Ethnography and Gender in Latin America
The Case of Brazil
Anthropology 224

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Office: Sturges 13
Semester: Spring 2008
Milne Library

COURSE DESCRIPTION

Focus on scholarly readings, ethnographic writings, and an exploration of gender relations in Latin America. For this semester, the focus will be on Brazil. Attention is on materials that reveal the history of Brazil, patterns of male and female behavior, division of labor by sex and the social, economic, political and ideological patterns and organizations in Brazil and Latin America.

GOALS

Why are you taking this course?
What do you expect to learn?

Required Readings

Crocitti, John J. and Robert M. Levine, editors.

Hecht, Tobias.

Reserve and eRes readings as listed below.

Kintz 2007 Corcovado, Rio de Janeiro
Course Requirements

Brazil Reader Essay Exam I and Scholarly Research  20%
Fulbright Experience in Brazil Essay Exam II and Scholarly Research  20%
Student Research and PowerPoint on Issues in Brazil  20%
Final Exam and Scholarly Research  20%
Class Wiki  20%

Posting to the Class Wiki is required.

Your grade will be affected in a positive or negative way by a subjective participation grade of +5 points assigned by the instructor. These points are based on your contribution (or lack thereof) to class discussions, maintenance of the intellectual rigor of the course.

As a rule, in fairness to all students in the class, no late work will be accepted. Any exceptions will be made only under emergency situations for which you have to petition through official channels. Computer failure will not be a legitimate excuse.
LEARNING OUTCOMES

Content, Research Methods, Theory, Writing Skills, Oral Competency, Critical Thinking, Scholarly Research

(1) Students will formally demonstrate mastery over content pertaining to issues of ethnography and gender in Brazil and Latin America in discussions and essay format.

(2) Students will demonstrate mastery over ethnographic research methods and theories by comparing and contrasting investigations and theoretical positions of different scholars and ethnographers collecting information on culture and gender issues in Brazil and Latin America in discussions and essay format.

(3) Students will demonstrate the ability to analyze and interpret patterns, symbols, and meaning associated with Brazil and Latin American cultures in class discussions and essay format.

(4) Students will demonstrate critical thinking about gender issues in Brazil and Latin American cultures in discussions and essay format.

(5) Students will demonstrate scholarly research skills by compiling focused bibliographies focused on gender issues in Brazil and Latin America.

Multi-cultural Graduation Requirement
This course fulfills the M/ graduation requirement and focuses primarily on cultures and issues pertaining to Latin America.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Films and Reading Assignments</th>
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</thead>
<tbody>
<tr>
<td>Jan 22</td>
<td>Issues in Brazil and Latin America: An Introduction Environmental Preservation and Destruction, The Natural and Social Landscape, Urban/Rural Migration, Social Issues, the Questions of Gender, Economic Boom and Bust, Urban and Rural Poverty, Tourism and Development, The Nature of Brazilian Politics, Religion and Ideology, Peasants, and Tribal Culture in Brazil</td>
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<tr>
<td>Jan 24</td>
<td>Scholarly Research: Posting to the Class Wiki and Surfing the Web</td>
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<tr>
<td>Jan 29</td>
<td>THE BRAZIL READER</td>
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<tr>
<td></td>
<td>I. Origins, Conquest, and Colonial Rule Selected readings from <em>The Brazil Reader</em>: “The Origin of Fire,” “Noble Savages,” “Minas Uprising of 1720,” “Smuggling in the Diamond District,” and “Decree Elevating Brazil to a Kingdom” (22 pages total)</td>
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<td>… Gender</td>
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<td></td>
<td>On eRes…</td>
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</tbody>
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Jan 31  
II. Imperial and Republican Brazil  
Selected readings: “Declaration of Brazilian Independence,” “Uprising in Maranhao,” “Drought and the Image of the Northeast,” “City of Mist,” and “Gaucho Leaders” (15 pages total)  

On eRes…  

… Gender  

Caulfield, Sueann  

Feb 5  
III. Slavery and Its Aftermath  
Selected readings: “The War against Palmares,” “Slave Life at Morro Velho Mine,” “Cruelty to Slaves,” “Slavery and Society,” and “Laws Regulating Beggars in Minas Gerais” (19 pages total)
Feb 7

IV. The Vargas Era

Selected readings: “The Social Question,” “Heroes of the Revolution,” “Two Versions of Factory Life,” “Seized Correspondence from Communists,” “Rural Life,” “Educational Reform after Twenty Years,” and “Vargas’s Suicide Letter”

(23 pages total)

On eRes…

…Gender


Getúlio Vargas

born April 19, 1882, São Borja, Brazil.
died Aug. 24, 1954, Rio de Janeiro

President of Brazil (1930–45, 1951–54), who brought social and economic changes that helped modernize the country. Although denounced by some as an unprincipled dictator, Vargas was revered by his followers as the “Father of the Poor,” for his battle against big business and large landowners. His greatest accomplishment was to guide Brazil as it weathered the far-reaching consequences of the Great Depression and the accompanying polarization between communism and fascism during his long tenure in office.

Vargas was born in the state of Rio Grande do Sul, into a family prominent in state politics. Contemplating a military career, he joined the army when he was 16 but soon decided to study law. In 1908, shortly after graduating from the Porto Alegre Law School, he entered politics. By 1922 he had risen rapidly in state politics and was elected to the National Congress, in which he served for four years. In 1926 Vargas became minister of finance in the Cabinet of President Washington Luís Pereira de Sousa, a post he retained until his election as governor of Rio Grande do Sul in 1928. From his position as state governor, Vargas campaigned unsuccessfully as reform candidate for the presidency of Brazil in 1930. While appearing to accept defeat, Vargas in October of that year led the revolution, organized by his friends, that overthrew the oligarchical republic.
For the next 15 years Vargas assumed largely dictatorial powers, ruling most of that time without a congress. He held sole power as provisional president from Nov. 3, 1930, until July 17, 1934, when he was elected president by the constituent assembly. During this time he survived a São Paulo-led revolt in 1932 and an attempted communist revolution in 1935. On Nov. 10, 1937, Vargas presided over a coup d'état that set aside the constitutional government and set up the populist authoritarian Estado Novo ("New State"). In 1938 he, along with members of his family and staff, personally resisted an attempt to overthrow his government by Brazilian fascists.

Prior to 1930 the federal government had been in effect a federation of autonomous states, dominated by rural landholders and financed largely by the proceeds of agricultural exports. Under Vargas this system was destroyed. The tax structure was revised to make state and local administrations dependent upon the central authority, the electorate was quadrupled and granted the secret ballot, women were enfranchised, extensive educational reforms were introduced, social-security laws were enacted, labor was organized and controlled by the government, and workers were assured a wide range of benefits, including a minimum wage, while business was stimulated by a program of rapid industrialization. Vargas, however, did not change the private-enterprise system, nor did his social reforms extend in practice to the rural poor.

But on Oct. 29, 1945, Vargas was overthrown by a coup d'état in a wave of democratic sentiment sweeping postwar Brazil. He still, however, retained wide popular support. Although elected as senator from Rio Grande do Sul in December 1945, he went into semiretirement until 1950, when he emerged as the successful presidential candidate of the Brazilian Labour Party. He took office on Jan. 31, 1951.

As an elected president restrained by congress, a profusion of political parties, and public opinion, Vargas was unable to satisfy his labor following or to placate mounting middle-class opposition. Thus, he resorted increasingly to ultranationalistic appeals to hold popular support and incurred the animosity of the U.S. government, which encouraged intransigent opposition from his enemies. By mid-1954 criticism of the government was widespread, and the armed forces, professing shock over scandals within the regime, joined in the call for Vargas's withdrawal. Rather than accept forced retirement, Vargas took his life on Aug. 24, 1954. His dramatic deathbed testament to the country led to a great resurgence of mass support, allowing for a rapid return of his followers to power.

Poppino, Rollie
Feb 12  **Scholarly Research: Finding and Using Scholarly Articles**

Feb 14  **V. Seeking Democracy and Equity**

Selected readings: “Rehearsal for the Coup,” “The Military Regime,” “Tropicalism and Brazilian Popular Music under Military Rule,” “Families of Fisherman Confront the Sharks,” “The Reality of the Brazilian Countryside,” “A Letter from Brazil,” and “Is Brazil Hopelessly Corrupt?” (27 pages total)

On eRes…

… Gender

Lovell, Peggy A.

…and the Tribal World

Kolata, Gina


Mammy Yanomami - Cacá Farias,
Feb 19

VI. Women’s Lives

Selected readings: ALL READINGS IN CHAPTER-sorry!
(47 pages total)

… Gender

On Reserve in Milne…

Benjamin, M. and N. Mendonca
Chs. 1, 6 and 10 (These are all short chapters!!!)

![Image of Benedita da Silva]

…and the Tribal World

On Reserve in Milne…

Murphy, Robert and Yolanda Murphy.

![Image of indigenous women]
February 21

VII. Race and Ethnic Relations

... Gender

On Reserve in Milne...

Benjamin, Medea and Maisa Mendonça
[Read: Feminism With Passion, Ch. 5: p.103–118]

February 26

VIII. Realities
Selected readings: “The Animal Game,” “How Brazil Works,” “Crab and Yoghurt,” “Pixote’s Fate,” “Urban Indians,” “Mayor Orders Billboard Shacks Destroyed,” and “Liberation Theology’s Rise and Fall” (38 pages total)

See the Film: *Pixote* on Sao Paulo
"PIXOTE," the third feature film by the Argentine-born Brazilian director Hector Babenco, is a finely made, uncompromisingly grim movie about the street boys of Sao Paulo, in particular about Pixote.

Pixote looks to be about 60 years old, though he's actually no more than 10 or 11. He may yet be growing, but one can't be sure. Clearly Sao Paulo's slums, backstreets, pinball parlors, whorehouses and reform schools are not providing much nourishment. He is still learning how to snatch purses, roll drunks, deal in dope and murder, but the physical part of him seems permanently fixed in withered puberty.

Gender

On Reserve in Milne...

Patai, Daphne.  

…and the Tribal World

On Reserve in Milne...

Rabben, Linda.  
[Read: Yanomami Apocalypse, Ch. 5: p. 90–119]

Feb 28 IX. Saudades Portuguese Sephardic Jews in Brazil  
Selected readings: “Bananas Is My Business,” “Bahia Music Story,” “O Axe de Zumbi,” and “At Carnival” (12 pages total)

Mar 4 Due: Essay Exam I – on the Brazil Reader and Articles on Gender and the Tribal World
Mar 4  Begin discussion on - THE FULBRIGHT EXPERIENCE IN BRAZIL

Case Study: Urbanized Sao Paulo and Atlantic Coast

Kintz 2007 Sao Paulo

On eRes…

Perz, Stephen G.  

Mar 6  Scholarly Research: Finding and Using Scholarly Books

Mar 11  Case Study: The Issue of Poverty - Rio de Janeiro Favelas

Kintz 2007 Rio de Janeiro
On eRes...

Oliveira, Ney dos Santos.

Pino, Julio Cesar.

… Gender

Neuhouser, Kevin.

Mar 13 Film: City of God

The City of God is the name of a city slum in Rio de Janeiro. The movie is so shocking in the amount of violence that takes place in these streets, that it is one place you must not go. The movie follows the lives of several kids who grow up in the slums during the 60s, 70s, and 80s. Some kids took the path of crime, violence and the drug trade, and others tried to escape the slum. The senseless violence in this movie was so brutal that even the cops wouldn't go into the slums without a squad of men. It looked like all the teenagers had a gun, and they would use it if anybody looked the wrong way. One of the kids, Buscape became a photographer for a newspaper, and this story was described and seen through his eyes.
Twine, FW.  

"Twine offers one of the most sophisticated analyses to date of the intransigence of Brazilian racism. Her nuanced account of the complex interplay of gender, race, and class is particularly exciting. This book will have a powerful impact not only on the field of Brazilian racial studies, but on the whole burgeoning literature on the African Diaspora." —Howard Winant, author of *Racial Conditions: Politics, Theory, Comparisons*  
"This wonderfully engaging study explodes the myth of racial democracy in a pathbreaking analysis of racism Brazilian style." —Karen Brodkin, UCLA  
"A revealing and sharply observed dissection of how racism works 'on the ground' in Brazil." —George Reid, author of *Blacks and Whites in Sao Paulo, Brazil, 1888–1988*

In Racism in a Racial Democracy, France Winddance Twine asks why Brazilians, particularly Afro-Brazilians, continue to have faith in Brazil's "racial democracy" in the face of pervasive racism in all spheres of Brazilian life. Through a detailed ethnography, Twine provides a cultural analysis of the everyday discursive and material practices that sustain and naturalize white supremacy. This is the first ethnographic study of racism in southeastern Brazil to place the practices of upwardly mobile Afro-Brazilians at the center of analysis. Based on extensive field research and more than fifty life histories with Afro- and Euro-Brazilians, this book analyzes how they conceptualize and respond to racial disparities. Twine illuminates the obstacles Brazilian activists face when attempting to generate grassroots support for an antiracist movement among the majority of working-class Brazilians. Anyone interested in racism and antiracism in Latin America will find this book compelling. France Winddance Twine is professor of sociology at Duke University and the University of California, Santa Barbara.

Mar 17 - 21 **Spring Break**

Mar 25 **Case Study: The Tribal World**

... Gender

Guarani women raped as rancher's men threaten community,  
[Also read three associated stories on the Guarani]

Search eHRAF on the Guarani
Mar 27  Case Study: Issue of Educational Opportunities – Candeal Favela, Salvador and English as a Second Language

Kintz 2007 Candeal Favela, Salvador, Brazil

Baker, G

Apr 1  Case Study: The Issue of the Environmental Sustainability and Development – Silves Island, Amazonia, and Precious Woods

Bunker, Stephen G.

Cleary, David,

Hallewell, Laurence and Monica Dias Martins.

Silvas Island Link: http://www.iedonline.net/brazil.htm
In Brazil, Precious Woods has developed the first sustainable forest management operation in the Amazon. Our forest area of 80,000 hectares or 198,000 acres is managed under a 25-year harvest cycle. We take special care in avoiding any soil erosion and all natural watercourses are preserved. Harvest areas are analyzed for botanical and topographical data and this information is demonstrated on detailed maps. From these maps we organize and plan the low impact logging operations, which are independently certified in accordance with the rules and guidelines of the Forest Stewardship Council. [www.pwamazon.com.br/Pwa_fIng.html](http://www.pwamazon.com.br/Pwa_fIng.html)

Precious Woods is a world leader in the sustainable management and use of tropical forests. Based in Switzerland, our company employs some 2,300 people worldwide and has subsidiaries in Brazil, Costa Rica, Nicaragua, Gabon, Holland and Switzerland.

Activities

Sustainable Management of Existing Forests: In Brazil we manage existing tropical forest according to the guidelines of the Forest Stewardship Council (FSC) in a sustainable and low-impact manner, thereby ensuring its long-term preservation. The timber is processed locally in our own sawmills.

Reforestations: In Central America we reforest abandoned pastureland with a mosaic of teak and various indigenous tree species. The reforestations are carried out in conformity with the guidelines of the FSC.

Carbon and Energy: Further integral parts of our approach to sustainable forestry are the use of waste wood to produce energy and the registration and sale of carbon emission rights.

Trade: The subsidiary in Holland sells the certified tropical timber to European customers. The subsidiary in Brazil administers sales in South America, Asia and North America and the Central American subsidiary deals with sales to domestic markets.


Olinda has nearly 500 years of History. In the first 100 years of Brazil, Olinda was one of the richest cities in the country. The Dutch occupied Olinda for 24 years, adding to the already rich culture, mixture of Portuguese, black and Indian elements.

When the Dutch left, the neighbour city of Recife took the role of commercial and political center. The proximity with Recife kept Olinda in constant cultural, political and intellectual movement; on the other hand, the signals of progress (skyscrapers, shopping centers, wide avenues) preferred to establish in Recife, allowing Olinda to grow at their own pace.

Olinda knows that "Our biggest asset is culture". The culture of Olinda is expressed in every house, street, church; Olinda was declared World Heritage by UNESCO, and changes in the architecture are very restrictive. Most important, culture is expressed by the people of Olinda; few cities in Brazil open so much space to the musicians, dancers, handicrafters and other culture representatives as Olinda. Few cities in Brazil are so proud of their culture and so open to visitors as Olinda.

Walking around Historic Olinda and watching the olindenses is like taking a lesson about Brazilian History and Culture.

Recife was built as a port city along tropical, white-sand beaches lined with palm trees. It is the capital of the northeastern state of Pernambuco. Recife is a fast-growing urban area that has been called the "Venice of Brazil" because it is dissected by numerous waterways and connected by many bridges. The city got its name from the coral reefs that line the coast. Local fishermen go out into the high seas in jangadas, crude log rafts with beautiful sails unique to the area, that require expert navigational skills to maneuver. Recife exports great quantities of the hinterland's products, including sugar, cotton, and coffee. Its population is around 1,500,000 inhabitants.
(Source: Brazilian Embassy, Washington, DC.)

Roberts, Bryan R.

Hutchinson, Bertram.
Case Study: The Issue of Environmental Boom and Bust – Manaus, the Rubber Capital

Barham, Bradford L. and Oliver T. Coomes

Burns, Bradford

Slater, Candace
Apr 10  Case Study: The Issue of African/Brazilian Culture – Candomblé, ORIXÁS – Brazil

ORIXÁS
On eRes…

…Gender

Caldwell, Kia Lilly.

Rodrigues, Jose Honorio.

See Video
The dance of the Orixas,

On Reserve in Milne…

Voeks, Robert A.
BL2592.C35 .V64 1997

Apr 15 Case Study: Issue of the Urban Environment – Brasilia Plan and Satellite Communities

On Reserve in Milne…

Epstein, David G.
1973 *Brasília, plan and reality; a study of planned and spontaneous urban development*. Berkeley: University of California Press.
HD7323.B7 E67

Apr 17 Cultural Issues – Brazilian Music, Tom Jobim, and the Bossa Nova

Reily, Suzel Ana

Hutchinson, H.W.

Listen to Brazilian Music
STUDENT RESEARCH AND POWERPOINTS ON BRAZIL

Apr 22  Issues of the Tropical Environment: The Amazon

Student Research Group I - Environmental Destruction and Proposals for Protection of the Amazon (Greenpeace and other organizations) [Include video and music as part of the project]

Student Research Group II – The Challenge of Tribal Survival and National Policy focused on the Amazon [Include video and music as part of the project]

Apr 24  Issues of Urban Landscapes and Culture

Student Research Group III – Urban Migration and Social Challenges in Sao Paulo [Include multiple videos and music as a reflection of Sao Paulo cityscape and culture]

Student Research Group IV – Favelas - Challenges and Solutions to Poverty in Rio [Include video and music as part of the presentation]

Apr 29  Issues of Rural Development

Student Research Group V – Cattle Ranching and Tourism – A Partnership for Solving Destruction of the Pantanal [see music from the Pantanal and include video]

Student Research Group VI – Development and Environmental Preservation in Fernando de Noronha [Human Use, Spinner Dolphins and Sea Turtles] [Include video and music]

May 1  Issues of Culture and Class

Student Research Group VII – Candomblé and Afro-Brazilian Identity [Include multiple videos and music]

Student Research Group VIII – Capoeira and Afro-Brazilian Identity [Include multiple videos and music]

May 6  Final Remarks and Summary

May 7  Study Day

DATE?  Final Exam III and Scholarly Research
Additional Research Resources

Books:


Hecht, Susan and Alexander Cockburn 1989 The Fate of the Forest: Developers, Destroyers and Defenders of the Amazon. London: Verso.


Lindsay, Beverly, ed.

Marchal, Lucien

McGowan, Chris and Ricardo Pessanha

Patai, Daphne

Perrone, Charles A.

Plotkin, Mark J.
1993 Tales of a Shaman’s Apprentice: An Ethnobotanist Searches for New Medicines in the Amazon Rain Forest. Middlesex: Viking.

Rabben, Linda

Schepfer-Hughes, Nancy

Torres, Antonio

Wagley, Charles and Eduardo Galvao
1949 The Tenetehara Indians of Brazil. New York: Columbus University Press.

Yamashita, Karen Tei


**Journal Articles:**

Bak, John  

Bunker, Stephen G.  

Cleary, David  

Fischlowitz, Estanislau and Madeline H. Engel  

Huchzermeyer, Marie  

Hutchinson, Bertram  

Hutchinson, H.W.  

Jacobs, Jamie Eleizabeth  

Lavrin, Asuncion  

Leff, Nathaniel H.  
Lovell, Peggy A.  

Martins, Monica Dias and Laurence Hallewell  

Moran, Emilio F.  

Pereira, L.C. Bresser  

Reich, Gary M.  

Roberts, Bryan R.  

Wagland, Charles  

Weyland, Kurt  

Yap, Lorene  

Young, Jordan M.  