

**RACE, CLASS AND MEDIA IN BRAZIL**  
**Texas A&M University**  
**Department of Communication & College of Liberal Arts**  
**Comm 289 – Spring 2008**  
**Includes Study abroad trip during Spring Break**  
**DRAFT SYLLABUS**

**Professor:** Antonio C. La Pastina  
**Office:** Bolton 202E  
**E-mail:** [alapastina@tamu.edu](mailto:alapastina@tamu.edu)  
**Phone:** (979) 862-6608

**Course place and time:** TBA  
**Office Hours:** TBA

**Course description**

A country with a diverse population, Brazil has never had any official racist or segregationist legislation. However, it remains a country where the population of color still occupies the bottom economic and social classes. Brazil also has one of the most developed media systems. For decades, Brazil has exported more than it has imported in television programming, and Brazilian music and art occupies a privileged position in the world scene. But how do the local media deal with issues of class and race? How do people in the lower social economic positions perceive the media produced by mostly upper-middle-class, urban Brazilians? In this course we will study Brazilian culture politics, as well as media theory, to understand how media plays a role in the development and formation of social groups and how it can promote social change.

With this background, we will go to Rio de Janeiro, Brazil, and visit the largest media production corporation to understand how local media programs are created. In Rio de Janeiro we will also visit the largest slum in the nation, Rocinha. Among its notoriety for violence, Rocinha has become a center of cultural production. At Rocinha we will visit local leaders, youth groups and the culture center that teaches youngsters to produce their own media. After Rio de Janeiro, we will go to Salvador, the capital of Bahia and the city in Brazil with the largest Black population. In Salvador, we will spend most of our time visiting organizations working on racial issues, many of them working through cultural production (such as Oludum). In all of these visits we will be attempting to understand how official and mainstream culture works to reproduce or challenge racial and economic inequality, as well as how alternative media production might promote social change.

Upon our return to the U.S., students will work on their own projects, writing an essay on Brazilian culture and media. These essays will be produced in pairs. In this phase of the course, the lectures and discussions will be tailored to fit the particular interests of the students in relation to the readings of the first section of the course and the field trips. The instructor will be guiding the selections of readings and the discussions, but the students will be responsible for some of the decisions regarding the key issues that they are most interested in pursuing.

**Grading**

Class participation	10% (attendance & read prior to class and participate in discussion)
In class exercises	10% (weekly in class exercises)
Midterm exam	20% (take home)
Field trip journal	20% (daily journaling while in Brazil)
Final Paper	40% (in pairs, 10-12 pages)
<b>Total</b>	<b>100%</b>

**Readings will be posted on WebCT Vista****Office hours**

Students are encouraged to take advantage of office hours to clarify any doubts or questions regarding material covered in the readings and class lectures or to discuss a subject further. If the office hours are not convenient, contact me and we will make arrangements for an appointment.

**Special accommodations**

If you require accommodation for a disability, please contact me during the first week of class so that I may make arrangements for you.

"The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B-116 of Cain Hall, call 845-1637, or e-mail [ssd@tamu.edu](mailto:ssd@tamu.edu)"

**A NOTE OF CAUTION:** Cheating, plagiarism and other forms of scholastic dishonesty will not be committed in this course. Please familiarize yourself with the University's penalty for these offenses. Please see <http://www.tamu.edu/aggiehonor/>

“An Aggie does not lie, cheat or steal or tolerate those who do.”

**Course Schedule Changes**

Like many things in life, the schedule of activities is tentative and subject to change. I will do everything possible to minimize any schedule changes and will announce any such changes as far in advance as possible.

	<b>Topic</b>	<b>Readings</b>
<b>Week 1</b>	Brazil History, geography, economics	Levine & Crocitti (1999) The Brazil Reader (excerpts) Skidmore, T. (1999) Five centuries of change (excerpts)
<b>Week 2</b>	Brazil Race and class	Child Of The Dark: The Diary Of Carolina Maria De Jesus by Carolina Maria de Jesus
<b>Week 3</b>	Brazil Race and class	Hinchberger, B. (1999) Bahia Music Story Telles, E. (2004) Race in another America
<b>Week 4</b>	Brazil Media: infrastructure & audiences	Excerpts from Rego (2008); Straubhaar (2007); La Pastina (2004)
<b>Week 5</b>	Brazil popular culture	Santos (2006) Tropical Kitsch
<b>Week 6</b>	Media's role in society	McQuail, D. (2002). McQuail's Reader in Mass Communication Theory
<b>Week 7</b>	Media's role in society	McQuail, D. (2002). McQuail's Reader in Mass Communication Theory
<b>Week 8</b>	Getting ready to travel abroad – intercultural communication primer	No readings
<b>Week 9</b>	<b>Spring break Field trip to Brazil Depart on March 13 and return on March 21</b>	
<b>Week 10</b>	Debriefing and research project outline	
<b>Week 11</b>	Topic of readings (and possible guest speakers) to be decided by students research topics	
<b>Week 12</b>		
<b>Week 13</b>		
<b>Week 14</b>	Public presentations of research report	
<b>Week 15</b>		
<b>Week 16</b>	Wrap up	