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Introduction:

My project looks at using the film *Black Orpheus* (*Orfeu Negro*) as a model for teaching the research project. This project is, in part, a plan to contribute to the college's mission to internationalize the curriculum. It focuses on global learning as a means to reach discipline goals. The approach necessitates the inclusion of a focused study of Brazil from a Brazilian perspective. In other words, this project takes the approach that in order to meet the objectives of the research project from a 21st century context, students must learn to see through the lens of others. This unit uses the film *Black Orpheus* to explore the process of analysis, to discover points of inquiry, to build knowledge through encounters with difference, and to document this process through the production of a successful research paper.

Unit Goals:

1. Students will complete a mini research paper, exploring a singular aspect of Brazilian community presented in the film *Black Orpheus*.
 2. Students will read and discuss articles related to the history and culture
1. Formulate a thesis statement that analyzes the film *Black Orpheus* and provide supporting statement with an examination of secondary sources.
 2. Use Standard English grammar that is coherent, unified, and d
 3. Employ logic to articulate, organized written argument that supports thesis and addresses objections without resorting to
 4. Work with legitimate secondary sources to analyze Brazilian culture.

6. Use critical strategies to analyze, evaluate, and/or interpret the culture represented in the film *Black Orpheus*
7. Make use of standard scholarly styles using MLA documentation and citation and create a correct works cited page.

Essential Questions:

1. What did the film get wrong and right?
2. What is the concept of racial democracy and how does the film speak to this idea?
3. How does the film document agents of power in the Brazilian community?
4. Greek mythology is a story of religion. It is a story that has transcended time. It gives us a window into the past and into the mind of the Greeks. It is a source of continuous inspiration for many of us. What is the inspiration in *Black Orpheus*?
5. How does the film speak to ideas of commodification and what is the consequence of this discourse?
6. What is the role of female sexuality in the film?
7. How does carnival speak to ideas of identify politics, cultural performance, and specularization of urban spaces?
8. What is the difference between

contexts. And finally, the film asks that we question the syncretism of Greek myth with Brazilian celebration.

These are all topics ripe for discussion and lend themselves well to productive research and discussion.

Lesson Plan:

(At this point in the semester students will have already been introduced to the formalities of research. They will also understand that the viewing of this film and the subsequent assignments are a means of practice for their upcoming paper.)

Week 1:

Tuesday:

- Discussion and introduction of Brazil
- Viewing of film *Black Orpheus*

Thursday:

- Continuation

articles at home and they will take a 10-question multiple choice comprehension quiz on the articles before coming to class.

Tuesday:

- Brief overview of history of carnival in Brazil pre-1960
- Brief discussion of the selections that were read at home and discuss how they might be used to help create an argument that the film addresses.
- Students will take notes in preparation for writing

Thursday:

Professor will spend time with each group individually during group work to answer questions, share knowledge, assist with difficulties, and guide the research process.

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Stanley, Sharon. "Alternative Temporalities: U.S. Post Racialism and Brazilian Racial Democracy." *Theory and Event*, vol.21, no. 3, 2018, pp. 725-52.