

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title
Credits <i>(Review Provost Memorandum)</i>	Grading <i>(Select One Option)</i> Regular Sat/UnSat	Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i>	
Effective Date <i>(TERM & YEAR)</i>			
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course Yes No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines .	
Minimum qualifications to teach course			
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course	
Approved by Department Chair _____ <i>William Trapani</i> College Curriculum Chair _____ <i>[Signature]</i> College Dean _____ UUPC Chair _____ Undergraduate Studies Dean _____ UFS President _____ Provost _____		Date 3/11/22 3/16/22 _____ _____ _____ _____	

Email this form and syllabus to mjennning@fau.edu seven business days before the UUPC meeting.

IDS 4315 Global Studies II

Florida Atlantic University

Course Theme: Racialized Modernities:
Policing, Urban Life, and Social Justice in the Americas

Professor Gonzalo Aguiar Malosetti

Department of Languages, Linguistics &
Comparative Literature

Office: Culture & Society Building #276

Email: gaguiarmalosetti@fau.edu

Phone: (561) 297-1294

Office Hours: Mon 1:00-2:00pm (Online)
Thurs 1:30-2:30pm (In person)

Professor Carter M. Koppelman

Department of Sociology

Office: Culture & Society Building #262

Email: ckoppelman@fau.edu

Phone: (561) 297-3270

Office Hours: Tues 10am-12pm (Online)
Weds/Thurs 1:30-3:30pm

Office Hours Format: Although our particular preference is to hold office hours virtually, we will accommodate requests for in-person office hours as well. To request an in-person appointment, please contact us via email in advance. FAU expects that masks will be worn inside on campus (see Covid-19 Statement below), and this applies when a student meets us in our offices on campus. The Department of Languages, Linguistics, and Comparative Literature (LLCL) will provide offices as “open meeting spaces” that can be used for meetings with students who do not wish wear a mask.

Meeting Time: Tuesdays & Thursdays, 4:00am-5:20pm

Location: College of Education Building, Room 124 (Boca Campus)

Credit Hours: 3.0

Course Description:

This advanced study of global connectedness builds from foundations toward refined analytical capabilities in understanding contemporary articulations of globality as they are experienced in and across human affairs, movement, trade, relationships and the environment. The course showcases ways to bring interdisciplinary insights and methods to bear on these and other concerns related to an increasingly globalized world.

The recent wave of anti-racist rebellions across the United States has rendered visible the racialized power relations that are deeply ingrained in our political institutions, our culture, and the very cities we inhabit. However, racial ideologies, institutions, and practices are not unique to the present moment or to the US context. Rather, they are local manifestations of long-running and global processes of colonialism, exploitation, and political subjugation that have given rise to multiple racialized modernities. This course takes a global and interdisciplinary approach to examine the historical roots and present manifestations of racialized politics, power, and place, with a focus on Latin American cities. Topics of include violence and racism; state oppression of the global subaltern; policing practices acting in the name of state policies of ethnic, racial, and economic redistribution of society; mass incarceration; social and spatial exclusion in the megacities of the region; and protests to demand political participation and challenge structure of power and inequality. We will approach these topics through engagement with literary works, films, cutting-edge Latin American music, as well as

by read discussing works of sociology, history, anthropology, and cultural geography. From these multiple angles, we will explore how regimes of race are constructed through the forging of national identities and the planning and policing of cities, as well as how they are contested in the realms of politics, culture, and everyday life.

Required Texts:

Piñeiro, Claudia. 2009. *Thursday Night Widows*. Bitter Lemon Press.

[Note: All other readings will be available online via the FAU Library and Canvas.]

Course Objectives

Upon successful completion of this course, students will be able to:

- Develop a basic knowledge and vocabulary about political, social, economic, cultural, issues in relation to exploitation, coloniality/colonialism, and social injustice in the Americas.
- Analyze and compare different traditions between the United States and Latin American nations in terms of race, politics, and culture.
- Differentiate between literary and social science approaches to the analysis and representation of race, urban life, and violence.
- Recognize literary devices (tropes, focalization, figures of speech) and other strategies (themes, tone, narrative voices) used in novels and short stories to convey the social tension and pervasive violence in nations such as Argentina and Brazil.
- Interpret aspects of film style and narrative through movies required in the course as well as from a range of outside examples.
- Critically read, explain, and apply the core analytical arguments of social science texts.
- Practice analytical and argumentative skills through written assignments, by leading discussions, and by developing final projects. The student will be able to apply their acquired knowledge to specific problems raised during the course.

Course Requirements & Evaluation

Attendance and Participation (25%): Attendance and active participation in our meetings are essential components of this course. Attendance is mandatory, and having more than two unexcused absences will affect your grade. Participation can take various forms, including asking questions about readings and films, responding to questions we pose in class, and contributing your ideas to small-group discussions and debates. We understand that not all students are comfortable speaking in group discussions, but we encourage each of you to push yourself to contribute to our collective intellectual project. You can also earn participation points by attending office hours with substantive questions or comments related to course material.

Mini-Assignments (25%): There will be five assignments given throughout the semester that require students to submit brief, written reflections (400-600 words) that respond to course material and connect it to their own experiences, local issues, and/or global current events. Each of these assignments is worth 5% of your total grade.

Response #1 Due Monday, Sept. 13th

Response #2 Due Monday, Sept. 27th

Response #3 Due Monday, Oct. 18th

Response #4 Due Monday, Nov. 8th

Response #5 Due Monday, Nov. 29th

Final Project Assignments (50%): Over the course of the semester, each student will develop a final project that culminates in a 6-8 page paper or equivalent project. You will develop this project in three stages: a proposal, draft, and final product. In the final week of the course, each student will also give a short presentation on their paper or project. Guidelines for choosing a topic as well as detailed requirements for each stage will be provided later in the semester.

- a) **Project Proposal.** (10%) Due Friday, October 8th.
- b) **Draft or Outline** (15%). Due Monday, November 15th.
- c) **Final Paper** (20%). Due Friday, December 10th.
- d) **Final Presentation** (5%). In class Tuesday, November 30th & Thursday, December 2nd.

Grading Scale

Letter Grade	Points
A	93 – 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 – 76
C-	70 – 72
D	60 - 69
F	0 – 59

Course Policies

COVID-19 Statement: Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>. In classes with face-to-face components, quarantined or isolated students should notify us immediately as you will not be able to attend class. We will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

Policy on the Recording of Lectures: Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of

the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

University Attendance Policy: Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Disability and Accommodation: In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center: Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Code of Academic Integrity: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Religious Accommodations for Students and Faculty: In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

Attendance/Absence Policy: Attendance and participation in class sessions are an essential component of the course. As such, attendance is mandatory. If you must miss class for a legitimate reason, please notify us as soon as possible via email and provide written documentation of the reason for your absence. All students are permitted two unexcused absences in the semester with no penalty. However, each additional unexcused absence will result in a reduction in the Attendance & Participation component of your grade (see requirements above).

Late Work Policy: Deadlines for assignments are not flexible. If you miss a deadline, your grade will fall by 10% per day late. Past three days late, assignments will not be accepted and you will receive a zero. If you have an emergency or illness that interferes with a deadline, notify us as soon as possible and provide proper written documentation (e.g., in case of a medical emergency, you must provide a doctor's note).

Cheating & Plagiarism: Cheating, plagiarism and other forms of academic dishonesty is an offense that we take extremely seriously. We have a zero-tolerance policy toward academic dishonesty. The grade for written assignments that show evidence of plagiarism, or exams on which a student is caught cheating, will be calculated as a zero. We will also pursue disciplinary action with the university in cases of academic dishonesty. If you are unclear as to what constitutes academic misconduct, please consult the University's guidelines on academic integrity: <http://www.fau.edu/ctl/AcademicIntegrity.php>. Attend office hours if you need guidance regarding academic honesty or proper citation practices.

Course Outline

PART I: RACE & RACIALIZATION IN THE AMERICAS

Week 1:

Tuesday, August 24th – Introduction & Overview of the Course

Thursday, August 26th – Understanding Race and Racialization

Omi, Michael and Howard Winant. 2015. "The Theory of Racial Formation" in *Racial Formation in the United States*, 3rd ed. NY: Routledge. Pp. 105-137.

Week 2:

Tuesday, August 31st – Race in Latin America: An Overview

Wade, Peter. 2014. "Race in Latin America" in Deborah Poole, ed. *The Companion to Latin American Studies*. NY: Routledge. pp. 197-211.

Skidmore, Thomas. 1992. *Black into White: Race and Nationality in Brazilian Thought*. Durham: Duke University Press. pp. 64-77

Additional Recommended Reading:

dos Santos, Sales Augusto. 2002. "Historical Roots of the 'Whitening' of Brazil." *Latin American Perspectives* 29(1): 61-82.

Thursday, September 2nd – Race Relations in Contemporary Brazil

Sansone, Livio. 2003. "Negro Parents, Black Children: Racial Classification in a Changing Brazil" in *Blackness without Ethnicity: Constructing Race in Brazil*. NY: Palgrave Macmillan. Pp. 21-58.

Week 3:

Tuesday, September 7th – Everyday Racism in Peru

Golash-Boza, Tanya. 2010. "Had They Been Polite and Civilized, None of This Would Have Happened?: Discourses of Race and Racism in Multicultural Lima." *Latin American and Caribbean Ethnic Studies* 5(3): 317-330.

Thursday, September 9th – The Erasure of Blackness

Gayles, Prisca. 2021. "¿De Dónde Sos?: (Black) Argentina and the Mechanisms of Maintaining Racial Myths." *Ethnic and Racial Studies* 44(11): 2093-2112.

Additional Recommended Reading:

Sue, Christina. 2010. "Racial Ideologies, Racial-group Boundaries, and Racial Identity in Veracruz, Mexico." *Latin American and Caribbean Ethnic Studies* 5(3): 273-299.

DISCUSSION BOARD ASSIGNMENT #1 DUE MONDAY, SEPT. 13TH BY 11:59PM

PART II: FEAR OF THE OTHER AND EXCLUSIONARY URBANISM

Week 4:

Tuesday, September 14th – Racialized bodies “out of place”

Munoz, Lorena. 2018. "‘Recovering’ Public Space and Race: Afro-Colombian Street Vendors in Bogotá, Colombia." *Environment and Planning C* 36(4): 573-588.

Martins, Geovani. 2019. "Lil Spin" in *The Sun on My Head*. NY: Farrar, Strauss, and Giroux. Pp. 3-10.

Additional Recommended Reading:

Swanson, Kate. 2007. "Revanchist Urbanism Heads South: The Regulation of Indigenous Beggars and Street Vendors in Ecuador." *Antipode* 39(4): 708-728.

Thursday, September 16th – Gated Communities as Racialized Spaces in the US

Low, Setha. 2009. "Maintaining Whiteness: The Fear of Others and Niceness." *Transforming Anthropology* 17(2): 79-92.

Week 5:

Tuesday, September 21st – Fear and Fortification in Brazil

Caldeira, Teresa. 2000. "Fortified Enclaves: Building up Walls and Creating a New Private Order," in *City of Walls: Crime, Segregation, and Citizenship in São Paulo*. Berkeley: University of California Press. Pp. 256-296.

Thursday, September 23rd – New Modes of Segregation in Argentina

Michellini, Juan José and Patricia Pintos. 2016. "Metropolitan Expansion and New Socio-Spatial Segregation Scenarios in Contemporary Argentina. The Case of Nordelta-Las Tunas (Buenos Aires)." *Habitat International* 54(1): 40-49.

*** DISCUSSION BOARD ASSIGNMENT #2 DUE MONDAY, SEPT. 27TH BY 11:59PM ***

Week 6:

Tuesday, September 28th – Novel Session 1: Crimes in Progress in a Gated Community

Piñeiro, Claudia. 2009. *Thursday Night Widows*. London: Bitter Lemon Press. Chapters 1-9

Thursday, September 30th – Novel Session 2: The Darker Side of a Perfect Life

Piñeiro, Claudia. 2009. *Thursday Night Widows*. London: Bitter Lemon Press. Chapters 10-17

Week 7:

Tuesday, October 5th – Novel Session 3: Undercurrents of Anger and Depression among Wealthy People

Piñeiro, Claudia. 2009. *Thursday Night Widows*. London: Bitter Lemon Press. Chapters 18-26

Thursday, October 7th – Novel Session 4: The Invasion of the Other

Piñeiro, Claudia. 2009. *Thursday Night Widows*. London: Bitter Lemon Press. Chapters 27-35

Week 8:

Tuesday, October 12th - Novel Session 5: Looking Behind the Façade of Wealth

Piñeiro, Claudia. 2009. *Thursday Night Widows*. London: Bitter Lemon Press. Chapters 36-48

Thursday, October 14th – Broken Social Ties in a Favela in São Paulo

Bianchi, Sérgio, director. *The Tenants*. Global Film Initiative, 2009.

*** DISCUSSION BOARD ASSIGNMENT #3 DUE MONDAY, OCT. 18TH BY 11:59PM ***

PART III: VIOLENCE AND POLICING IN SPACES OF URBAN RELEGATION

Week 9:

Tuesday, October 19th – Violence in the Urban Periphery

Auyero, Javier. 2015. “The Politics of Interpersonal Violence in the Urban Periphery.” *Current Anthropology* 56(S11): S169-S179.

Additional Recommended Reading:

Goldstein, Daniel. 2005. “Flexible Justice: Neoliberal Violence and ‘Self-help’ security in Bolivia.” *Critique of Anthropology* 25(4): 389-411.

Thursday, October 21st – Race and State Violence 1: The United States

Wacquant, Loïc. 2005. “Race as Civic Felony.” *International Social Science Journal* 57.183: 127-142.

Week 10:

Tuesday, October 26th – Race and State Violence 2: Brazil

Alves, Jaime Amparo. 2014. “From Necropolis to Blackpolis: Necropolitical Governance and Black Spatial Praxis in São Paulo, Brazil.” *Antipode* 46.2: 323-339.

Thursday, October 28th – Trafficker Violence as Parallel Power

Robb Larkins, Erika. 2015. *The Spectacular Favela: Violence in Modern Brazil*. Berkeley: University of California Press. [Intro pp.1-10 & Chapter 1, “The Narco-Traffic”]

Week 11:

Tuesday, November 2nd – The Spectacle of Police Violence

Robb Larkins, Erika. 2015. *The Spectacular Favela: Violence in Modern Brazil*. Berkeley: University of California Press. [Chapter 2, “The Penal State”]

Thursday, November 4th -

Martins, Geovani. 2019. *The Sun on My Head*. NY: Farrar, Strauss, and Giroux. [“The Tale of Parakeet and Ape” (pp. 31-38) and “TGIF” (pp.95-108).]

Foucault, Michel. 2007. *Security, Territory, Population*. NY: Picador. Pp. 322-28 and 333-41.

*** DISCUSSION BOARD ASSIGNMENT #4 DUE MONDAY, NOV 8TH BY 11:59PM ***

PART IV: RESISTANCE AND THE POLITICS OF SOCIAL JUSTICE

Week 12:

Tuesday, November 9th - São Paulo's Hip-Hop Scene: Fighting Discrimination and Segregation

Weller, Wivian and Marco Aurélio Paz Tella. 2011. "Hip-Hop in São Paulo: Identity, Community Formation, and Social Action," in Idelber Avelar and Christopher Dunn, eds. *Brazilian Popular Music and Citizenship*. Durham: Duke University Press. pp. 188-204

Required viewing:

NEGRO DRAMA ("BLACK DRAMA" by RACIONAIS MC'S)

<https://www.youtube.com/watch?v=MLHqHAPrDEs>

DIÁRIO DE UM DETENTO ("INMATE'S DIARY" BY RACIONAIS MC'S feat. SEU JORGE and MANO BROWN)

<https://www.youtube.com/watch?v=QFMrq3Q9Ct8>

Additional Recommended Reading:

Caldeira, Teresa. 2008. "I Came to Sabotage Your Reasoning!": Violence and Resignifications of Justice in Brazil," in *Law and Disorder in the Postcolony*. Jean Comaroff and John Comaroff, eds. University of Chicago Press, 2008. 102-149.

***** No Class Thursday, November 11th – University Closed for Veterans' Day *****

Week 13:

Tuesday, November 16th – Historical Overview of Afro-Latin Resistance

Dixon, Kwame. 2020. "Afro-Latin Social Movements in Latin America and the Caribbean." *Oxford Research Encyclopedia of Politics*. <https://doi.org/10.1093/acrefore/9780190228637.013.1725>

Thursday, November 18th – Contesting Anti-Black Violence

Paschel, Tianna. 2016. "How are They Dying?: Politicizing Black Death in Latin America." *World Policy Journal* 33(1): 38-45.

Week 14:

Tuesday, November 23rd - Black Feminist Resistance

Perry, Keisha-Khan Y. 2013. "Engendering the Grassroots," in *Black Women against the Land Grab: The Fight for Racial Justice in Brazil*. Minneapolis: University of Minnesota Press. pp. 1-26.

***** No Class Thursday, November 25th – University Closed for Thanksgiving *****

***** DISCUSSION BOARD ASSIGNMENT #5 DUE MONDAY NOV. 29TH BY 11:59PM *****

Week 15:

Tuesday, November 30th – When the Underdog Strikes Against Injustice

Filho, Kleber Mendonça and Juliano Dornelles, directors. *Bacurau*. Vitrine Filmes, 2019.

Thursday, December 2nd – Concluding Reflections and Student Presentation

Final Exam Week:

Tuesday, December 14th [4:00-6:30pm] – Final Wrap-Up