

IDS 2935: Brazil's Greatest Hits

Quest 1: Identities

I. General Information

Class Meetings

- Spring 2025
- 100% In-person, no GTA, 35 students
- MWF, 5th period (11:45 AM – 12:35 PM), location to be determined

Instructor

- Mariana Oliveira
- 155 Dauer Hall
- Office Mondays 4 – 5 PM, Wednesdays 3-5 PM
- marianaoliveira@ufl.edu, 352-394-3688

Course Description

Brazil and the United States, two continental countries with similar histories, have much in common. Brazil shares important diplomatic and economic bonds with the United States of America as a whole and with the state of Florida in particular. This course will focus on the best Brazil has to offer, the country's "Greatest Hits."

The goal of this course is to explore the many manifestations of Brazilian culture, both those who have made their way to the United States and those who are mostly known to locals and Brazilianists. This course is multidisciplinary and will broach subjects as diverse as architecture, visual arts, and literature. Students will learn about all kinds of Brazilian cultural manifestations, from music to food, including Afro-Brazilian religion, art, inventions, places of resistance (such as quilombos, favelas and indigenous reservations) and the cordiality that is said to be key to Brazilian culture.

We will aim to answer this **essential** question: how might learning about Brazilian society help us improve our own? In their quest to learn about Brazil, students will encounter a wide array of different **identities**, which in turn might give them new insights into their own **identity** and culture. Relating the theme of Identities to Brazilian culture, students will ask: How are personal, and cultural identities constructed? How and why do they change? In what ways are such identities personally, socially, or politically significant? In this class, we will explore Brazil's Greatest Hits, at the same time interrogating the deep social inequality present in Brazilian

society. How did Brazil's troubled history help shape the country's best cultural manifestations?

The materials for this course include primary and secondary sources including readings, films, live events, debates, and interviews. The experiential learning components include interviewing scholars who study Brazil and engaging with the Brazilian community of Gainesville. The self-reflection components include listening to a Brazilian album and writing a reflection, and a group presentation that compares an aspect of culture in Brazil and in the United States.

Quest and General Education Credit

- Quest 1
- Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

- International (N)

This course fulfills the International requirement for the general education subject area. This course addresses international content and promotes the development of students' global and cultural awareness through the examination of Brazilian culture.

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

All works are available and labeled in Canvas. These works are from scholarly journals, books, documentaries and TV shows that students can obtain from the UF library resources in addition to the Canvas site.

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

Assignment	Description	Requirements	Points
Paper 1: Syllabus Reflection	Write a reflection of the syllabus and consider what you already know about Brazil. Additionally, reflect on what you expect to learn from this course.	250 words	100
Paper 2: Listen to a Brazilian album	Choose a Brazilian album of one of the genres we discussed. The professor will suggest albums, but students may choose a different album. Reflect on the experience of listening. If you don't understand the lyrics, how do you connect with the music? How does this album tie to what we learned in class ?	250 words	100
Group presentation: Brazil and the United States	<p>Students will be divided into groups of three. Students will choose something that interests them about Brazil, and they are free to choose topics that are not on the syllabus. The presentation must compare that subject in Brazil and in the United States. (For instance, they may compare the cuisine of a Brazilian region to the cuisine of an American region).</p> <p>Each member of the group will be in charge of a specific part of the assignment. Each member's part must be labeled in the PowerPoint and it must be easily distinguishable for other members' part.</p>	<ul style="list-style-type: none"> • 8 minutes • PowerPoint presentation • Bibliography 	150
Interview. Groups of 2.	In groups of 2, students must interview a scholar who researches Brazil. They may interview professors or grad students of any department. They may also interview librarians or independent scholars. Students must come up with 6	<ul style="list-style-type: none"> • Selfie with interviewee • List of 6 questions • Summary of responses. 	100

	pointed questions and summarize the interviewee's answers in writing. Each student must come up with three questions, which should be labeled in the summary. They may record the answers, but the summary must not be a transcription.		
Paper 3: Experience the Brazilian Community in Gainesville	Students find a way to engage with the Brazilian community in Gainesville, and then write a journal entry of their experience. Some examples: they may choose to attend a capoeira class or a Bossa Nova concert. They will write a reflection of the experience. This paper may be turned in at any time in the semester, but there is a deadline. Throughout the semester, the professor will make suggestions of events students might attend.	Selfie at the event 100 words	200
Paper 4: Analytic Essay: What can we learn from Brazil?	In this class, students have learned about Brazil Greatest Hits. Can they be used to improve American society? If so, how? Students must write about specific examples.	1000 words	200
Discussion questions	Students write questions about the topics that will be discussed that week. Weeks that require discussion questions are marked in the syllabus.	1 question	50
Classwork, participation, and attendance	This class requires interaction. Asking questions and participating in the debates are key to engaging with Brazilian culture. Proper participation also includes studying the readings and being prepared to discuss the information. The rubric will be given out twice during the semester, after the 7-week mark and at the end of the course. Attendance is required and will be recorded daily. You are allowed four "personal days" for the semester, after which each absence that does not meet university criteria	See Participation Rubric	100

	<p>for “excused” will result in a two-point deduction from your final grade.</p> <p>Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.</p> <p>NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.</p>		
Total			1000

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubric(s)

Group Presentation Rubric

TOTAL: ____ / 150	Exceeds Expectations (150)	Meets Expectations (105)	Does Not Meet Expectations (60)
<i>Content</i>	(+50) I include numerous specific details about my topic and make	(+35) I include some specific details about my topic and make connections between	(+20) I include few specific details about my topic and make few to no

	<p>excellent, provocative connections between the pieces of information that I present and what we have studied in class. I demonstrate solid knowledge of my topic. If questions are asked, I can answer them or appropriately address them.</p>	<p>the information that I present, but there are a few gaps where I do not elaborate / make connections between pieces of information that I present and/or what we have studied in class. I demonstrate solid knowledge of my topic. If questions are asked, I can answer most of them or appropriately address them.</p>	<p>connections between the information that I present. That is, my presentation feels “random” because I do not elaborate. I demonstrate some knowledge of my topic in the presentation, but I struggle in conveying the information. I am unable to answer questions about my topic and do not provide appropriate information to address them.</p>
<i>Comprehensibility</i>	<p>(+50) I make a concerted effort to make my speech and content comprehensible to classmates. I use multiple, engaging strategies to aid comprehensibility, including using and explaining images, gestures, providing brief definitions of new words, etc. My presentation is likely clear to all of my classmates.</p>	<p>(+35) I make a concerted effort to make my speech and content comprehensible to classmates. I use some strategies to aid comprehensibility including using images, gestures, providing brief definitions of new words, etc. My presentation is probably clear to all of my classmates, though there may have been a few words / concepts that I should have explained.</p>	<p>(+20) I make little to no effort to make my speech and content comprehensible to classmates. I use almost no strategies to aid comprehensibility and/or I do not use strategies well (e.g., not explaining images, not explaining new words). My presentation is probably NOT clear to all of my classmates.</p>
<i>Powerpoint and Bibliography</i>	<p>(+50) The PowerPoint presentation is well-made and engaging. It does not have</p>	<p>(+30) Although I have a PowerPoint presentation, each slide has more text</p>	<p>(+20) I have failed to provide a PowerPoint</p>

	<p>more than four bullet points of text in each slide. I have provided a bibliography that is formatted correctly, and not longer than a page.</p>	<p>than images. I read off the slide during the presentation. I have provided a bibliography, but it is not formatted correctly.</p>	<p>presentation and/or a bibliography.</p>
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Participation Rubric

Total: _____/10	Outstanding	Good work	Needs improvement	See your instructor
<i>Classroom Engagement</i>	(+4) I am always active in class activities, I regularly participate in whole-class conversations, and I participate in small-group activities. My comments relate to what we're doing, and I go beyond the basics and take risks with the information to share my thoughts and opinions.	(+3) I participate in every small-group activity, completing all parts of every assigned task as required. I sometimes contribute to whole- group discussions, and my comments relate to what we're doing.	(+2) I mostly participate in the assigned activities, but I sometimes show a lack of effort or interest that causes me to not fully participate in class conversations. AND/OR My comments sometimes don't relate to what we're doing.	(+1) I don't offer many comments in small-group and/or whole-group activities.
<i>Preparation</i>	(+3) I always come to class fully prepared with all necessary materials (texts) The questions I ask and the comments I make always show that I have prepared for class by reading the material assigned.	(+2) I almost always come to class fully prepared. The questions I ask and the comments I make show that I am almost always prepared for class.	(+1) I usually come to class fully prepared with access to the texts, but sometimes I obviously don't have materials and/or haven't prepared by reading for class.	(0) I rarely or never come to class with the materials I need to be successful. AND/OR I often seem confused about what we are doing in class because I haven't prepared.

<i>Collegiality</i>	<p>(+3) I am respectful to the instructor and to my peers. I am a good colleague (e.g., involving others, helping the students around me) in tasks and before/after tasks. I add to the positive classroom culture. I never use technology (e.g. cellphone) inappropriately in the classroom.</p>	<p>(+2) I am respectful to my instructor and peers. I am generally a good colleague. I occasionally show an effort to engage with and help the students around me in tasks and before and after tasks. I never use technology inappropriately in the classroom.</p>	<p>(+1) I am respectful to my instructor and peers, but mostly keep to myself in the classroom. I never use technology inappropriately in the classroom.</p>	<p>(0) I use technology (e.g., cellphone) inappropriately in the classroom, thus showing a lack of interest in our class.</p>
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Writing Assignment Rubric

The instructor will use the following rubric for all papers 1, 2, and 3. Paper 4 is worth 200 points, and as such, it will receive double the points given on this rubric.

TOTAL: ____ / 100	Outstanding performance!	Good work	Work needs improvement	See your instructor ASAP
<i>Content</i>	(+60) I had a clear focus that addressed the prompt, included numerous specific details, and made a point. The thesis and main idea are clearly present. I elaborated on the topic by including creative or unique details. Materials from the semester support my articles and I show that they strengthen my argument	(+50) My text had a clear focus that addressed the prompt, included some appropriate details, and made a point. I used some materials to make my argument. They were present but didn't entirely strengthen my argument.	(+40) I stayed within the topic and my intentions were clear, but I didn't include enough details to sufficiently address the prompt. I needed to include more details! I rarely mention the materials from the class.	(+30) I strayed from the topic or only addressed it superficially and/or did not include concrete details. My point in the text was not clear! I didn't mention any details or material from the semester.
<i>Grammar</i>	(+20) My grammar included very few errors and the reader had no trouble understanding my text. Common errors would be missing commas, a simple typo, or slightly confusing syntax	(+15) I had some errors, but those errors were not consistent and did not greatly keep the reader from understanding my text. The number of errors begins to cause the reader troubles, but is not enough to impede comprehensibility. Examples are wordy sentences, several misspellings, incorrect punctuation, etc.	(+10) There were grammar mistakes that I struggled with throughout the text. These errors sometimes kept the reader from understanding my text. Additionally, several sentences did not make sense because of syntactic problems	(+5) I had many mistakes in the majority of the paper. These errors caused chunks of my text to be unclear to the reader.
<i>Style and Organization</i>	(+20) I organized my text in a way	(+15) I organized my text in a way	(+10) I produced a text roughly	(+5) I did not organize my

	that made sense from start to finish. I used some transition words or phrases. Overall, my text flowed very well for my level. The introduction adequately states the thesis, the support and details are in the body and I conclude reinforcing the thesis	that generally made sense and flowed well from one topic to another. The thesis is present, there are details, but the general flow still lacks some refinement.	organized by topic, but my text jumped around because I had choppy or unclear transitions between ideas. My objectives and thesis were not clear. The details and support were weak or not found.	information in a logical way, and as a result, the reader frequently was lost, or had to make an extra effort to see the connections between my ideas.
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Analytical Essay Rubric

The instructor will use the following rubric for Paper 4 which 200 points, and as such it will receive double the points given on this rubric.

TOTAL: ____ / 100	Outstanding performance!	Good work	Work needs improvement	See your instructor ASAP
<i>Content</i>	(+60) I had a clear focus that addressed the prompt, included numerous specific details, and made a point. I elaborated on the topic by including creative or unique details. Materials from the semester support my articles and I show that they strengthen my argument	(+50) My text had a clear focus that addressed the prompt, included some appropriate details, and made a point. I used some materials to make my argument. They were present but didn't entirely strengthen my argument.	(+40) I stayed within the topic and my intentions were clear, but I didn't include enough details to sufficiently address the prompt. I needed to include more details! I rarely mention the materials from the class.	(+30) I strayed from the topic or only addressed it superficially and/or did not include concrete details. My point in the text was not clear! I didn't mention any details or material from the semester

<i>Grammar</i>	(+20) My grammar included very few errors and the reader had no trouble understanding my text. Common errors would be missing commas, a simple typo, or slightly confusing syntax.	(+15) I had some errors, but those errors were not consistent and did not greatly keep the reader from understanding my text. The number of errors begins to cause the reader troubles, but is not enough to impede comprehensibility. Examples are wordy sentences, several misspellings, incorrect punctuation, etc.	(+10) There were grammar mistakes that I struggled with throughout the text. These errors sometimes kept the reader from understanding my text. Additionally, several sentences did not make sense because of syntactic problems.	(+5) I had many mistakes in the majority of the paper. These errors caused chunks of my text to be unclear to the reader.
<i>Style and Organization</i>	(+20) I organized my text in a way that made sense from start to finish. I used some transition words or phrases. Overall, my text flowed very well for my level. The introduction adequately states the thesis, the support and details are in the body and I conclude reinforcing the thesis.	(+15) I organized my text in a way that generally made sense and flowed well from one topic to another. The thesis is present, there are details, but the general flow still lacks some refinement.	(+10) I produced a text roughly organized by topic, but my text jumped around because I had choppy or unclear transitions between ideas. My objectives and thesis were not clear. The details and support were weak or not found.	(+5) I did not organize my information in a logical way, and as a result, the reader frequently was lost, or had to make an extra effort to see the connections between my ideas.

III. Annotated Weekly Schedule

DATE	READINGS	OTHER ASSIGNMENTS
W1	Introduction to the course. We explore Brazilian music, starting with Samba and Bossa Nova. How was Brazilian music received in the United States?	
Jan 13	Course Introduction. Getting to know Brazil	Read syllabus and explore Canvas Page
Jan 15	Dunn, Andy. <i>Brasil, Brasil: From Samba to Bossa Nova</i> . 2007. BBC documentary, 4 videos, each of them 15 minutes.	
Jan 17	Dunn, Andy. <i>The Girl from Ipanema: Brazil, Bossa Nova and the Beach</i> . 2016. 59 minutes.	Paper 1 due: Syllabus Reflection
W2	We continue our exploration of Brazilian music, now with two genres that aren't quite as well known in the United States: Choro and forró	
Jan 20	Holiday - No classes	
Jan 22	Loveless, Megwen. "Luiz Gonzaga: The King of Baião" on Afropop Worldwide Podcast Series. October 3, 2019. Podcast, 59 minutes.	
Jan 24	Kaurismäki, Mika. <i>The Sound of Rio: Brasileirinho</i> . 2005. Documentary. 90 minutes.	Paper 2 due: listen to an album
W3	We learn about different types of Brazilian visual art, including modernist paintings and popular art.	
Jan 27	"Brazilian Modernism: Feminism in Disguise," by Claudia Calirman https://www.frieze.com/article/brazilian-modernism-feminism-disguise	
Jan 29	Alison Butler, <i>Devouring images: Hélio Oiticica's anthropophagic quasi-cinema</i> , <i>Screen</i> , Volume 60, Issue 1, Spring 2019, pp. 128–136.	
Jan 31	"For Arthur Bispo do Rosário, Art could only be a divine calling." https://www.nytimes.com/2023/05/05/arts/design/bispo-do-rosario-brazilian-artist.html?searchResultPosition=1	
W4	We explore 500 years of Brazilian architecture, from Colonial towns to Modernist cities	
Feb 3	Mendal, Monica. "A Design Lover's Guide to Salvador, Brazil." <i>Architectural Digest</i> . https://www.architecturaldigest.com/story/design-lovers-guide-salvador-brazil	Discussion questions due

DATE	READINGS	OTHER ASSIGNMENTS
Feb 5	Amman, Laura. "Aleijadinho's Mestiço Architecture in Eighteenth-Century Brazil: Inventing Brazilian National Identity via a Racialized Colonial Art." <i>Arts</i> 2023. Pages 1-20	
Feb 7	Brasília: An Attempt at Rapid, Visible Modernity. Brazil, Five Centuries of Change, from the Brown University Library) https://library.brown.edu/create/fivecenturiesofchange/chapters/chapter-6/brasilia/	
W5	We investigate how religion manifests itself in Brazil, in the religion syncretism that arose from the meeting of indigenous, European, and African cultures. We will talk about ex-votos, promises pilgrimages, candomblé, and macumba.	
Feb 10	Garcia-Navarro, Lulu. "Brazilian Believers Of Hidden Religion Step Out Of Shadows" from NPR's <i>All Things Considered</i> https://www.npr.org/sections/parallels/2013/09/16/216890587/brazilian-believers-of-hidden-religion-step-out-of-shadows Podcast, 8 minutes.	
Feb 12	BBC NEWS, "Walk of faith: 500km of sugar, storms and blisters" https://www.bbc.com/news/magazine-33550932	
Feb 14	"Miracles in the Backlands: Aspects of Africa in Brazilian Ex-Voto Sculpture" by Beate Echols https://www.endicottstudio.typepad.com/artslist/miracles-in-the-backlands-aspects-of-africa-in-brazilian-ex-voto-sculpture-by-beate-echols.html	
W6	We talk about inventions and innovations that originated in Brazil. Why do Brazilians claim to have invented the airplane? What did Brazil get right in Universal Health Care? What is the famed "orelhão"?	
Feb 17	"The Case for Alberto Santos Dumont" https://www.wright-brothers.org/History_Wing/History_of_the_Airplane/Who_Was_First/Santos_Dumont/Santos_Dumont.htm	Discussion questions due
Feb 19	"A Closer Look Into Brazil's Healthcare System: What Can We Learn?" by Alex Roman https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10231901/	
Feb 21	"50 years of orelhão: Brazil's iconic egg-shaped telephone booth designed by Chu Ming Silveira" https://www.designboom.com/design/50-years-orelhao-brazil-ionic-egg-shaped-telephone-booth-chu-ming-silveira-06-06-2021/	
W7	Machado de Assis is one of Brazil's greatest writers, yet he never achieved the same level of international fame as Jorge	

DATE	READINGS	OTHER ASSIGNMENTS
	Luis Borges or Gabriel García Marquez. Why not? Students get to know a literary icon through translated short stories.	
Feb 24	Moser, Benjamin. "He's One of Brazil's Greatest Writers. Why Isn't Machado de Assis More Widely Read?" https://www.newyorker.com/magazine/2018/07/09/hes-one-of-brazils-greatest-writers-why-isnt-machado-de-assis-more-widely-read	
Feb 26	Machado de Assis's "The Fortune-Teller" (translated by Isaac Goldberg, in <i>Brazilian Tales</i> .) pp. 65-87	
Feb 28	Machado de Assis's "Father against Mother" (translated by John Chasteen) pp. 61-74	
W8	Who is afraid of Clarice Lispector? Lispector has found some international fame recently with Benjamin Moser's translations and his biography <i>Why this world</i> (2009). Students enter the disturbing world of Clarice Lispector's short stories.	
Mar 3	Moser, Benjamin. "A lost interview with Clarice Lispector" . https://www.newyorker.com/culture/the-new-yorker-interview/a-lost-interview-with-clarice-lispector	Discussion questions due
Mar 5	Clarice Lispector's "Clandestine happiness" (translated by Benjamin Moser) pp. 369-373	
Mar 7	Clarice Lispector's "The fifth story" (translated by Benjamin Moser) pp. 309-313	
W9	Brazil is a continental country with many different cuisines. This week, students experience the taste of Brazil, from North to South.	
Mar 10	<i>Brazilian Food: Race, class and identity of regional cuisines</i> , by Jane Fajan. "Introduction" and "Is moqueca just fish stew? Food and identity in Salvador, Bahia." pp. 1-19	
Mar 12	<i>Brazilian Food: Race, class and identity of regional cuisines</i> , by Jane Fajan. "Homecooking from the heartland': The <i>Comida Caseira</i> of Minas Gerais." pp.73-87	
Mar 14	<i>Brazilian Food: Race, class and identity of regional cuisines</i> , by Jane Fajan. "Churrasco a Rodízio and Feijoada Completa: the Culinary Production of an Imagined National Community." pp. 87-99	
W10	Spring Break	
Mar 17	Spring Break	
Mar 19	Spring Break	
Mar 21	Spring Break	

DATE	READINGS	OTHER ASSIGNMENTS
W11	We learn about different forms of resistance by enslaved Africans, and how they still affect Brazilian society to this day. One day is dedicated to quilombos, and one to capoeira.	
Mar 24	"Their identity was forged through resistance: Inside the lives of Brazil's quilombos" by Paula Ramón https://www.nationalgeographic.com/history/article/their-identity-was-forged-through-resistance-inside-the-lives-of-brazils-quilombos	
Mar 26	Luiz Fernando Goulart (director). <i>Capoeira</i> , Episode 1 (2010). (26 minutes)	
Mar 28	Presentations 1	Student presentations
W12	We learn about some of Brazil's indigenous people, and their struggle for land in the Amazon. Some of the questions posed: how do indigenous people help preserve the Amazon? How does the government fail them? How can we help?	
Mar 31	Langlois, Jill. "Brazil's defender of the indigenous brings their fight to the shed" - https://www.nytimes.com/2023/01/20/arts/design/brazil-yanomami-indigenous-andujar-photographs-shed.html	
Apr 2	Colón, Marcos. <i>Beyond Fordlândia</i> (2017), 75 minutes	
Apr 4	Presentations 2	Student presentations
W13	We learn about the history of favelas in Brazil, and how community is built in the face of governmental neglect.	
Apr 7	Erika Robb Larkins, <i>Spectacular Favela</i> (2015) pp.1-27	
Apr 9	Episode "A Coroa do Imperador" of the TV show <i>Cidade dos Homens</i> . 2002. 28 minutes	
Apr 11	Presentations 3	Student presentations
W14	We explore Brazil's most joyful holiday, Carnaval, is celebrated in three different cities (Rio de Janeiro, Salvador, and Belo Horizonte).	
Apr 14	An In-Depth look at Carnival History: https://www.riocarnaval.org/brazil-carnival/carnival-history	Paper 3 due
Apr 16	<i>Festive land: Carnaval in Bahia</i> (2001) directed by Caroline Moreas-Liu. Documentary. 48 minutes	
Apr 18	"Brazil's new it-town for Carnival 2024" by Jacob Mardell https://www.bbc.com/travel/article/20240208-brazils-new-it-town-for-carnival-2024	




DATE	READINGS	OTHER ASSIGNMENTS
W15	What makes Brazilians, Brazilian? We interrogate cordiality and bend rules with the notorious “jeitinho brasileiro”	
Apr 21	Meira Monteiro, Pedro. “The ‘Cordial Man’: A Latin American Concept in the Brazilian Essay.” <i>Revista Brasileira de Literatura Comparada</i> , 22 (41), Sep-Dec 2020. [online, no page numbers] https://www.scielo.br/j/rblc/a/NM9xLWM9ZcgJXB45CLtziCt/	
Apr 23	Last day: reflection on the class, saying goodbye	
Apr 25	Reading day	

Paper 4 due on April 26, 11:59 PM.

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Humanities + Quest 1 + Course Objectives

Humanities Objectives 	Quest 1 Objectives 	This Course’s Objectives (This course will....) 	Objectives will be accomplished by: (This course will accomplish the objective in the box at left by...)
Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general.	Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.	BGH will analyze how the history of Brazil helped shape its culture and current society.	Students will read both fiction and non-fiction texts about the history of Brazil, and debate how this history shapes Brazil today. They will also listen to music and learn about Brazilian gastronomy.
Students will learn to identify and to analyze the key elements,	Present different arts and humanities disciplines’ distinctive	BGH will explore different places of resistance in Brazilian	Students will read about marginalized societies in Brazil, as

biases and influences that shape thought.	elements, along with their biases and influences on essential questions about the human condition.	society and ask what can be learned from them.	well as watching a fictionalized TV show. We will debate these issues in class.
	Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.	BGH will guide students towards experiencing the Brazilian community in Gainesville and its cultural manifestations outside of the classroom.	Students will engage with the Brazilian community in Gainesville through a selection of events. They will engage with the community of academic Brazilianists at the University of Florida through an interview.
These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.	Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.	BGH will introduce students to the best aspects of Brazilian culture, and ask students to reflect on how what they learned can help improve their own society.	Students will reflect on how learning about Brazilian culture changes their perspective of their own culture through a group presentation and an analytical paper.
	Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college.	BGH will broach many different mediums of Brazilian art, such as music, literature, and architecture. By learning about the humanities and the arts, students will reflect on the impact these have on society.	Classroom discussion will help start the conversation. In class and at home, the students will engage with the arts and humanities through assignments and readings

This Course’s Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

	Humanities and International SLOs	Quest 1 SLOs Students will be able to...	This course's SLOs Students will be able to	Assessment Student competencies
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	Students will be able to...			will be assessed through...
CONTENT	<p>Identify, describe, and explain the history, underlying theory and methodologies used.</p> <p>Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.</p>	<p>Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.</p>	<p>Identify, describe, and explain how Brazil's history shaped its culture and arts.</p> <p>Identify and critique the historical inequalities that resulted in resistance.</p>	<p>Class participation; Discussion questions; Presentation; Interview; Paper 4</p>
CRITICAL THINKING	<p>Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.</p> <p>Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly</p>	<p>Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.</p>	<p>Analyze and evaluate the positive parts of Brazilian society, and how they might help us improve our own society.</p>	<p>Class participation; Presentation; Paper 3; Paper 4</p>

	connected contemporary world.			
COMMUNICATION	Communicate knowledge, thoughts and reasoning clearly and effectively.	Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	Develop and present perspectives about Brazilian society and their own society through written and oral responses.	Discussion questions, Group Presentations, Paper 2, Paper 4.
CONNECTION		Connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.	Students will Connect their knowledge of Brazilian culture and newly acquired perspectives with their real life and with the society they live in through experiential learning.	Paper 3, Interview, Group Presentation, Paper 4.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

Experiential Learning Experiences are assignments or activities that go beyond the classroom and invite the student to interact with the world through the lens of the course. There are two learning Experiential Learning Components in this course: an Interview, and Paper 3: Experience the Brazilian Community in Gainesville.

Interview: Researching Brazil at the University of Florida

In groups of two, students will interview someone affiliated with the University of Florida who researches Brazil. This conversation will enlighten the academic connections between Brazil and the United States. The interviewee might be a professor, a grad student, or a staff member who works at UF and researches Brazil in some capacity (for instance, a librarian). If students are unable to find a researcher on their own, the instructor will assist with the process. Each student must come up with three questions, which should be labeled in the summary. The grade will be based on the six questions the students ask, the summary of the responses, and a selfie with both students and the interviewee for authenticity.

Paper 3: Experience the Brazilian Community in Gainesville.

Gainesville has a vibrant Brazilian Community, which students will get to experience first-hand. Students must attend an event related to Brazil, such as a Brazilian music concert or a capoeira class. The instructor will provide a list of possible events, and students will attend one of these events. The grade will be based on a reflection which students will write about the event, and on a selfie of the student at the event for authenticity.

2. Details of Self-Reflection Component

There are two self-reflection assignments in this course.

Paper 2: Listen to a Brazilian album.

After learning about four Brazilian musical genres, students will listen to an album of one of these genres in its entirety. The professor will suggest albums, but students may choose a different album. They will write a reflection on the experience of listening. They must discuss how they can connect with the music without understanding the lyrics, and how the knowledge they acquired in class helps them appreciate the album.

Group presentation: Brazil and the United States. In groups of three, students will choose something that interests them about Brazil. They may choose a topic from the syllabus, or from their own area of interest. The presentation must compare that subject in Brazil and in the United States. (For instance, they may compare the cuisine of a Brazilian region to the cuisine of an American region). Each student must reflect on their own lived experience of American culture and try to use this experience to understand Brazilian culture. Does knowing another culture give them greater insight to their own? If the student is international, they may ask whether learning about Brazilian culture changes how they understand American culture.

3. Details of Analytic Essay

Paper 4: Analytic Essay: What can we learn from Brazil?

For this final essay, students will reflect on all they have learned about Brazil throughout the semester. Combining their knowledge of American society and the debate elicited by the presentations that compare Brazil and the United States, students will reflect on whether anything they learned could be applied to American society in order to improve it. Students must mention specific examples and specific applications.

VI. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Attendance will be taken daily. You are allowed four “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the chair of the Department of Spanish and Portuguese Studies, Dr. Lu s  lvarez-Castro (lcastro@ufl.edu, (352) 273-3755). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).