

HIST 508: RACE AND ETHNICITY IN BRAZIL

Ver. 1

Spring 2013
Thursday, 15:30 – 18:20
MHRA 1211

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Office Hours: T/Th, 14:30 to 15:30 or by
appointment

Course Description:

Often, maybe too often, race and ethnicity lie at the bottom of political, economic, social, and cultural phenomena. Brazil provides an excellent window on the complex ways the two classificatory categories—“race” and “ethnicity”—operate. Home for indigenous people, Portuguese colonizers, African slaves and their descendants, and European, Asian, and Middle Eastern immigrants, Brazil hosts one of the world’s most diverse and fascinating societies. In this course we will examine how Brazilians constructed race and ethnicity to organize their society, control it, and exercise their own agency. We will look into processes of miscegenation, changing racial ideologies and challenging them, struggles for the shaping of collective identities, and relations between minorities and the majority and the state. Our focus will be on the intersections between race and ethnicity, the nation, and “Brazilianness” (Brasilidade).

Course Requirements:

The following grading scale will be used:

A+ = 97-100	B-=80-82	D= 63-66
A = 93-96	C+ = 77-79	D-=60-62
A-= 90-92	C=73-76	F= 59 and under
B+ = 87-89	C-=70-73	
B= 83-86	D+ = 67-69	

Your grades will be derived from the following areas:

20%	Active Participation
10%	Weekly responses
10%	Class leading and a short essay
60%	<u>Final project and its presentation</u>
100%	Total

a) Participation (20%)

All seminar participants are expected to participate fully in the weekly discussions and to comment on the weekly readings. In order to stimulate the discussion, organize one’s reaction, and to improve the participants’ writing skills, each week participants will post in advance a one-page essay that identifies the major themes in the readings, their interpretations and reactions to these themes, and suggestions for class discussion (see item B on this list). In addition, each participant will lead one of the classes (see item C) and will present a “professionalization review” (see item D).

Finally, participation is also required for the “professionalization periods” we will conduct throughout the course, and the assignments associated with them.

b) Weekly Responses (10%)

Each week all participants will submit online their reactions to the weekly readings. The reaction is a formal short essay discussing the major themes in the weekly readings and suggesting avenues for class discussion.

Undergraduates: only 8/12 essays are required.

c) Class Leading and a Short Essay (10%)

Each participant will lead class at least twice, in pairs, throughout the semester. Class leaders will open the class with a formal presentation of their own analysis of the discussed work, the major themes, and relations to the course's subject matter and other readings. After the presentation the class leader will lead the discussion and will use the suggested themes other seminal participants offered and will react on them.

In addition to the class-leading, once throughout the semester the class leader will submit—instead of the weekly reaction—a longer three-page essay on the readings and their themes. These should be submitted to the instructor only in class.

Undergraduates: will only lead class ones.

d) Professionalization Review (Not graded)

Each participant will offer a short oral review of one publication discussing academic professionalization, such as advice for graduate students, career plans, etc. The review will focus on the book's merit, usefulness, and limitation in a manner that will provide other seminar participants an idea about its relevance and potential for them.

Undergraduates: exempted.

e) Final Project (50%) and its presentation (10%)

The major writing assignment in the course should be a historiographical essay that should combine the participant's research interests with the course's major themes and readings. The fifteen-page essay is due in the last day of class. In addition, in the last class each participant will present his or her research to the class in about a fifteen- to twenty-minute long oral presentation. We will discuss the final project multiple times throughout the seminar and will set gradual step stones, such as subject choosing, historiography, peer-review etc., some in private consultation meetings and some in class.

Other Course Policies

Academic Integrity Policy: The maintenance of academic integrity is essential for each individual and for the academic community. Make sure you know and understand the UNCG's Academic Integrity Policy (<http://sa.uncg.edu/handbook/academic-integrity-policy/>). By enrolling in the University, each student agrees to abide by the Academic Integrity Policy. By taking this course you reaffirm this commitment. Make sure you know what you signed for.

Students with disabilities: All students have the potential to succeed. If you need any academic accommodation contact the Office of Disability Services and follow their procedures (<http://ods.uncg.edu/>). Please do so well in advance, and not in the last moment before the assignment is due.