

Department of Spanish and Portuguese
The University of Texas at Austin
Fall 2013

POR 375 (46730) – The Gritty City: Contemporary Urban Literature in Brazil

Cross-listed as LAS 370P (40865)

Class meets in MEZ 1.210 (Tuesdays & Thursdays 2:00 – 3:30)

Instructor: Eliseo Jacob

Office: BEN 5th Floor

Office Hours: Tuesdays 3:20-4:50 & Thursdays 12:30-2:00

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Description:

This course introduces students to texts by writers from Brazil's *favelas* and *periferias*. Known through different terms (*Literatura Periférica* and *Literatura Marginal*), this literary movement unearths marginal voices in contemporary Brazilian literature. Some topics of discussion will include: gritty realism, critical consciousness and the urban underworld. We will discuss how these issues are negotiated through testimonial literature, fiction and cultural productions (music and film). In this course, we will analyze marginal literary works at key moments in *Literatura Periférica*, starting with the 1960s and ending with the present day. Each week we will devote time to examining literary excerpts and cultural productions as we discuss ways of thinking and talking about the relationship between literature and social empowerment in the context of marginal literatures.

Course Materials:

Cenas da favela: as melhores histórias da periferia – Required

Eles eram muitos cavalos – Required

85 letras e um disparo – Required

Additional readings can be found on Blackboard.

Requirements and Grading:

The final grade will be based on: Two exams: 60%, In-Class Presentation: 10%, and Writing Responses: 30%. The exams will be based on the course reading assignments and in-class lectures and discussion.

This class will be conducted entirely in Portuguese. All exams, writings assignments and oral presentations must be written and presented in Portuguese as well.

Attendance Policy: If you do not have more than one absence during the entire semester, you get one point added to your final grade. There typically is a strong correlation between attending regularly and doing well on assignments.

Class Schedule

PART I: Foundational Writers of the *Periferia* (1960s-1970s)

Week 1:

Aug 29

Introduction

Syllabus overview

Course Introduction – What is the *periferia*?

What is literature from the *periferia*?

Week 2:

Sept 3

Nelson de Oliveira: Favela: infinitas falas

Carlos Drummond de Andrade: Favelário nacional

Sept 5

Carolina Maria de Jesus: Quarto de despejo

Wander Piroli: Lá no morro

Week 3:

Sept 10

Plínio Marcos: Navalha na carne

Sept 12

João Antônio: O guardador

Cecília Prada: La Pietà

Week 4:

Sept 17

Rubem Fonseca: Feliz ano novo

Sept 19

Lygia Fagundes Telles: O X do problema

Clarice Lispector: A bela e a fera

PART II: 1990s Boom of Literature about Brazil's lower classes

Week 5:

Sept 24

Ficção brasileira contemporânea, Ch. 2

Writing Assignment #1

Sept 26

Paulo Lins: Destino de artista

Cidade de Deus

Week 6:

Oct 1

Paulo Lins: Cidade de Deus

Globo TV Series: Suburbia

Oct 3

Marçal Aquino: Balaio

Marcelino Freire: Muribeca, Solar dos príncipes

Week 7:

Oct 8 Luiz Ruffato: Eles eram muito cavalos

Oct 10 Luiz Ruffato: Eles eram muito cavalos

Week 8:

Oct 15 **TEST #1**

PART III: *Literatura Periférica* at the turn of the 21st century

Oct 17 “Dialéctica da marginalidade,” João Cezar de Castro Rocha
Documentary: *Literatura das periferias*

Week 9:

Oct 22 Literatura Marginal & Caros Amigos
“Literatura Marginal em revista,” Marcos Zibordi

Oct 24 Ferréz: All selections in *Cenas da favela*

Week 10:

Oct 29 Sacolinha: 85 letras e um disparo
Writing Assignment #2

Oct 31 Sacolinha: 85 letras e um disparo
Skype conversation with Sacolinha

Week 11:

Nov 5 Rodrigo Ciríaco: Te pego lá fora, Pode pá que nós ke tá

Nov 7 Binho: Postesia
Skype conversation with Binho

Week 12:

Nov 12 **TEST #2**

Nov 14 **Student Presentations**

Week 13:

Nov 19 Student Presentations

Nov 21 Student Presentations

Week 14:

Nov 26 THANKSGIVING HOLIDAY

Nov 28 THANKSGIVING HOLIDAY

Week 15:

Dec 3 Film – Bróder (2011)

**Dec 5 Film – Bróder (2011)
Writing Assignment #3**

Oral Presentation:

Your final project for this class is an oral presentation on a topic related to the themes of the class. You will use one of your final writing assignment as the basis for your oral presentation.

Presentations will be 6-7 minutes long with 3-4 minutes for questions. Part of your grade for the presentation (10%), will be to ask questions at the end of your colleagues' presentations. To receive full credit for the question portion of your grade, you must ask at least one question each day there are presentations (There are four presentation days). Make sure you are present for all four days.

You may use presentations tools (PowerPoint, Keynote, Prezi, SlideRocket, etc.), photos and videos for your presentation. However, if you do use video, make sure it is not longer than a minute.

TIPS:

- *Ensure your speech will captivate the audience and be worth their time. Think "Why is this study so important?" Then convey that to the audience.
- *Know your material thoroughly! PRACTICE, PRACTICE, PRACTICE!
- *Time yourself and make sure you are within the limit.
- *Take your time! Presenting your material carefully and concisely makes a huge difference.
- *It is fine to use notecards or an outline, but only to highlight talking points you can expand on.
- *DO NOT READ for an extended period from your notes. You will lose the audience!

See the rubric below for grading your presentations. We will have a special session in class on how to prepare and give an effective presentation on an academic topic.

Grading Rubric for Oral Presentation

Student: _____

Topic: _____

Grade: Presentation _____ + Participation in other presentations _____ = _____

RATING	FEEDBACK
5 – Excellent The student clearly describes the question studied and provides strong reasons for its importance. Specific information is given to support the conclusions that are drawn and described. The delivery is engaging and sentence structure is consistently correct. Eye contact is made and sustained throughout the presentation. There is strong evidence of preparation, organization, and enthusiasm for the topic. The visual aid is used to make the presentation more effective. Questions from the audience are clearly answered with specific and appropriate information.	
4 – Very Good The student describes the question studied and provides reasons for its importance. An adequate amount of information is given to support the conclusions that are drawn and described. The delivery and sentence structure are generally correct. There is evidence of preparation, organization and enthusiasm for the topic. The visual aid is mentioned and used. Questions from the audience are answered clearly.	
3 – Good The student describes the question studied and conclusions are stated, but supporting information is not as strong as a 4 or 5. The delivery and sentence structure are generally correct. There is some indication of preparation and organization. The visual aid is mentioned. Questions from the audience are answered.	
2 – Limited The student states the question studied but fails to describe it fully. No conclusions are given to answer the question. The delivery and sentence structure are understandable, but with some errors. Evidence of preparation and organization is lacking. The visual aid may or may not be mentioned. Questions from the audience are answered with only the most basic response.	
1 – Poor The student makes a presentation without stating the question or its importance. The topic is unclear and no adequate conclusions are stated. The delivery is difficult to follow. There is no indication of preparation or organization. Questions from the audience receive only the most basic or no response.	
0 – No oral presentation is attempted.	