INSTRUCTOR: Sarah Hautzinger

CREDITS: 4

COURSE DESCRIPTION
This course employs "trans-" as a trope for exploring varied aspects of Brazilian culture and society. Trans-, a prefix that can mean “across,” “through,” “beyond” or “changing thoroughly,” provides a means to think about Brazil and Brazilians in terms of relationships and representations, boundaries and transactions. The interdisciplinary nature of the course incorporates aspects of anthropology and sociology, history, and political economy, and significant community-based learning aspects that tie in the service-learning and social justice work of PUC, our host university, and other local organizations. Central aspects of our trans-based exploration include:

- **Transnational Events** – Hosting the Olympics and World Cup become moments of performing Brazilian-ness on a world stage; how did cariocas (Rio residents) experience this?
- **Transnational Study** -- We, as international students and faculty, are also part of transnational exchange as "consumers" of Brazilian experiences; how can awareness about this shape our experiences in homestays, service placements, and at the university?
- **Translation** -- Are concepts like jeito (knack), saudades (missing or longing), ginga de corpo (body flow) in fact so distinctively Brazilian that they defy real translation?
- **Transported** -- Across Brazil, as each student "adopts" a Brazilian region, studies it, and teaches other students about its distinctive cultural, historical and geographical features.
- **Transhistorical**: What can relationships across between Brazil and nations in Africa, or the United States, teach us about ongoing processes of globalization?
- **Transar**: Does this term (vulgar slang for “to have sex”) tie to other notions of transactional exchange in Brazilian culture -- of sensuality and affect, or even conflict and violence (descontar, meter pau)?
- **Transmission**: How have Brazilians constructed public health strategies in response to HIV or Zika?
- **Transgender**: How do Brazilian transgender categories like travesti or transhomem compare to counterparts in other cultures? Are these about crossing the gender binary, or transcending it?
- **Transpecies**: Does work based in the Amazon on transpecies interrelationship arrive at a successful "anthropology beyond the human"?
- **Transdimensional** – Brazilians may have uniquely intimate relationships with disembodies entities, as possession-based religions like Umbanda and Macumba, channeling, and other "paranormal" phenomena are distinctly widespread.

Our location at PUC, in the Zona Sul of Rio de Janeiro, adds irony, as we inhabit one of Brazil’s most iconic, “performed” and marketed landscapes. Our direct involvement in transnationalism brings important ethical elements as well: how can our exploration be respectful, simultaneously bearing appreciative and critical elements? How can we listen well to Brazilians’ experiences, analyses and interpretations? These questions help guide the community-based learning components of the course, with field excursions and reflective writing, which in turn shape final projects.

The emphasis on transnational, cross-cultural relationships means that students will acquire knowledge and experience relevant well beyond Brazil itself. Brazilians are known as fiercely proud, yet also can be as sensitive and self-conscious their international image as they may be frustrated by the nation’s ongoing
political, economic and social challenges. Spotlight moments like the Olympics, for example, have long sparked controversy and protest. National images, identities and relationships are forged in how these challenges are met, providing a compelling framework for the course.

COURSE OBJECTIVES

- To enable students to explore Brazil through a framework of transnational interrelationship, relating global, national, local and interpersonal levels of relationship;
- To promote student knowledge of Brazilian history, cultural heritage, politics and society;
- To enhance students’ critical thinking skills around challenges.

BOOKS (and/or excerpts; not finalized but to provide an idea)

ADDITIONAL READINGS by Unit (Samples)

A. “Espetáculo” – Global Spectacles in Brazil: 2016 Summer Olympics, 2014 World Cup in Soccer, 2007 PanAmerican Games, 1992 “Eco” Earth Summit Olympics, etc.; Collaborative archive of effects; cases in the history of international events in Brazil;
Gaffney, C., 2013. From culture to spectacle, the new logics of Brazilian football. *Territorio*.
Rogo, M.D.S., 2013. The right to housing, the World Cup and the Olympics: reflections on the case of Rio de Janeiro. *Territorio*.

B. Brazil & Rio de Janeiro in Transnational Histories (Ties to Africa, Belle Époque, Carmen Miranda “exported,”)
C. Transnational Travelers Part I -- Tourisms: holiday, cultural (e.g. "Afro-"), historical, sexual, ecological, of "poverty";

D. Transnational Travelers Part II – Students, Service, and Social Justice: Students studying in Brazil; service learning and community-based learning; social justice work at PUC & other NGOs & community organizations;

COURSE CONTENT
A. “Espetáculo” – Global Spectacles in Brazil: 2016 Summer Olympics, 2014 World Cup in Soccer, 2007 PanAmerican Games, 1992 “Eco” Earth Summit Olympics, etc.; Collaborative archive of effects; cases in the history of international events in Brazil;
B. Brazil & Rio de Janeiro in Transnational Histories (Ties to Africa, Belle Epoca, Carmen Miranda "exported," ) Urban study/anthropology,
C. Transnational Travellers Part I -- Tourisms: holiday, cultural (e.g. "Afro-"), historical, sexual, ecological, of "poverty";
D. Transnational Travellers Part II – Students, Service, and Social Justice: Students studying in Brazil; service learning and community-based learning; social justice work at PUC & other NGOs & community organizations;

ASSESSMENT
Participation in class discussion and activity, reflective writing on community-based excursions, student archive contributions, exam, final project.

ACM POLICY ON ACADEMICS
A complete listing of ACM policies can be found in your student handbook.

Class attendance and participation: You are expected to attend and participate fully in all classroom sessions, site visits, and field trips.
Academic honesty: Actions of dishonesty are destructive to the well-being of the academic community, and ACM staff respond to them vigorously. Cheating, plagiarism, and other forms of academic theft will result in a failing grade for that assignment and may result in failure for the course.

ACM POLICY ON NON-DISCRIMINATION
The Associated Colleges of the Midwest does not discriminate in the operation of its educational programs, activities, or employment on the basis of sex, sexual orientation, gender identity, race, color, religion, national origin, age, veteran status, marital status, or disability.

CLASSROOM CONDUCT
Consistent with PUC-Rio policies.