

Rural Livelihoods and Food Systems (3 credit course, Prof. Eve Bratman)

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Practicum: Rural Development: Participation and Sustainable Livelihoods in Brazil (3 credits, Iracambi Research Center, client/ partner and Prof. Eve Bratman, faculty supervisor)

Syllabus

Summer, 2015 (May 24 – June 14, 2015)

COURSE DESCRIPTION, RLFS:

This course provides insight into agrarian development theories and practice through the topical lens of food systems. The class investigates specific dynamics of agricultural production, rural labor relations, land use, and economic markets as they intersect with poverty alleviation and food systems in rural areas. The complexities of culture, environment, knowledge production, and social change will be analyzed through a multi-disciplinary approach. Development practice, sustainable food systems and the promotion of rural livelihoods are critically and analytically engaged through course lectures, readings, discussions, and assignments.

A practicum experience is integrated as a 3-credit hour companion to the course (see description below)

LEARNING OBJECTIVES FOR THE COURSE:

- ✓ Gain a nuanced understanding of agrarian development issues and their relation to food systems in through an integrated political, economic and social analysis.
- ✓ Examine the trajectory of rural development in Brazil and its relationship to both urban and rural food sovereignty and security issues.
- ✓ Conduct developmental analyses, based upon a firm grounding in theory and with empirical application to case studies and comparative analysis.
- ✓ Understand key leverage points for social, political, and environmental change, and complex power dynamics behind socio-environmental issues as they pertain to agriculture and rural development.

Evaluation of learning in the RLFS course is based on:

- **Class participation (30%)**

Classes are seminar-style; I expect you to come to class prepared with notes on the readings, and relevant questions ready for discussion. I expect students to actively be able to delineate key arguments of course readings and critically engage with them during in each class session. Participation during the SIS/FGV lecture series entails active engagement in question periods and discussions with guest lecturers.

- **Reflective Essays (5) @ 11% (3 pages per essay, approx. @ 1000 words each) (55% of final grade)**

Due on May 29, June 1, June 5, June 9, June 12

For guidelines on Reflective Essay assignments, please refer to last page of syllabus.

- **In-class “pitch” presentation (15%)**

For guidelines see later in Syllabus; this is due June 11.

COURSE DESCRIPTION, PRACTICUM COURSE

This practicum program in rural development is sponsored in conjunction with the [Iracambi Research Center](#), located in the Serra do Brigadeiro semi-deciduous forest region in the Brazilian state of Minas Gerais. Iracambi has three main project areas involving building a sustainable rural community: fostering payments for ecosystem services, identifying new income sources for rural communities through ecotourism, and encouraging forestry and agroforestry best practices. The practicum group from SIS will support these initiatives through engaging in a research oriented consultancy involving strategies for fostering public participation in local and regional environmental decision making and rural community development initiatives. The research team will be based at the Iracambi center, and findings will be written into a project report. Project evaluation skills, focus groups, interviews, participant observation, and stakeholder analysis skills will be central components of the practicum.

LEARNING OBJECTIVES FOR THE COURSE:

- ✓ Conduct a socio-political analysis concerning participation in local environmental decision-making, appropriate to the client’s needs.
- ✓ Research skills development including but not limited to communication and presentation of research, interview and qualitative research methods and data analysis, gender-based and stakeholder analysis.
- ✓ Hone professional skills in formal presentations, client relations management, project reports and briefings, inter-cultural communication.

** Please refer to the SIS PRACTICUM COURSE Blackboard site for learning modules, worksheets, and further course-related information.**

Evaluation of learning for the Practicum is Based Upon:

- Collaboration skills: Leadership, initiative, and teamwork (30%)
- Professional skill development: Communications, ethical engagement, reliability, thoroughness, attention to detail in research and relationship with practicum client/partner organization (30%)
- Deliverable: Verbal presentation (2; one with Iracambi and one at AU, date TBD) (20%)
- Deliverable: Written Final Project report (20%)

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REQUIRED TEXTS:

All the readings listed on the syllabus below are required readings. The course will read, in full, the following books, which are required for the course:

Le Breton, Binka. (2010). *Where the Road Ends: A Home in the Brazilian Rainforest* (New York: Thomas Dunne Books).

Mintz, Sydney. (1986). *Sweetness and Power: the Place of Sugar in Modern History* (New York: Penguin Books)

Tudge, Colin. (2005). *So Shall We Reap* (New York: Penguin Books)

Cornwall, Andrea, Ed. (2011). *The Participation Reader* (London: Zed Books).

ITINERARY:

May 24 – Evening: Group meeting followed by welcome dinner

May 25 – May 27 – Fundação Getúlio Vargas (FGV), Rio de Janeiro

May 28 – Free day in Rio

May 29 – Morning: bus departs for travel to Iracambi

May 29 – June 5 – Iracambi Research Center, Minas Gerais

June 5 (afternoon) – Depart for weekend in Ouro Preto

June 7 (morning) – Depart from Ouro Preto for Belo Horizonte

June 8 – Belo Horizonte food systems lectures and site visits

June 9 – 13 – Iracambi Research Center, Minas Gerais

June 14 – Travel to Rio de Janeiro (leave Iracambi in AM, departures in Rio after 6:00 PM)

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COURSE READINGS:

May 25, 2015, Rio de Janeiro (hosted as the 2nd Annual SIS/CPDOC lecture series, based at Fundação Getúlio Vargas, hereafter FGV)

READ:

Steunkel, Oliver, and Taylor, Matthew M. "Brazil on the Global Stage: Origins and Consequences of Brazil's Challenge to the Global Liberal Order." *Brazil on the Global Stage: Power, Ideas, and the Liberal Order* (New York: Routledge, 2015) pp. 1 – 22.

Marcus, Alan. 2011. "Sex, Color, and Geography: Racialized Relations in Brazil and Its Predicaments." *Annals of the American Association of Geographers* 103: 5, pp. 1282 – 1294.

ALSO: PRIOR TO DEPARTING US, READ/WORK THROUGH THE PRACTICUM MODULES ON THE COURSE BLACKBOARD SITE.

10:00 AM: **Book Launch: Brazil on the Global Stage: Power, Ideas, and the Liberal International Order**, Matthew Taylor and Oliver Steunkel, Eds. (Presentation & Discussion with Dr. Oliver Steunkel and Eve Bratman), 10th Floor, Room 1018

2:00 PM: **African History in Brazil**, Dr. Ynê Lopes dos Santos, 3rd Floor, Room 306

7:00 PM: **AU Brazil Alumni Network Social Gathering**, (Location: Amir Restaurant, Rua Ronald de Carvalho, 55 - Copacabana, Rio de Janeiro - RJ, 22021-020, Brazil)

May 26, 2015

READ:

The Participation Reader, **Ch. 35** Citizenship: A perverse confluence. – Evelina Dagnino

Bratman, Eve Z. (2015). "Brazil's Ambivalent Challenge to Global Environmental Norms." From Oliver Steunkel and Matthew E. Taylor, Eds. *Brazil on the Global Stage: Power, Ideas, and the Liberal Order* (New York: Routledge, 2015) pp. 95-116.

Mintz, *Sweetness and Power*, Chapter 1

11:00 AM: **Environmental Development in Brazil**, Dr. Eve Bratman, Room TBC

3:00 PM: **The Racial Issue in Brazil**, Dr. Verena Alberti, 3rd Floor, Room 306

May 27, 2015

READ:

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Maia, João M. E., and Rocha, L. M. 2014. "Protests, Protests, Everywhere." *The Cairo Review of Global Affairs*, 12, p. 79-86.

Villela, André. "Ever Wary of Liberalism: Brazilian Foreign Trade Policy from Bretton Woods to the G-20." In: Oliver Steunkel and Matthew E. Taylor, Eds. *Brazil on the Global Stage: Power, Ideas, and the Liberal Order* (New York: Routledge, 2015), pp. 163-180.

Selections from *The Participation Reader*:

- Ch. 6, Pablo Alejandro Leal, "Participation: The ascendancy of a buzzword in the neo-liberal era."
- Ch. 2, Matthias Stiefel and Marshall Wolfe, "The many faces of participation."
- Ch. 7, Orlando Fals Borda, "Production and diffusion of new knowledge"

Recommended:

Kamm, Thomas. "Making Sense of Brazil's Lava Jato Scandal." April 2015. Brunswick (available from: <https://www.brunswickgroup.com/media/532645/Brunswick-Analysis-Lava-Jato.pdf>)

McKibben, Cameron. "Petrobras Scandal Reaching Apex: Threat to Brazilian Democracy?" January 2015. *Washington Report on the Hemisphere*, Council on Hemispheric Affairs (COHA).

9:30 AM: **The Rural Imaginary in Brazil**, Dr. João Marcelo Maia, 4th Floor, room 410

2:00 PM: **Brazilian Economic History**, Dr. André Villela, 4th Floor, room 410 (TBC)

4:00 PM: **Participatory Democracy in Brazil and its Challenges**, Daniel Azevedo, PhD Candidate, Universidade Federal de Rio de Janeiro (Room TBC)

May 28, 2015: Free Day in Rio

May 29, 2015 – Bus to Iracambi departs 8 AM, Arrival at Iracambi (around 5 pm)

READ: (by May 30, the morning we arrive at Iracambi): Le Breton, Binka. *Where the Road Ends: A Home in the Brazilian Rainforest* (entire).

MAY 29, 9 AM: DUE: WRITTEN REFLECTION #1 (focused upon Rio de Janeiro readings and lecture content, essay topics can be of your own choosing but should relate to central theme of the relationship between global politics, Brazilian political relationships, and domestic inequality in Brazil).

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May 30, 2015

PRAC: Welcome and discussion with Robin LeBreton (Morning)

May 30 Afternoon – May 31 Weekend at Iracambi! Relax, and get a lay of the land (hike Graminha!)

June 1, 2015

DUE: WRITTEN REFLECTION #2 (focused upon *Where the Road Ends*), Due before dinner.

Morning: RLFS. The Basic Problems of Rural Livelihoods and Food Systems

Afternoon: PRAC – Youth interviews

(Central features of rural economies. Biases and outsider knowledge. Livelihoods distinguished from development; production and consumption in relation to states and market forces.)

READ:

Barrett, Christopher and Brent M. Swallow, “Dynamic Poverty Traps and Rural Livelihoods.” in Frank Ellis and H. Ade Freedman, eds. *Rural Livelihoods and Poverty Reduction Policies*, p. 16 – 27.

Ellis, Frank, and Biggs, Stephen. (2001) Evolving themes in rural development, 1950s-2000. *Development Policy Review* 19 (4) 437-448.

Selections from *The Participation Reader*:

- Ch. 2, What is meant by people's participation? - N. C. Saxena
- Ch. 4, Participation's place in rural development: Seeking clarity through specificity - John Cohen and Norman Uphoff
- Ch. 21, The making and marketing of participatory development - David Mosse

Recommended:

- Chambers, Robert. 1983. Chapter 1 “Rural Poverty Unperceived.” *Rural Development: Putting the Last First*. Prentice Hall, pp. 1-27. *NOTE, the whole book is uploaded, for your reading pleasure.

Evening: Optional Film: Central do Brasil

June 2, 2015

PRAC: (Morning): Interviews (TBC)

RLFS: Power Relations and Rural Social Dynamics

READ:

Mintz, *Sweetness and Power*, Chapters 2 & 3

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Prado, Rosane. 1995. "Small Town, Brazil: Heaven and hell of personalism." in Roberto Da Matta and David J. Hess, Eds. *The Brazilian Puzzle: Culture on the Borderlands of the Western World*. (New York: Columbia University Press) pp. 59-84.

June 3, 2015

PRAC: Interviews (TBC)

RLFS: Approaches and Research Methods in Community-level Development

READ:

Mintz, *Sweetness and Power*, Chapter 4

Selections from *The Participation Reader* (Students should prepare to read and report on only 1 chapter per person of the following for class; we will coordinate this as a group one class session prior – a couple people may double up, or you may read two if you'd like):

1. Ch. 8, The historical roots and contemporary urges in participatory research - Rajesh Tandon
2. Ch. 11, Cooperative inquiry - Peter Reason
3. Ch. 12, PRA five years later - Robert Chambers and Irene Guijt
4. Ch. 14, Growing from the grassroots: building participatory planning, monitoring and evaluation methods in PARC - Janet Symes and Sa'ed Jasser
5. Ch. 15, Tools for Empowerment: Community Exchanges - Sheela Patel
6. Ch. 16, Citizens Juries: a radical alternative for social research - Tom Wakeford
7. Ch. 17, Voices aloud: Making communication and change together - Oga Steve Abah
8. Ch. 10, Doing feminist participatory research - Patricia Maguire
9. Ch. 18, Powerful grassroots women communicators: Participatory video in Bangladesh - Renuka Bery and Sara Stuart

June 4, 2015

PRAC:

RLFS: Family Economies and Gender Dynamics in Rural Production

READ:

The Participation Reader, Ch. 22, Whose Voices? Whose Choices? Reflections on Gender and Participatory Development - Andrea Cornwall

Carlson, Allan C. 2007. "Alexander Chayanov and the Theory of Peasant Utopia." In *Third Ways: How Bulgarian Greens, Swedish Housewives, and Beer-Swilling Englishmen Created Family Centered Economies – And why they disappeared*. (ISI Books: Wilmington, DE), pp. 71 – 82.

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~~Hecht, Susanna. 2005. "Extraction, Gender and Neoliberalism in the Western Amazon." Research in Rural Sociology and Development, 10: pp. 253-285.~~

- *The Participation Reader*, Ch. 5, Depoliticising development: The uses and abuses of participation - Sarah White

Evening - Optional: Film, *Saneamento Básico*

June 5, 2015

PRAC:

RLFS: Land and Productivity in Small Scale Agriculture

REFLECTION #3 DUE (Collected at 14:00)

READ:

Mintz, Chapter 5

Tudge, *So Shall We Reap*, Chapter 1

Watson, Kelly, and Achinelli, Moira. 2008. Context and Contingency: The coffee crisis for conventional small-scale coffee farmers in Brazil. *The Geographical Journal* 17(3), pp. 223 – 234.

~~Miguel Carter, 2011. "The Landless Rural Worker's Movement and Democracy in Brazil." *Latin American Research Review*, available from:-~~

~~<http://ggjalliance.org/system/files/Miguel%20Carter%20LARR%20Article%20%282011%29-0%20%281%29.pdf>~~

Depart for Ouro Preto, 14:00 (Weekend off!)

June 6, 2015: Free day in Ouro Preto

June 7, 2015 9 AM: Travel to Belo Horizonte from Ouro Preto (Passaro Verde bus)

7:00 PM, Dinner with Duval Guimarães (AU Alum, and currently working in government relations for Anglo-American mining company).

June 8, 2015 (Belo Horizonte) Food Security and Resilient Food Networks

READ:

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Francis Moore Lappe, "The City that Ended Hunger" Yes! Magazine.
<http://www.yesmagazine.org/issues/food-for-everyone/the-city-that-ended-hunger>

Belo Horizonte Urban Agriculture law,
http://agriculturaurbana.org.br/textos/BH_MG_%20Lei_%2010255_13set2011.pdf

Rocha, Cecilia, and Iara Lessa (2009). "Urban Governance for Food Security: The Alternative Food System of Belo Horizonte, Brazil." *International Planning Studies*, 14:4, pp. 389- 400.

Belo Horizonte Schedule:

8:30 AM – 12:00 PM Presentations from Municipal Secretariat offices (Participatory Budgeting and Municipal Management; Agriculture and Food Security; Environment; International Relations)

12:00 – 1:00 PM Visit to Popular Restaurant

1:00 – 4:30 PM Visits to Community Garden and Early Childhood Education Center

June 9 – Free morning, Return to Iracambi in afternoon (Time TBC, est. 14:00)

RLFS: Trade Liberalization and Rural Labor

Tudge, *So Shall We Reap*, Chapter 1

Besky, Sarah. *The Darjeeling Distinction*, Chapter 4, "Fairness" pp.113-135.

Lilliston, Ben, and Hansten-Kuhn, Karen. 2013. "From Dumping to Volatility: The Lessons of Trade Liberalization for Agriculture." *Excerpt from UNCTAD Trade and Environment Review 2013* September 19, 2013 http://www.iatp.org/files/2013UNCTAD_IATP_COMMENTARY.pdf

June 10, 2015

PRAC: INTERVIEWS (Youth in Limeira)

RLFS: Assessing the Potential for Transforming Rural Production (9:00 AM class, subject to change depending on interviews above.)

DUE: REFLECTION #4 for RLFS (re/ Urban vs. Rural food and/or citizenship connections) (turn in prior to breakfast)

READ:

Tudge, *So Shall We Reap*, Chapter 9 ~~6, 8, and 9 (skip Chapter 7)~~.

USAID's Issue Brief on Land Tenure and Food Security, <http://usaidlandtenure.net/issue-briefs/land-tenure-and-food-security>

Fan, Shenggen, Brzeska, Joanna, Keyzer, Michiel, and Alex Halsema (2013). "From Subsistence to Profit: Transforming Smallholder Farms." *IFPRI* Washington, DC.

<http://www.ifpri.org/sites/default/files/publications/pr26.pdf> (NOT THE entire report, only p. 1-16)

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June 11, 2015

PRAC: Work groups / Data Analysis / Wrap up

RLFS: Re-Claiming “Voice” and “Sustainability” in Rural Development

READ:

Koohafkan, Parviz, Miguel A. Altieri and Eric Holt Gimenez. (2012) “Green Agriculture: foundations for biodiverse, resilient and productive agricultural systems.” *International Journal of Agricultural Sustainability*, 10 (1), pp. 61–75.

Selections from *The Participation Reader*:

- Towards participatory local governance: Six propositions for discussion - John Gaventa
- Participation without representation: Chiefs, councils and forestry law in the West African Sahel - Jesse C. Ribot
- Talking politics in participatory governance - Gianpaolo Baocchi
- Co-Governance for Accountability: Beyond "Exit" and "Voice" - John Ackerman

RLFS ASSIGNMENT: Present a focused “pitch” (7 minutes maximum) for making a policy or practice-oriented case for a specific intervention oriented toward fostering sustainable rural livelihoods and food systems in a particular place. Ground your presentation in course readings to make an argument for a particular approach to strengthening rural livelihoods, food sovereignty, reducing vulnerability, etc. Consider audience, scope, and scale as you hone your pitch from a topic into a proposal oriented towards a specific place or group of people. The pitch should be concise, explaining why your intervention is necessary, what it is, how it makes a novel contribution is (or could do so), what, if any replicability is involved, and implementation (and potential obstacles). Slides may be used. Be creative!

Grading will be based upon: Structure, robustness of evidence, ideas, and feasibility, strength of argumentation, public speaking clarity, and poise

June 12, 2015

PRAC: Work groups / Presentation Prep

RLFS: Wrap-up Class: Building-Blocks of Healthy Rural Livelihoods and Food Systems

READ:

Tudge, Chapters 10 – 13.

Evening: Graminha Community Party

June 13, 2015

PRAC: FINAL PRACTICUM PRESENTATION and DISCUSSION

PRACTICUM FINAL PAPER DUE

Evening: Bonfire and Feijoada with participants

June 14, 2015

AM: Depart by bus for Rio de Janeiro – Official program end.

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June 17, 5:00 PM EST: *DUE: REFLECTION #5 for RLFS (focus on food systems challenges and futures)*

June 18, 9:00 AM: Practicum final paper due, plus abstract and 1-page Executive Summary

Guidelines and Rubric for Reflection Assignments

This course involves a unique blend of experiential learning, lectures, and site visits, in addition to the course readings and seminar-style classes that one might typically find in a graduate level course. The reflective essays are meant as a space for synthesis and academically-related reflection. Think of these as somewhere in between a formal essay about course readings and what you would write in a travel journal where you might digest new thoughts, experiences, and feelings. No outside research is necessary for these reflection assignments, but active engagement as a critical thinker and with course readings and related class materials and discussion is expected.

These reflections are positioned throughout the course so that you engage with the contents of the past few days, and I have stipulated general topic guidelines. Beyond that, the content of the reflection is up to you, as an independent learner, to engage with. The most successful essays will not try to write about *everything*; instead, they will pick a key dimension – maybe up to three key dimensions – of what you are thinking about based on our course content, and will explore those ideas in some depth. Hand-written entries are perfectly acceptable so long as they are readable. Try to get in the habit of putting a title on to your reflection (and make it a novel title that tells me something about the topic, not just “Reflection #2”). Full bibliographic and in-text citations are not necessary given that the content is based on course readings and these are intended to involve primarily pen-and-paper writing, instead you should just identify the source by title or in a simple footnote, like this¹ or like this (Bratman, 2015). If you’re quoting directly from a source, DO be especially sure to cite the source as well as the page number.

I will grade your papers based upon the following rubric:

Categories	Exemplary	Intermediate	Beginner	SCORE
Ideas and Analysis (20%)	Clearly states the purpose and topic of the ideas being explored (thesis statement or central argument is clear). Thought provoking, risk-taking, and/or novel investigation into the topic. Strong critical thinking is evident.	The purpose of the paper is stated, although may not be clear or may be buried within the paper. The investigation is simplistic, or not as engaging or provocative as could be. Does not go into depth on questions of importance and relevance, or lacks focus / rambles on.	Incomplete or unfocused work. The clarity is lacking and ideas are not developed fully. The argument appears shallow, evidence is lacking, and/or ideas are not elaborated upon adequately.	
Connection to class discussions & course objectives (20%)	Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.	Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.	Restate some general ideas or issues from the class discussion as they relate to this topic.	

¹ Davenport, M. *Food Studies*.

<p>Connection to readings (assigned and ones you may have sought on your own)</p> <p>(20%)</p>	<p><i>In-depth synthesis</i> of thoughtfully selected aspects of readings related to the topic. Makes <i>clear</i> connections between what is learned from readings and the topic. Demonstrate further analysis and insight resulting from what you have learned from reading.</p>	<p>Goes into more detail explaining some specific ideas or issues from readings related to the topic. Makes general connections between what is learned from readings and the topic.</p>	<p>Identify some general ideas or issues from readings related to the topic. Readings are not those assigned for the topic or are sparsely incorporated.</p>	
<p>Self-disclosure</p> <p>(10%)</p>	<p>Seeks to understand concepts by examining <i>openly</i> your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an <i>open, non-defensive ability to self-appraise</i>, discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self and seeks to answer these.</p>	<p>Seeks to understand concepts by examining <i>somewhat cautiously</i> your own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.</p>	<p><i>Little self-disclosure, minimal risk</i> in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.</p>	
<p>Connection to outside experiences</p> <p>(10%)</p>	<p><i>In-depth synthesis</i> of thoughtfully selected aspects of experiences related to the topic. Makes <i>clear</i> connections between what is learned from outside experiences and the topic.</p>	<p>Goes into <i>some detail</i> explaining some specific ideas or issues from outside experiences related to the topic. Makes <i>general</i> connections between what is learned from outside experiences and the topic.</p>	<p>Identify some <i>general ideas</i> or issues from outside experiences related to the topic.</p>	
<p>Spelling, structure, word choice, conventions, & grammar errors</p> <p>(20%)</p>	<p>Word choice is mature, precise, and natural for the intended audience. Sentences vary in length and transitions between ideas are evident. Barely noticeable or perfect spelling errors and grammar and prosaic structure are clear. Structure involves a logical sequencing of ideas through well-developed paragraphs, including an introduction that is engaging and shows clarity about the rest of the paper's content.</p>	<p>Language is effective although vocabulary may be limited or inappropriate for intended audience. A few spelling and grammar errors that distract from clarity and understanding. Clear introduction, body, and conclusion.</p>	<p>Many spelling and grammar errors, incorrect or inappropriate word choices. Use of incomplete sentences, repeated errors or ignorance of standard writing conventions, and inadequate proof reading. Paragraphs are not fully developed and organizational attention is lacking.</p>	