



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Institutes guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/institutes-higher-education-faculty>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *The Making of Modern Brazil: Marginal Spaces, Race, and Urban Life*

Institution: San Diego State University

Project Directors: Erika Robb Larkins and Kathryn Sanchez

Grant Program: NEH Institutes for Higher Education Faculty

Project Narrative: The Making of Modern Brazil: Marginal Spaces, Race, and Urban Life

Institution: San Diego State University

Project Co-Directors: Erika Robb Larkins (San Diego State University) and Kathryn Sanchez (University of Wisconsin, Madison)

a. Nature of the request. We propose a three-week Summer Institute for twenty-five higher education faculty on “The Making of Modern Brazil: Marginal Spaces, Race, and Urban Life in Brazil,” to be held at San Diego State University from June 13 to July 1, 2022. This is the second iteration of the program, which was selected as a seminar for the 2020 cycle and which we successfully ran in a virtual format due to COVID disruptions. Building on feedback from our past seminar participants, we are proposing a Level II project in a hybrid format with one week of virtual instruction, followed by two weeks of in-person interaction in San Diego and a plan for continued engagement and project dissemination into AY 2022-2023.

b. Intellectual rationale. Over the past few decades, Brazil emerged as a global power and gained international visibility through its membership in the BRICS block alongside Russia, India, China and South Africa as one of the world’s most promising developing economies. During the first decade of the twenty-first century, Brazil witnessed an impressive economic expansion, symbolically captured by a 2009 cover of *The Economist* depicting Rio de Janeiro’s iconic Christ the Redeemer statue digitally transformed into a rocket blasting off into outer-space to represent Brazil’s spectacular rise to economic prosperity and geo-political significance. However, only four years later, *The Economist*’s cover of Rio’s Christ statue spiraling downward leaving a trail of smoke with the caption “Has Brazil Blown it?” would summarize Brazil’s economic downturn: these golden years of economic expansion had plummeted in 2011 and then gave way to a full-on economic recession in 2014, with the World Cup and the Olympic Games (respectively from mid-June to mid-July 2014 and August 2016) just around the corner, catapulting Brazil’s flawed modernity, political instability and social inequality into the

international spotlight. This situation was only heightened by the impeachment of President Dilma Rousseff in August 2016 following her suspension from office in May of that year—only weeks before the opening ceremony of the Olympic Games in Rio. Emblematic of a country paralyzed by social inequalities, in June 2013 mass protests took to the streets of all the main Brazilian urban centers to contest the economic disparities that crippled the nation in a pacific, spontaneous and leaderless movement. These protests became known as the “Brazilian Autumn” in analogy with the “Arab Spring” that several years earlier had toppled authoritarian governments in various countries of the Middle East and Northern African regions. The symbol of these protests became an awakening giant¹ with the people of Brazil demanding greater social equality.

As broadly discussed by scholars in the field, the concept of modernity has had a bumpy ride in the context of Brazil, a nation built upon slavery and racial inequalities. Brazil was the last nation in the world to abolish slavery in 1888. During the last part of the nineteenth century and the first decades of the twentieth century, the Brazilian elite vocally sought to portray Brazil as a modern nation where modernity was synonymous with whiteness. Then, in the early 1930s, a vogue of sociologist texts such as Gilberto Freyre’s *The Masters and the Slaves* (1933) focused overwhelmingly on the positive contribution of the African diaspora to Brazilian culture, society, traditions, and demography, with a view to celebrating Brazil’s racial diversity as a point of national pride while mostly overlooking the Indigenous population. In the present, racial divides continue to inform all sectors of Brazilian culture, urban configurations, and society in general.

¹ This image originated on a national scale in a 2011 television commercial advertising Johnnie Walker whiskey in which the iconic Rio Sugarloaf Mountain rises up in the shape of a giant and with the slogan that was readily adaptable to the Brazilian context “the giant no longer sleeps”. This idea also stems from the myth that the mountains surrounding the Guanabara Bay of Rio originated from the petrification of a giant.

Blackness is most welcome in select cultural spheres of Brazil (soccer, carnival, music, etc.) but is the target of violent state repression at the same time. In March 2018, the assassination of the black politician, human rights, and LGBTQT activist Marielle Franco projected the complexity of these issues in Brazil to the attention of the international media once again. The disastrous response to the COVID-19 pandemic has been another poignant reminder of deep-rooted inequalities. During the almost nonexistent vaccine rollout, the Ministry of Health promoted the intentional exclusion of Indigenous communities from access to vaccination clinics.

It is within the context of Brazil's recent history that we focus our attention on the diversity of inequalities that plague Brazil's urban spaces and its thwarted modernity both now and in its historical past. In particular, through the Institute's readings and discussions, we hope to foment a discussion of contemporary Brazil that enables participants to reflect on some of the darker impressions left by a tumultuous century of racial inequality, political oppression and corruption. This Institute engages the trajectory of modernity in Brazil from the early part of the twentieth century to the present day to create a critical dialogue between scholarly and popular discourses, historical and contemporary questions. It also provides a forum to compare Brazil and the United States in relation to racial dynamics, ethnic diversity and indigenous populations. Because the theme of indigeneity is paramount to the discussion of modernity and marginalized spaces in Brazil, we are purposely dedicating two sessions to this topic: early representations of indigeneity (session 2) and indigeneity in contemporary times (session 8).

c. Project Development N/A

d. Format and Program of Study

i. Target Audience. The goal of the Institute is to bring together a broad range of college and university professors and advanced graduate students, whose interests intersect the main

topics of the Institute, namely modernity, racial politics and urban spaces, along with social and cultural marginality, gender, class, indigeneity, and ethnicity, as experienced in Brazil in particular, and in the region of Latin America more generally. We would also welcome scholars who are tangentially interested in Brazil through their work on the Global South, the Black Atlantic, oceanic studies, environmental humanities, ecocriticism, etc. With this in mind, through multiple interdisciplinary approaches, we hope that the Institute participants will gain useful knowledge that will allow them to include Brazil more purposefully in their teaching and fields of research.

ii. Course materials. The Institute is by its very nature interdisciplinary, drawing from scholarly readings, films, fictional writings, recordings, Podcasts, and images in the areas of anthropology, ethnography, history, literature, culture and music. (See **Academic Schedule** for a complete list of daily readings). We found this interdisciplinarity to be one of the strengths of our previous seminar, as spaces for dialogue across disciplines are extremely valuable for expanding expertise in teaching and becoming aware of relevant literatures beyond one's field of research.

Materials for the course are varied to cater to different participant interests and preferred forms of learning, and thus include fictional texts, feature films, documentaries, scholarly articles, book chapters, newspaper journalism, creative non-fiction, and podcasts, among others. All assigned materials relate directly to the daily topics, and the chosen book chapters, readings, and film segments can be understood well independently of the larger publication/film. Assigned readings consist of key texts of approximately 50 pages per day and areas for further study (readings, links, music, images, etc.) will also be made available on the Institute participant webpage. For our 2020 seminar, we generated a series of annotated bibliographies on all of the key topics covered in the seminar and invited participants to contribute to them as well. We will

continue to expand these helpful resources in our Institute, thereby creating a living document of resources that participants can use in future course design.

In addition, the Center for Brazilian Studies at SDSU has an extensive collection of historical and contemporary films that will be available for viewing by participants, including a series of original interviews with film directors on the Center's [Digital Brazil Project](#). We anticipate several group viewings and discussions; other films can be streamed for the participants' convenience as related to research project topics.

iii. Institute structure. The Institute will meet for two hours daily in the morning for discussion of the materials assigned. Previous experience has taught us that fostering discussion with a large group on Zoom can be challenging and so for the virtual week of instruction, we will break the class into two groups and co-teach two sessions back-to-back. The conversation will center on questions distributed prior to each session so that the discussions will be focused and participants ready to actively contribute. Moreover, we have designed the Institute with opportunities for participants to also present assigned articles and when feasible share their pedagogical approaches to the teaching of this material, allowing for everyone to benefit from the collective expertise of the group. Participants will also be encouraged to engage in collaborative work, in pairs or small focus groups, in which they will be able to take leadership roles to foster small group discussion or present to the group as a whole.

During the afternoons, we will have scheduled workshops on certain days and on others participants will work on their individual projects whether curricular or research-oriented. Directors will be available for individual consultation and will hold informal group work sessions several days a week as well. As was the case in our past seminar, we expect that most participants will be interested in developing teaching materials and we will focus on supporting

the creation of Brazil-focused modules for classroom adoption. In particular, in mentoring participants on curricular design, we will emphasize why Brazil is of paramount importance to our understanding of Latin American and demonstrate why the relationship between Brazil and the United States is applicable to college curricula. We will address particular themes in practical sessions where we demonstrate how the topics we covered can be relevant to the US college-level classroom and why including Brazil will enhance the college learners' understanding of the Latin America and the United States in a global context.

iv. Format. We have chosen a hybrid model of delivery, with the first week taking place in virtual format and two weeks in-person due to participant feedback in our first program leading experience. While many faculty lamented that we could not be together in person due to pandemic travel restrictions, others said that minimizing travel had actually allowed them to be more productive in working on their own projects. In addition, we believe that a shorter in person component will foster important connections and will also be more inclusive, as many potential participants with young children or other life responsibilities may not be able to be away from home for three weeks in the summer.

The Institute will be divided into three different modules that will be spread over fifteen sessions during the duration of the three-week Institute. This ideal length of three weeks will enable participants to gain an in-depth understanding of Brazil's historical and present situation in relation to the topics of the Institute. The readings have been chosen to provide a balance between broader background knowledge (mostly during the first week) and more specific foci for participant engagement around the concepts of racial politics, modernity, and urban spaces. The questions that guide the Institute stem from the proposed subject of study: 1) How can we understand Brazil's inequalities in relation to physical, social, racial and gender divides that

impact the creation and reaffirmation of marginal spaces? and 2) How are these marginal spaces linked to Brazil's modernity, i.e. the prospects of a prosperous world super power burdened by inequalities, violence, and poverty? As detailed in the attached work schedule, the three weeks cover: Historical background and racial politics of Brazil (week 1); Modernity and marginality in urban and rural contexts (week 2); and Cultural representations of modern inequalities (week 3).

In terms of participant projects, participants will determine their curriculum goals and/or individual research projects by the end of the first week. Collaborative endeavors are welcome and will be encouraged. In week two, the afternoon workshops will continue to allow for participants to work on their projects with the possibility of getting feedback on their materials from the directors or other participants. The final week, we will work in several small groups so that all participants can discuss their projects and receive peer feedback within several short sessions. This was greatly appreciated by past participants who told us that they found the experience useful in refining their work.

v. Additional activities. Based on our past experience leading an NEH summer program, we will organize a series of professional development workshops that allow participants to learn about several topics that we found to be of interest to past participants and which feed into our dissemination plan: international experiences, academic publishing, and digital tools for teaching. **1.)** Drawing on our long-term experience taking undergraduate students to Brazil, we will offer a workshop on best practices in faculty-led study abroad programs and doing research in country with undergraduate researchers. We piloted this element of programming in our 2020 seminar (impromptu, by participant request) and found it to be a productive and generative space for all. **2.)** In a similar vein, we will offer a workshop on Collaborative Online International Learning (COIL), taught by project staff member, Dr. Kristal Bivona, who has expertise in this

online modality for creating international learning experiences without traveling abroad. The workshop will cover an overview of COIL, sample COIL projects, and tips for finding COIL partners. **3.)** Drawing on SDSU's expertise in the area of the digital humanities and in collaboration with the Digital Humanities Center, we will offer a workshop on using digital humanities tools for both teaching and for the dissemination of research data. Our digital humanities librarian, Pam Lach, will lead the workshop, which will focus on producing podcasts and storymaps for the dissemination of research data and as an assessment strategy for teaching.

We will focus on professional development in two additional workshops. **1.)** The first will be led by a university press acquisition editor who can offer professional guidance to participants on how to publish a scholarly monograph. This important learning opportunity—to hear directly from an editor about the process of completing, pitching, and publishing a book—is not often available to faculty at smaller and more teaching-oriented institutions. It is also key in supporting junior faculty and/or post-docs in placing their work with top tier presses and will assist our participants in dissemination of their research. **2.)** The second workshop will focus on best practices in grant writing and will be led by a panel of local faculty in a variety of fields from SDSU.

vi. Participant Outcomes. We expect participants to leave the Institute with a detailed course module or syllabus (complete with bibliographies, assigned readings and information about resources) that integrate Brazil in a meaningful way in their teaching. Since we hope to attract scholars working in different media and in a broad variety of disciplines, each participant will be able to draw from the Institute's thematic content to enhance a project germane to their field of study and career path. For those interested in working on an innovative research project, for example, we will provide tools and resources to guide them to key texts and databases that will

enable them to bring Brazil into the scope of their research, as either an integral part or point of comparison. In this capacity, we hope to be a resource for participants for both their lesson planning and scholarly projects. We will conduct field-based study in the San Diego and Los Angeles area in order to interact with the unique cultural resources available in the Institute locale (see more below).

E. Project Team

i. Institute Directors. The program will be led by co-directors, Erika Robb Larkins (San Diego State University) and Kathryn Sanchez (University of Wisconsin, Madison). We both have extensive experience in teaching Brazil and conducting research on Brazilian culture and history from an interdisciplinary perspective. We have coordinated student groups and colleagues in formal and informal settings, held leadership positions at the departmental and college levels, organized refereed panels at professional conferences, organized large symposia and held office and participated as active members of professional associations, all experiences that attest to our interpersonal skills and ability in program design and execution. As indicated by our participant feedback from the previous seminar, our complementary expertise in Anthropology, History, Literary, Cultural and Performance Studies will give the program interdisciplinary vibrance and we will once again draw on our different fields as we co-teach the material. As previously, we will share administrative duties: Dr. Robb Larkins will be primarily responsible for the institutional coordination and working with the outreach and dissemination coordinator and administrative assistant on-site at SDSU. Dr. Sanchez will work on recruitment and publicity for the program, as well as overseeing the website design and organizing the course materials for participants. We will both work on the dissemination projects as outlined below.

Dr. Kathryn Sanchez is a Professor of Brazilian and Latin American Studies at the

University of Wisconsin, Madison, where she teaches courses on Brazilian literature, film, culture and history. Her first book is a study of the noble savage in 19th-century literature, published with the Portuguese national press, 2008, and her second book, *Creating Carmen Miranda: Race, Camp and Transnational Stardom*, was published in 2016 with Vanderbilt U Press. She is currently working on two book projects: *Performing Indigeneity: Art and Activism in Brazil* (1987-2020) and *Filming the Amazon: Myth, Violence, and Discovery through US Eyes*.

Dr. Erika Robb Larkins is the Director of the Behner Stiefel Center for Brazilian Studies at San Diego State University (the host institution for this Summer Institute) and Associate Professor in the departments of Anthropology and Sociology. A sociocultural anthropologist, her research and teaching examine violence and inequality in urban settings, with a focus on Brazil. Her first book, *The Spectacular Favela: Violence in Modern Brazil* (University of California Press 2015), explores the political economy of spectacular violence in one of Rio's most famous favelas. Dr. Larkins is presently working on a second book examining the private security industry in Brazil that is based on ethnographic fieldwork in the security field before and during Rio's Olympics.

We will have four guest lecturers. The first will be **Dr. Keisha-Khan Perry**, Associate Professor of Africana Studies at Brown University, whose research focuses on the critical study of race, gender, and politics in the Americas with a particular focus on black women's activism, urban geography and questions of citizenship, feminist theories and intellectual history, among other topics. She is author of the award-winning monograph *Black Women Against the Land Grab: The Fight for Racial Justice in Brazil* (Minnesota University Press, 2013). Her current research project, "The Historical Paradox of Citizenship: Black Land Ownership and Loss in Brazil, Jamaica and the United States" provides a global perspective on localized struggles for

land throughout the Americas by illuminating the historical meanings of citizenship, material culture, and diaspora, in relation to Brazil in comparison with Jamaica and the United States.

Dr. Benjamin Cowen, Associate Professor of History at University of California, San Diego, will also guest lecture. Cowen is a historian of the Brazilian military dictatorship and cold war, specializing in cultural and gender history. He is the author of the award-winning book, *Securing Sex: Morality and Repression in the Making of Cold War Brazil* (University of North Carolina Press, 2016). His second monograph *Moral Majorities Across the Americas* (2021) examines the rise of the contemporary Right as a transnational process.

Our third guest lecturer, **Dr. Jessica Graham**, is Associate Professor of History at the University of California, San Diego and Director of the Black Studies Project. Her award-winning book, *Shifting the Meaning of Democracy: Racial Inclusion as a Strategy in Brazil and the United States*, (University of California Press, 2019), analyzes the impact of international forces—namely communism, fascism, black activism, World War II, and Brazilian-U.S. relations—on evolving racial meanings of political democracy in these nations from 1930 to 1945.

Our fourth guest lecturer will be **Dr. Jaime A. Alves**, Assistant Professor in the departments of Anthropology and Black Studies at University of California, Santa Barbara and author of *The Anti-Black City: Police Terror and Black Urban Life in Brazil* (University of Minnesota Press, 2018). Professor Alves's current research focuses on the geographies of policing and black spatial insurgency in the urban margins of two Latin American cities.

As in our previous seminar, we will ask our guest lecturers to hold office hours as this proved very beneficial to the participants to have additional interaction with colleagues in their fields of interest.

ii. Project Staff

Dr. Kristal Bivona will serve as the Outreach and Dissemination Coordinator. She is Assistant Director of the Behner Stiefel Center for Brazilian Studies at SDSU, where she also teaches interdisciplinary courses on Brazilian Studies. In addition to working closely with the Institute Directors to support the coordination of the Institute, she will teach the COIL Professional Development Workshop. In the dissemination phase, Bivona will coordinate the forming and proposals of panels at the Brazilian Studies Association and Latin American Studies Association conferences so that Institute participants can present their research together, and oversee the preparation, execution, and dissemination of a virtual lecture series hosted by The Behner Stiefel Center for Brazilian Studies (CBS) that will feature the projects of participants during AY 2022-2023. The virtual lecture series will be recorded, edited, and published on the Center's YouTube channel and the Digital Brazil Project's virtual lectures page and promoted via social media. For the lesson plan project, Bivona will create lesson plan templates and work closely with participants to ensure cohesion and quality of lesson plans.

Dr. Pamella Lach will serve as Digital Humanities consultant on the project. Lach is the Digital Humanities Librarian, Director of the Digital Humanities Center, and Co-Director of the Digital Humanities Initiative. Pam's work explores how new and emerging technologies transform humanistic scholarship and pedagogy. Her areas of interest include data visualization, information retrieval, user experience design, project management, and digital pedagogy.

We will contract a graduate student affiliated with the San Diego State University Program on Brazil to work on Institute organization and logistics. This student will be employed part time beginning in January. Student duties will include assisting with copy and materials for the website, the application process, corresponding with participants, arranging housing, booking

travel as needed, reserving space for public lectures and for the Institute, and publicizing open events related to Institute programming. During the Institute, the student will work in a full-time capacity so as to offer logistical support to participants.

F. Institutional Resources. The Institute would be hosted at San Diego State University. SDSU is home to the one of the largest and most active endowed centers for Brazilian studies in the U.S., the Behner Stiefel Center for Brazilian Studies (CBS). The CBS will be the primary point of contact and institutional host and will provide space for the Institute. Participants will also have access to a small conference room for independent work or small groups discussion, Wi-Fi, and library access. Housing will be in a hotel-like setting on campus at a reasonable cost. Throughout the workshop, participants will be encouraged to engage with expressions of Brazilian culture in San Diego; these include musical performances, the SDSU drumming ensemble, spontaneous beach soccer and other Brazilian beach sports, and capoeira classes. The SDSU library is renowned for its extensive Latin American literary and Modernist art holdings, as well as an impressive film, video, and image collection from which the co-directors will be able to draw throughout the Institute.

The Institute will benefit from the unique location of San Diego State University, located just miles from the International Border, where Latin America begins. As a Department of Education-designated Hispanic Serving Institution, SDSU has excellent library resources related to the study of Latin America and a robust Center for Latin American Studies. We also maintain reciprocal relationships with the Center for Latin American and Iberian Studies at UCSD. SDSU maintains a Virtual Immersive Teaching and Learning (VITaL) Lab, with state-of-the-art virtual reality equipment. We plan to hold at least one session with participants in this space in order to “visit” some of the urban spaces we are reading about and discussing in the Institute. Individuals

can also choose to schedule additional time in the lab as desired for their own research or pedagogical projects.

In addition, participants will have the chance to meet with the faculty director of a campus program called “Arts Alive,” which focuses on interdisciplinary collaborative teaching initiatives. In particular, the initiative helps humanities and social sciences faculty to more purposely include arts material in their classes. We imagine this might be of interest to Institute participants who are interested in integrating Brazil into their teaching.

The Southern California region is home to one of the largest Brazilian populations in the United States, allowing for a unique interaction with Brazilian cultural forms such as music, dance, theatre, visual arts, and martial arts, including capoeira & ju-jitsu. During their time in San Diego, Institute participants will have numerous opportunities to interact with Brazilian expressive culture. The Institute will also allow for optional activities through the San Diego-based *Brazilian Institute for Arts and Culture*, including capoeira classes, percussion performances and various genres of dance.

In addition, the Center for Brazilian Studies maintains numerous community partnerships which will be leveraged in order to enhance the Institute with opportunities for field-based study in the San Diego and Los Angeles area. The Center for Brazilian Studies works collaboratively with the cultural division of the Brazilian consulate in Los Angeles, easily reachable by train. Institute participants can also opt to tour the *Vinicius de Morães Gallery* located at the Consulate, visit the *Brasil-Brasil Cultural Center*, *The Center of the Guacha*, or attend one of the myriad Brazil related cultural events taking place on a regular basis in the Southern California region as pertinent to their research and interests.

G. Cultivating the participant group

We seek to lead an Institute comprised of twenty-five scholars with diverse backgrounds, who have varying degrees of expertise in the subject matter of the Institute, and who hail from a range of academic institutions—research schools, liberal arts colleges, community colleges, independent scholars etc. We are also especially interested in creating a group of scholars at different points in their careers, since one of the most gratifying elements of our previous seminar leading experience was to see how the seminar provided a chance for networking and mentorship among colleagues with similar interests. In compliance with NEH guidelines, we will designate a minimum of three spots in the Institute for contingent faculty and two for advanced graduate students. The application will consist of a CV and 800-word statement of purpose outlining the applicant’s research agenda and teaching interests and discussing how the Institute would aid in the achievement of professional goals. The evaluation committee will be comprised of the two program directors, and one additional humanities faculty, historian Benjamin Cowan (see above). The committee will rank the applicants based on their academic track record, the alignment of their research/teaching with the themes of the workshop, and the potential for the workshop to impact their career trajectory. In order to attract a pool of high caliber applicants, we will publicize the Institute through professional association lists, including those of BRASA (Brazilian Studies Association), LASA (Latin American Studies Association), and APSA (American Portuguese Studies Association). Our past seminar had over seventy applicants and a very strong applicant pool of qualified scholars. We feel confident that we will be able to generate a similarly strong pool this time around.

We envision the project website as a key site for information about the program but also see it as serving as an ongoing resource for a public interested in Brazil and in the humanities.

Because the website will serve as the first line of recruitment for potential scholars, we seek to interweave academic and informational content with examples of illustrative cultural and historical content. The site will house the Institute reading list, but it will also feature compelling audio and visual content that illustrates core Institute themes. For example, we will feature links to online galleries of historical woodcarvings that depict slavery in Brazil (relevant for Session 3) and funk performances on YouTube (relevant for Session 15). We also seek to create an extensive “further reading” tab where both Institute participants and the visitors from the public can find additional bibliographic resources, as this was another element that past participants cited as useful in their evaluations.

During the Institute, we will record short video clips from the public lectures given by the Institute’s visiting scholars and short interviews with participants. These will be featured on an on-going basis on the program site, allowing for an interested public to learn more about the Institute themes. After the conclusion of the program, the Center for Brazilian Studies will continue to host and maintain the site. We will also have a Facebook page where participants can view activities and further exchange ideas, as an interactive forum, during the Institute and beyond. We will encourage participants to submit their scholarly articles to prominent journals in the field and work to create an ongoing environment for support and mentoring.

H. Dissemination. As a Level II project, we welcome the chance to engage in further dissemination activities. We envision engaging in three distinct projects, each of which is intended to move the seminar outputs beyond individual research or teaching trajectories to bring the collective knowledge generated in the Institute to a wider audience. First, all Institute participants will be invited to participate in a virtual lecture series on their work, which will be published on YouTube and on the Center for Brazilian Studies Digital Brazil Project (DBP) web platform. The

DBP is building a small data base of lectures which are available to the public for viewing and for classroom adoption. The research talks will also be subtitled in Portuguese so that they can be shared with Brazilian colleagues, thereby contributing to the larger global conversation on the study of Brazil and on the thematic areas of focus taken up in the Institute. This work will be led by Dr. Kristal Bivona, who will coordinate the promotion of the virtual events on social media and through professional organization newsletters, record the events, edit the videos, and disseminate the final videos online.

Two teams of Institute participants will be selected to work on two distinct dissemination projects that will take place after the Institute. One team, of approximately 5 participants, will work together to develop open-source lesson plans (approximately half a dozen) which will also be shared on the program website, on social media, and with the Brazilian Studies Association (BRASA) and the Latin American Studies Association (LASA). Each project will draw on the digital humanities tools outlined in the workshop, and may feature a podcast component, storymap, appropriate readings, and student assessment tools. The exact content of lesson plans will be determined by participant expertise and preference, but we imagine topics that derive from Institute content, such as “Street Art and Urban Life,” “Women’s Literature,” “Indigenous Rights.”

The second team, composed of 5 participants, will work on a special issue of a journal or edited volume. We will propose this collection of essays to prominent journals in our fields such as *Hispania*, *The Journal of Lusophone Studies*, the *Luso-Brazilian Review*, or as an edited volume of essays to the Vanderbilt University Press, the University Press of Florida, or the University of Texas Press, who specialize in the Latin American area.

Academic Schedule

June 13 – July 1, 2022

Prior to start of workshop, participants will read:

Schwarcz, Lilia Moritz, and Heloisa Maria Murgel Starling. *Brazil: A Biography*. Penguin Books 2019. (Esp. pgs 1-127; 395-602)

See preliminary institute bibliography at the end of this document for additional background readings and resources.

Week 1: Historical Background and Racial Politics of Brazil

Monday, June 13: *Introductions and Institute Overview*

AM:

Introductions. Please prepare a 5-minute presentation of yourself and your project.

Institute overview and expectations

Broad overview of Brazilian history and society

PM:

Individual appointments with participants and institute directors

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Tuesday, June 14: *Racial Politics*

AM:

Reading discussion of

- Do Nascimento, Abdias, "The Myth of Racial Democracy." *The Brazil Reader*, 2019. Pp. 445-48
- Costa Vargas, João. 2012. "Gendered Antblackness and the Impossible Brazilian Project: Emerging Critical Black Brazilian Studies." *Cultural Dynamics* 24 (1): 3–11
- Costa Vargas, João. 2004. "Hyperconsciousness of Race and Its Negation: The Dialectic of White Supremacy in Brazil." *Identities* 11 (4): 443–70.

PM:

Individual appointments with participants and institute directors

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The Making of Modern Brazil: Marginal Spaces, Race, and Urban Life

Wednesday June 15: *Guest Speaker Jessica Graham*

AM:

Reading discussion of

- Graham, Jessica Lynn. *Shifting the Meaning of Democracy: Race, Politics, and Culture in the United States and Brazil*. University of California Press, 2019. [excerpts]

Optional office hour: 12:30-1:30pm

Sign-ups on participant site

PM: Workshop

Collaborative Online International Learning (COIL) [Part 1]

Thursday, June 16

AM: *Indigeneity*

Reading discussion of

- Bopp, Raul, “The Snake Norato”, in *Twentieth-Century Latin American Poetry: A Bilingual Anthology*, Tapscott, Steven, (1928). [poetry]
- William Fisher, “Victims of the Economic Miracle Forty Years Later: Brazil’s Indigenous Lands in the Post-Earth Summit Era.” *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 44.3/4 (Fall-Winter 2015): pp. 197-260.
- Bishop-Sanchez, Kathryn. *Performing Indigenous Brazil: Art and Activism 1987-2020* (forthcoming) [excerpt]

PM: Workshop

Collaborative Online International Learning (COIL) [Part 2]

Friday, June 17

AM: *Race and Indigeneity/Land Demarcation*

Film discussion of

- *Quilombo* (Dir. Carlos Diegues, 1984).
- *The Martyr* (Dir. Tatiana Almeida, Ernesto de Carvalho e Vincent Carelli, 2016)

[Travel to San Diego / Plan to arrive by early Sunday PM on June 19]

Week 2 - Modernity and Marginality in the Brazilian City

Sunday, June 19: *Welcome Activities*

PM:

Welcome dinner

Optional: Samba and Pagode lesson

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Monday, June 20: *Visit to Library and Reading Discussion*

AM:

Overview of Institute and Facilities, Library Special collections visit.

Reading Discussion of:

- Martins, Geovani. *The Sun on My Head: Stories*. Picador, 2020. [Short stories]

PM: Workshop

Virtual Immersive Teaching and Learning Lab

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Tuesday June 21: *Marginal Spaces and Urban Representation*

AM:

Reading discussion of:

- Robb Larkins, Erika. *The Spectacular Favela: Violence in Modern Brazil*. University of California Press, 2015, Introduction and Chapter 4.
- Jaguaribe, Beatriz. "The Shock of the Real: Realist Aesthetics in the Media and the Urban Experience. Space and Culture." *Space and Culture* 8, no. 1 (2005): 66-82. doi:10.1177/1206331204269379.

PM: Workshop

How to publish a scholarly manuscript

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Wednesday, June 22: *Guest Speaker Keisha-Khan Perry*

The Making of Modern Brazil: Marginal Spaces, Race, and Urban Life

AM:

Reading discussion of:

- Perry, Keisha-Khan Y. *Black Women against the Land Grab: The Fight for Racial Justice in Brazil*. University of Minnesota Press, 2013. [excerpts]

Office hours / Sign-ups on participant site

PM:

Capoeira Class with Mestre Paulo Batuta from Capoeira Mandinga

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Thursday, June 23: *Urban Life and Nostalgia*

AM:

Workshop Using Digital Humanities Tools

PM:

Film discussion of

- *Aquarius* (Dir. Kléber Mendonça Filho, 2016)

.....
Friday, June 24: *Guest speaker Jaime Alves*

AM:

- Alves, Jaime. *The Anti-Black City: Police Terror and Black Urban Life in Brazil* (University of Minnesota Press, 2018) [excerpts]
Office hours / Sign-ups on participant site

PM:

Optional trip to Los Angeles to visit the studio and attend recording of The Brazilian Hour at Pacifica Radio, visit the Brasil-Brasil Cultural Center, guided tour of collections at the Museum of Latin American Art

Week 3 - Cultural Representations of Modern Inequalities

Monday, June 27: *Intersections of Gender, Race and Class*

AM:

The Making of Modern Brazil: Marginal Spaces, Race, and Urban Life

Reading Discussion of

- Abreu, Caio Fernando. *Dragons*. Boulevard, 1990. [Short stories]
- Finn, John C. "Soundtrack of a Nation: Race, Place, and Music in Modern Brazil." *Journal of Latin American Geography* 13, no. 2 (2014): 67-95. doi:10.1353/lag.2014.0024.

PM:

Percussion workshop with the Super Sonic Samba School

Tuesday, June 28: *Guest Speaker Benjamin Cowan*

AM:

Reading Discussion of

- Cowan, Benjamin A. *Securing Sex: Morality and Repression in the Making of Cold War Brazil*. University of North Carolina Press, 2016. [excerpts]
Office hour / Sign-ups on participant site

PM:

Writing café / work on final projects

Wednesday, June 29: *Imagining Modernity*

AM:

Film Discussion of

- *Que Horas Ela Volta? / The Second Mother* (Dir. Anna Muylaert, 2015)
- *Bacurau* (Dir. Kleber Mendonça Filho & Juliano Dornelles, 2019)

PM: Workshop

Workshop Writing Competitive Grants - Roundtable

Thursday, June 30:

AM: Work on final projects

PM: *Workshop Teaching Study Abroad in Brazil*

Friday, July 1: Conclusions

The Making of Modern Brazil: Marginal Spaces, Race, and Urban Life

AM:

Final Presentations and Workshopping

PM:

Final Presentations and Workshopping

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Work Plan

Year 1 dates: 10/01/2021 – 09/30/2022

Year 2 dates: 10/01/2022 – 09/30/2023

October 2021

- Initial team meetings to plan project details and timeline
- Make decisions on design and features of project website
- Secure on-campus housing
- Attend NEH orientation

November 2021

- Contract web design support
- Prepare content and design for project website

December 2021

- Begin program marketing and outreach
- Prepare application guidelines and applicant submission portal

January 2022

- Ramp up recruitment efforts with targeted outreach
- Contract program graduate student.
- Initial tasks include assisting with organization of application materials for committee review.

February 2022

- Convene application evaluation committee
- Program Directors engage in curriculum design for institute
- Initial contacts with local contacts for workshops

March 2022

- Make decisions and notify applicants in compliance with NEH guidelines
- Program Directors engage in curriculum design for Institute
- Begin design of participant website with readings, resources, and films

April 2022

- Program Directors engage in curriculum design for Institute
- Continue design of participant website
- Confirm guest speaker travel/Zoom appearances

May 2022

- Program Directors engage in curriculum design for Institute
- Continue design of participant website
- Confirmation of local contacts for all workshops

The Making of Modern Brazil: Marginal Spaces, Race, and Urban Life

June 2022

- Run program
- Program Directors meet to refine dissemination activity specifics based on participants strengths and synergies

July 2022

- Run program
- Administer post-program evaluations
- Design and implement selection process for participants in dissemination phase

August 2022

- Select participants in dissemination phase and hold planning meetings
- Analyze post-program evaluations
- Create timelines for dissemination activities with teams

September 2022

- Participants in each group work collectively on dissemination objectives
- Monthly check-ins with teams
- Record, edit, and publish video interviews with participants on digital platform

October 2022

- Participants in each group work collectively on dissemination objectives
- Monthly check-ins with teams
- Record, edit, and publish video interviews with participants on digital platform

November 2022

- Participants in each group work collectively on dissemination objectives
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December 2022

- Participants in each group work collectively on dissemination objectives
- Monthly check-ins with teams
- Record, edit, and publish video interviews with participants on digital platform

January 2023

- Preliminary drafts of dissemination products complete for group feedback
- Workshopping of products
- Record, edit, and publish video interviews with participants on digital platform

February 2023

- Preliminary drafts of dissemination products complete for group feedback
- Workshopping of products
- Record, edit, and publish video interviews with participants on digital platform

The Making of Modern Brazil: Marginal Spaces, Race, and Urban Life

March 2023

- Groups revise based on feedback
- Launch pedagogical projects on digital platform

April 2023

- Groups revise based on feedback
- Publication submission deadline for this aspect of dissemination
- Attend BRASA meetings to present work

May 2023

- Attend LASA meetings to present work

June 2023

- Finalize all dissemination products and launch
- Promote on social media and with larger groups of participants

July 2023

- Administer post-dissemination phase evaluations

August 2023

- Draft program reports

September 2023

- Finalize reports