

Hello. The form at /genedchecklist/welcome.cfm was submitted on Wednesday, October 16, 2013 at 7:05 PM. The data is below:

Course information:

1. Course name: Introduction to the Portuguese-Speaking World
2. Department: Portuguese
3. Number: 120
4. Cluster requirement: The Nature of the Global Society

Faculty information:

5. Name: Anna Klobucka
6. Email: aklobucka@umassd.edu
7. Phone: x8241

Required components:

8. Master syllabus:

<http://webroots/www.umassd.edu/genedchecklist/holding/por120mastersyllabus.pdf>

9. Course overview statement:

This course is designed to offer a wide-ranging introductory overview of cultural, social, and political realities of the Portuguese-speaking world. Given the demographics of our region, acquisition of basic cultural literacy about Portugal, its former colonies (including Brazil and Cape Verde), and Portuguese-speaking diasporic communities around the globe offers an unmatched opportunity for our students to correlate global and local knowledges. The course will have a strong focus on contemporary issues, thereby aligning with Outcome 1 of Cluster 4C ("Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally"), while also seeking to ground this exploration in historical causes and underpinning of present realities (e.g., history of slave trade and slave labor in Brazil as the shaping context of contemporary Brazilian race relations).

Readings and visual materials (such as film documentaries and music videos) in the course will be drawn from a variety of sources, including scholarship, newspaper and magazine articles, blogs, dedicated websites, etc. In course assignments such as online discussions and reaction papers, students will be required to draw on multiple sources, thereby working toward fulfilling Outcome 2 ("Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources"). Targeted online research assignments will additionally promote the ability to locate, assess, and explore sources beyond those listed on the syllabus.

Reaction papers in particular, and secondarily exams, will be the main means of realizing Outcome 3 ("Evaluate arguments made in support of different perspectives on global society"), as they are intended to explore issues that are controversial and/or complex. Guided by readings, lectures, and classroom discussion, students will explore and assess differing perspectives on large-scale questions relevant to all or much of the Portuguese-speaking world, such as the perceived conflict between economic development and environmental protection, the legacies of Portuguese colonialism, the interaction of migrant communities with their adopted homelands, etc.

10. Signed faculty and chair sponsor sheet: sent separately.
11. Official course catalog description for the course:

An introductory overview of cultural, social, and political realities of the Portuguese-speaking world. Through a diverse array of short readings, audiovisual materials, and targeted research projects and written assignments, students acquire basic cultural literacy about eight Portuguese-speaking countries on four continents, including Portugal and Brazil, as well as diasporic communities of Portuguese-speaking immigrants around the globe.

12. Course approval form: not entered.

Master Syllabus

Course: POR 120, Introduction to the Portuguese-Speaking World

Cluster Requirement: 4C

Course Overview:

This course offers a wide-ranging introductory overview of cultural, social, and political realities of the Portuguese-speaking world. Contemporary issues are explored along with their historical underpinnings through a diverse array of short readings and audiovisual materials. Through targeted research projects and varied written assignments, students acquire basic cultural literacy about eight Portuguese-speaking countries on four continents, including Portugal and Brazil, as well as diasporic communities of Portuguese-speaking immigrants around the globe.

Learning Outcomes:

Course-Specific Learning Outcomes:

By the end of the course students will be able to:

Upon completion of POR 120 students will be able to:

1. Describe and analyze the social, cultural and political fabric of Portuguese-speaking nations and communities around the world from both a contemporary and a historical perspective.
2. Explain and confront geographically and culturally situated perspectives on key aspects of the contemporary global society, such as ethnic/racial diversity, economic globalization, transnational culture and media, social movements, etc.
3. Identify, evaluate, and explore reliable sources of information for further in-depth research into diverse aspects of the Portuguese-speaking world.

University Studies Learning Outcomes (Cluster 4C):

After completing this course, students will be able to:

After completing this course, students will be able to:

1. Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally.
2. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.
3. Evaluate arguments made in support of different perspectives on global society.

Examples of Texts and/or Assigned Readings

Reading selections from:

Robert M. Levine and John Crocitti, eds., *The Brazil Reader: History, Culture, Politics* (Duke UP, 1999)

Thomas Skidmore, *Brazil: Five Centuries of Change* (2nd ed., Oxford UP, 2009)

Malyn Newitt, *Portugal in European and World History* (Reaktion Books, 2009)

Fernando Arenas, *Lusophone Africa: Beyond Independence* (Minnesota UP, 2011)

Short-story and poetry selections from Portuguese, Brazilian, African, and Portuguese-American writers.

Articles from English-language newspapers, magazines, and websites examining issues of contemporary interest (e.g., upcoming World Cup and Olympic Games in Brazil; the new surge of Portuguese emigration; Brazilian economic investment in Africa; etc.).

Selected feature films and documentaries from/about Brazil, Portugal, Lusophone Africa, and Portuguese and Cape-Verdean diaspora in the United States.
Video clips of musical and artistic performances from Brazil, Portugal, and Lusophone Africa.

Example Assignments

Questions on Current Readings: Each student will be required to respond in writing to a set number of weekly discussion questions based on current readings and/or viewings. These assignments will be posted on the course's online learning platform (if the course is taught in a web-enhanced or blended format) or distributed in class and/or by email. They will be graded on a scale determined by the individual instructor; the sample grading rubric below assumes that each completed assignment can earn from 1 to 10 points. [Addresses Learning Outcomes #1 and #2 from Cluster 4C.]

0 points	1-6 points	7-8 points	9-10 points
Assignment not turned in.	Assignment completed with minimal effort; required point(s) addressed not at all or minimally. Does not demonstrate basic-level understanding of issues at stake. Writing abounds in errors, lacks coherence, and is difficult to follow.	Assignment addresses required point(s) but in little depth. Basic-level understanding of the issues evidenced. Writing mostly error-free in spelling and syntax, but expression poorly developed (some lack of clarity and/or coherence). Overall satisfactory but could be strengthened with greater effort.	Assignment addresses required point(s) with well-developed and insightful analysis. Writing is nearly or completely error-free, fully comprehensible, and stylistically elaborate. Ideas are presented clearly and their expression is logically developed and connected.

Reaction papers. Students will write several 2-page reaction papers synthesizing, analyzing, and responding critically to major issues from assigned readings and/or viewings. The focus here will be on exploring and assessing differing perspectives on social, political, and cultural realities of the Portuguese-speaking world. As an example, a reaction paper may address industrial and agricultural development in Brazil and its criticisms by environmental and indigenous-rights organizations. [Addresses Learning Outcomes #1-3 from Cluster 4C.]

Exams. Students' learning will be tested in this course, with the precise number, format and timing of the tests to be determined by individual instructors. Testing assessment instruments may include short (unannounced) quizzes, non-cumulative tests given during the semesters (e.g., a midterm), and a cumulative final exam. Tests will typically require short-paragraph answers, but may incorporate other assessment techniques, such as multiple-choice questions or essays. Regardless of their precise number and format, overall the tests given in the course will require students to demonstrate their ability to describe and analyze contemporary and historical realities of the Portuguese-speaking world and to convey culturally and politically differing perspectives on those realities. [Addresses Learning Outcomes #1-3 from Cluster 4C.]

Course Artifacts for Assessment:

1. Discussion Questions
2. Reaction Papers
3. Exams

Sample Course Outline

- Week 1 Introduction: Historical overview of the global spread of Portuguese (maritime exploration, colonization); the Portuguese-speaking world today.

Part I: Societies

- Week 2 Portugal: Ethnic makeup of Portuguese society; historical roots (Germanic, Roman, Arab); demographic effects of colonial expansion (Brazilians, Africans and Asians in Portugal); Portuguese emigration historically and now.
- Week 3 Brazil: Multiracial & multiethnic character of Brazilian society; slavery & slave traffic; Brazil's Native populations historically & today; European & East Asian immigrants; politics of Brazilian multiculturalism compared to U.S.
- Week 4 Africa & Asia (Angola, Mozambique, Cape Verde, Guinea Bissau, São Tomé and Príncipe, East Timor): Ethnic and linguistic diversity within national borders (legacy of colonialism); the special case of Cape Verde (history of settlement; Creole language); the independence of East Timor.
- Week 5 Beyond the nation-state: Portuguese, Brazilian, and Cape Verdean diasporas in North America; remnants of Portuguese colonization in Asia (India, China, Malaysia).

Part II: Politics and Economy

- Week 6 Overview of political histories and systems: Brazilian and Portuguese 20th-century dictatorships; post-independence Marxist regimes in Africa; present-day democracies; transnational blocs (European Union, Mercosur).
- Week 7 Human rights: Women's and minority rights in Lusophone countries; racial affirmative action in Brazil; same-sex marriage in Portugal; human-rights organizations and campaigns.
- Week 8 Globalization: Transnational economic investment (Brazil in Angola and Mozambique, Angola in Portugal, etc.); economic migrant flows; "alterglobalization" and World Social Forum; global events (Brazilian World Cup and Olympic Games).
- Week 9 Environment: Case study of Brazil; environmental consequences of accelerated development; deforestation; displacement of Native populations (the case of Belo Monte dam); opposing viewpoints on transnational regulation of environmental protection.

Part III: Culture

- Weeks 10-11 Literature: Poems and short stories from the Portuguese-speaking world.

- Week 12 Music: Global spread of Brazilian popular music; the Portuguese fado: tradition and revival; internationalization of Cape Verdean music; Angolan kuduru as a transnational genre.
- Week 13 Cinema: *Watch Dribbling Fate* (Cape Verde, 1998); discussion of transnational Lusophone culture (sports), globalization, and migration.
- Week 14 Review for the final exam