefing and Classroom Space @ Ilha Verde
Read Chapter 4 and watch The #GlobalPOV Project: “Can Experts Solve Poverty?”
https://www.youtube.com/watch?v=8jqEj8XUPlk
Discussion leaders: Group 4 (three students)
PM Meninas no Comando Women Empowerment Social Project
www.facebook.com/meninasnocomando

19 MAY TUE: ITACARÉ

AM Lecture & Activity on Digital Activism in the Atlantic Rainforest at Ilha Verde
PM Visit mangroves and cachoeira via traditional canoe

20 MAY WED: ITACARÉ – CACHOEIRA

AM Transfer Itacaré Hostel to Quilombola community in Cachoeira with stop in Jatimane with ESC
Jatimane Quilombola Community
https://www.facebook.com/Jatimane-356407847893237
Evening Samba da Roda

21 MAY THU: CACHOEIRA – SALVADOR

AM Dendê sirop workshop in Rota da Liberdade Quilombola Community
Rota da Liberdade

PM Local market (1 hour) + Lecture and roundtable conversations with Teacher Iacy and community leaders: Ananias (politics), Juvani (religion), and Jorlane (local currency) (2 hours)

PVT Transfer Cachoeira to Salvador with - approx 2 hours
www.pousadapapayaverde.com

22 MAY FRI: SALVADOR

AM Pelourinho & Lecture at Steve Bilko Cultural Institute & church
http://www.stevebiko.org.br

PM Lecture on African-derived Religion with Sao Joaquim Market Visit

23 MAY SAT: SALVADOR

AM Percussion Workshop http://artecomconsciencia.blogspot.com

PM Classroom space at Papaya Verde Hostel

Read Chapter 5 and watch The #GlobalPOV Project: "Is Privilege Poverty?"
https://www.youtube.com/watch?v=iRCrvChWDsM

And The #GlobalPOV Project: "Will Hope End Inequality?"
https://www.youtube.com/watch?v=KmtfIWLt_Q

Discussion leaders: Group 5 (three students)

Farewell dinner @ Uauá
Teatro Miguel Santana (08pm)
24 MAY SUN: SALVADOR – OTTAWA

Free until PVT Transfer Hostel to Salvador airport SSA with ESC (time will depend on return tickets purchased)

25 MAY MON: arrive OTTAWA

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 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. 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’.

**Lecture PowerPoint Slides**
You are required to attend the pre-departure classes. I will share my slides on Brightspace when possible. Sometimes that will be before class, so that you can use them while we’re working together, but sometimes I will only be able to get them up afterwards.

**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 will be useful or important. However, it is almost impossible *not* to just check something quickly or respond to a friend if you are online. What is more, I typically wander around the classroom and if I see you doing anything online that it not classwork, I am likely to cause a scene. **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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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-andprevention](http://www.uOttawa.ca/sexual-violence-support-andprevention)

**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.

**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.

Counselling Service - http://sass.uottawa.ca/en/counselling
There are many reasons to take advantage of the Counselling Service. We offer:
- Personal counselling
- Career counselling
- Study skills counselling

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:
and Academic Integrity Website (Office of the Vice-President Academic and Provost) http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php