Course Syllabus

Social Justice and Public Policy in Brazil
LACB 3000 (3 credits / 45 class hours)

SIT Study Abroad Program:
Brazil: Social Justice and Sustainable Development

Course Description
The Social Justice and Public Policy course (SJG) examines the historical conditions of colonial Brazil most pertinent to the study of social injustice and inequality in contemporary northeastern Brazil. The seminar provides the broad background necessary to understand the existence of social injustice by studying the emancipation struggles of indigenous, African, and Afro-descendants in historical context. It addresses long-standing issues of social exclusion and marginalization, focusing in particular on indigenous populations, women, children, and the landless and these groups’ struggle for human rights. The course also seeks to understand the influence and impact of social emancipation struggles and civil society organizations in the transition from authoritarianism to present-day democracy.

Course Objectives
The objectives for this course are to:
- provide students with historical background and knowledge about social, economic, political and cultural issues which have forged the present day reality of Brazil in general, and Northeast Brazil in particular.
- develop a basic conceptual and practical understanding of contemporary political, social, and economic phenomena in Brazil.
- gain an understanding of the transition from dictatorship to democracy.
- identify the role and contribution of all major ethnic groups to the creation of contemporary Brazilian culture and democratic institutions.
- consider the issue of social justice in-depth, using the Brazilian situation as a case study.
- provide scholarly tools to process and critically analyze historical information, different schools of thought, and varied interpretations about social justice and governance in Brazil.

Expected Outcomes
By the end of the course, students will be able to:
- Analyze country-specific knowledge regarding local efforts to achieve social justice;
- Identify, describe and analyze the ways in which Brazilian scholars address and frame

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questions of social justice and inequality;

- Identify, describe and analyze social, political and cultural forces shaping contemporary Brazilian democracy;
- Identify and use scholarly approaches to social justice and inequality;
- Examine the pressures exerted by organizations of civil society for greater inclusion, recognition and protection under the law;
- Articulate how the transition from dictatorship to democratic institutions has forged widespread demands for social justice, human rights and social equity;
- Examine new models that are being implemented of community-based social, political and economic organization;
- Evaluate the importance of old and emerging relationships based on communal values and solidarity and their potential for these practices to deepen democratic governance;
- Assess the relevance of *sui generis*, usually neglected and localized ways of social organization and different value systems for the construction of more equitable and democratic conditions for society at large.

**Course Modules**

SJS material will be delivered through a series of modules, as found below. The approach will be integrative and experiential, and will aim to develop a multi-sided and historical understanding of the Northeast Brazil experience, with particular reference to social justice.

**Module 1: Northeast Brazil: The Historical Foundations of Social Injustice and Inequality**

Taught at sites in the state of Ceará - this introductory module works to develop a common scholarly frame of reference for students to more fully explore issues of race and class divisions, unequal development, social exclusions, gender inequality, and unequal resource distribution in Northeast Brazil.

Integrating readings, lectures and experiential participation in local organizations and communities, this module focuses on causes and effects of key aspects of social exclusion and social injustice. The module addresses the issues of who is excluded, what are the forms of the exclusion, and the links between exclusion and other issues such as poverty and inequality.

**Instructors (partial list):**

Prof. William Calhoun, JD, SIT Study Abroad: “Slavery and the Origins of Social Injustice in the Americas”.


Mr. Jose Albano, Historian and Photographer: “Human and Natural Geography of the State of Ceará.”

Prof. José Lemos, Federal University of Ceará: “Social Injustice as Measured by the Human Development Index and the Index of Social Exclusion”.

Prof. Zelma Madeira, Ph.D., State University of Ceará: “Constructions of Race Class and Gender”

Prof. Haroldo Aguiar, Ph.D. University of Fortaleza: “Historical Survey of the Economic and Political Formation of the Brazilian State”.

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Prof. Dr. Airton Barreto JD– Director of Emaús Movement and Director of the Human Rights Center of Pirambú

Please note: The required readings are in your readers.

Required Readings
Instructor: Bill Calhoun


Instructor: José Haroldo Aguiar Junior

BAER, Werner; THE BRAZILIAN ECONOMY: Growth and Development;6th edition; Lynne Rienner Publishers; Boulder, Colorado; 2008

FAUSTO, Boris; A Concise History of Brazil; Cambridge University Press; New York; 2008
FURTADO, Celso; The Economic Growth of Brazil; A survey from colonial to modern times; University of California Press, Berkeley and los Angeles; 1968

SKIDMORE, Thomas; BRAZIL, Five Centuries of Change; Oxford University Press; New York; 1999


SKIDMORE, Thomas; THE POLITICS OF MILITARY RULE IN BRAZIL 1964- 1985; first edition; Oxford University Press; New York; 1988


Instructors: Jose de Jesus Sousa Lemos, Airton Barreto, and Edmar Junior

DE ALMEIDA, Agamenon T. “Understanding World Capitalism Today.”


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Instructor: Zelma Madeira


SANTOS, Martha “On the importance of being honorable: Masculinity, Survival, and Conflict in the backlands of Northeast Brazil, Ceará, 1840s -1890”, The Americas, Berkeley, July 2007, Volume 64, Iss.1, pg35.

Other Readings


FURTADO, Celso; The Economic Growth of Brazil; A survey from colonial to modern times; University of California Press, Berkeley and Los Angeles; 1968

LEVINE, Robert M.; The History of Brazil; Palgrave MacMillan; New York; 2003

LUNA, Francisco Vidal; KLEIN, Herbert S.; Brazil since 1980; Cambridge University Press; New York; 2006

MEADE, Teresa A. ; A Brief History of Brazil; 2nd edition; Checkmark Books; New York 2010.

RIBEIRO, Darcy; The Brazilian People; University Press of Florida; Gainesville; 2000


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Module 2: Governance in Northeast Brazil
This module focuses on governance issues and citizen action in Northeast Brazil. It addresses state and local government’s understanding of governance, demand-driven decision-making, and social efforts towards diminishing inequalities. Much of the module is concerned with the identification of political spaces and mobilization means so that citizens can exercise democratic decision making both through representation at the state level and participation in civil society.

Students will be exposed to debates with state government representatives, and gain


MENKE Renner, Esther Susana, “Who we were, who we are, who we will be”, [ICJ 7.1 (2007) 109-115] ISSN 1472-2089.


ZIMMERMAN, Amber Lynn; McDermott, M. Joan; Gould, Christina M. "The local is global: third wave feminism, peace, and social justice” Contemporary Justice Review, Mar2009, Vol. 12 Issue 1, p77-90, 14p; DOI: 10.1080/10282580802681766.


experience through interaction with local community organizations mobilized to improve resident’s lives in impoverish neighborhoods. Experiences of solidarity economics will receive special attention.

Instructors
Ivo Gomes, Chief of Staff to Governor, State Government of Ceará
Egidio Guerra, State Government of Ceará, Advisor to Governor’s Office
João Joaquim de Melo Neto, Coordinator of Palmas Popular Bank
MST: Movimento Sem Terra

Required Readings
CARTER, Miguel, “The landless rural workers´ movement (MST) and democracy in Brazil”, Centre for Brazilian Studies, University of Oxford, Working Paper CBS-60-05.


Other Readings

MILLER, Ethan, “Other Economies are Possible”. Dollars & Sense, Jul/Aug2006, Issue 266, p11-15, 5p


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Student Assessment and Evaluation
Students will be expected to prepare for, attend, and participate in the lectures, discussions, and field visits. They will be expected to complete all assignments in a professional, timely manner. The following breakdown of grades will be used to arrive at the final letter grade, which is determined by the Academic Director (AD).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>3 Analysis of Articles</td>
<td>20 percent</td>
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<tr>
<td>Discussion Group Presentation</td>
<td>30 percent</td>
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<tr>
<td>Project Journal 1 – MST / Caninde</td>
<td>30 percent</td>
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<tr>
<td>Participation</td>
<td>20 percent</td>
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Grading Scales and Criteria
Grades are given both fairly and rigorously and in accordance with the system below. They will reflect a combination of absolute quality of performance, progress made, the ability to take into account and assimilate the Academic Director’s and the teachers’ advice in assessing the work done. An “A” letter grade reflects exceptional work, perfect combination of academic competences and personal research and analysis. It shows great ability to integrate field-based investigation and personal reflection into a structured and well argued paper. A “B” letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding cross-cultural issues. A “C” letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A “D” letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

The grading scale for all classes is as follows:
- 94-100%  A
- 90-93%  A-
- 87-89%  B+
- 84-86%  B
- 80-83%  B-
- 77-79%  C+
- 74-76%  C
- 70-73%  C-
- 67-69%  D+
- 64-66%  D
- below 64  F

Please see the SIT Study Abroad student handbook for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

Please note, the syllabus, course content, lecturers, and readings may be modified by the Academic Director in order to better suit the needs of the course and its participants. Should any change of class topics or lecturers may be necessary, student will be promptly notified.

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