OVERVIEW:

This course analyzes urban development and governance issues in a comparative context, focusing on the Brazilian experience. Brazil has been in the international spotlight lately. The country is a topic of concern on several levels and in terms of comparative public policy, is a good country to examine for American students, as it has a large territory, a diverse population, and is an up-and-coming economic powerhouse. Brazilians have been leaders in Urban Design, especially Modernism. Brazil will play host to international athletic events such as 2014 World Cup Soccer, 2016 Summer Olympics and is an aspiring player in world forums like the United Nations. Brazil is both a cautionary tale of persistent inequality, racial divides, crime, rampant development, transportation and mobility challenges, yet also offers inspiring visions of sustainable development, affordable housing schemes, slum upgrades and in recent decades, the creation of a rising new middle class.

COURSE STRUCTURE:

This course is designed to be interactive which means that your participation is crucial
to its success (and to the amount you will learn). The interactive/interdisciplinary nature of the course implies several things: I will ask frequent questions of you; I will expect you to ask frequent questions of me; and, I will expect you to engage with each others’ ideas. The last point is central – the class is not meant to be a conversation between ‘me’ and ‘you’, but between all of us.

To succeed in this class you will need to critically evaluate the ideas presented in lectures, course readings, film clips and by your peers; you will need to question them, dispute them if need be, or make them your own. The objective is for you to learn to develop defendable positions – not just opinions – on what is happening in Brazil, and what coherent ethical/political responses might be.

As a 500-level course, this class is reading intensive. In addition to the assigned textbook (which you will be required to write a Book Review of), several readings will usually be assigned for each class, but don’t worry; most of these readings are relatively short! They are intended to give you insight into different perspectives that scholars have taken related to sustainable development and other core course concepts. Try to identify key concepts and phrases when you read. This will help you immensely when doing your own research for the final paper.

Students are expected to read and peruse the additional reference materials listed on the syllabus. Class discussions will be based upon the material in lectures, current events presentations and assigned readings. **This means that you must read the assigned texts critically prior to class.** By ‘reading critically’ I mean more than just reading for content, but also questioning the articles and books you read. No author simply presents ‘facts’ or the ‘truth’; rather, they present informed arguments about the topic they are addressing.

Your task as a reader is not simply to absorb those ideas like a sponge, and regurgitate them on command, but to understand how the arguments are made, how they are (or are not) supported, and why they are (or are not) persuasive. If you find them unpersuasive, can you find more persuasive ways of discussing the topics discussed? Can you help strengthen the argument, or suggest alternatives? In sum, come to class ready to engage critically with the course material.

**COURSE OBJECTIVES:**

1. To be able to explain basic theoretical and historical conditions underlying the emergence of the modern Brazilian experience related to city governance and urban policy.
2. To be able to write about and publicly defend coherent ethical/political responses to urban issues discussed in class.
3. To be able to describe Brazilian contributions to Urban Design, Landscape Architecture, and urban development, especially the Modernist movement and to explore ways that Brazilian architects and designers have integrated local and global practices into their unique urban beachfront settings.
4. Explore the ways in which globalization, real estate trends, social divisions, etc. have impacted the formation of “slums” or “informal housing”/ and the processes surrounding squatter settlement urbanization.
5. Analyze the formation, development of mega-cities, sprawl and approaches to infrastructure (such as transportation, waste management, water resources) in Brazilian cities and be able to make
comparisons to issues facing the San Diego and greater Southern California/ Northern Baja California region.

7. Students will be required to generate a “comparative current events” group oral class presentation, linking selected current event/ public policy issue(s) to class readings/lectures and film material.

8. Students will individually produce a final “comparative public policy report” based on original research and writing comparing/contrasting San Diego regional public policy issues with those issues learned about in class.

**Academic Integrity:**
San Diego State University assumes that students and faculty accept and respect the principle of academic honesty. The policies on academic misconduct are outlined in the Student Handbook.

*Plagiarism* is representing others work as your own. This means that all work that you present as your own must in fact have been done by you, and that all sources must be properly cited. Students are expected to understand and abide by SDSU’s plagiarism policy ([http://csrr.sdsu.edu/cheating-plagiarism.html](http://csrr.sdsu.edu/cheating-plagiarism.html)).

**TEXTBOOK:** (required). #1 is available at SDSD Bookstore as well as on-line:


2. Weekly readings from various media sources and scholarly journals. Readings will be posted on Blackboard (mostly in PDF format files) and it is expected of each class participant to have them read and be ready to discuss at the appropriate class time.

3. Feature films of an educational nature as well as award-winning documentaries will be screened. It is anticipated and expected that students will be able to discuss, critique and refer to said films in both in-class discussions and use them in reference to reports/presentations.

4. Additional *(optional)* resources:
   - Degler, Carl N. *Neither black nor white: Slavery and race relations in Brazil and the United States*. University of Wisconsin Press, 1971
**ASSESSMENT:**

The general criteria for grades are as follows:

A = Excellent. Represents achievement that is outstanding relative to the level necessary to meet course requirements; strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B = Good. Represents achievement that is significantly above the level necessary to meet course requirements; evidence of grasp of subject matter; some evidence of capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.

C = Adequate. Represents achievement that meets the basic course requirements in every respect; student who is profiting from his/her university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.

D = Marginal. Represents achievement that is worthy of credit even though it fails to meet fully the course requirements; some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.

F = Inadequate. Represents failure and signifies that the work was either completed but at a level of achievement not worthy of credit or was not completed.

The course will be based upon a grading scale of 100% and broken down as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of final grade</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current events paper</td>
<td>10</td>
<td>Sign up in class</td>
</tr>
<tr>
<td>Current events presentation</td>
<td>15</td>
<td>Sign up in class</td>
</tr>
<tr>
<td>Book review</td>
<td>10</td>
<td>Feb 25th</td>
</tr>
<tr>
<td>Discussion online of “Wasteland”</td>
<td>5</td>
<td>after screening</td>
</tr>
<tr>
<td>Research paper outline draft</td>
<td>10</td>
<td>March 11th</td>
</tr>
<tr>
<td>Peer review</td>
<td>5</td>
<td>March 25th</td>
</tr>
<tr>
<td>Research paper final</td>
<td>30</td>
<td>May 8th</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
COURSE OUTLINE/ READINGS:*
*This schedule is subject to change based on needs of the class.

Class 1
January 28. Introduction to course/ an overview of conditions in Brazil,
Theme: poverty, informal/squatter communities

Lecture & PowerPoint presentation on *Infrastructure Upgrades in Informal Housing Areas* – Rio de Janeiro by A. Mendiola

Screening of “Cidade Des Homens” – Brazilian Television Series, Season1: Series follows the lives of Acerola (Douglas Silva) and Laranjinha (Darlan Cunha) as they mature into young men facing the dangers of drug gangs and the heartbreak of first loves growing up in a Rio de Janeiro “favela”. In this episode, “The Mail”, Laranjinha and Acerola are assigned by the local drug boss to start working as mailmen for the community. Found on Youtube @ http://youtu.be/jxHUjG1ZIG8

Read:
- Neuwirth, *Shadow Cities*, Preface, Prologue & ch.1
- del Rio, FAVELAS – Encyclopedia of the City
- Perlman, The Chronic Poor in Rio de Janeiro
- Villaca, Urban Planning And The Advance Of Democracy In Brazil

Additional reference materials:

- Professor Chris Gaffney’s Blog, “Hunting White Elephants”: http://www.geostadia.com/
Themes:
Mega Event Planning, Social Protests, Evictions, Racial legacy, Political Climate
Tentative Guest Speaker: Wil Weston, SDSU Library on research resources available to SDSU students.

Please Read:

- **Neuwirth, *Shadow Cities*** chapters 6, 8, 9, 10
- Perlman, Ward, et al., *From Marginality to New Poverty*
- Nichter, *Electoral Clientelism or Relational Clientelism? Healthcare and Sterilization in Brazil*
- Sneed, *FAVELA UTOPIAS, The Bailes Funk in Rio’s Crisis of Social Exclusion and Violence*
- **U.S. Commercial Service Guide to World Cup/ Olympics**

*Additional reference materials:*

DW German News Service report on Maracana Stadium: “Brazil: One Year To The World Cup”

No, I'm not going to the World Cup” Youtube Video by C. Daudon:
[http://youtu.be/ZApBgNQgKPU](http://youtu.be/ZApBgNQgKPU)

Dr. Henry Louis Gates’ Black in Latin America Series, (PBS Special, Episode 3) “Brazil A Racial Paradise?”
[http://youtu.be/1SqbC7jIh4](http://youtu.be/1SqbC7jIh4)

Class 3
Feb 11.
Theme: Sustainable Urban Development: Challenges of Waste Disposal

Brief Lecture, screening and discussion of the Documentary Film “*Lixo Extraordinário*”
Read:

- (OK to skim) - Yu, May 2013, Master’s Thesis Columbia University - “Protecting Local Livelihoods In Urban Sustainable Development: Environment–Employment Tradeoffs Of Jardim Gramacho In Rio De Janeiro, Brazil”


- Citizens Coordinate for Century Three’s “Sustainable Paradise” Report

- Meadows, D. “The Best City In The World?” – article on Curitiba

Class 4, Feb 18th
Conclusion of Lixo Extraordinário (if necessary)
Theme: Urban Sustainable Solutions
Documentary Film: A Convenient Truth: Urban Solutions from Curitiba, Brazil

Read:

- Demery, Bus Rapid Transit in Curitiba, Brazil - An Information Summary

- Compact Cities, Livable Cities Report _ PowerPoint

- San Diego Regional Quality of Life “Dashboard” Report 2012 (Equinox Center)

Additional reference materials:


- Former Mayor of Bogota, Colombia, Enrique Peñalosa: Why buses represent democracy in action: http://youtu.be/j3YjeARuII
Week 5
Feb. 25 – Theme: **Brazilian Urban Design Approaches – Legacy of Modernism, Beachfront and waterfront design issues.**
Lecture and PowerPoint Presentation by Mendiola, Design in Public Sphere,

Read:
- Godfrey and Arquínzoni, *Regulating Public Space On The Beachfronts Of Rio De Janeiro*
- del Rio, V. *The Legacy of Modern Urbanism in Brazil*
- del Rio & Iwata, *Image of the Beachfront in Rio*
- Vaccarino, *Interpreting And Preserving the Work Of Roberto Burle Marx*

Watch:
- Short video on Brasilia (from Robert Hughes’ BBC documentary): [http://youtu.be/he4C7gWEpEU](http://youtu.be/he4C7gWEpEU)

*Additional Reference Material:*
- Mendiola, *Design in the Public Sphere, Rio*, report
- Del Rio, *Urban Design and Conflicting City Images of Brazil*

Week 6
Mar. 04 Theme: Law and Order, Civil Security Issues, Walled Cities

Read:
- Caldeira, Theresa - City of Walls
- Caldeira, Theresa - The paradox of police violence in democratic Brazil
- Caldeira, T. - Fortified Enclaves: The New Urban Segregation

Begin Student current event presentations

Week 7
Mar. 11. **RESEARCH PAPER OUTLINE DUE**
Lecture and discussions on *Revitalization Efforts/Special Districts*
Tentative Guest Speaker: TBD
Readings:

- Acioly, Revitalization Programmes in Rio
- Caldeira, T. The Implosion of Modern Public Life
- Eco-Districts Guide
- del Rio, V.: Restructuring Inner City Areas, Revitalization of Downtown Rio

Week 8
March 18
**Theme: Globalization forces on Urban Planning, The New Urbanism, toward “Smart Growth”**

Short Lecture and class Discussion

Student Current Events Presentations Continue

Read:

- Duany and Plater-Zyberk, *The Second Coming of the American Small Town*
- Duany, Plater-Zyberk, Speck, *The American Transportation Mess*, from Suburban Nation
- Palafox, F. *New Urbanism - toward sustainable cities and communities -article*
- Grant, Jill - *Why planners are ambivalent about gated communities*
- Erminia Maricato, *HOUSING AND CITIES IN BRAZIL AND LATIN AMERICA*, Globalization, poverty and some reasons for hope

Week 9
March 25
**Theme: Comparative study of Healthy Cities, Placemaking, Urban design issues**

Short Lecture and class Discussion

Student Current Events Presentations Continue
Read:

- Leinberger, “The Next Slum?” – Atlantic Magazine article
- Irazabal, Latino Communities in the United States: Place-Making in the Pre-World War II, Post-World War, and Contemporary City
- ULI Guide to Healthy Cities – Top 10
- SPUR Study of San Jose

Additional Resources:
TED Talk by James Howard Kunstler on American design issues and lack of “Sense of Place” – http://blog.ted.com/2007/04/20/james_howard_kunstler_on_american_des/
Guest Speaker, To be determined
(Comparative Transportation Policy)
Student projects: oral presentations

Week 14
Movie, End of Suburbia
Discussions
Tentative Guest Speaker – Center for Sustainability

April 29  Student projects: oral presentations

Week 15
May 6  Student projects: oral presentations

*ALL FINAL WRITTEN REPORTS DUE NO LATER THAN MARCH 8 2014 *

COMPARATIVE CURRENT EVENT / PUBLIC POLICY ASSIGNMENT:
Paper/presentation

Student are responsible for completing a individual Comparative Final Exam paper (10 pages min. not to exceed 15 pages) on a public policy problem to a class topic about public policy issues in the San Diego Region with comparisons made to Brazilian Urbanism.

A signup sheet will be made available in class. Everyone must sign up for a comparative current event for a given week. The following weeks/current event topics will be made available (depending on class size, from 1-3 students will make a presentation those weeks):

Weeks 5, 6: Environment/sustainability
Week 7: Poverty, Economic or Social Inequality, Wealth Gap
Week 9: Crime/drug policy/violence
Week 10: Stadiums (sports) /Mega Events/Olympic Planning
Week 11: Urban Design/Public Space/ “Placemaking”
Week 12: Infrastructure/Transportation issues/ Public Participation in Civic matters

Students must choose a current event/news item that has occurred in the last year, and was reported in a major network, news organization, newspaper or magazine (examples: CNN, BBC, New York Times, The Economist, National Public Radio, O Globo, Voice of San Diego, San Diego U-T, etc.). Be sure the reported event comes from a reliable news source. Your paper/presentation in class should:

1) Summarize the news event, including the location
2) give some background on the city/location it occurred/ is occurring in , as it relates to the topic for that week (example, if the event was about the underemployed youth problem in Escondido, CA
your background would be about the city of Escondido, its population, economics, demographics, ecological setting, etc.)

3) Demonstrate the event’s relationship to the course topic (example: if the event was a change in policy regarding Community Plan Updates in the City of San Diego or the recent legal challenges to the Barrio Logan Community Plan, your paper and presentation would deal with those problems in Barrio Logan, whether the government had a system for abeyance, regulation, etc. and how it may have been similar/different to events you have read about or the experience you have learned about in the Brazilian Context).

The in-class oral presentation should be 10-15 min. in length, should include the three steps above, and can be presented in the form of a power point slide presentation, which can include a short (about 3 min. or less) on-line video (such as youtube video).

**COURSE REQUIREMENTS AND GRADING**

A. **Class participation:**

The instructor places a major emphasis on your regular attendance, engagement with the readings, visual materials and lectures, and contribution to the learning of others. In addition to these more concrete illustrations of your course engagement, think of class participation as your responsibility to add energy and insight to our discussion and to share your thoughtful, reflective perspectives with your peers and instructor. Readings and public policy issues may be interpreted in a many ways and students should formulate positions and questions to offer in the class discussion.

Class Participation represents a significant percent of the final grade. It is based on attendance and the frequency of in-class participation. Arriving on time, staying to the end, and concentrating on the class when you are here is important. Specifically, checking for calls or messages on your cell phone, listening to iPods (even if only with one cleverly concealed earphone), doing outside work, etc, are all considered activities that will divert your attention. If you’re in this class, please be in this class. This course will contain controversial issues. Adult level and frank discussion is encouraged. Respect is expected and there is zero tolerance for bullying or behavior inconsistent with SDSU student conduct guidelines.

Out of respect for your fellow classmates and the instructor, guest speakers, please refrain from disruptive behavior at all times (i.e., cell phone use, web surfing, talking in class, arriving late, offensive language, etc.). This is vital to ensure a positive learning environment. If you choose to use a laptop, please sit in the front row or in the back rows of class to avoid distracting your peers (i.e., the “cone of distraction”). See recent research that suggests that students who use laptops in class (and the students who sit close to them) receive lower grades overall:
Participation is 15% of your grade
As stated above, participation is a crucial part of this course. I will evaluate your participation according to the following: 1) attendance; 2) active and thoughtful participation during class; 3) substantive Blackboard comments, questions and analysis. I expect you to post comments on each of the course themes, preferably on a weekly basis. Your posts must engage with the readings and demonstrate both understanding and depth. In your posts, draw connections between the readings and current events, analyze the strengths and weaknesses of the readings, identify questions for class discussion, and engage with other perspectives.

Your overall participation in this class will be graded on a scale from A to F, using the criteria below.

**Participation Grade Criteria:**
A = Contributes in a very significant way to ongoing discussion; provides feedback and/or responds very thoughtfully to other students, questions others in a constructive way, keeps discussion focused, demonstrates excellent preparation. Ideas offered are usually substantive, provides insights and direction for other students or for the class as a whole. If this person were not a member of the class, its quality would be diminished.

B = Contributes well to discussion in an ongoing way: provides feedback to other students, thinks through own points, questions others in a constructive way. Demonstrates consistent, ongoing involvement in class and good preparation.

C = Demonstrates sporadic involvement in class, including giving feedback to others and providing comments and suggestions on the work of others. Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Offers straightforward information without elaboration. Demonstrates adequate preparation.

D = Demonstrates very infrequent involvement in class, either in discussion or in giving other students feedback. Demonstrates negative energy via hostile or bored body language.

F = Absent

(These criteria are based on those outlined by Martha L. Maznevski, University of
Virginia (“Evaluating Participation”)

**FINAL PROJECT ASSIGNMENT:**

Each student will choose a topic theme and be required to write a final report that will serve as a final exam of this course. The Individual Comparative Research Paper should be approximately 10-15 pages, including references, and discussion related to the course readings.

This Research Paper could be on the same theme or themes as your group “current events” presentation or you can feel free to pick any topic related to either:

- Environment/sustainability
- Poverty, Economic or Social Inequality, Wealth Gap
- Crime/drug policy/violence
- Stadiums (sports) /Mega Events/Olympic Planning
- Urban Design/Public Space/ “Placemaking”
- Infrastructure/Transportation issues/ Public Participation in Civic matters

(Note: Be sure your choice is approved by the instructor. I will ask for a one paragraph proposal by week 5, SEE SYLLABUS).

The purpose of the final project is to help students put theoretical discussions from class lectures and readings into a real world/applied context.

Approximately three weeks before the final paper deadline, you are required to hand in a draft of your paper (including references) for peer review. This draft should be at least **50% complete**. Note that a more complete draft will allow your reviewer to provide more substantial comments (and help you improve your final grade). Peer reviewers will provide constructive criticism and feedback to help you enhance the quality of your arguments and the structure of your paper. A rubric of how to evaluate papers will be discussed in class.

This **final project/research paper** (due last day of class, May 8) typed, double space, minimum 10-15 pages (250 words/page) plus maps, tables, full bibliography of sources, including the internet. NO LATE PAPERS ACCEPTED.

*** Guidelines for writing a critical book review can be found here: [http://apps.carleton.edu/curricular/history/study/criticalbookreview/](http://apps.carleton.edu/curricular/history/study/criticalbookreview/).