

Portuguese Course Descriptions: 2015/2016

ex: 101 = course NOT being offered (*plain text*)
 ex: **101** = course being offered (*bold & underline*)

<u>Fall 2015</u>	<u>Winter 2016</u>	<u>Spring 2016</u>	<u>Summer '15</u>
<u>101</u> ,102,103	101, <u>102</u> ,103	101,102, <u>103</u>	
<u>111</u> ,112	<u>111,112</u>	111, <u>112</u>	
<u>150</u> ,151	150,151	150,151, <u>199</u>	
		<u>399</u>	
<u>201</u> ,202,203	201, <u>202</u> ,203	201,202, <u>203</u>	
<u>407</u>	<u>407</u>	<u>407</u>	
<u>399</u>	<u>490/590</u>	<u>490</u>	

FALL 2015

PORT 101: 1st Year Portuguese- Santos

In this course you will be introduced to the fundamental communication skills: understanding, speaking, reading and writing, as well as to some cultural aspects of the Luso-Brazilian world. The textbook follows the information-based task approach, which springs from the idea that languages are best learned when real-world information becomes the focus of students' activities. Therefore, during this trimester, you will exchange real-life information about you and your classmates. Class time will be dedicated to communicating in Portuguese using the structures and vocabulary that you have covered prior in the textbook. [↑](#)

PORT 111/112: Intensive 1st Year Portuguese- Santos

This course is design as an accelerated introductory course for speakers of a Romance language. This is the first sequence of the first year of basic Portuguese instruction and it intends to cover the basics of Portuguese grammar, its fundamental skills: understanding, speaking, reading and writing, and present selected aspects of the cultures of the Portuguese speaking countries. The textbook follows the information-based task approach, which springs from the idea that languages are best learned when real-world information becomes the focus of students' activities. Therefore, during this term, you will exchange real-life information about you and your classmates. Class time will be dedicated to communicating in Portuguese using the structures and vocabulary that you have covered prior in the textbook. [↑](#)

PORT 150: Lusofonia: The Portuguese Speaking World- Da Silva

Objectives: This course introduces students to the history and contemporary cultures of the regions where Portuguese is spoken (Brazil, Portugal, Africa, Asia and North America). Students will be also exposed to the social importance of the most important unifying icon of Lusophone identity –the Portuguese language- with a special focus on the current-day cultural products and practices of the largest Portuguese-speaking nation, Brazil (e.g., carnival, soccer, popular music forms, modern architecture, and recent economic power). [↑](#)

PORT 201: 2nd Year Portuguese- Da Silva

In this course you will be reinforcing and building upon the fundamental communication skills acquired in first-year Portuguese. Students will be able to practice more complex grammar structures and improve your reading and speaking abilities. The organization of the course follows the information-based task approach, which springs from the idea that languages are best learned when real-world information becomes the focus of students' activities. Therefore, during this term, besides exchanging real-life information about you and your classmates you will also read and discuss more about Brazilian and Lusophone culture. Class time will be dedicated to communicating in Portuguese using the structures and vocabulary that you have covered previously in assigned readings. Please note: Students and instructor will be communicating only in Portuguese! [↑](#)

PORT 399: Portuguese Language and Culture- Da Silva

This course provides an interdisciplinary and critical examination of Brazilian culture. The main objective of this course is to expand student's understanding of Brazilian society while working on their reading strategies through the use of a more complex set of grammar structures. This course will discuss articles, movies, songs, poems and short stories that revisit moments of oppression in Brazilian national history, more specifically the military dictatorship (1964-1985). This class offers students the opportunity to enhance the structural knowledge of the Portuguese language while presenting students with literary texts and songs by major Brazilian authors who reacted to the despotism, repression and censorship of those times. Along with the discussion of texts and grammar practice students will also have the opportunity to practice different styles of composition. Please note: Course conducted in Portuguese. [↑](#)

SPAN 407: Cannibals and Figures of Aggressive Eating- Rubado

The course will traverse literary and cinematic texts from and about Latin America starting with the colonial period into the 20th century. Cannibals gained notoriety as monsters that challenged the very boundaries of humanness during the Spanish and Portuguese conquest of the Americas in the 15th and 16th centuries. This class will not focus on cannibalism as an action but rather how it worked as a symbol for otherness, the non-human and animality during the expansion of European colonialism and then the work it does in contemporary Latin American culture to express anxiety and frustration about predatory economic policies and the history of racially justified violence in the Americas. We will think about the fascination with the cannibal in its challenges to the boundaries of the self and pay particular attention to the construction of race. Texts include fragments of Christopher Columbus' diaries and other colonial travelers writings, essays by Montaigne, theories about cannibalism in post-colonial, racial, and psychoanalytic frameworks, manifestos Manifesto antropofago (Anthropophagist Manifesto), novels including *El entenado* and films like *Cronos*, *How Tasty was my Little Frenchman* and *Macunaima*. Texts in other romance languages will be available in Spanish translation. **Course taught in Spanish; students who wish to take the course for Portuguese credit should contact the professor.**

WINTER 2016

PORT 102: 1st Year Portuguese- Santos

In this course you will be introduced to the fundamental communication skills: understanding, speaking, reading and writing, as well as to some cultural aspects of the Luso-Brazilian world. The textbook follows the information-based task approach, which springs from the idea that languages are best learned when real-world information becomes the focus of students' activities. Therefore, during this trimester, you will exchange real-life information about you and your classmates. Class time will be dedicated to communicating in Portuguese using the structures and vocabulary that you have covered prior in the textbook. [↑](#)

PORT 111/112: Intensive 1st Year Portuguese- Santos

This course is design as an accelerated introductory course for speakers of a Romance language. This is the first sequence of the first year of basic Portuguese instruction and it intends to cover the basics of Portuguese grammar, its fundamental skills: understanding, speaking, reading and writing, and present selected aspects of the cultures of the Portuguese speaking countries. The textbook follows the information-based task approach, which springs from the idea that languages are best learned when real-world information becomes the focus of students' activities. Therefore, during this term, you will exchange real-life information about you and your classmates. Class time will be dedicated to communicating in Portuguese using the structures and vocabulary that you have covered prior in the textbook. ↑

PORT 202: 2nd Year Portuguese- Da Silva

In this course you will be reinforcing and building upon the fundamental communication skills acquired in first-year Portuguese. Students will be able to practice more complex grammar structures and improve your reading and speaking abilities. The organization of the course follows the information-based task approach, which springs from the idea that languages are best learned when real-world information becomes the focus of students' activities. Therefore, during this term, besides exchanging real-life information about you and your classmates you will also read and discuss more about Brazilian and Lusophone culture. Class time will be dedicated to communicating in Portuguese using the structures and vocabulary that you have covered previously in assigned readings. Please note: Students and instructor will be communicating only in Portuguese! ↑

SPAN 407: Waste and Recycling in 20th and 21st Century Latin America- Rubado

This class will watch documentary and fiction film and read novels and testimonials from late 20th century and contemporary South America. We'll examine the value of discarded objects, people and places in Latin American culture. How do these texts use waste to address the historical economics of uneven access to employment, food, housing and potable water? How do the literary devices and styles employed in twentieth century literature play with recycling, layering of language, borrowing of culture and compiling "waste" into novel forms? How do literary movements like the Cartoneras in Argentina and Chile find alternatives to the neoliberal, globalized publishing industry? How do these movements and the texts themselves suggest the ethical and aesthetic possibilities of recycling and borrowing while simultaneously critiquing current systems of exclusion? We will watch the documentaries We will read texts by Augusto Roa Bastos, Julio Ramón Ribeyro, José María Arguedas, Cristina Peri Rossi, Carolina Maria de Jesus and Clarice Lispector. We'll watch films and documentaries including Caidos del cielo (Peru, 1990), Waste Land (USA, 2010), Estamira (Brazil, 2004), Isla de las flores (Brazil, 1989), La mujer sin cabeza (Argentina, 2008) and Mundo grua (1999). **Course taught in Spanish; students who wish to take the course for Portuguese credit should contact the professor.**

SPAN 490/590: Runaways, Rebellions and Revolutions in the Atlantic World- Millar

In this course we will examine radical disruptions to the socio-historical fabric of Atlantic spaces, beginning in the nineteenth century, and focusing on cultural texts from the twentieth century. We will examine literary and filmic texts, as well as critical and theoretical materials addressing the history of slavery and its aftermaths, the Haitian and Cuban revolutions, subalternity, concepts of diaspora, and post-national configurations in the Caribbean, Brazil and Africa. We analyze approaches that consider each of these as a unique space as well as one that represents the historical trajectories of the Atlantic world. We will address questions such as: what is the importance of rebellion and revolution in narrating the history of the Global South? What are the social conditions that provoke upheaval—collective and personal; political and artistic? How are the Haitian and Cuban Revolutions reflected literature and culture? What function to race and gender play in the articulations of "rebellion"? We will consider "revolution" both in its politico-historical sense and its artistic expressions; students will gain knowledge of the critical histories of Atlantic spaces and be able to place the texts in relation to "canonical" national and continental literary histories. We will include both Spanish and Portuguese-language literature. All texts in Portuguese will be available in translation. **Course taught in Spanish; students who wish to take the course for Portuguese credit should contact the professor. M.A. Period 3&4.**

SPRING 2016

PORT 103: 1st Year Portuguese- Santos

In this course you will be introduced to the fundamental communication skills: understanding, speaking, reading and writing, as well as to some cultural aspects of the Luso-Brazilian world. The textbook follows the information-based task approach, which springs from the idea that languages are best learned when real-world information becomes the focus of students' activities. Therefore, during this trimester, you will exchange real-life information about you and your classmates. Class time will be dedicated to communicating in Portuguese using the structures and vocabulary that you have covered prior in the textbook. [↑](#)

PORT 111/112: Intensive 1st Year Portuguese- Santos

This course is design as an accelerated introductory course for speakers of a Romance language. This is the first sequence of the first year of basic Portuguese instruction and it intends to cover the basics of Portuguese grammar, its fundamental skills: understanding, speaking, reading and writing, and present selected aspects of the cultures of the Portuguese speaking countries. The textbook follows the information-based task approach, which springs from the idea that languages are best learned when real-world information becomes the focus of students' activities. Therefore, during this term, you will exchange real-life information about you and your classmates. Class time will be dedicated to communicating in Portuguese using the structures and vocabulary that you have covered prior in the textbook. [↑](#)

PORT 199: Doing Business in Brazil: A Cultural Perspective- Da Silva

This course introduces students to the culture of Brazil and current trends in the Brazilian business arena. Students will learn basic concepts of the Portuguese language, and how to identify various cultural issues such as, distinct temporal schedules and social values. **No Prereq! Course taught in English.** 2 Credits.. [↑](#)

PORT 203: 2nd Year Portuguese- Da Silva

In this course you will be reinforcing and building upon the fundamental communication skills acquired in first-year Portuguese. Students will be able to practice more complex grammar structures and improve your reading and speaking abilities. The organization of the course follows the information-based task approach, which springs from the idea that languages are best learned when real-world information becomes the focus of students' activities. Therefore, during this term, besides exchanging real-life information about you and your classmates you will also read and discuss more about Brazilian and Lusophone culture. Class time will be dedicated to communicating in Portuguese using the structures and vocabulary that you have covered previously in assigned readings. Please note: Students and instructor will be communicating only in Portuguese! [↑](#)

PORT 399: Conversation and Culture -Da Silva

Practice in improving listening, comprehension, and oral skills in Portuguese . Communicative activities in class in addition to language laboratory work. Repeatable twice for maximum of 6 credits. Prereq: Two terms of Portuguese language or instructor's approval. 2 Credits.

SPAN 407: Latin America Cinema- Rubado

The course will focus on three of the four major cinemas in Latin America (Cuba, Brazil and Argentina). We will trace changes in film style and content in each country from the 1960s through the 21st century. In particular we'll look at how directors and films define and explore revolution. Many of the films we will examine pose questions about the role of cinema in combating imperialism and forming nations. We will dwell with films from the New Latin American Cinema movement of the 1960s. New Latin American Cinema is a film movement that envisions cinema as a revolutionary tool. Major concepts from the

movement include imperfect cinema in Cuba, “Cinema Novo” in Brazil and “Third Cinema” in Argentina. These movements focused explicitly on poverty and underdevelopment and saw these sociopolitical realities as instrumental to a new concept of art. We will also examine contemporary film and think specifically about how each film posits the relationship between individuals, cinema and politics. In terms of form, we’ll compare and contrast melodrama and neo-realism as cinematic methods for engaging with politics. Films include Memorias del subdesarrollo, Lucía, Aventuras de Juan Quin Quin, La hora de los hornos, La historia oficial, Nueve reinas, Pixote, Deus o o diabo na terra do sol. **Course taught in Spanish; students who wish to take the course for Portuguese credit should contact the professor.**

SPAN 490: Afro-Latin American Literature- Millar

In this course, we will examine Latin American literary and cinematic works by Afro-Latin American authors, as well as those about Afro-descended characters. Through these works, we will analyze important theoretical developments about racial construction and blackness in Latin America with a focus on the Caribbean and Brazil (the Brazilian texts will be available in English or Spanish), We will examine phenomena such as slavery, abolition and black citizenship; “whitening” and “racial democracy”; movements of negrismo and negritud; literature of protest and postcolonial approaches to literary manifestations of black and Afro-descended identities. We will concentrate on 19th and 20th century works, examining how the intersections of historical and social phenomena and cultural production produce ideas of race and ethnicity. **Course taught in Spanish; students who would like to receive Portuguese credit should contact the professor.** [↑](#)

SUMMER 2015

No summer Portuguese courses will be offered. [↑](#)