



**University
of Victoria**

Department of Geography

GEOG388: Regional Geography Brazil
Spring 2024
Instructor: Dr. Jutta Gutberlet

Exuberant natural and cultural landscapes, extremes in wealth distribution, social movements, grassroots innovations, colonial legacy, and land of carnival.



Instructor: Dr. Jutta Gutberlet

E-mail: gutber@uvic.ca

Websites: <https://www.juttagutberlet.com>
<https://www.cbri.uvic.ca>

Lectures: Monday and Wednesday 2:30-3:50 pm Room: **MAC D010**

Office Hours: By Appointment and Wednesday 1:30-2:30 pm Room: **DTB 312**

GEOG 388: Regional Geography Brazil - Spring 2024

COURSE OVERVIEW

Brazil's physical and human Geography are shaped by indigenous and colonial past, ecological diversity, socio-cultural wealth, and political complexity. Natural environments such as the Amazon region, the Pantanal ecosystem, coastal mountain rainforests and dry savannah regions are among the richest ecosystems on the planet. However, resource extraction, agroindustry, mismanagement and urban growth and spread are common threats to these environments and their inhabitants. Historical phases of conquest and slavery during the 19th Century, the move towards abolition and subsequent massive European and Asian migration have re-shaped the natural landscapes and the multicultural populations living in Brazil today.

A wealth of indigenous cultures, still present, particularly in the North of Brazil, of which some are seriously threatened by current developments and policies. The country's history is marked by oppression, instability, and poverty, as well as by resistance, creativity, and social movements. We will use a feminist, post-colonial lens to uncover the unique regional geography of this country.

The course will unfold the beauty of the country's natural environments, uncover the legacy of colonial pasts and the post-colonial present, and will discuss current urban growth, social movements, and alternative development manifest in everyday life. We will unravel the roots of social and economic inequality and political challenges linked to corruption and neoliberal ruling. Learning outcomes from this region can be applied to other regional geographies, particular within Latin America.

LEARNING OUTCOMES

- (1) Ability to apply key concepts and theories that explain processes that shape or have shaped the regional geography of Brazil to other contrasting or comparable regional geographic contexts.
- (2) Expanded knowledge on social, cultural, economic, political, and environmental specific characteristics in the region and on the Latin American continent.
- (3) Enhanced critical thinking skills to address regional issues.
- (4) Experience with examining and interpreting a broad range of current development issues through geographical regional lenses and analytical frameworks.
- (5) Enhanced skills in report preparation and writing.
- (6) Critical thinking and enhanced debating and presentation skills.

COURSE SCHEDULE AND WEEKLY READINGS

Week	Dates	TOPIC and READINGS
1	08.1. 10.1.	Introduction to the course content: Brazil in the context of the global South and Latin America - Pereira, A. W. (2020) <i>Modern Brazil: A Very Short Introduction</i> , Oxford University Press, Ch. 1. - Vieira et al. (2015) Brazil: A Land of Beautiful and Undiscovered Landscapes. In: Carvalho Vieira, B. et al. <i>Landscapes and Landforms of Brazil</i> . New York: Springer, pp. 3-7.
2	15.01. 17.01.	Brazil from colony, to empire, to republic: a historic lens - Pereira, A. W. (2020) <i>Modern Brazil: A Very Short Introduction</i> , Oxford University, Ch. 2 - Sterling, C. (2012) <i>African roots, Brazilian rites: cultural and national identity in Brazil</i> , New York: Palgrave Macmillan, Ch. 7
3	22.01. 24.01.	Regional variations of natural landscapes and climate: The Amazon region and the Pantanal region - Val, A.L. et al. (2017), Amazonia: Water Resources and Sustainability. In: Mattos Bicudo, C. E. de et al. (Eds.), <i>Waters of Brazil: Strategic Analysis</i> , Cham: Springer International Publishing, Ch. 6 - Richards, P. & VanWey, L. (2015), Where Deforestation Leads to Urbanization: How Resource Extraction Is Leading to Urban Growth in the Brazilian Amazon. <i>Annals of the AAG</i> 105 (4), 806-823.
4	29.01. 31.01.	Indigenous nations - Coutinho, A. G. (2020) Politics of Devastation Remarks on De-democratization, Indigenous Peoples, and the Environment in Contemporary Brazil. In: Bianchi, B., Chaloub, J., Rangel, P. & Wolf, F. O. (Eds.) <i>Democracy and Brazil: Collapse and Regression</i> . New York: Routledge, Ch.12.
5	05.02. 07.02.	Draft Research Outline due February 7th Brazilian political history: the role of colonialism, neopatrimonialism, corruption, and resistance - Pereira, A. W. (2020) <i>Modern Brazil: A Very Short Introduction</i> , Oxford University, Ch. 4 - Mayblin, M. (2010) The land and the people. In: Mayblin, M. <i>Gender, Catholicism, and Morality in Brazil: Virtuous Husbands, Powerful Wives</i> . Palgrave Macmillan. Ch.1.
6	12.02. 14.02.	Uneven regional development - Pereira, A. W. (2020) <i>Modern Brazil: A Very Short Introduction</i> , Oxford University, Ch. 5 and 6 - Lima, L. (2020) Bolsonaro and the Current Stage of the Brazilian Social Crisis Historical continuities as a Backdrop for the Present Situation. In: Bianchi, B. et al. (Eds.) <i>Democracy and Brazil: Collapse and Regression</i> . New York: Routledge, Ch. 7.
7	19.02. 21.02.	No classes - Reading week No classes - Reading week
8	26.02. 28.02.	Rural and Agro-industrial developments - Robles, W. & Veltmeyer, H. (2015) The Agrarian Question Today: The Politics of Poverty and Inequality In: Robles, W. et al. (Eds.), <i>The Politics of Agrarian Reform in Brazil</i> , New York: Palgrave Macmillan, pp. 17-35

9	04.03. 06.03.	Brazilian Culture and folklore - Sterling C. (2012) From Candomblé to Carnaval: Secularizing Africa and Visualizing Blackness. In: C. Sterling, <i>African roots, Brazilian rites: cultural and national identity in Brazil</i> , New York: Palgrave Macmillan, Ch. 3., pp. 87-108. - Sterling C. (2012) Centering Blackness: Hip-Hop and the Outing of Marginality. In: C. Sterling, <i>African roots, Brazilian rites: cultural and national identity in Brazil</i> , New York: Palgrave Macmillan, Ch 6, pp. 173-203.
10	11.03. 13.03.	Urban social, economic and environmental challenges: Health care, education, housing - Wilding, P. (2012) Public/Private Boundaries In: Wilding, P. <i>Negotiating Boundaries</i> Ch. 3, pp. 48-76. - Wiesebron, M. (2014) Social Policies during the Lula Administration: The Conditional Cash Transfer Program Bolsa Família. In: Castro, F. de et al. (eds.), <i>Brazil Under the Workers' Party</i> . Palgrave Macmillan. Ch. 6, pp. 126-149.
11	18.03. 20.03.	Contemporary art, and graffiti and resistance to racism - Sá, L. & Milanez Pereira, F. (2020) Painting racism: Protest art by contemporary Indigenous artists. In: Brandellero, S. et al. (Eds.) <i>Living (Il)legalities in Brazil: Practices, Narratives, and Institutions in a Country on the Edge</i> . London: Routledge, Ch. 11. - Oliver, D. & Faria, C. (2020) Hip-hop urbanism, placemaking and community- building among Black LGBT youth in Rio de Janeiro, Brazil. In: Datta, A. et al. <i>Routledge Handbook of Gender and Feminist Geographies</i> . London: Routledge, Ch. 4.
12	25.03. 27.03.	Exam (covering course material weeks 1 to 11) São Paulo: a megacity with challenges, learning from grassroots and social movements - Maricato, E. & Colosso, P. (2020) The Urban Crisis in Brazil: From the Neodevelopmentalist Experiment to the Rise of Bolsonarismo. In: Bianchi, B. et al. (Eds.) <i>Democracy and Brazil: Collapse and Regression</i> . New York: Routledge, Ch. 10.
13	01.04. 03.04.	Holiday - no classes Class presentation and discussions
14	08.04.	Class presentation and discussions Research Report due (15.4.)

REQUIRED TEXTS uploaded to BrightSpace.

All readings have been uploaded to Brightspace under your weekly topic.

Additional Readings:

- Bianchi, B., Chaloub, J., Rangel, P. & Wolf, F. O. (Eds.) (2020) *Democracy and Brazil: Collapse and Regression*. New York: Routledge.
- Brandellero, S., Pardue, D. & Wink, G. (Eds.) (2020) *Living (Il)legalities in Brazil: Practices, Narratives and Institutions in a Country on the Edge*. London: Routledge.
- Carvalho Vieira, B, Salgado, A. A., Cordeiro Santos, L. J. (Eds.) (2015) *Landscapes and Landforms of Brazil*. New York: Springer.
- Castro, F. de, et al. (Eds.), *Brazil Under the Workers' Party*. Palgrave Macmillan.
- Datta, A., Hopkins, P., Johnston, L., Olson, E. & Silva, J. M. *Routledge Handbook of Gender and Feminist Geographies*. London: Routledge.
- Mattos Bicudo, C. E. de et al. (Eds.) *Waters of Brazil: Strategic Analysis*, Cham: Springer International Publishing.

Moran, E. (1983) (eBook Published 2019) *The Dilemma of Amazonian Development*. New York: Routledge

Pereira, A. W. (2020) *Modern Brazil: A Very Short Introduction*, Oxford University Press.

Robles, W. & Veltmeyer, H. (2015) (Eds.), *The Politics of Agrarian Reform in Brazil: The Landless Rural Workers Movement*. New York: Palgrave Macmillan.

Rodrigues Salgado, A. A., Cordeiro Santos, L. J., Paisani, J. C. (Eds.) (2019) *The Physical Geography of Brazil: Environment, Vegetation and Landscape*. New York: Springer.

Sterling, C. (2012) *African roots, Brazilian rites: cultural and national identity in Brazil*, New York: Palgrave Macmillan

MARK ALLOCATION AND ASSIGNMENT DETAILS

1. Discussion Forum on Weekly Topics (20%)

To engage with the course material, students will **post one question** related to the required **weekly readings** and **post answers to one question** from other students, **starting in week 2** through to week 12. The questions need to be relevant and focus on the readings of the current week. Your posts should be correct in spelling and grammar. Posting deadline is always the **Wednesday at noon**. The first Q&A session should be posted in week 2, on **Wednesday, January 17th**, with a focus on the required readings listed for Week 2. To receive the full mark (20%) students should participate in 10 posts throughout the course. Each post is worth 2% You will only be able to see the questions and answers from other students if you submit your own question. Then you can read the posted questions and provide answers to two questions. Postings should not exceed 200 words each. You may include references to websites or academic sources.

*** 2 marks** - Fully complied with 1 Question and 1 Answer in the weekly discussion forum. It is evident that the student has done the weekly mandatory readings. Student has engaged with references to support the arguments.

*** 1 or 1.5 marks** - Student did not provide evidence that reading was done. Or student has posted only 1 Q.

2. Discussion leader (10%)

You will be leading the discussion for one of the weekly topics in our **Wednesday** class. This means that you need to be extra well prepared for the week's topic to be able to facilitate the discussion (max. 30 minutes). You will prepare a minimum of 3 questions about the weekly topic, and the reading material. You will kickstart the discussion by providing a short introduction about the topic (**5 minutes**) and will then lead the discussion. The discussion leader needs to upload the questions for the group debate to Brightspace **before the Wednesday class**. This activity will be running between weeks 2 and 12. Students will be enrolled at the beginning of the course.

3. Exam (20%)

In **week 12, on Monday March 25th**, you will write an exam based on the course content from weeks 1 to 11. I will provide further information on the preparation for this exam. The best, however, will be if you keep specific notes on essential course content throughout the lectures and readings.

4. Research Project (30%)

Students will prepare a research project on a specific topic from the provided list. Given that our class is quite large you will be able to work in groups no more than 3 students. In week 5, **February 7th**, you are required to hand in a 1-page outline showing the key points/arguments that will be addressed in your project. You will upload your outline to Brightspace for feedback.

The assignment should be no longer than 2,000 words (1 student project) 3,000 words (2 students project) and 4,000 words (3 students project). 1 student should upload the final assignment to Brightspace. **DEADLINE: April 15th.**

5. Research Presentation (10%)

You will prepare a brief presentation (following the 'Pecha Kucha' method) to communicate your research findings. The slides for your presentation will be presented during class in week 13 and week 14 and will be submitted to BrightSpace before class.

DEADLINE to submit your presentation slides is **April 3rd and April 8th.**

6. Attendance and Participation (10%)

Students are expected to attend and actively **participate in all classes**. To achieve full participation marks means that the student engages in the discussions during class, and actively listens, poses questions, and provides answers or contributions when possible. Regularly attending class and coming prepared and actively participating in class discussions will render the 10% participation mark.

GRADING SYSTEM

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	Exceptional, outstanding, and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	Very good, good, and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Undergraduate Advising: geogadvising@uvic.ca

POLICY ON LATE ASSIGNMENTS

We encourage you to stay on schedule as you work through your course material and assignments. To help you

satisfy the course requirements, deadlines for each of the course assignments have been established to provide ample work time in which to complete the readings and undertake the activities and discussions. You should review all course requirements and due dates at the beginning of the course, compare these to your own schedule, and plan ahead accordingly. If you anticipate conflicts with your work schedule, please let the course instructor know immediately. You are expected to work through the course materials and submit all assignments on time. All course participants are expected to complete all assignments and are graded on the same criteria. A late penalty of 10%/day will apply.

POLICY ON ATTENDANCE

As a sign of respect to the instructor and the rest of the class, late arrivals are discouraged, as are early departures. Students are expected to do the assigned readings to be prepared to participate in the Wednesday class discussions.

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.**

Using Artificial Intelligence (AI) to produce assignments is not tolerated and will be treated as plagiarism.

Policy on Academic Integrity:

web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html

If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible (uvic.ca/services/cal/). The CAL staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environments for all its members.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119. Phone: 250.721.8021. Email: svpcoordinator@uvic.ca, Web: uvic.ca/svp

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital

to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

STUDENT WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* <https://www.uvic.ca/services/counselling/>

Health Services - *University Health Services (UHS) provides a full-service primary health clinic for students, and coordinates healthy student and campus initiatives.* <https://www.uvic.ca/services/health/>

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.* <https://www.uvic.ca/services/cal/>

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.* <https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>



XAXE TTE SĀÁ, ŁTE TE'NEH, XAXE TTE SĀÁ, ŁTE SĀÁL - Our land is sacred. Our language is sacred. Artwork by David Underwood (2018).

We acknowledge with respect the Lekwungen peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSANEC peoples whose historical relationships with the land continue to this day.