Course Description
In this core seminar, students explore the potential relationship between sports and social justice for Brazilian youth. To contextualize this study, they will first learn about struggles for social equity and the fight against diverse forms of oppression in Brazil. In particular, they will inquire about the socioeconomic realities for young people. As NGOs, schools and the State have searched for strategies to engage youth in the construction of a more just society, sports has emerged as one particularly promising area in which to work. The seminar will explore numerous modalities of sports and sport policy to understand how sports in Brazil can be both an expression of social injustice and an important instrument in its eradication. This seminar will provide the intellectual frame for the program and allow students to think deeply about the power and potential of sports in the movement for social change.

Learning Outcomes
By the end of the course, students will be able to:

- Describe the socio-historical context behind Brazil’s attempts to create a more just society and articulate the connections between sports and social justice strategies in Brazil.
- Discuss the role of sports in Brazilian national identity with reference to the World Cup Games in Brazil which took place in 2014, as well as the Olympic Games in 2016.
- Critically analyze the position of youth in Brazil today (with attention to race, class, gender and other differentiating factors) in relation to the potential role of sports in their lives.
- Assess the impact and potential of sports as a means towards working toward social justice considering youth’s opinions, media presentations of sporting events, the perspective of sports participants and students’ own experiences in Fortaleza.

Language of Instruction
Portuguese with interpretation / English.
Course Schedule

Seminar 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: Social Injustice and Inequality in Brazil; Sports as an Answer?**
In this module, students focus learning on two major themes. The first theme develops a common scholarly frame of reference with respect to race and class divisions, unequal development, social exclusions, gender inequality, and unequal resource distribution in Northeast Brazil. The second theme addresses the strategies and technologies of social innovations developed in social movements and civil society.

**Lecture 1. Introduction to Brazil and Fortaleza: economics, politics and the roots of social injustice the economic & political development of Brazil**
This class introduces students to the historical national and local political and economic context which gave birth to one of the world’s most unjust and social stratified societies.

**Lecture 2. Social Movements, Community Organizations and Sports as Human Development**
In this class, students learn about the importance of social movements in Brazil. They consider some of the most notable movements of the past and present and explore the impact of collective social protests and initiatives.

**Readings**
- Gacitúa M., Estanislao and Woolcock, M.,(2011) “Assessing Social Exclusion and Mobility in Brazil”. Social Exclusion and Mobility in Brazil. Chapter 1, IPEA/World Bank,

**Module visits:**
- Emaus “Vila Velha” a Social Movement for Justice and Peace -
- Community Emaus Amor e Justiça (www.movemaus.com.br) Community Project
- CUFA: Central Única Das Favelas

**Module 2: Gender and Race Construction in Sports**
It is impossible to talk about sports or social justice without considering how they intersect with gender, race, class and other markers of difference. In this module, students will examine race and gender as they affect the potential of sports to serve as a social justice strategy.

**Lecture 1. Race relations and Soccer. From Pelé forward.**
Students learn about soccer’s immediate relationships with race and class issues in Brazil.

**Readings**
Lecture 2. Fabrica de Imagens: Masculinity Construction in Brazilian Football
In this class, soccer and masculinity are considered.

Readings

Lecture 3. Women, Sexualities, and Soccer in Brazil
This next class continues the focus on gender by exploring women and soccer and examining different sexualities and soccer participation.

Readings

Module visits:
- NGO: Fabrica de Imagems
- Womens Soccer Team – Faculdade Ateneu

Module 3: State Policy, Sports and Social Inclusion
How have sports offered the State of Ceara an avenue for economic and social gain? What have been the successes and challenges at hand? In this lecture, delivered by the Secretary of Sports office, students will gain the State perspective. Then they consider the role of sports in both economic strategy (megaevents as a source of income and positive media) and social strategy (sports as providing opportunities for improved living in marginalized communities.)


Lecture 2: CUCA – Centro Urbano de Cultural e Arte: The CUCA of Fortaleza: Social Inclusion Through the Arts and Sports.

Readings
Lecture 3: The impact of mega-events on local populations
The hosting of mega-events has been actively pursued by some of the world’s major centers as a way to ‘fast-track’ their urban regeneration agenda and stand out among the global competition for international capital. The World Cup and Olympic Games have long been seen as a golden opportunity to achieve this. This lecture examines the social impact of mega events on local populations.

Readings

Module visits:
- CUCA – Centro Urbano de Cultural e Arte
- Secretaria do Esporte – Estado do Ceara: This visit will focus on implementation of the National Sports Policy know as “Segundo Tempo” (http://www.esporte.gov.br/index.php/institucional/esporte-educacao-lazer-e-inclusao-social/segundo-tempo) in the state of Ceara. Through this secretariat we will also be able to visit newly constructed stadiums and the Olympic village under construction for the 2016 Olympics.
- Secretaria de Esporte: Municipality of Fortaleza

Module 4: Soccer in Brazil
The module introduces students to the cultural and social study of soccer in Brazil. How do sports reflect social values? What is the role of athletes in the national imagination? What images and symbols related to soccer are promoted through the media??

Lecture 1. Soccer and Brazilian Culture.
This lecture examines the cultural role of soccer in Latin America and Brazil.

Readings
- Holanda, B. (2014) The fan as actor: the popularization of soccer and Brazil’s sports audience, Soccer & Society, , Volume 15, Issue 1, , pages 8-18

Lecture 2 facilitated discussion. Media and Sports. In this class, students consider presentations of Sports in the media. What is this event about? Who is it for? What are the common motifs and messages employed? How do these meanings interact with social context concerns?

Sports Announcer and Commentator: Verde Mares Television Station

Readings
- Gastaldo, E. (2014), Soccer and media in Brazil Soccer & Society, , Volume 15, Issue 1, pages 123-131

Lecture 3: The World Cup: After the games in Fortaleza: Impact, Social justice, the future.
Did this event create a space for resistance and change, or did it re-solidify existing inequities? How did media portrayals of the athletes, their identities, their fans and the games dialogue with the desire for social justice? What images and hopes might sports/soccer offer for working creatively with youth in Fortaleza? What can be surmised in the immediate context of Fortaleza? What is the estimated impact?

What’s next for sports in Brazil? What lessons can be learned from the World Cup? Final talk and discussion.

Readings

- O’Conor, Erika and Barnes, T. (2012), Slum Dwellers are defying Brazil’s grand design for Olympics. The New York Times.
- Markovits, A. S. and Rensmann, L. (2010), Gaming the world: how sports are reshaping global politics and culture, Princeton and Oxford.

Module 5. WORKSHOP: Brazilian youth today: Transforming Lives through Sports

Prepared now with an understanding of Brazil’s social justice struggles, the State’s use of sports as an economic and social strategy, and the cultural importance of soccer in Brazil, this hands-on component of the seminar takes students into a range of NGOs working with sports-related activities for youth and adolescents to explore what this all looks like in practice. Students will also participate in “football schools” organized by retired professional footballers, capoeira centers, surf schools and other civil society and state agencies working with youth from communities most impacted by poverty and social exclusion.

Lecture 1. / Roundtable discussion with five professional soccer players

Visits

- Organized Soccer Fan Club
- Headquarters of football clubs: Sport Club Fortaleza and Sport Club Ceara
- REJUP-CE Rede de Adolescentes e Jovens pelo Esporte Seguro e Inclusivo (UNICEF)
- SECRETARIA DE JUVENTUDE DE FORTALEZA – Secretariat for Youth-Municipality of Fortaleza
- IPOM – INSTITUTO POVOS DO MAR (http://www.ipompovodomar.org.br/) NGO that works with disadvantaged your and human development through sports programs especially surfing.
- CUFA - Central Unica das Favelas - is a solid organization, nationally recognized by the political, social, sports and cultural spheres. Was created from the union of young people from various slums of Rio de Janeiro - mostly blacks - seeking venues for expressing their attitudes, or simply questioning his will to live. The organization has the rapper MV Bill as one of its founders, it has already received several awards due to their active participation in the Hip Hop movement. In 2004, UNESCO awarded him as one of the ten most militant people in the world in the last decade. Besides him, CUFA has Nega Gizza, a strong female reference in the world of Rap, known and respected for their commitment and dedication to social causes.
- GRUPO DE CAPOEIRA CORDÃO DE OURO Capoeira group Cordão de Ouro utilizes the afro-brazilian sport of capoeira as an instrument of youth development.
- Golaço: (https://www.facebook.com/golacoesporteinterativo/) An NGO that works with youth from poor communities in soccer training programs led by retired professional soccer players. There are a network of soccer fields established around the city of Fortaleza in numerous communities where the training programs take place. Golaço seeks to advance human, physical and professional development of youth through sports, particularly soccer. Golaço operates a federation of football schools located in the poorest areas of Fortaleza, focused on youth development through sports.
Escolinha de Futebol do Serrinha - Bairro Serrinha; Escolinha de Futebol do Edmar – Bairro Caucaia; Escolinha de Futebol do Marcio – Bairro Cidade 2000; Escolinha de Futebol do Marquinho – Bairro Praia De Iracema; Escolinha de Futebol do Helinho – Bairro Jurema, Caucaia; Escolinha de Futebol – Sem A Vida – Bom Jardim; Escolinha de Futebol- Acarape- Cuca Che Guevara: (http://cucacheguevara.blogspot.com.br/) The largest sports complex for youth in Latin America supported by the Municipal government of Fortaleza.

Readings:
- Rizini, I.; Barker, G.; & Cassaniga, N. (1999), From Street Children to all Children Improving the Opportunities of Low Income Urban Children and Youth in Brazil, Instituto Promundo, Rio de Janeiro.

Evaluation and Grading Criteria

2 Critical Essays 70%
Final Analytical Paper about the sports, youth, social justice 20%
Class Attendance and Participation (including excursions) 10%

Grading Scale
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

Expectations and Policies
- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Do the readings. You are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. The readings will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor made for each and every class.
- Ask questions in class. Engage the lecturer.
- Comply with academic integrity policies (see handbook).
- **Respect differences of opinion** (classmates’, lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- **Portuguese language lectures for this course will be translated.** This is challenging for all involved; please be respectful of the process and engage fully.

**Please refer to the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process.