**Unit Plan Format**

**1. Unit Author(s)/First and Last Name: Gail Presbey**

Course/School Name: PHL 3560 Peace and Social Justice, University of Detroit Mercy

**2. Introduction/General Information**

* Unit Title/Theme “Injustice and Nonviolent Responses in Brazil”
* Number of Lessons w/in Unit (Unit Timetable Template) 10
* Subject Areas of Interdisciplinary Integration: Philosophy of Nonviolence, Environmental philosophy, Political philosophy, Latin American history, World history (Africa-South America connections)
* Grade Level(s) Advanced undergraduate - University
* Unit Summary and Rationale

This unit will follow the course-wide themes of a) exploration of injustice and b) nonviolent responses to addressing injustice. The course is international in scope, and begins with a discussion of Brazilian educator Paulo Freire’s concept of education for liberation, and continues with an exploration of compassion for those who suffer poverty and injustice, from Brazilians Leonardo and Clodovis Boff as well as Afro-Brazilian author Carolina Maria de Jesus. The course continues with comparisons between Gandhi’s struggle for India’s independence and the Civil Rights movement in the U.S. Gandhi is a connecting theme throughout the course – how people inspired him, and how he inspired others, such as for example Martin Luther King, Jr. While in the past the second half of my course remained focused on the U.S., I want to make it more thoroughly international, by introducing the Brazilian social movements as an important continuation of the application of nonviolent action. I want to continue to make international connections in the second half of the course, between Chico Mendes and Sr. Dorothy Stang in Brazil, and Wangari Maathai in Kenya.

**3. Standards/Anchors (left blank because this applies to K-12)**

**4. Unit Goals – Learning Objectives and Student Learning Outcomes**

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| Learning Objectives | F6.1: Appraise and evaluate the goals, values, and conceptions of social justice.  F6. 2: Cultivate an understanding of the dynamics of economic, political, and social injustice.  F6.3: Investigate remedies to social injustice. |
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| Student Learning Outcomes | Through completing this unit, students will have an understanding of the key causes of social injustice in Brazil (with a focus on the last 60 years), the conceptualization of social justice used by the Brazilians in their struggle, and the methods Brazilians devised for addressing and changing the situation of social injustice that had confronted them (or continues to confront them). The student will be able to evaluate the social justice concepts and methods used by Brazilians, to compare and contrast Brazilian movements with others in the U.S. and elsewhere, and be apply to apply insights from the Brazilian context to the contemporary U.S. context. |

**5. Essential Question(s) for the Unit**

What are the key situations of social injustice that have enveloped the Brazilian people in the last sixty years?

What methods have been developed to resist injustice and create flourishing? What is the success/ “track record” of these tactics (such as land occupations, empates, etc)? What is the expressed rationale for their choice of methods?

Who have been the leaders of social justice movements in Brazil, and what have they accomplished?

In what ways are the social justice challenges facing Brazilians different than, or similar to, challenges in the contemporary U.S.?

What is your evaluation of the ongoing intellectual and activist legacy of Brazilian social justice movements? What can American activists learn from Brazilians?

**6. Pre-Assessment:** Completed at the start of the unit to determine the baseline of student knowledge and competencies. Use pre-assessment data when analyzing student learning and teaching at the end of the Unit plan reflection.

Questions:

Where is Brazil? How large is it? How old of a country is it? Can you describe the population/ demographics of Brazil, by race? What is the poverty rate of Brazil? Is Brazil a highly developed country or not? What are the biggest problems facing Brazil today? Which Brazilian social justice activists or movements have you already heard about? Please list them. What are some of the nonviolent tactics used by social justice activists in Brazil? Which Brazilian laws most promote social justice?

**7. Content—Daily Lesson Plans** (Lesson Plan Format)

Lessons: There will be ten lessons of thirty to fifty minutes each offered in the context of a fourteen week, three credit undergraduate course. Some of the units come at the very beginning, while others will be soon after the midterm exam. The units will be presented in this order:

**#1) Paulo Freire’s** pedagogy of the oppressed. We’ll cover this the first evening, as it will be important to discuss with the students the kind of educational model we will have for the semester. We will learn about Freire’s philosophy and commit ourselves to being engaged students and teachers of each other, discussing issues of great relevance to our lives and becoming a community of response to injustice.

**#2) Liberation Theology**: We will look at Brazilian philosophers and theologians, Clodovis and Leonardo Boff, authors of *An Introduction to Liberation Theology*, and their emphasis on the “option for the poor.” We’ll read an online passage that will emphasize the need to respond to persons in poverty and suffering injustice. The passage can be found at: <http://www.landreform.org/boff1.htm>. We’ll look at the role the Catholic Church played in the social justice movement, especially during the Military Dictatorship in the 1970s and 80s, as well as look at the current context. For background see: <http://rlp.hds.harvard.edu/faq/catholic-church-brazil>

**#3: Carolina Maria de Jesus:** We will look at her book, *Child of the Dark* (*Quarto de Despejo* in Portuguese) and how she described her daily struggles as a mother living in the favela. We will read this book excerpt in the context of two philosophers who write about vulnerability and compassion, and a Buddhist monk who writes about the need to see life from the perspective of others. We will discuss the unsympathetic treatment she has received in Brazil from the press and other literary figures (as explained in the article by Robert Levine).

**#4) Filhos de Gandhy** – how the dockworkers turned to Gandhi as an inspiration back in 1949, and how they continue to emphasize justice and nonviolence in their current campaign to emphasize respect for women and to stop domestic violence against women. The instructor will share insights gleaned from her interview with Xico Lima, Director of Filhos de Gandhy for thirty years.

**#5) Ile Aiye:** Continuing to explore the ways in which music and cultural groups can play an important role in social critique and social change, we will learn about and discuss Ile Aiye, the samba society that emphasizes respect for the black race/ African diaspora through the use of music to educate the public about the great accomplishments of African civilization and African intellectuals and heroes. The complement their cultural programs with an elementary school that has a robust Afrocentric curriculum. Eddie Wilson, Education Coordinator there explained that the school uses Paolo Freire’s “Pedagogy of Desire” whose goal is to attract children to learning. So this unit will also serve as a introduction to Freire and his philosophy of education.

**#6) *Reaja ou Será Morto****:* Brazil’s protest movement to end police violence against Black youth: We’ll cover the statistics of police violence and the movements that have cropped up to put pressure on the police and judiciary to change their practices. The Brazilian movement, called *Reaja ou Será Morto,* which translates as "React or Die," started in 2005. There will be comparisons and contrasts to the U.S. “Black Lives Matter” movement. We’ll look at the case of the Feb. 6, 2015 shooting of 12 young men in the Cabula neighborhood of Salvador, Bahia. (See: <http://www.geledes.org.br/summary-execution-a-recent-episode-of-police-violence-against-young-black-males-in-bahia-brazil/> ), and for U.S. – Brazil comparisons, see <http://www.refinery29.com/2015/08/92326/brazil-black-lives-matter-police-brutality-protest#slide> ).

**#7) The “Fora Temer” movement –** Brazilians’ protest against the “coup”/ temporary removal of their elected President Dilma Rousseff and their mobilization to restore democracy. The history of the Worker’s Party, the gains under Lula, the opposition by the rich, the problems of corruption. We’ll look at some of the protests made in Bahia during the July 2 Independence of Bahia Day parade, and other ongoing forms of nonviolent resistance. As of now, The Office of the Public Prosecutor in Brazil has said she is not guilty of any crime, and members of her party hope that impeachment proceedings will be dropped. This is an ongoing story. There are videos and news stories covering the ongoing protests that can be accessed online, such as this one:

<http://www.revistaforum.com.br/2016/05/31/cartazes-contra-o-golpe-deixam-reporter-da-globo-desconfortavel/> as well as <https://theintercept.com/2016/05/19/watch-first-interview-with-brazils-president-dilma-rousseff-since-the-senates-impeachment-vote/>

**#8) The Movement of Rural Landless Workers (MST)** have a tradition of occupying unused land and forming communities that farm the land sustainably, focusing on various food crops and reforestation. The problems of landlessness (in the context of agribusiness), tactics of recovering land, and community life together will be covered. We’ll look at the analysis by Marcus Kroger, who sees “the ideal ‘MST model’ as constructed by specific strategies promoting contentious agency: organizing and politicizing, campaigning by heterodox framing, protesting, networking, and embedded autonomy vis-à-vis the state.”

**#9) Chico Mendes and the Rubber Tappers:** The problem of deforesting the Amazon is explained. We learn the practice of the “empate,” a nonviolent way of encouraging loggers to give up their work so as to save the rainforest which supports both the rubber tappers and the indigenous communities is described. Chico Mendes’ concept of the “extractive reserve” which gathers valuable products from the rainforest is shown as a sustainable alternative to destructive deforestation.

**#10) Catholic Activist Sr. Dorothy Stang in Brazil**: We will discuss Sr. Dorothy Stang who worked in Anapu in Pará State in Brazil, also to save the rainforest and help poor farmers engage in sustainable agriculture. She was killed in 2005. Her devotion to the poor who live in the rainforest overlaps with Mendes’ dedication to the rubber tappers and indigenous communities.

**8. Integration of Resources and Technology:** List all materials, resources and technology (e.g., multimedia, technology, lab equipment, outside expert) utilized in the instruction of the unit. If technology is excluded, provide an instructionally sound rationale for its absence.

There will be a power point of each lecture, and lectures will include both outlines of topics and some relevant photographs.

The course will have a Blackboard site, and students can consult the site so as to access published documents and links to online materials. For example, several scholarly articles on MST are available full text online:

LF De Almeida, FR Sánchez, L Hallewell, “The landless workers' movement and social struggles against neoliberalism,” *Latin American Perspectives*, 2000, found at: <http://courses.arch.vt.edu/courses/wdunaway/gia5274/almeida.pdf> ; and Miguel Carter, “The Landless Workers’ Movement and Democracy in Brazil,” 2004, <http://acciontierra.org/IMG/pdf/Miguel_Carter_-_The_MST_and_Democracy_in_Brazil_1.pdf>

An article on Carolina Maria de Jesus is found online: Robert Levine, “The Cautionary Tale of Carolina Maria de Jesus,” Latin American Research Review, *29* (1, 1994): 55-83. <http://www.latinamericanstudies.org/brazil/Carolina_Maria_de_Jesus.pdf>

Due to time limitations, there will not be a chance to watch films during class time. However there are several relevant films, and students will be encouraged to watch at least one or more of the following films that will be on reserve or available online:

“The Burning Season” (1994) drama about Chico Mendes; “The Killing of Chico Mendes” (55 min. documentary, Bullfrog Films, 1990); “Voice of the Amazon” documentary, Linda Hunt/Miranda Productions 1989.

“They Killed Sister Dorothy” about Sr. Dorothy Stang’s life, work, and death (Just Media/ HBO 2007), online at: <http://theykilledsisterdorothy.com/flash.html>

The 2014 documentary film about the MST, “Soil, Struggle and Justice: Agroecology in the Brazilian Landless Movement,” is free for viewing online, at: <http://www.kosmosjournal.org/news/film-soil-struggle-and-justice-agroecology-in-the-brazilian-landless-movement/>

As for incorporating an outside expert, I have invited a Brazilian postgraduate philosophy student, Murilo Seabra, who lived with indigenous people and rubber tappers in the Amazon for one year, to come and share his reflections with my students, on the day that we will cover Chico Mendes and the rubber tappers, as well as Sr. Dorothy Stang’s work in the Amazon. He is currently studying for his Ph.D. in Philosophy at LaTrobe University in Melbourne, Australia.

**9. Differentiated Learning Activities:** Include research-based strategies that challenge all learners. Include context of the learners as a rationale for differentiation:

* Describe important characteristics of the learners in your classroom: number of learners and gender, race/ethnicity, school socio-economic status, special needs, and language proficiency.

Currently there are ten students enrolled in the course. Three are in Architecture (a senior, junior, and sophomore); two are in Psychology (2nd and 3rd year); there is one student each in Health Service Administration (senior), Business Administration (junior), Mechanical Engineering (Junior), Communications (Junior) and Philosophy (Sophomore). Three are in the Leadership minor, and one is a Women’s and Gender Studies minor. I haven’t met them, but guessing by their names, I think there are 4 women and six men; possibly two or more are African American, and one is Middle Eastern. I don’t know their ages but sometimes with an evening class (such as this one) at least some of the students are older than their early twenties.

Our university is a private school, so many of our students are working or middle class. Most of them work at least part time to support themselves through school. There may be some students from a background of poverty who were able to qualify for scholarships and thereby afford to come to our university.

* Explain the specific activities that differentiate the content, process, product, and/or learning environment designed to provide advanced achievement for all learners.

The class period will contain some lecture, but also some small group discussions and in-class assignments to keep the class engaged in the subject matter. Students will receive reading review questions ahead of time to focus their preparation for class, and to help them to be ready to share their answers during class time.

* Explain the accommodations made for learners with disabilities (IEPs).

I don’t know yet whether there will be students with disabilities in the class, but I will as always include the statement in the syllabus that students who have disabilities can contact our university’s office (Emilie Weatherington, Director of Disability Support Services).

**10. Summative Assessment/Post-Assessment** - Related directly to pre-assessment to evaluate degree of student learning after unit is taught and which match unit goals and lesson plan objectives. Summative assessments include chapter/unit tests, writing projects, quizzes, or ongoing projects, etc.

There will be a small in-class assignment each week that quickly and directly covers this unit material. Then there will be a final exam which will include questions on the social justice situation in Brazil. This will include short answer and essay questions. There is always the possibility that a student may choose a Brazil-related topic for further research in a term paper.

**11. Reflection**—Completed after implementation of unit plan: Utilize pre-assessment data to assist your reflection. Provide questions you may pose to yourself for evaluating student learning and your instructional decisions.

* ANALYSIS OF STUDENT LEARNING: Analyze assessment data and documented evidence of lesson results and explain to what degree instructional decisions made an impact on student learning and achievement of unit goals and lesson objectives.
* ANALYSIS OF TEACHING: Include modifications/recommendations of current instruction for future application on 1) planning and preparation, 2) classroom environments, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.