

SA 403-4

Special Topics in Latin American Economy and Society: Urban Governance and Development in Brazil

FALL INTERSESSION (for Brazil Field School) 2008 Sept 2-Oct 15

Co-Instructors: Drs. Gerardo Otero <otero@sfu.ca> and Hannah Wittman <hwittman@sfu.ca>

Course Description:

This course will provide an intensive background on Brazilian history, current political economy and issues of urban participatory governance, with a focus on Curitiba, the capital of the southern state of Paraná, Brazil. Students will be exposed to the history of Brazilian politics and economics, with an emphasis on developments in the post-1985 democratic transition. One of the key goals in this course will be for students to prepare a research prospectus for implementation in Curitiba through fieldwork and documentary research. Students will engage in intensive study of various issues of Brazilian development, one of which they will choose for their research focus in the following course to be taken in Brazil. They should try to identify the most relevant articles or book chapters on their topics, assess their relevance in advance and, when necessary, make copies for use in their research papers for the field-research course (LAS 402-5 and/or LAS 404-3). Issues are to be chosen from three large thematic areas around which the same number of student groups will be organized for team research: urban planning and development; urban governance and social movements; and race and class identity issues. More specific topics within these broad themes that can be addressed by student groups and/or individuals include: participatory governance experiments in Southeastern Brazil; comparing the urban plans set up in the 1970s in Curitiba with actual developments; the functioning of Curitiba's transportation system and its links to the labour market; Curitiba's recycling system and its links to the informal economy; irregular urban settlements (or *favelas*) and social policy; democratic participation and environmental concerns; class and race relations; nationhood, race, and Brazilian identity.

Required Texts:

- Emilia da Costa (2000) *The Brazilian Empire: Myths and Histories*. New York: Cambridge University Press
- Darcy Ribeiro (2000) *The Brazilian People: The formation and meaning of Brazil*. Gainesville: University Press of Florida
- Daniel Chavez and Benjamin Goldfrank (eds.) (2004) *The Left in the City: Participatory Local Governments in Latin America*. London: Latin American Bureau
- Gianpaolo Biaocchi, ed. (2003) *Radicals in Power: The Worker's Party (PT) and Experiments in Urban democracy in Brazil*. Zed Books
- Hugh Schwartz (2004) *Urban Renewal, Municipal Revitalization: The Case of Curitiba, Brazil*. Higher Education Publications

Recommended Texts:

- Steven A. Moore (2007) *Alternative routes to the sustainable city: Austin, Curitiba, and Frankfurt*. Lanham: Lexington Books
- Clara Irazábal (2005) *City Making and Urban Governance in the Americas: Curitiba and Portland*. Burlington, VT: Ashgate

Required Articles:

Several articles available through our SFU Electronic Journals collection will be required, about half of them (4-6) for reading by the whole class, and others for individual reporting in class. These articles cover a wide range of Latin American and Brazilian topics of class structure, inequality and urban governance.

Grading:

5 Discussion Papers	30%
5 Response Questions	10%
Participation & In Class Exercises	15%
Presentation of Prospectus	10%
Research Prospectus	35%

Class Dynamics and Expectations

This course will follow a combination of lecture, participatory-learning discussion and films. The purpose of lectures is to provide necessary background material (e.g., historical, biographical, and conceptual), commentary and critique of assigned readings, and addressing questions raised in discussion papers. The second part of the class will be devoted to further clarify readings by addressing students' response and discussion questions and viewing a film. You should come to each class having read all of the assigned readings for the session. The lectures will supplement—not substitute—the assigned readings. The readings are somewhat extensive but fairly straightforward. If you do not understand something, chances are many of your fellow students do not understand and all will benefit from your questions. You are also encouraged to use our office hours for further clarification of reading material or to talk about your research plans and interests. Although this is a team-taught course, Dr. Otero will be fully responsible for marking student assignments.

The participatory learning part of the class involves seminar discussion by the whole class and in small groups. Everyone is encouraged to participate through open discussion and questions, including sharing thoughts and ideas, observations, and assessments during class time.

Thoughtful and active participation means *regularly* attending class and being prepared to discuss the assigned subject matter. Our assumption, and we hope yours too, is that education is not a “banking” process whereby a professor “deposits” a bunch of information into the heads of passive receivers (students). Learning is best attained in a collaborative process in which information and knowledge is to be shared among professors and students. This is particularly relevant to this class and the entire Field School experience, as our expectation is that you will deploy your own individual initiative to go in search of relevant information for your research project. Hence the final assignment for this class is a research prospectus to be implemented in Brazil.

Discussion Papers (a total of five): These typewritten, single-spaced papers, in 12-point font are due *no later* than 5:00 p.m. on the day before the relevant readings are due for seminar discussion. Discussion papers should be kept to one page single-spaced and posted to our courselist las403-d1@sfu.ca **NOT AS AN ATTACHMENT** but pasted on the body of the message—this minimizes the risk of transmitting a virus. If you do not already have an SFU e-mail account, you must get one immediately, as the Registrar's Office creates this courselist based on the course's enrollments.

Those students not writing a paper for a given session are required to write two **response questions** on the ideas of *at least two* of other students' discussion papers. Send a total of five sets of response questions for as many sessions on readings for which you **did not** write discussion papers. The ideal responses or questions are those that will promote further disentangling and understanding of the readings. Response questions should be based on your peers' rendering of the text, with cites and quotes, posit your agreements or disagreements with their interpretation, and then raise another question. Post your response questions to the courselist by 7:00 p.m. on the day before the relevant class. Given that discussion papers will be posted by 5:00 p.m. on the same day, you have a two-hour window of opportunity for this task, which assumes that you will already have done the assigned readings before reading and commenting on your peers' discussion papers. Late discussion papers and response questions **will not** be marked or counted toward your final grade.

Discussion papers should include 4 parts **explicitly**, i.e., divide your paper into the following **overt sections**:

- (1) An **introduction** paragraph raising a paradox or central question about the topic of the readings, and provide a **brief agenda or outline** for the rest of your essay. Having an agenda or an outline of what you will deliver in the paper, however brief, is a crucial element in social-science writing, so you may as well learn how to compose an introduction. This discipline will eventually come in very handy when you write term papers in this and other advanced courses.
- (2) Provide a brief **synthesis** of what the author is saying. Identify the central questions, main points, concepts, and/or core arguments. Rather than analyzing all the ideas that the author presents, or rendering all relevant facts, you should focus in depth on the *most significant* aspects of the text. Keep in mind that a synthesis is **not** the same as a summary. The latter is an attempt to provide a short inventory of the entire text. A synthesis is not as easy, because it presupposes that the text has been understood and focuses on the core, most central parts.
- (3) A brief **assessment** of the strengths and weaknesses of the author's central argument or concepts. Without being authorities, comment here on whether the authors' evidence or analysis really supports what they set out to do and their conclusions. How does their viewpoint color the interpretations they make? Rather than merely giving your opinions, say why you agree or disagree with their argument and conclusions. We encourage you to be contentious and take a risk by taking a strong stand that will get debate going in class, and be ready to defend your stance with relevant evidence and/or analysis.
- (4) Finally, provide two **discussion questions** related to the readings. One should be a lingering question whose answer would further clarify the reading for you, and the other a question that will promote class discussion. We are looking for well-written papers which critique the readings directly—or support their arguments—and which draw in questions and issues that have been raised in other readings, lectures, films and/or discussions from earlier in the course (30% for five papers, 6% each).

Class participation. Seminar participation will involve the organization of discussion groups to analyze the assigned readings or apply some theoretical concepts to a current-event news article, and turn in an outline at the end of class. The class will be divided into groups composed of four-five people each. The membership of these groups will be established during the first session of

class and will remain the same throughout the term. Each group will have the following roles, which shall be rotated each session among group members: **time keeper** (makes sure that discussion is flowing at an adequate pace to finish assignment in time), **participation encourager** (makes sure that everyone in the group contributes in some way to the discussion), **moderator** (coordinates discussion, making sure that no two people speak at one time and that everyone gets a fair share of time to contribute), **concept clarifier** (checks the readings as needed to make sure that the group is properly understanding the key concepts under discussion), and **reporter** to class (records the names of group participants and keeps minutes of the discussion with a view to give a summary of conclusions to the entire class, and hand an outline of the group's discussion with the names of participants to the professors). If a group has only four members, then one person will assume the roles of both participation encourager and moderator (15%).

Presentation of Prospectus Draft. On the last day of class, students will present a draft of their research prospectus. This will not only be helpful to get feedback, but others will become aware of what their peers are researching, in case they come across relevant information. In this case, cooperation is strongly encouraged, especially for members of the same thematic research group. We encourage you to use Power Point to make your presentations, using no more than 7-10 slides, with fonts no smaller than 32 points. The dictum you should use in composing slides is "less is more", rather than expecting to read out all the text prepared for your presentation from the slides. You may use pictures, tables of graphs, but bear in mind that the latter two should not be too cluttered, or they will not be legible by your audience (10%).

Research Prospectus. This assignment is meant to help you define what your fieldwork in Brazil will focus on. Ideally, most of your readings will come from assigned readings for this class, which will help you define a topic for research. In addition to theoretical concepts and empirical findings in your readings, which you should critically summarize in a "literature review" section of your paper, you should tentatively define what aspects of this topic you will investigate on the field. The deadline for this paper is October 15, one or two days prior to our departure to Brazil. In addition to required readings, you should consult at least ten other titles, preferably books, scholarly journal articles and/or book chapters for your research prospectus. Avoid relying on web sources that are not academic or whose credibility is not well recognized. The more documentary research you do at this stage, the more time you will have for conducting fieldwork in Brazil (35%).

TENTATIVE SCHEDULE OF CLASSES:

1. Wednesday, September 3. Introduction: Course and Field School Overview

OTERO

- Course Introduction

Film: **The Mission** (Roland Joffé, 1986, 125 min). Summary: A powerful epic about a man of the sword and a man of the cloth who unite to shield a South American Indian tribe from brutal subjugation by 18th-century colonial empires.

2. Friday, September 5: The colonial encounter. OTERO

- Darcy Ribeiro (2000) Sections I and II (pp 1-112)

Film:

3. Wednesday, September 10: **Empire and Republic.** WITTMAN

- Emilia da Costa (2000) *The Brazilian Empire: Myths and Histories*.
- Chapter 1 – Independence, the building of a nation
- Chapter 3 – Liberalism – Theory and Practice

4. Friday, September 12: **Methodology and the Craft of International Fieldwork** WITTMAN

- Michael Watts, 2006. “In search of the holy grain: Projects, Proposals, and Research Design, but mostly about why writing a proposal is so difficult.” pp 175-196 in *A Handbook for Social Science Field Research*. London: SAGE
- Sara Curran, 2006. “Ethical Considerations for Research in Cross-Cultural Settings. pp 197-216 in *A Handbook for Social Science Field Research*. London: SAGE

5. Wednesday, September 17 **The socio-territorial formation of Brazil.** WITTMAN

- Emilia da Costa (2000) *The Brazilian Empire: Myths and Histories*. Chapters 4-6

Film: **Quilombo Country.** (Leonard Abrams, 2006, 74 min.). Summary: Provides a portrait of rural communities in Brazil that were founded by runaway slaves or begun from abandoned plantations. This type of community is known as a "Quilombo", from an Angolan word that means "encampment." As many as 2,000 quilombos exist today. F 2510 Q56 2006

6. Friday, September 19: **Town and Country/Past and Present.** WITTMAN

- Emilia da Costa (2000) *The Brazilian Empire: Myths and Histories*. Cambridge Univ Press. Chapter 7 “Town and Country”
- Darcy Ribeiro (2000) *The Brazilian People: The formation and meaning of Brazil*. University Press of Florida. Chapter 8 – Chaotic Urbanization
- Hannah Wittman (2006) “Land, life, power: reframing agrarian citizenship in Brazil”

7. Wednesday, September 24: **Brazil and the World.** WITTMAN

- Marcuse, Peter (2005) “Are Social Forums the Future of Social Movements?” *International Journal of Urban and Regional Research* Volume 29.2 (p417–24)
- Peixoto, Joao Paulo Machado (2004) “Brazil and Hemispheric Integration” Chapter 11 in Mauricio Font and Anthony Peter Spanakos, eds, *Reforming Brazil*. Lanham : Lexington Books.

Film: **Another world is possible: impressions of the World Social Forum** (Mark Dworkin and Melissa Young, 2002, 25 min). Summary: In early 2002, in Porto Alegre, Brazil, 50,000 gathered (including 11,000 young people) for the World Social Forum with the goal of opposing corporate globalization and developing alternative visions for the future. Public officials,

representatives of non-governmental organizations, indigenous nations, farmers and labor promoted a new vision of social justice. Covered extensively by media in other parts of the world, the Forum was virtually ignored by the U.S. press.

8. Friday, September 26: **Class Structure in Latin America and Brazil.** OTERO

- Alejandro Portes and Kelly Hoffman (2003) "Latin American Class Structures: Their Composition and Change during the Neoliberal Era." *Latin American Research Review*, 38(1):41-82
- Armando Boito (2007) "Class Relations in Brazil's New Neoliberal Phase." *Latin American Perspectives*, 34(5):115-131
- Luisa Farah Schwartzman (2007) "Does Money Whiten? Intergenerational Changes in Racial Classification in Brazil." *American Sociological Review* 72(6): 940-963

Recommended:

- Ann Helwege and Melissa B.L. Birch (2007) "Declining Poverty in Latin America? A Critical Analysis of New Estimates by International Institutions" Global Development And Environment Institute Working Paper No. 07-02
- James Petras and Henry Veltmeyer (2003) *Cardoso's Brazil: A Land for Sale*. Lanham, MD, and London: Rowman & Littlefield

Film: **Favela Rising**. (by Jeff Zimbalist and Matt Mochary, 2006, 82 min.). Summary: Documents how former drug-trafficker, Anderson Sá and the Grupo Cultural AfroReggae are working to unite a Rio slum, or favela, against a violent drug industry and police oppression.

9. Wednesday October 1: **Race Relations in Brazil** OTERO

- Edward E. Telles (2002) "Racial Ambiguity Among the Brazilian Population." *Ethnic and Racial Studies* 25:415-441
- Sales Augusto dos Santos and Nelson Olokafá Inocêncio da Silva (2006) "Brazilian Indifference to Racial Inequality in the Labor Market." *Latin American Perspectives* 33(4):13-29

Recommended:

- Edward E. Telles (2004) *Race in Another America: The Significance of Skin Color in Brazil*. Princeton, NJ: Princeton University Press.
- Reginald Daniel (2006) *Race and Multiraciality in Brazil and the United States: Converging Paths?* University Park, PA: Pennsylvania University Press. 360 pp. ISBN: 0271028835.

Film: **TBA**.

10. Friday October 3 **Participation and the Left in City Local Governments** OTERO

- Daniel Chavez and Benjamin Goldfrank (eds.) (2004) *The Left in the City: Participatory*

Local Governments in Latin America. London: Latin American Bureau. 231 pp. (Chapter selection TBA)

Recommended:

- Lúcia Sá (2007) *Life in the megalopolis : Mexico City and São Paulo*. London and New York: Routledge

Film: **City life**. JZ 1318 C58 2001 (written & directed by Steve Bradshaw, 2001. 30 minutes). Summary: Follows Marta Suplicy, the PT mayor of São Paulo, Brazil, as she visits schools, hospitals, favelas, and a shelter for battered women, in her quest to improve the living conditions of the city.

11. Wednesday October 8 **Urban Planning and Participatory Budgeting** OTERO

- *Radicals in Power*, Chs. 2-4, 7-8 (Read at least three chapters).

Recommended:

- Clara Irazábal (2005) *City Making and Urban Governance in the Americas: Curitiba and Portland*. Burlington, VT: Ashgate. 335 pp.

Film: **Doing the Right Thing**. JZ 1318 C58 2001 v.7. (Hilary Sandison, 2001, 30 minutes). Summary: Porto Alegre, the capital of Brazil's southernmost state of Rio Grande do Sul, was once an ordinary, dirty, Brazilian port city. Through a direct democracy program known as the "participatory budget," transformation has taken place, including a fallen unemployment rate, an excellent public transportation system, and the dramatic improvement of poor neighborhoods. This program traces the experiences of two women, both born in poor slum areas, who have risen through this program as neighborhood leaders.

12. Friday October 10. **Urban Planning for Sustainability in Curitiba** OTERO.

- Hugh Schwartz (2004) *Urban Renewal, Municipal Revitalization: The Case of Curitiba, Brazil*. Alexandria, VA: Higher Education Publications, 156 pp. ISBN: 0914927434

Recommended:

- Steven A. Moore (2007) *Alternative Routes to the Sustainable City: Austin, Curitiba, and Frankfurt*. Lanham: Lexington Books, 245 pp.

Film: **Sustainable urban living: a South American case study**. HT 169 B72 S86 2003. (Peter Beeh, 2003, 25 minutes). Summary: Curitiba, Brazil is remarkable for urban planning innovations. This documentary looks at the management of city waste, the planning of urban parks, an integrated transportation system, a practical support scheme for low income workers and the establishment of a vibrant city mall.

13. Wednesday October 15. **Research Prospectus Presentations**

Fall 2008

PLEASE ATTACH COPY OF THIS SHEET TO EACH OF YOUR PAPERS.

Name: _____ . Research Prospectus Paper grade: _____ .

Analysis and Criticism:

POOR

EXCELLENT

1	2	3	4	5	Follows the directions of the assignment (e.g., answers questions sufficiently).
1	2	3	4	5	Clearly defined agenda to demonstrate the thesis or hypothesis.
1	2	3	4	5	Coherence of explanation. Clear statements. Succinct.
1	2	3	4	5	Key terms and concepts are defined and explained.
1	2	3	4	5	Assertions and arguments supported with specific <u>cites</u> to the original works.
1	2	3	4	5	Assertions and arguments supported with specific <u>quotes</u> from the original works.
1	2	3	4	5	Creative use of insights from lecture and class discussion.
1	2	3	4	5	Various parts and paragraphs of paper well structured and interconnected.
1	2	3	4	5	Depth of coverage of existing literature and original works.
1	2	3	4	5	Analyzes literature beyond summarizing.

Technical presentation:

X denotes that attention should be paid to this problem.

XX denotes that extra attention is warranted.

- _____ Late paper (one letter grade is deducted for each day the paper is late).
- _____ Paper format: pages numbered in top right hand corner, one-inch margins, double-spaced.
- _____ Appropriate citation format not followed.
- _____ Text is too long.
- _____ Text is too short.
- _____ Redundancy (wordy; can be trimmed without loss of meaning).
- _____ Some statements are unsupported (e.g., undeveloped and/or vague statements).
- _____ Insufficient coverage of existing literature.
- _____ Insufficient depth of coverage.
- _____ Typographic errors, misspelled words, punctuation errors.
- _____ Incomplete sentences, awkward sentence structure.
- _____ Some paragraphs are too long.
- _____ Some paragraphs are too short.

LAS 403-4

STUDENT SURVEY

Fall 2008

Name: _____

Phone(s): _____

Major? _____

Year/Class _____

E-mail: _____

Other courses taken this semester (names, not numbers):

Home town and/or country? _____

How long have you studied at Simon Fraser University? _____ If you come from another college or university, please name: _____

Why are you interested in this course? (check one:)

It is required

Interested in subject

Fit my timetable

Looked easy

Other Specify _____.

Please name two to three courses taken at Simon Fraser University or other universities or colleges that have influenced your thinking the most. Write course names, not numbers.

What is your current definition of urban development? (2-3 sentences)