

# **THE DEPARTMENT OF PORTUGUESE AND BRAZILIAN STUDIES**

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*Luiz F. Valente, Chair*

*Nelson H. Vieira, Director of Graduate Studies*

The Department of Portuguese and Brazilian Studies offers interdisciplinary degree programs, ranging from the bachelor's to the doctoral level, which place emphasis upon language, literature, history and the social sciences. The Department's programs focus on the global nature of the Portuguese-speaking world, as well on specific geographical areas: Continental and Insular Portugal, Brazil, Lusophone Africa and Luso-America. Both undergraduate and graduate students are able to work with a distinguished faculty equally committed to research and teaching, and to take advantage of the extensive resources on the Portuguese-speaking world at the Rockefeller, John Hay and John Carter Brown libraries.

Besides offering academic programs in Portuguese language, Portuguese and Brazilian Literature, History and Culture, and ESL/Cross-cultural Studies, the Department of Portuguese and Brazilian Studies extends its resources beyond the immediate university community by organizing a varied program of cultural events, including lectures, concerts and symposia. Exchanges with Brazilian and Portuguese universities, the publication of books and two scholarly journals, and consultation in bilingual/ESL curricular and technical assistance exemplify the Department's broader social and educational contributions.

For more information, please visit the home page of the Department of Portuguese and Brazilian Studies in the World Wide Web at the following location: [http://www.brown.edu/Departments/Portuguese\\_Brazilian\\_Studies](http://www.brown.edu/Departments/Portuguese_Brazilian_Studies).

## FACULTY AND STAFF

*Onésimo T. Almeida*, Professor (Cultural and Intellectual History, and Azorean Studies)

*Marcos Arruda*, Visiting Professor (Development Economics and Education)

*Adeline Becker*, Adjunct Associate Professor (Anthropology, Education, and Cross Cultural Studies)

*Fernando Henrique Cardoso*, Professor at Large (Contemporary Brazil and Sociology)

*Alice Clemente*, Adjunct Professor (Portuguese Literature)

*Anani Dzidzienyo*, Associate Professor (Afro-Brazilian Studies)

*Jorge Flores*, Visiting Assistant Professor (Portuguese History)

*James N. Green*, Associate Professor (Brazilian History)

*Maria Pacheco*, Adjunct Assistant Professor (ESL Education and Cross-Cultural Studies)

*João Peixoto*, FLAD Visiting Associate Professor (Sociology and Demography)

*Leonor Simas-Almeida*, Senior Lecturer (Portuguese Language and Literature)

*Sarah Smith*, Adjunct Lecturer (ESL Education and Cross-Cultural Studies)

*Stefan Halikowski Smith*, Adjunct Assistant Professor (Portuguese History)

*Patricia Sobral*, Lecturer and Undergraduate Concentration Advisor (Portuguese Language and Brazilian Literature and Culture)

*Luiz F. Valente*, Associate Professor and Chair (Brazilian and Comparative Literature)

*Nelson H. Vieira*, Professor and Director of Graduate Studies (Portuguese and Brazilian Literature, and Jewish-Brazilian Studies)

*Jane Yedlin*, Adjunct Assistant Professor (ESL Education and Cross-Cultural Studies)

**Emeriti Faculty**

*George Monteiro*, Professor Emeritus (Portuguese and American Literature)

*Thomas E. Skidmore*, Professor Emeritus (Brazilian History)

**Graduate Teaching Fellows / Assistants**

*Robert Patrick Newcomb*

*Rex Nielson*

*Luiz Cláudio (Luca) Prazeres*

*Guilherme Trielli Ribeiro*

**Support Staff**

*Candida F. Hutter*

*Armanda Silva*

## GRADUATE PROGRAMS IN PORTUGUESE AND BRAZILIAN STUDIES

*Professor Nelson H. Vieira*  
*Director of Graduate Studies*

The Department of Portuguese and Brazilian Studies offers four graduate degree programs: a Doctoral of Philosophy in Portuguese and Brazilian Studies, a Master's in Brazilian Studies, a Master's in Portuguese and Brazilian Studies and a Master's in Portuguese Bilingual Education and Cross-Cultural Studies or English as a Second Language and Cross-Cultural Studies.

### DOCTOR OF PHILOSOPHY IN PORTUGUESE AND BRAZILIAN STUDIES

The Ph.D. Program in Portuguese and Brazilian is advanced graduate study in the language, literatures and cultures of the Portuguese-Speaking World, with concentration on one or more the following areas: Continental and Insular Portugal, Brazil, Lusophone Africa, and Luso-America. Students enrolled in this program are able to take advantage of the diverse expertise of the Department's faculty, which embraces specializations in Literature, Language, Philosophy, Comparative Literature, History, Ethnic and Cross-cultural Studies, Anthropology, Judaic studies, and Bilingual Education. It is the Department's philosophy that all students should grasp the global nature of the Portuguese-Speaking World and study its language, literatures, and cultures as well as apply the tools of research and scholarship to their individual programs of study. While this doctoral program will allow for an interdisciplinary component, *the emphasis of the core program will be in the Portuguese language and Luso-Brazilian literature and culture.*

The standard route to the Ph.D. is the successful completion of sixteen courses, a general examination (second year), a preliminary examination (third year), a pre-dissertation colloquium, and a dissertation.

### Specific Requirements for the Doctoral Program

**Coursework:** Doctoral students normally complete sixteen courses at Brown. Although it is expected that most of these courses will be taken in the Department of Portuguese and Brazilian Studies, with particular emphasis on the Department's graduate seminars, students are allowed to take courses in related departments. It is expected that students

will select their courses in such a way as to acquire a comprehensive knowledge of the literary, historical and cultural traditions of the Portuguese-Speaking World. All doctoral students should discuss their course selection with the Director of Graduate Studies during pre-registration. Students should also consult the DGS regarding adjustments to their original course selection.

**General Examination:** a four-hour written examination (half of it in English and half of it in Portuguese) covering a reading list of twenty basic works in the field. Students are expected to take this examination during their third semester in residence. Sample questions are available from the Director of Graduate Studies.

1. Luís de Camões, *Os Lusíadas*
2. Eça de Queiroz, *A Cidade e as Serras*
3. Fernando Pessoa, *Mensagem*
4. Maria Isabel Barreno et al. *Novas Cartas Portuguesas*
5. Vitorino Nemésio, *Mal Tempo no Canal*
6. Charles Boxer, *The Portuguese Seaborne Empire*
7. António Sérgio, *Breve Interpretação da História de Portugal*
8. Eduardo Lourenço, *Labirinto da Saudade*
9. Mia Couto, *Estórias Abensonhadas*
10. António José Saraiva, *História da Literatura Portuguesa*
11. Sérgio Buarque de Holanda, *Raízes do Brasil*
12. Gilberto Freyre, *Casa Grande e Senzala*
13. José de Alencar, *Iracema*
14. Machado de Assis, *Dom Casmurro*
15. Euclides da Cunha, *Os Sertões*
16. Mário de Andrade, *Macunaíma*
17. João Guimarães Rosa, *Grande Sertão: Veredas*
18. Clarice Lispector, *A Paixão Segundo G.H.*
19. Antônio Cândido, *Formação da Literatura Brasileira*
20. Thomas E. Skidmore, *A History of Brazil / Uma História do Brasil*

**Preliminary Examination:** a two-day written, in-depth examination on two broadly defined areas, developed by the student in consultation with a committee made up of at least three faculty members. The preliminary examination is normally held at the conclusion of the student's coursework (third year). Students should start developing their prelim areas by the end of their second year. Proposals for the preliminary examination include two-page narratives conceptualizing each area and a bibliography of primary and secondary materials.

Students are encouraged to examine copies of previously submitted proposals, which are available from the Director of Graduate Studies and are also kept in a folder in the

graduate students' lounge (third floor). In preparation for the preliminary examination, students should meet regularly with the members of their committee.

The content of the preliminary examination will vary, depending on each student's program, with the stipulation that half of the exam will be written in Portuguese and half in English. The exam will be prepared and evaluated by each student's committee. A decision on the candidate's performance on the exam must be given within two weeks.

Upon completion of the preliminary examination, students are officially advanced to candidacy (ABD) and qualify for a Master of Arts degree in course (see below).

**Pre-Dissertation Colloquium:** a public oral presentation of the student's dissertation proposal, open to all faculty and graduate students in the Department, normally to be given within the semester following the preliminary examination. The colloquium consists of a twenty-to-thirty-minute presentation by the candidate followed by a discussion with the members of the dissertation committee (see below under "Dissertation").

The dissertation proposal consists of the following components:

- (1) **Introduction:** Overview of main ideas, hypotheses, objectives and themes
- (2) **Contexts:** (a) Theoretical considerations; (b) Comparative or historical/literary treatments of this theme/topic in the context of the Portuguese-speaking world; (c) Research sites and/or archives if applicable.
- (3). **Narrative** (10-15 pages): Specifics about the development of the dissertation with a tentative outline of chapters and conclusion; contents of the thesis regarding authors, corpus of texts, materials, and other relevant items; main arguments and relation of these to overall objective.
- (4). **Working Bibliography** (approximately 10 pages): Primary and secondary materials, including theory and relevant criticism on specific author, texts, movements, etc.

Students are encouraged to consult copies of previously accepted dissertation proposals, which are available from the Director of Graduate Studies and kept in a folder in the graduate students' lounge (third floor).

**Language Requirement:** Ph.D. candidates will be expected to have achieved native or near-native fluency in Portuguese. In addition, candidates should demonstrate reading ability in a second foreign language, which normally will be French, Spanish, Italian or German.

**Teaching Requirement:** Ph.D. candidates are expected to acquire sound pedagogical skills by participating in the department's teaching-mentoring program (see below).

**Dissertation:** The dissertation is expected make an original contribution to the field of Portuguese and Brazilian Studies, consistent with the high research and scholarship standards of the Department. The dissertation may be written in English or in Portuguese.

The dissertation defense is open to all members of the university community. It consists of a twenty-to-thirty-minute presentation by the candidate, followed by a discussion with the members of the candidate's dissertation committee.

The dissertation committee consists of at least three faculty members, at least two of whom must hold appointments in the Department of Portuguese and Brazilian Studies, to be chosen by the student in consultation with the Director of Graduate Studies. The chair of the dissertation committee is usually a faculty member in Portuguese and Brazilian Studies with particular expertise in the area of the dissertation.

### **The Mentoring Program: Research and Pedagogical Skills**

Our Department is a community of individuals committed to the highest standards in teaching and scholarship in Portuguese and Brazilian Studies. Doctoral students are an integral part of this community. Working closely with supportive faculty members as mentors, doctoral students are encouraged to develop research and pedagogical skills that will prepare them for careers as outstanding teachers and scholars. Besides regular meetings with the Director of Graduate Studies, doctoral students are urged to meet with other departmental faculty to discuss their research and pedagogical interests.

In addition to advice on the research and preparation of term papers, from early on in their graduate studies our doctoral students receive guidance on how to convert their course papers into conference presentations and/or journal articles. Doctoral students are also offered the opportunity to partner with faculty members in research projects, the design of undergraduate courses, the planning of academic conferences and symposia, and the publication of our two scholarly journals, *Gávea-Brown* and *Brasil/Brazil*.

It is the Department's philosophy that teaching and research go hand in hand and are mutually enriching. Our commitment to teaching is reflected in the multiple educational programs of instruction and teacher training supported by the Department and included as part of its curricular offerings and as a service to the surrounding community. The Master's program in Cross-Cultural Education, co-sponsored by the Education Alliance, is a testimony to this pedagogical position and may serve as a methodological and material resource for our students. Furthermore, the emphasis on language in both our undergraduate and graduate programs rests on our belief that the acquisition of a

foreign/second language contributes to what Pierre Bourdieu calls the expansion of one's cultural capital in a material, cultural, and symbolic sense. The conviction that language and culture are facets of the same process and cannot be separated permeates all aspects of our graduate program — courses, research, examinations, and extra-curricular activities. Doctoral students emerge from our program with linguistic expertise as well as mastery of foreign language pedagogy, in addition to sound research skills. Such combination has proven to be highly attractive to universities seeking junior faculty to fill positions in foreign language, literature and cultural studies, as attested by our very successful record in placing the graduates from our Ph.D. program.

Our doctoral students participate in a mentoring program designed to pass the Department's pedagogical legacy in foreign language, literature and culture on to them while enhancing their teaching skills. According to our longstanding practice, from the very beginning we impart to our doctoral students the belief that immersion in and constant use of Portuguese as the target language, following the principles of a communicative and natural approach, represent crucial steps in the acquisition of a second/foreign language. Furthermore, through both orientation and hands-on experience, our doctoral students quickly learn that foreign/second languages are to be used as media of instruction and not as ends in themselves (such as the traditional objective of solely mastering grammar skills).

The teaching mentoring program consists of a series of steps designed to acquaint our students with various pedagogical approaches and methodologies, while also exposing them to different instructional experiences and course formats:

1. Intensive group orientation before the start of each academic year, consisting of a packet of readings in methodology and applied linguistics as well as an in-house seminar with members of the Department's faculty, culminating in a mock practice teaching session.

2. For each new course that a graduate student will teach or co-teach, an orientation session specific to the goals of each course will be offered prior to the beginning of each semester.

3. In addition to this basic preparation, there will be group and/or individual meetings throughout the semester between teaching assistants/fellows and the faculty member(s) in charge of teacher training, as well as class visitations followed by a discussion between the graduate student and the evaluator. Doctoral students will receive guidance on how to plan lessons, develop a course syllabus, design and grade exams and assignments, etc.

The following courses have been earmarked for the teaching-mentoring program:

**PB 10-20: Elementary Portuguese** – A yearlong course for students with little or no preparation in the Portuguese language. Stress upon fundamental language skills: understanding, speaking, reading, and writing. Aspects of Portuguese and Brazilian culture are also presented. Method: situational/natural approach.

**PB 11: Intensive Portuguese** – Designed for students with little or no preparation in the Portuguese language, it covers the same amount of material as PB10-20 in just one semester. Stress upon fundamental language skills: understanding, speaking, reading, and writing. Aspects of Portuguese and Brazilian culture are also presented. Method: situational/natural approach.

**PB40: Writing and Speaking Portuguese** - Designed to improve the student's ability in contemporary spoken and written Portuguese, using such cultural items as short stories, plays, films, videos, newspaper and magazine articles, and popular music. Method: situational/natural approach.

**PB61/62: Mapping Portuguese-Speaking Cultures** - Selected literary and cultural texts that serve as vehicles for a deeper understanding of Portuguese-speaking societies. Literary materials are taken from several genres and periods with special attention to contemporary writings. Other media such as film and music are also included. Considerable emphasis on strengthening speaking and writing skills.

Graduate students will normally progress from co-teaching with a regular faculty member (generally in PB11 and/or PB40) to teaching their own courses (generally PB10-20 and/or PB40) under the supervision of a faculty mentor. Whenever possible graduate students will be given the opportunity to teach a module of one of the introduction to literature courses (PB 61 and/or PB62) and, in some cases, to teach such courses on their own.

Depending upon the research and pedagogical interests of individual students, there are also opportunities to teach and conduct research in local public schools as well as to serve as an intern with the Educational Alliance, a Brown unit charged to conduct applied research on educational reform and cultural diversity.

### **Assessment of Student Performance**

When doctoral students first arrive on campus, they meet with the Director of Graduate Studies, who explains the doctoral program to them in detail and guides them in their initial selection of courses. At the end of the first semester, each student's academic performance during the preceding semester and progress towards the completion of the degree are assessed by the Department's faculty. This evaluation is transmitted to students at individual meetings with the DGS. This process occurs every semester of the student's graduate experience at Brown. Ordinarily students will receive a written assessment of their performance and progress towards the degree at the close of each academic year.

### **Financial Aid and Assignment of Teaching Assistants, Teaching Fellows and Proctors**

The Graduate School and the Department generally offer five years of financial aid for doctoral students in good academic standing, who are making the expected progress towards the completion of their degree.

For the first year financial aid is generally in the form of a university fellowship, covering tuition for eight courses, a monthly stipend and the health fee. Support for the second, third and fourth years are usually in the form of a teaching assistantship, teaching fellowship or a proctorship, covering tuition, a monthly stipend and the health fee. When students serve as Teaching Assistants, Teaching Fellows or Proctors, they are allowed to enroll in only three courses per semester.

Although we are committed to providing different types of teaching and research opportunities for all students, the assignment of teaching assistants, teaching fellows and proctors must also take into account the needs of the Department in a given semester.

Since financial support for the fifth year normally consists of a dissertation fellowship, it is essential that students submit their dissertation proposals no later than the end of their seventh semester so that they can apply for a dissertation fellowship at the beginning of their eighth semester. Dissertation fellowships cover tuition or the registration fee, as applicable, a monthly stipend and the health fee. Under normal circumstances, students who do not complete their dissertation proposals in time to apply for a dissertation fellowship are not considered to be in good standing and therefore cannot be guaranteed financial support for their fifth year.

In addition to academic year fellowships, assistantships and proctorships, the Graduate School provides support for three summers during each doctoral student's career at Brown. Students choose the three summers during which they would like to be supported by the Graduate School.

The Department encourages and provides guidance for students to apply for outside fellowships either for academic year or summer support.

### **Transfer Credit for Doctoral Degree**

Graduate work completed at other institutions and not used in fulfillment of the requirements for the degree of Doctor of Philosophy elsewhere may, on the recommendation of the Department, be counted towards the fulfillment of the three-year residence requirement (reducing the number of years of full tuition) and the coursework requirement (reducing the number of courses to be completed at Brown). The reduction of the residence requirement and the coursework requirement are treated separately. A

student who desires credit for work done elsewhere should file an application after completing one semester at Brown. Forms are available in the Office of the Registrar

No more than the equivalent of one full year of graduate study may be counted towards the three-year residence requirement. The Department's sixteen-course requirement may be reduced by no more than six courses to a minimum of ten courses. Nevertheless students who choose to reduce their residence and/or coursework requirements must still fulfill all other requirements for the Ph.D.

Students who enter our doctoral program in possession of a Master's degree in Portuguese and Brazilian Studies or a related field are advised to request a reduction of the three-year residence (tuition) requirement to two years. Reduction of the residence requirement does not affect the number of courses students may take for credit at Brown unless students also request a reduction in the number of required courses (see below).

In consultation with the Director of Graduate Studies, students who enter our doctoral program in possession of a Master's degree in Portuguese and Brazilian Studies or a related field may request to have the sixteen-course requirement for the Ph.D. reduced by a maximum of six courses. Students who receive permission to reduce their course requirement by four or more courses, however, will be expected to take their preliminary examinations no later than their fifth semester in residence and to be ready to apply for a dissertation fellowship by the beginning of their sixth semester. Normally students who request a reduction of four or more courses will be covered by four instead of five years of financial support since such course reduction is the equivalent of advanced standing.

### **The Sequence of the Ph.D. Candidacy Process**

1. The expected route toward the Ph.D. normally follows this pattern of landmarks:

**1st year landmarks:** Eight courses and preparation for the general examination based on a set list of books on Luso-Afro-Brazilian literature, history and culture.

**2nd year landmarks:** Completion of the general examination at the beginning of the academic year, six courses, and assignment as teaching assistant or proctor.

**3rd year landmarks:** Final two courses, completion of preliminary examination, and assignment as teaching assistant, teaching fellow or proctor.

**4th year landmarks:** Presentation of the pre-dissertation colloquium, application for a dissertation fellowship, research for dissertation, and assignment as teaching assistant, teaching fellow or proctor.

**5th year landmarks:** Completion and defense of the thesis as the recipient of a dissertation fellowship.

2. By the fourth semester of the Ph. D. program, students should form their preliminary examination committee in consultation with the Director of Graduate Studies. During the preparation period for the prelims, students should meet regularly with all committee members to discuss their chosen areas, review reading lists and plan details of the exam. Once students successfully complete their prelims, they are officially advanced to candidacy (ABD) and qualify for a Master's degree in course.
3. In preparing for the Colloquium, students will select a committee of at least three faculty members, one of whom will serve as the student's primary advisor. Students will meet regularly with their committee to discuss the dissertation proposal to be submitted in advance of the Colloquium.
4. Based upon the dissertation proposal, the Colloquium consists consisting of a twenty-to-thirty-minute presentation, to be followed by questions and suggestions from the committee as well as other faculty members and fellow graduate students. After the successful completion of the Colloquium, the candidate proceeds to completing further research and writing the dissertation.
5. During the research for and writing of the dissertation, doctoral candidates are expected to consult regularly with their dissertation advisor and the other readers. Academic progress during this phase constitutes regular consultation and submission of written chapters. After the dissertation committee agrees that the dissertation has been completed, a date and time for the defense are scheduled. For the defense, the candidate is expected to deliver a twenty-to-thirty-minute presentation to be followed by questions and recommendations from the committee and other faculty members. Once the dissertation has been accepted and the student is recommended for the degree, a final version of the dissertation, following the Graduate School's "Ph.D. Dissertation Submission Checklist,"\* should be prepared and filed with the Graduate School. Copies of the file version should also be provided to the dissertation advisor and readers.
6. For students who intend to receive their degrees at Commencement, the deadline for the submission of the Ph.D. dissertation to the Department is April 15, thereby allowing enough time for the defense and the filing of the final version with the Graduate School.
7. Students must be registered for their last semester at Brown in order to graduate.

\*[Students should consult with Graduate School (x32843) for details on this checklist.]

## **MASTER OF ARTS IN BRAZILIAN STUDIES**

This interdisciplinary degree program is designed to provide recent graduates, as well as mature professionals holding an A.B. degree and possessing a reading and spoken knowledge of Portuguese, with a humanities/social science curriculum in Braziliana. The

program offers graduate level training with special focus upon Brazil for students at the pre-specialization phase for careers in academia, foreign service, and international organizations, including transnational business and foundations. Drawing upon a candidate's knowledge of Portuguese, this program will develop a unique combination of linguistic and interdisciplinary skills via course offerings in English and Portuguese.

Candidates will complete a program of eight graduate courses. Including two in the social sciences, and two in the humanities, plus a Master's Research Project. Students will be expected to complete at least three of their courses via the Portuguese language.

### **MASTER OF ARTS IN PORTUGUESE AND BRAZILIAN STUDIES**

The requirements for this degree follow those of the A.M. in Brazilian Studies with the difference that students will be required to take at least three courses in Portuguese literature, history and culture and at least three courses in Brazilian literature, history and culture. Students will satisfy a Portuguese language proficiency requirement by taking PB103 or passing a proficiency examination. As in the case of the other Master's degrees in the Department, a Master's Project is required unless the student is receiving this degree “in course” (see below).

### **MASTER OF ARTS IN PORTUGUESE BILINGUAL EDUCATION AND CROSS-CULTURAL STUDIES OR ESL EDUCATION AND CROSS-CULTURAL STUDIES**

This interdisciplinary program will offer graduate level study in advanced language and bilingual education for bilingual teachers of Portuguese as well as ESL training for teachers of ESL. Candidates possessing an A.B. degree and a teaching certificate will apply for admission to this graduate program with the aim of completing eight graduate-level courses in Portuguese Bilingual Education and Cross- Cultural Studies or eight graduate-level courses in ESL Education and Cross-Cultural Studies. Specific requirements for this two- track curriculum are:

#### **Portuguese Bilingual Education, and Cross-Cultural Studies Curriculum:**

1. 1 course in Bilingual Education Methodology (212, 01);
2. 1 course in Problems and Current Issues in Bilingual Education (202, 01)
3. 1 course in Foundations of Bilingual Education (201, 01);
4. Plus 3 Basic required courses (160P; 202, 01; 202, 04 or 172); Plus 2 other related courses to be selected from offerings in Portuguese and Brazilian, Education, Anthropology, Linguistics, Psychology, and Sociology.
5. Bilingual Education candidates must take a written proficiency exam in Portuguese.

**ESL Education and Cross-Cultural Studies Curriculum:**

1. 1 course in ESL Methodology for Assessment and Evaluation (212, 03);
2. 1 course in Problems and Current Issues in E.S.L. (202, 02);
3. 1 course in Applied Linguistics for E.S.L. (202, 02) or Linguistic Theory and Practice (AN 280);
4. 3 Basic Required courses (160P; 202, 01; 202, 04 or 172)
5. 2 other related courses to be selected from offerings in Portuguese and Brazilian, Education, Anthropology, Linguistics, Psychology and Sociology.

In addition to their course work, all candidates must complete a Master's Project.

This graduate degree program does **not** provide candidates with elementary and secondary teaching certification. It does, however, offer specialization courses that will satisfy R.I. Bilingual and ESL state endorsement requirements. Candidates for this degree may be part-time or full-time. In the case of the former, candidates will be required to complete at least two courses per semester thereby enabling them to complete their requirements in two years.

**MASTER'S DEGREE IN COURSE**

Graduate students pursuing a doctorate in Portuguese and Brazilian Studies may apply to receive a master's degree upon completion of the preliminary examination and advancement to Ph.D. candidacy. Students selecting this option will not be required to write a Master's Project.

**Transfer Credit for All Master's Degrees**

Graduate work done in graduate residence at other institutions and not used in fulfillment of the requirements for a degree may be offered in partial fulfillment of the requirements for a Master's degree on recommendation by the department. However, the equivalent of at least seven semester courses must be completed in residence at Brown University. Students who wish to transfer credit for work done elsewhere should file an application with the Registrar as soon as possible. Forms are available in the Office of the Registrar.

**PH.D. DISSERTATIONS DEFENDED IN THE  
DEPARTMENT OF PORTUGUESE AND BRAZILIAN STUDIES**

“Filósofos de Trazer-por-Casa: A Desconfiança da Filosofia como Motivo Literário na  
Ficção de Eça de Queirós, Machado de Assis e Raul Brandão”

by Pedro Schartt Pereira  
(N. Vieira, O. Almeida, L. Valente, and G. Monteiro)  
(Defended on October 4, 2005)

"Memória e Império: Colonos e Famílias no Romance Português de  
Revisitação Africana dos Anos 90"

by Isabel A. Ferreira  
(O. Almeida, G. Monteiro, L. Valente, N. Vieira)  
(Defended on August 20, 2003)

"The Carnavalesque *Defunto*: Death and the Dead in Modern Brazilian Literature"

by Robert Henry Moser  
(N. Vieira, L. Valente, G. Monteiro)  
(Defended on April 25, 2002)  
(Awarded the Joukowsky Prize as the outstanding dissertation in the Humanities)

"Charles Frederick Hartt: Um Naturalista no Império de Pedro II"

by Marcus Vinicius de Freitas  
(G. Monteiro, L. Valente, T. Skidmore)  
(Defended on April 20, 2000)

"Mário de Andrade's and a Short Story: The Impartial Observer Comes Clean"

by Mark Alan Lokensgard  
(N. Vieira, L. Valente, G. Monteiro)  
(Defended on May 11, 1999)

"Brazilian Immigrants in the United States: Paths of Identities  
within a Bilingual Context"

by Kátia Maria Santos Mota  
(N. Vieira, A. Becker, K. Demuth)  
(Defended on February 18, 1999)

"Identidade Nacional e Discurso Periférico em Macunaíma e Los Rios Profundos"

by Zélia Monteiro Bora  
(N. Vieira, J. Ortega, A. Dzidzienyo)  
(Defended on November 21, 1997)

"Belonging and Displacement: Cultural Interspaces in Brazilian Literature"

by Patricia Isabel Santos Sobral  
(N. Vieira, L. Valente, G. Monteiro)  
(Defended on May 9, 1997)

"The Relics of Brazil: Modernity and Nationality in the *Tropicalista* Movement"

by Christopher J. Dunn  
(N. Vieira, L. Valente, T. Skidmore)  
(Defended on May 2, 1996)

"A Fé perante a Fogueira: O Apelo Bíblico ao Cristão Novo na  
Consolação as Tribulações de Israel"

by Naomi Parker  
(N. Vieira, O. Almeida, L. Valente)  
(Defended on May 17, 1995)

"Filial Failures: Family Discourse in Contemporary Brazilian Fiction"

by Marguerite Itamar Harrison  
(N. Vieira, L. Valente, G. Monteiro)  
(Defended on April 20, 1995)

### WHERE ARE THEY NOW?

The Department of Portuguese and Brazilian Studies has an outstanding placement record for our PhDs. Below is a list of our graduates, their first jobs, and their current positions:

NAME	FIRST JOB	CURRENT POSITION
Marguerite I. Harrison	Harvard University	Smith College
Naomi Parker	Rhode Island College	Writer
Christopher J. Dunn	Tulane University	Tulane University
Patricia Sobral	Harvard University	Brown University
Zélia M. Bora	Universidade Federal da Paráiba (Brazil)	Universidade Federal da Paráiba (Brazil)
Katia M. Mota	Universidade Federal da Bahia (Brazil)	Universidade Federal da Bahia (Brazil)

Mark A. Lokensgard	St. Mary's University	St. Mary's University
Marcus V. Freitas	Universidade Federal de Minas Gerais (Brazil)	Universidade Federal de Minas Gerais (Brazil)
Robert H. Moser	University of Georgia	University of Georgia
Isabel L. Ferreira	U. of Notre Dame	U. of Notre Dame
Pedro S. Pereira	University of Chicago	University of Chicago

## **PHD DISSERTATIONS DEFENDED AT BROWN IN ALL FIELDS RELATED TO PORTUGUESE AND BRAZILIAN STUDIES**

Below is a list of doctoral dissertations defended at Brown in all fields related to Portuguese and Brazilian Studies. The list includes dissertations presented to the Departments of Anthropology, Comparative Literature, Hispanic Studies, History, Linguistics, Music, Political Science, Portuguese and Brazilian Studies, and Sociology.

### **2005**

Pereira, Pedro S., "Filósofos de Trazer-por-Casa: A Desconfiança da Filosofia como Motivo Literário na Ficção de Eça de Queirós, Machado de Assis e Raul Brandão" (Portuguese and Brazilian Studies)

### **2004**

Ferreira, Isabel A., "Memória e Império: Colonos e Famílias no Romance Português de Revisitação Africana dos Anos 90" (Portuguese and Brazilian Studies)

Moniz, Miguel, "Exiled Home: Criminal Deportee Forced Return Migrants and Transnational Identity, The Azorean Example" (Anthropology)

Simas-Almeida, Leonor "The Emotional Interplay Between Character and Reader in *Madame Bovary*, *O Primo Bazilio* and *The Awakening*" (Comparative Literature)

James P. Woodard, "A Place in Politics: São Paulo, Brazil, from Seigneurial Republicanism to Regionalist Revolt" (History)

### **2003**

Malkin-Fontecchio, Tia, "Citizens or Workers: The Politics of Education in Northeast Brazil, 1959-1964" (History)

Mulcahy, Maria Gloria, "The Portuguese of the U.S. from 1880 to 1990: Distinctiveness in Work Patterns across Gender, Nativity and Place" (Sociology)

## 2002

Brockey, Liam M., "The Harvest of the Vine: the Jesuit Missionary Enterprise in China, 1579-1710" (History)

Gordon, Richard A, "Reviewing the Colony/Revising the Nation: Mexican and Brazilian Cinematic Dialogues with Colonial Texts." (Hispanic Studies)

Moser, Robert Henry, *The Carnavalesque Defunto: Death and the Dead in Modern Brazilian Literature.*" (Portuguese and Brazilian Studies)

## 2001

Allen, Scott J., "Zumbi Nunca Vai Morrer: History, the Practice of Archaeology and Race Politics in Brazil." (Anthropology)

Kearney, Christine A., "The Comparative Influence of Neoliberal Ideas: Economic Culture and Stabilization in Brazil." (Political Science)

Morgan, Zachary A. "Legacy of the Lash: Blacks and Corporal Punishment in the Brazilian Navy 1860-1910." (History)

## 2000

Freitas, Marcus Vinicius, "Charles Frederick Hartt: Um Naturalista no Império de Pedro II." (Portuguese and Brazilian Studies)

## 1999

Lokensgard, Mark A., "Mário de Andrade's and the Short Story: The Impartial Observer Comes Clean." (Portuguese and Brazilian Studies)

Lubkemann, Stephen, "Situating Wartime Migration: Engendered Social Struggle and the Transnationalization of Polygyny in Central Mozambique." (Anthropology)

Mota, Katia Maria Santos, "Brazilian Immigrants in the United States: Paths of Identities within a Bilingual Context." (Portuguese and Brazilian Studies)

**1998**

Bora, Zélia Monteiro., "Identidade Nacional e Discurso Periférico em *Macunaíma e Los Rios Profundos*." (Portuguese and Brazilian Studies)

Davila, Walter J.J., "'Perfecting the Race': Education and Social Discipline in Brazil's Vargas Era, 1930-1945." (History)

**1997**

Hurley-Glowa, Susan Margaret, "Batuko and Funana: Musical Traditions of Santiago, Republic of Cape Verde" (Music)

Sobral, Patricia Isabel Santos, "Belonging and Displacement: Cultural Interspaces in Brazilian Literature." (Portuguese and Brazilian Studies)

**1996**

Dunn, Christopher John, "The Relics of Brazil: Modernity and Nationality in the Tropicalista Movement." (Portuguese and Brazilian Studies)

**1995**

Harrison, Marguerite Itamar, "Filial Failures: Family Discourse in Contemporary Brazilian Fiction." (Portuguese and Brazilian Studies)

Parker, Naomi, "A Fé perante a Fogueira: O Apelo Bíblico ao Cristão Novo na *Consolação as Tribulações de Israel*." (Portuguese and Brazilian Studies)

**1994**

Douglass, Ellen H., "Myth as Muteness, Myth as Voice: Feminism, Quest and Imperialism." (Comparative Literature)

Harrington, Thomas S., "The Pedagogy of Nationhood: Concepts of National Identity in the Iberian Peninsula 1874-1925." (Hispanic Studies)

**1991**

Liedke Filho, Enno D, "Sociology and Society in Brazil and Argentina 1954-1985." (Sociology)

**1988**

Liedke, Elida Rubini, "Labor Control in Dependent Development: A Case Study of the Brazilian Electronics Industry in Rio Grande do Sul." (Sociology)

**1985**

Becker, Adeline, "The Role of the Public Schools in Maintenance and Change of Ethnic Group Affiliation." (Anthropology)

Pereira, Maria da Glória Pires de Sá, "The Socioeconomic Adjustment of Portuguese Immigrant Males in Massachusetts and Rhode Island." (Sociology)

Soares, Dulce Maria Medeiros, "An Historical Analysis of Underdevelopment and Dependent Development: Portugal from the 16th to the 19th Century." (Sociology)

**1983**

Valente, Luiz Fernando, "The Reader in the Work: Fabulation and Affective Response in João Guimarães Rosa and William Faulkner." (Comparative Literature)

**1981**

Maia, Eleonora Albano da Motta, "Phonological and Lexical Processes in a Generative Grammar of Portuguese." (Linguistics)

**1980**

Moniz, Rita, "The Portuguese of New Bedford, Massachusetts and Providence, Rhode Island: A Comparative Micro-analysis of Political Attitudes and Behavior." (Sociology)

**1979**

Brettell, Caroline Bieler, "Hope and Nostalgia: the Migration of Portuguese Women to Paris." (History)

Cabral, Stephen L., "Portuguese-American Feasting: Tradition and Change in New Bedford, Massachusetts." (Anthropology)

Correia, Jane Carvalho, "An Unconventional View of the Brazilian Woman in Jorge Amado's *Gabriela, Cravo e Canela* and *Dona Flor e Seus Dois Maridos*." (Hispanic Studies)

Meintel, Deirdre, "Cape Verdean-Americans: Their Cultural and Historical Background." (Anthropology)

### Master's Theses in Brazilian Studies

- \* "Cultural Conversations: Confluence Narratives in the Literature of the Americas" by Antônio Luciano Tosta (2003)
- \* "O legado de Mahin: investigação da literatura negra brasileira de autoria feminina e análise da obra de Miriam Alves" by Obianuju Chinyelu Anya (2001)
- \* "Some Perspectives on Slave Resistance: *Sistema de Roças* and the Contemporary Historical Background in Bahia 1790-1820" by Xun Zou (2000)
- \* "Tracing Tropicália" by Daniel Alan Perlin (1999)
- \* "Quatro Adaptações Fílmicas: Por um Cinema Político Claramente Narrado" by Susana Rossberg (1999)
- \* "Estória Colonial do Brasil: Revisitações da Idade de Ouro em Viva o povo brasileiro" by Yamil Antonio Samalot-Rivera (1999)
- \* "O Olhar em Guerra: Visão e Metamorfose em Autópsia de um Mar de Ruínas" by Isabel Lopes Ferreira (1997)
- \* "Metafiction and the (Dis)articulation of (Self)-Repression in Two Brazilian Novels of the 1970s: *A Festa e Confissões de Ralfo*" by Maria D. Villanua (1995)
- \* "Economic Exile and Return: The Japanese Diaspora and Brazil" by Eri Takahashi (1994)
- \* "Women in the Informal Sector of São Paulo, Brazil" by Larissa Lucas (1993)
- \* "What Country Is This? The Politics of Nationalism Under Vargas 1930-1945" by Raphael J. De La Dehesa (1992)
- \* "A Cry of Blackness in the Forest of White Cannibals: Afro-Brazilian Writers of São Paulo, 1922-1937" by Christopher J. Dunn (1992)
- \* "Iracema e Macunaíma: Um Processo de ConscientizaÁ3o" By Iliana E. Garcia (1992)
- \* "A New Ingredient in the 'Melting Pot': Brazilian Immigrants in the Greater Boston Area" by Drita Protopapa Almeida (1991)
- \* "The Strident Cry of Popular Music in Brazil: Primitive Modes in Modern Culture" by Ann Brady (1990)
- \* "An Analysis of the Brazilian Influence on Cape Verdean Literature" by Rosendo Brito (1990)
- \* "O Processo Criativo" by Carmen Einfinger (1989)

- \* "Angolan Dreams, Angolan Nightmares: Relative and Absolute Expropriation in Colonial Angola" by Kevin J. Costa (1989)
- \* "Club Ignorância" By Stephannie L. Robinson (1988)
- \* "The Brazilian Catholic Church, Slavery and Afro-Brazilians" by Tom Tomaselle (1988)
- \* "A Profile of Education in Brazil" by Christopher P. Clouet (1987)
- \* "The Position of Afro-Brazilians in Contemporary Brazilian Society" by Ollie A. Johnson III (1986)
- \* "Teresa, Heroína de Jorge Amado" by Sílvia J. da Silva (1986)
- \* "Translation of Three Stories from AY´Sala de Armas by Nélide Piñon" by Naomi Parker (1986)
- \* "A Realidade Brasileira em Antônio Callado: Quarup e Bar Don Juan" by Maria Elena G. Boldrini (1985)

### **Master Theses in Portuguese and Brazilian Studies**

- \* "A Face Oculta das Leituras Didáticas do Ensino Primário Salazarista" by Natália Maria Gonçalves (2005)
- \* "The Typologies of Portuguese Pirates, Corsairs, Mercenaries, and Renegades in the Indian Ocean World (1498-1650)" by Mark Paul Viana (2005)

### **Master's Theses in Portuguese Bilingual Education and Cross-Cultural Studies or ESL Education and Cross-Cultural Studies**

- \* "Middle School Newcomer program" by Kathie Romero Alfonso (2004)
- \* "Resilience in Hmong Students" by Julie Kao Yang (2004)
- \* "Latino L.E.P. Students in an Urban High School: Critical Factors Needed to Leave no Latino Student Behind" by Teolinda Brito-Abreu (2003)
- \* "The History of the Cape Verdean Bilingual Program in South Boston" by Zaida Monteiro Araújo (2002)
- \* "Developing and Expanding Language for Elementary ELL Students through Engagement in Marine Studies" by Kathleen Elizabeth Barden (2002)
- \* "Scaffolding Second Language Acquisition with the Visual Arts" by Raphael Diaz (2002)
- \* "The Importance of Parent Involvement in the Education of English Language Learners" by Susan Agnes Erno (2002)
- \* "Assessment for the English Language Learner: Portfolio Assessment and Standardized Test" by Audrey Ann Kilsey (2002)
- \* "Path of Spirits Lost" by Yeu Keu (2002)
- \* "Access of English Language Learners and Females to Challenging Science Curriculum" by Teresa Sousa Medeiros (2002)
- \* "Raising a Bilingual Child" by Marisa Ann Nardo (2002)

- \* "Thinking about Thinking with Second Grade Black Boys" by Naeema Nuriddin (2002)
- \* "Achievement Motivation and Success in Education in Relationship to Nigerian Childrearing Beliefs and Practices" by Dina Marie Silvaggio (2002)
- \* "A Cross-Cultural Perspective on the Strengthening of Cultures and Identity in the Age of Globalization" by Peter Hagerman (2000)
- \* "Foreign Language Teaching and Learning Preliminaries" by Edna Loide Tavares de Almeida (1998)
- \* "Making Connections: Between Home and School Through Bilingual Picture Books" by Catherine Allen (1997)
- \* "An English as a Second Language Instructional Framework Based on Current Research and Practice" by Patricia Andreson (1997)
- \* "Learning Together: Towards Effective Learning and Parent Involvement" by Suzette Andrade (1997)
- \* "Unearthing the Reflective Teacher: Affective Skills for Culturally Relevant Teaching Practice" by Pamela Barnes (1997)
- \* "Using Evaluation Rubrics as a Motivational Device for English Language Minority Students in American Schools" by Elizabeth Cohen (1997)
- \* "Identifying Southeast Asian Populations in Rhode Island: A Call for Specificity" by Francine Collignon (1997)
- \* "Factors that Impact the Acculturation of Refugee and First Generation Cambodian Students in American Schools" by James Davis (1997)
- \* "Inclusion and the LEP Middle School Student" by Pamela Garabedian (1997)
- \* "Challenging Ability Grouping Placement of Linguistically and Culturally Diverse Students" by Maria Mansella (1997)
- \* "Fitting the Pieces Together: A Home, School and Community Partnership with Culturally and Linguistically Minority Families" by Maureen McGahan (1997)
- \* "Improving the Bilingual Education Program at the Perry Middle School" by Sara Melin (1997)
- \* "Widening the Scope of Assessment for Language Minority Students" by Robin Mello (1997)
- \* "Trechos da Literatura Açoriana para o Nível Secundário" by Lorena Dauteuil (1996)
- \* "Beyond the Sacred Factory of Souls: An Inquiry into the Educational Aspirations of Recent Portuguese Immigrants" by Robert H. Moser (1996)
- \* "Inclusion and the LEP Student" by Lois E. Beach (1995)
- \* "Outlining a Framework for Districts and Schools to Provide Opportunities for Language Minority Secondary School Students to Achieve Competency over Challenging Subject Matter" by Roberta A. DeRita Costa (1995)
- \* "ESL in the Workplace" by Nancy Fritz (1995)
- \* "Disturbing the Peace: Moving Towards an Ethical Approach to ESL Programming" by David R. Heimbecker (1995)
- \* "Workplace ESL Instruction for Foreign-Born Professionals" by Jean Theresa Martone (1995)
- \* "Instrumental Enrichment and the ESL Student" by Rosemary Powers by (1995)

- \* "Use of Oral History to Profile the Real Life Experiences of Selected Members of the Local Portuguese Community" by Judith A. Souza by (1995)
- \* "A Comprehensive Approach for Integrating Education, Health and Social Services to Assist Rhode Island's Limited-English Students and Their Families to Overcome Language and Cultural Barriers and to Succeed" by Virginia M. C. da Mota (1993)
- \* "English as a Second Language Handbook for Parents and Students in the Warwick School Department" by Christine E. Dowding (1993)
- \* "Turning Point: An English as a Second Language and a Vocational English as a Second Language Curriculum" by Margaret Carr (1992)
- \* "Educating LEP Students: The Role of the School Library Media Specialist" by Lena Dame (1991)
- \* "Developing a Program for Teaching Thinking Skills Across the Curriculum" by Judith Fishel (1991)
- \* "SAVE, A System for Assessment in Vocational ESL: An Alternative Intake Approach for Adult Immigrants and Refugees" by Isabelle Hunter (1991)
- \* "They Can All Know Together: Action Research in an Adult ESL/Literacy Setting" by Janet Isserlis (1991)
- \* "Deconstructing a Monolith: A Discourse on Literacy Socialization Patterns of Mainstream Children and the Concomitant Pedagogical Implications for Practice with Non-Mainstream Pre-School Children" by Mary T. Kilroy (1991)
- \* "Niza's Model: A Classroom Diary" by Maria F. Lindia (1991)
- \* "An Eclectic Approach in Chapter I: Meeting the Needs of the Transitional English Population" by Casimir F. Malec (1991)
- \* "A Sheltered Social Studies Integrated Curriculum for Grade Seven Advanced Beginner and Intermediate English as a Second Language Students" by Edward Pontarelli (1991)
- \* "Linking Parents and Schools Together: A Proposed Plan to Help Prepare Hispanic Parents and Their Children to Meet with Success in American Kindergartens Today" by Lorna Sands (1991)
- \* "Teresa Goes to School: An Ethnographic Study of a Learner and Tutor Dyad" by Michael J. Paul (1990)
- \* "The Reading and Writing Connection in a Process-Oriented Classroom" by Eni M. Petella (1990)
- \* "Acquiring English as a Second Language in a Pull-Out Program: Comparing Peter and Iva" by Nancy E. Ross (1990)
- \* "Dialogue Journals and Language Minority Students: A Case Study" by Carolyn T. Viguers (1990)
- \* "Bricolage: An Ethnography of the Attempt of Three Bilingual Students to Make Meaning of Their School Experience" by Robin G. Yates (1990)
- \* "An Integrated Curriculum Based on Children's Literature for a Mainstream Grade" by Margot B. Alfano (1989)
- \* "Teacher Preparation and the Misdiagnosis of Second Language Students" Kathleen M. Mellor (1989)
- \* "The Schooling Experience of Portuguese Middle School Students: A Case Study in Contradiction and Non-Connections" by Susan Rotblat-Walker (1989)

\* "Looking Within: Engagement in Literacy in an Adult ESL Classroom" by Sara W. Smith (1989)

# **Courses Offered by the Department of Portuguese and Brazilian Studies**

## *Primarily for Undergraduates*

**Students who would like to start the study of the Portuguese language may choose between Elementary Portuguese (PB10-20), a two-semester sequence, or Intensive Portuguese (PB11), a double credit course that covers the same amount of material in one semester. Students intending to participate in the Brown-in-Brazil Program who begin the study of Portuguese as sophomores should choose the Intensive Portuguese option so that they can complete PB40 (a prerequisite for participation in that program) in the spring semester.**

### **10-20: ELEMENTARY PORTUGUESE**

An introductory course designed for students with little or no preparation in the language. Stress will be placed upon acquiring the fundamental language skills of understanding, speaking, reading, and writing. Aspects of Portuguese and Brazilian culture will also be presented. The course uses a situational/natural approach that emphasizes communication in Portuguese from the very first class. A year course; only in exceptional circumstances will credit be given for one semester alone. Ms. Sobral and Staff.

### **11: INTENSIVE PORTUGUESE (Double Credit)**

A highly intensive course for students with little or no preparation in the language. Stress will be placed upon acquiring the fundamental language skills of understanding, speaking, reading, and writing. Aspects of Portuguese and Brazilian culture will also be presented. The course uses a situational/natural approach that emphasizes communication in Portuguese from the very first class. A two-semester sequence in one semester with ten contact hours each week. The course carries double credit and covers the equivalent of two semesters. Ms. Sobral and Staff.

### **40: WRITING AND SPEAKING PORTUGUESE**

This course is designed to improve the student's ability in contemporary spoken and written Portuguese. Using such cultural items as short stories, plays, films, videos, newspaper and magazine articles, and popular music, students will discuss a variety of topics with the aim of developing good communication skills. Attention will also be placed upon developing students' writing ability. A systematic review of Portuguese grammar is included. Four hours weekly. Prerequisite PB 11, 20 or placement. Conducted in Portuguese. Ms. Sobral and Staff.

### **61: MAPPING PORTUGUESE SPEAKING CULTURES: BRAZIL**

Selected literary and cultural texts that serve as vehicles for a deeper understanding of Brazilian society. Literary materials will be taken from several genres and periods with special attention to contemporary writings. Other media such as film and music will also be included. Considerable emphasis on strengthening speaking and writing skills.

Prerequisite: PB40, placement or instructor's permission. Conducted in Portuguese. Ms. Sobral.

### **62: MAPPING PORTUGUESE-SPEAKING CULTURES: PORTUGAL AND AFRICA**

Selected literary and cultural texts that serve as vehicles for a deeper understanding of Portuguese and Luso-African societies. Literary materials will be taken from several genres and periods with special attention to contemporary writings. Other media such as film and music will also be included. Considerable emphasis on strengthening speaking and writings skills. Prerequisites: PB40, placement or instructor's permission. Conducted in Portuguese. Ms. Simas-Almeida.

### **71: MODERN BRAZIL GOES TO THE MOVIES**

Looks at Brazil through the eye of the camera and focuses on topics such as migration, race relations, gender and family dynamics and social inequities in contemporary Brazilian culture and society. Students will read articles and critical essays relating to the themes of each film as they develop their oral and written language skills. Conducted in Portuguese. Ms. Sobral.

### **81: BELONGING AND DISPLACEMENT: CROSS-CULTURAL IDENTITIES (Ethnic Studies 81)**

Focuses on the representation of immigrants, migrants and other "border crossers" in contemporary literature from Brazil and other countries. How do people respond to the loss of home and the shift to a new culture? Is "going home" possible? How do individuals deal with their dual or triple identities? Nélide Piñon, Clarice Lispector, Moacyr Scliar, Salman Rushdie, Tayeb Salih, Cristina Garcia, V. S. Naipaul and others. Conducted in English. Ms. Sobral.

### **97: GENDER AND SEXUALITY IN LATIN AMERICA: FROM COLONIAL TIMES TO THE PRESENT**

#### **(History 97, Sec. 18)**

This course examines historical constructions of gender and multiple manifestations of sexuality in Latin America to consider how family, politics, culture and economics have conditioned power relations between men and women. We will study how gender shaped and has been shaped by conquest, colonialism, slavery, capitalism, labor struggles,

urbanization, migration, nationalism, and revolution. Enrollment limited to 20. Written permission required. Conducted in English. Mr. Green

*For Undergraduates and Graduates*

**103: PORTUGUESE STYLISTICS; ADVANCED LANGUAGE STUDY AND CREATIVE WRITING**

An intensive writing course covering basic genres: letter, short essay, diary, short story and poetry. Students will write five pages per week on five different preassigned topics. These range over a wide variety of subjects in order to expose the students to idiomatic and stylistic writing in a multitude of areas. In class, students read and comment on each other's writings. Conducted in Portuguese. Ms. Simas-Almeida.

**108: PERFORMING BRAZIL: LANGUAGE, THEATER, CULTURE**

Designed to deepen the students' understanding of Brazilian culture and society through the performing arts. Students will read a series of plays and respond to them in a variety of ways: in writing, verbally, and through performance. The course will include poetry and music as these can also be performed. Throughout the semester students will also be working on creating their own performance pieces. Conducted in Portuguese. Ms. Sobral.

**121: AFRO-BRAZILIANS AND THE BRAZILIAN POLITY (Afro-American Studies 121)**

The participation of Afro-Brazilians in Brazilian society and politics of the 20th century is explored. Not a chronologically oriented course, but rather a thematic examination of political movements and organizations with specific reference to Brazilian Blacks. Topics include the use of exploitation of the "African Heritage," a comparison of race and politics in Brazil and the U.S., and the Afro-Brazilian role in Brazil's contemporary relations with Africa. While reading knowledge of Portuguese is not required, students with such a background should immediately apprise the instructor of the fact. Mr. Dzidzienyo.

**150: TOPICS AND THEMES IN PORTUGUESE AND BRAZILIAN LITERATURES**

**African Literatures of Portuguese Expression**

A survey of representative African narrative literature of Portuguese Expression (Cape Verde, Guinea-Bissau, São Tomé e Príncipe, Angola and Mozambique). The selections will cover the periods before and after the independence of these former Portuguese colonies. Conducted in Portuguese. Ms. Simas-Almeida.

### **Azorean Literature**

Survey of the major works in prose and poetry of the Azorean writers of the 20th-century that reflect more the açorianidade or the Weltanschauung of the Azoreans. Works by writers such as Nunes de Rosa, Vitorino Nemésio, Côrtes-Rodrigues and others will be analyzed as well as those most representative of the "New Generation." Conducted in Portuguese. Mr. Almeida.

### **Brazilian Literature in Translation: Clarice Lispector**

As Brazil's foremost woman writer of the XXth century, Clarice Lispector has received critical attention from French, Brazilian and American feminists. With the aim of appreciating her work comparatively, this course will examine four novels and four story collections from the following theoretical perspectives: existentialist, feminist, poststructuralist and Jewish hermeneutics. Conducted in English. Mr. Vieira.

### **Contemporary Brazilian Fiction: New Paths and Perspectives**

Selected prose narratives from the 1970s to the present are read with the aim of identifying new paths and perspectives in contemporary Brazilian literature and culture that challenge traditional literary and cultural hierarchies as well as canonized aesthetics. Milton Hatoum, João Gilberto Noll, Caio Fernando Abreu, Marilene Felinto, Sônia Coutinho, Roberto Drummond, Sérgio Sant'Anna, Rubem Fonseca and others. Conducted in Portuguese. Mr. Vieira.

### **Cultural Politics of Hybridity in Modern Brazilian Fiction**

An exploration of Brazilian fiction that manifests intersections between erudite, popular and mass cultures. Readings will focus on the sociopolitical and cultural implications of hybridization in prose fiction by such authors as Caio Fernando Abreu, Ivan Ângelo, Ignácio de Loyola Brandão, Roberto Drummond, Rubem Fonseca, Clarice Lispector, José Agrippino de Paula, Adélia Prado, Sérgio Sant'Anna, and others. Conducted in Portuguese. Mr. Vieira.

### **Esthers of the Diaspora: Jewish Voices from Latin America**

#### **(Comparative Literature 142 Sec 06, Judaic Studies 104)**

Fiction by and/or about Jewish women from Brazil, Argentina, Venezuela, Mexico, Chile and Cuba. Evoking the image of the biblical Queen Esther who lived between two worlds, these Jewish voices will be discussed from the perspectives of feminist, hybrid, diasporic, and transcultural theories. Special attention to Brazil's Clarice Lispector. The expression of the role of women vis-à-vis the immigrant experience will also be discussed. Conducted in English. Mr. Vieira.

### **Fiction and History (Comparative Literature 181)**

This course seminar will focus on how the new historical fiction that has flourished over the past three decades challenges the notions of objectivity and totalization, while providing alternative viewpoints for the reconstruction and reinterpretation of the past. Authors to be considered include Günter Grass, E. L. Doctorow, Robert Coover, Gabriel García-Marquez, Nérida Piñon, Moacyr Scliar, Lídia Jorge, and Isabel Allende. Attention will also be paid to theoretical texts by Dominick LaCapra, Hayden White, Walter

Benjamin, and Linda Hutcheon. In addition films such as *The Official Story* and *Europa, Europa* will be viewed and incorporated into the discussions. Conducted in English. Mr. Valente.

### **Portuguese Literature from Birth to Maturity**

Starting with the *Cancioneiros*, the course will travel from the Middle Ages to the Renaissance tracking down the evolution of Portuguese literature, while paying attention to the Portuguese-Galician troubadours, the crônicas of Fernão Lopes, the theater of Gil Vicente, and the lyrical poetry of Luís de Camões. Conducted in Portuguese. Ms. Simas-Almeida.

### **Portuguese Literature in the Nineteenth Century**

This course focuses on the main literary trends in Portuguese 19th. century literature: romanticism, realism, and naturalism. Authors studied include Almeida Garrett, Júlio Dinis, Camilo Castelo Branco, and Eça de Queiroz. Conducted in Portuguese. Ms. Simas-Almeida.

### **Prophets in the Tropics: Latin American Jewish Writing (Judaic Studies 199, Comparative Literature 142)**

This course will compare the differences as well as the parallels between the narratives of the Jewish diaspora in Brazil, Argentina, Mexico, and Peru. As decentered dissenters in literature, these writers invariably address their diasporist situation vis-a-vis the larger society via such issues as immigration, cultural diversity, exile thinking, nationalism, discrimination, and postcolonialism. Prose by Clarice Lispector, Margo Glantz, Samuel Rawet, Moacyr Scliar, Isaac Goldemberg, Alberto Gerchunoff, Ariel Dorfman, and others will constitute the required readings, along with background materials in history, biography, memoirs, essay, and film. Conducted in English. Mr. Vieira.

### **Self-Examination/Self-Display in Brazilian Fiction**

This course will address the first-person impulse in modern Brazilian fiction with the aim of analyzing the process of self-consciousness vis-a-vis national identity, individualism, memorialism, authoritarianism, and subjectivity. Discussion will center upon prose by Mário de Andrade, Rachel de Queiroz, Antônio Olavo Pereira, Clarice Lispector, Lygia Fagundes Telles, Nérida Piñon, Ivan Ângelo, Rubem Fonseca, and others. Conducted in Portuguese. Mr. Vieira.

### **Senses and Sensibilities in the Nineteenth Century Portuguese Novel**

The works to be read are representative of the main literary trends in 19<sup>th</sup> century Portuguese literature. They will be analyzed with a focus on literary aesthetics, but also on meanings (or senses), both culturally and personally, by exploring the textual construction of emotions, i.e., the engagement of sensibilities in the written word. Authors to be studied include Almeida Garrett, Camilo Castelo Branco and Eça de Queirós. Conducted in Portuguese. Ms. Simas-Almeida.

### **152: THE SHAPING OF WORLD VIEWS (University Course 152)**

To many students an exclusive emphasis on specialized studies fragments the “world” in which they live. A widespread feeling of loss pervades the minds of students who often come to universities to learn right from wrong, to distinguish what is true from what is false, but who realize at the end of four years that they have deconstructed their freshman beliefs, values, and ideologies, but have created nothing to replace them. By attempting to shed light on the process of formation and transformation of worldviews and their nature, students will recognize that they function within a frame of reference in which facts and values are still tied. This course examines the diversity of worldviews both synchronically and diachronically, and surveys various explanations for such diversity. Possible ways out of the “anything goes syndrome” are investigated. The conclusion stresses the moral implications of one’s necessary functioning within a worldview. Enrollment limited to 30. Written permission required. Conducted in English. Mr. Almeida.

### **160: TOPICS AND THEMES IN PORTGUESE AND BRAZILIAN CULTURES AND CIVILIZATIONS .**

#### **The Afro-Luso-Brazilian Triangle**

**(Africana Studies 0102, Ethnic Studies 165)**

The aim of this course is to examine the relationship among three historical components of the South Atlantic in terms of their history, culture, and contemporary political and economic consequences of these relationships. While the context of European Colonialism in Africa and Brazil constitute the baseline for this exploration, the long and tardy nature of Portuguese colonialism in Africa in comparison with other European colonial powers, especially in its Post-World War II manifestations, is our starting point. Conducted in English. Mr. Dzidzienyo.

#### **Between Allah and Jesus The Mediterranean Jewish World(s), 1490s-1940s (History 112)**

A critical introduction to the world(s) of Mediterranean Jewry from the late medieval period to the Second World War. During that period, the Sephardic (Ladino-speaking) Jewish communities experienced many transformations, upheavals, and rejection, as well as periods of relative calm, prosperity, and integration. This course will attempt to follow these communities as they navigate the waters of the Mediterranean from the (Iberian) ‘West’ to the (Ottoman and Balkan) ‘East’, and from the pre-modern era to the ‘chilling wind’ of modernity. It will explore the situation of Jewish communities in medieval Iberia, their violent expulsion by the (Catholic) Christian Kings of Spain in 1492 and Portugal in 1496-1497, their establishment in the lands of the Ottoman Empire, and, eventually, their destruction during the horrors of the 1940s. The course will seek to integrate in an intellectually coherent way many ‘histories’ (Jewish, Iberian, Ottoman, and Balkan) often studied separately, and should be approached as an attempt to reconstruct one of the most interesting aspects of Mediterranean history. Conducted in English. Messrs. Flores and Livanios.

**Brazil and Africa in the Making of the Southern Atlantic World  
(History 197)**

Survey of the making of the Southern Atlantic World during the early modern period based on the interaction between the Portuguese, Africans, and Brazilians. Topics include slavery and African agency, the role of merchant communities, Indian answers to European encounters, economic cycles, colonial powers and forms of assistance, the conflicts between the Crown, the settlers and the missionaries, and the formation of colonial elites in the quest of a new nation. Conducted in English. Mr. Flores.

**European Empires in the East (1500-1800): A Comparative Analysis  
(History 195)**

Overview of European expansion in the East during the early modern period. An analysis of the interaction of Portuguese, Dutch, English and Spanish with peoples of Africa, India, and Southeast and East Asia. Conducted in English. Mr. Flores.

**Iberia from the Golden Age to the Enlightenment, c. 1450-1800  
(History 197)**

Overview of Iberia from the end of medieval times to the Enlightenment. This is the period when Portugal and Spain charted the globe and established their respective Empires. The changing concepts of Golden Age, Decline and Enlightenment will be explored in their political, economic, social, and cultural contexts. Conducted in English. Mr. Flores.

**Immigration in Southern Europe: The Case of Portugal**

Using Portugal as its primary test case, this course focuses on new trends of international migration in Europe, particularly in Southern Europe (Portugal, Spain, Italy and Greece), since the mid-1970s. The following topics will be studied: phases of immigration and characteristics of flows; new geographies of migration; the economic and social framework explaining migrations; the demographic challenge; new channels for migration (including smuggling and trafficking); immigration policies; and modes of social incorporation of immigrants. Conducted in English. Mr. Peixoto.

**On the Dawn of Modernity (University Course 160)**

A look at the emergence of modernity and its conflicts with the classical worldview as revealed in the writings of the Portuguese navigators (15th and 16th centuries) on their encounters with the non-European world. Readings will focus on fields such as astronomy, cartography, geography, shipbuilding, and anthropology, as stepping stones to the first scientific revolution. This literature has been practically unknown to non-Portuguese readers. Conducted in English. Mr. Almeida.

**Politics, Culture and Life in Brazil Under Military Rule 1964-1985  
(History 197, Section 81)**

This course will focus on the political, social, economic, and cultural changes that took place in Brazil during the military dictatorship that ruled the country from 1964-85. We will examine why the generals took power, the role of the U.S. government in backing the new regime, cultural transformations during the period, and the process that led to

redemocratization. Enrollment limited to 20. Written permission required. Conducted in English. Mr. Green.

### **Portugal and the Discovery of the New World**

**(History 197)**

Explores the Portuguese presence in Africa, Asia and America, 1415-1808. Examines different phases in the context of geographical regions, subsequently integrating the different regions into a multi-continental, multi-oceanic, global system. Explores political, commercial, military, cultural and social dimensions. Emphasizes European/non-European contacts and interactions. No knowledge of Portuguese required. Enrollment limited to 20. Conducted in English. Mr. Flores.

### **Portuguese Overseas Encounters**

A critical analysis of some classic Portuguese travel writings from the 15<sup>th</sup> to the 20<sup>th</sup> century. The readings include Zurara, Camões, Fernão Mendes Pinto, *História Trágico-Marítima*, Ramalho Ortigão, Raul Brandão, as well as the contemporary Pedro Rosa Mendes. Conducted in Portuguese. Mr. Almeida.

### **Power, Segregation and Mobility Under Late Portuguese Colonialism and Its Aftermath**

**(Anthropology 124; International Relations 180)**

Portuguese colonialism in Africa and Asia and its aftermath in light of contemporary anthropological theory and colonial/postcolonial studies. Also addresses migration and diaspora, both the Portuguese colonies in the Americas and northern Europe, and the contemporary migrations into Portugal from the former colonies, China and South Asia. Documentaries and fiction broaden the presentation and discussion of main issues. Conducted in English. Ms. Bastos.

### **Socioeconomic Development and the Culture of Solidarity in Latin America: Theory and Practice**

**(International Relations 180, Section 90)**

The purpose is to build evidence that the world of the “free market” and the “total individual,” well as the world of the “total collective” have proved incapable to solve the most fundamental needs and aspirations of the human person and species. Self-managed socioeconomic development and a culture of solidarity re-establish the natural links between economic activity and social well-being and happiness. They shift the axis of development from the apparently “impersonal” market forces to the personal and the social individual. Latin American and Caribbean countries are building valuable processes towards such praxis. The seminar is conceived in three complementary modules. The central focus is the political economy and the culture of *development*. Conducted in English. Mr. Arruda.

### **The Golden Age of Iberia, 1450-1700. (History 195)**

Overview of Iberia from the end of medieval times to the period before the Enlightenment, the period when Portugal and Spain charted the globe and established their respective Empires. The changing concepts of Golden Age and Decline are explored

in their political, economic, social, and cultural contexts. Particular emphasis is given to the period from 1580 to 1640 when the three Habsburg monarchs ruled a united Iberia. Conducted in English. Mr. Flores.

**165: COLONIAL BRAZILIAN HISTORY (History 197)**

This course is designed to expose students to a wide range of colonial Brazilian issues through a selection of the historical literature published in English. The course will blend lectures with student discussions and questions. Conducted in English.

**167: MODERN BRAZILIAN HISTORY (History 167)**

In five hundred years of history, Brazil has undergone massive transformations: once a minor outpost of the Portuguese empire, it is now the fifth largest and most-populous country in the world, with the world's tenth-largest national economy and third-largest democratic polity. Throughout this process, it has exhibited great cultural vitality alongside some of the world's most dramatic social inequality. This course explores the history behind these developments, beginning with Brazil's sixteenth-century origins and ending with its twenty-first century present. Conducted in English. Mr. Green.

**172: LITERACY, CULTURE AND SCHOOLING FOR THE LANGUAGE MINORITY STUDENT (Education 172)**

This course focuses on increasing awareness of the intersection of language and literacy, the sociocultural influences on literacy development, and the application of diverse strategies, which support the acquisition of second language literacy. The course combines a theoretical exploration of literacy processes and methodological implications with a clinical requirement of 4 hours weekly in a second language field teaching practicum. Conducted in English. Enrollment limited. Written permission required. Ms. Smith.

**175: LANGUAGE, CULTURE AND SOCIETY**

This course will investigate the meanings of language, culture and society and the interrelationship among them. The functional and dysfunctional uses that language, culture and society can play in public education will be discussed, particularly from the public school administrators and teachers viewpoints. Concerns directly related to the nature, quality, and future of English-as-a-Second Language programs will be explored. This course will involve participants in reflective activities, lectures, simulations, case studies, role plays and small group discussions. Conducted in English. Ms. Pacheco.

**180: CONCENTRATION SEMINAR**

An interdisciplinary seminar intended primarily for junior and senior concentrators in Portuguese and Brazilian Studies, but open to non-concentrators and graduate students

with consent of the instructor. May be repeated for credit with content changed.  
Conducted in Portuguese.

**"*Que país é este?*" Twentieth-Century Definitions of Brazil and Brazilianness**

This seminar will focus on three major areas: the portraits of Brazil from the late 1930s to the early 1960s, mainly by left-leaning intellectuals; the economic and political model of Brazil imposed by the military regime of 1964-1985; the subversion of the official definitions of Brazil in the "anti-histories" of the Abertura period (1975-1985). Materials will be drawn from the social sciences, history, literature, and film, by both Brazilians and Brazilianists. Authors to be considered include Sérgio Buarque de Holanda, Vianna Moog, Paulo Freire, Golbery do Couto e Silva, Roberto DaMatta, Caio Prado, Jr., Richard Morse, and others. Conducted in Portuguese. Mr. Valente.

***Lusofonia*: National Identities and Transnational Challenges**

The creation of the Commonwealth of Portuguese Speaking Countries has reignited the debate concerning the Portuguese-speaking world, its roots, history, contemporary developments, and future prospects. This seminar focuses on key issues regarding the identities of the Portuguese-speaking nations, their interrelations, as well as their interactions with the wider world. Authors include Antero de Quental, Teixeira de Pascoais, Fernando Pessoa, Gilberto Freyre, Sérgio Buarque de Holanda, Vianna Moog, Antônio Sérgio, Eduardo Lourenço, Amílcar Cabral and Roberto DaMatta. Conducted in Portuguese. Mr. Almeida.

**The Brazilian Puzzle: Confronting the Post-Colonial Legacy**

Brazilian intellectuals have often attempted to understand and explain the challenges in modern Brazilian society (political, economic, racial, educational) by pondering Brazil's Iberian roots and assessing the legacy of Portuguese colonialism. Manuel Bonfim, Sérgio Buarque de Holanda, Paulo Prado, Gilberto Freyre, Vianna Moog, Caio Prado, Jr., Celso Furtado, Paulo Freire, Oswald the Andrade, João Ubaldo Ribeiro. Attention to film, music and the visual arts. Conducted in Portuguese. Mr. Valente.

**193, 194: RESEARCH AND PREPARATION OF HONORS PROJECTS**

This independent study course is designed for students working on honors projects. Written permission from the concentration advisor is required.

**198: READING AND GUIDED STUDY**

This course is designed for students undertaking independent studies under the guidance of a faculty member at the Department of Portuguese and Brazilian Studies. Written permission of the instructor is required.

*Primarily for Graduates*

**202: PROBLEMS & CURRENT ISSUES IN BILINGUAL/ESL EDUCATION**

**Applied Linguistics for ESL**

This course focuses on the linguistic development of second language learners. The issues of cognitive, psycholinguistic, and sociolinguistic developmental stages as they affect the acquisition of a second will be explored. A 15-hour practicum is required. Part of the practicum involves observations of an ESL class as well as student interviews. Participants will maintain an interactive journal of their observations, an oral report of their experience, and develop a scholarly paper. Conducted in English. Ms. Pacheco.

**Cross-Cultural Growth and Development**

This seminar will explore physical, cognitive, social, and emotional human development from a cross-cultural perspective. The first part of this course analyzes child-rearing practices in agrarian and industrialized societies. The second part is based on case studies involving the ethnolinguistic groups in the Providence area, which are studied and discussed with implications for teaching and learning. Conducted in English. Ms. Pacheco.

**Educational Leadership in Diverse Settings: Research, Policy and Practice (Education 202)**

A series of lectures and discussions representing various perspectives and styles. Individual sessions focus on leadership issues surrounding standards, high stakes testing, and school reform initiatives. Most topics address leadership of low performing schools and for diverse student populations. Discussions led by prominent educational leaders. Some lectures may be open to the public. Conducted in English. Ms. Becker and Mr. Simmons.

**Theories in first and second language acquisition**

Theory and current research relating to first and second language acquisition and learning are examined from a pedagogical perspective. This course focuses both on learning and teaching a second language. Conducted in English. Ms. Smith.

**250: TOPICS AND THEMES**

**José de Alencar and the Alencar Tradition**

A reassessment of José de Alencar's ambiguous relationship with the hegemonic ideologies of 19th-century Brazil, followed by an examination of how novelists, poets and filmmakers since the late 19th century have responded to Alencar's unavoidable "influence." In addition to Alencar authors to be considered include Euclides da Cunha, Lima Barreto, Oswald de Andrade, Mário de Andrade and Antônio Callado, as well as film directors Glauber Rocha and Rui Guerra. Considerable attention will also be paid to

historical developments during the period covered in the course. Conducted Portuguese. Mr. Valente.

### **Modern Brazilian Poetry**

An intensive reading of selected Brazilian poets of the 20th. century including Carlos Drummond de Andrade, João Cabral de Melo Neto, the *concretistas*, Mário Faustino, Paulo Leminski and Adélia Prado. Each student will be responsible for an oral presentation about an additional poet, to be chosen in consultation with the instructor. Conducted in Portuguese. Mr. Valente.

### **Nation and Narration**

A seminar on the invention and transformation of the idea of Brazil as a nation in narrative texts since the middle of the 19th century. Authors to be considered include Manuel Antônio Almeida, José de Alencar, Adolfo Caminha, Machado de Assis, Monteiro Lobato, Mário de Andrade, Adalzir Bittencourt, Antônio Callado and João Ubaldo Ribeiro. Attention will also be paid to theoretical texts by Benedict Anderson, Homi Bhabha, Edward Said, Ernest Renan, Eric Hobsbawm, Frantz Fanon, and Roberto Schwartz. Conducted in Portuguese. Mr. Valente.

### **Portuguese Cultural and National Identity**

A critical reading of some key issues in Portuguese intellectual history regarding Portuguese national identity. Classical authors such as Verney, Antero de Quental, Teixeira de Pascoais, Fernando Pessoa, António Sérgio, and Eduardo Lourenço are read along with contemporary theoretical works on the issue of cultural and national identity. Conducted in Portuguese. Mr. Almeida.

### **Tales of the "Sertão"**

The reality and mythology of the "sertão" have long been a source of inspiration for Brazilian writers, visual artists and filmmakers. In this seminar we consider the transformations of the "sertão" motif since the second half of the century. Authors to be discussed include José de Alencar, Euclides da Cunha, Graciliano Ramos, João Guimarães Rosa, João Ubaldo Ribeiro and Mário Palmério. Attention will also be paid to the films of Glauber Rocha and Rui Guerra. Conducted in Portuguese. Mr. Valente.

## **260: TOPICS AND THEMES**

### **Contemporary Brazilian Fiction: "Taboo or Not Taboo": Closing the Gap Between High and Low**

This course focuses on selected prose narratives from the 1960s to the present as new types of expression emerging in Brazilian literature that challenge the stable notions and categories of "high" art, acceptable culture, and good taste. Writers to be considered include Rubem Fonseca, Roberto Drummond, Sônia Coutinho, Márcia Denser, João Gilberto Noll, Caio Fernando Abreu, Sérgio Sant'Anna, Moacyr Scliar, and Dalton Trevisan. Conducted in Portuguese. Mr. Vieira.

**Decolonizing Brazil: The Postcolonial Dilemma of “Not Being and Being Other”**

Considering the ambivalent construction of the Brazilian cultural existence as the basic stance for reexamining Brazil from a revised postcolonial approach, this seminar will contextualize the Brazilian postcolonial from the viewpoints of diversity, difference, hybridity, and heterogeneity. Authors to be read are Manuel Antônio de Almeida, Machado de Assis, Adolfo Caminha, Oswald de Andrade, Graciliano Ramos, Samuel Rawet, Silviano Santiago and Lygia Fagundes Telles. Conducted in Portuguese. Mr. Vieira.

**Fernando Pessoa & Co.**

An analysis of key writings by the major Portuguese Modernist poet Fernando Pessoa, as well as by his more important heteronyms, particularly Álvaro de Campos, Alberto Caeiro, Ricardo Reis, and António Mora. The course will emphasize the recurrent themes of identity, divided self, meaning, disquietude, and displacement. Conducted in Portuguese. Mr. Almeida.

**The “I” of the Beholder: The Autobiographical Mode in Modern Brazilian Fiction**

Analyzes first-person fictional narration and the ethics of self-examination, self-display and self-invention. Examines questions of truth in fiction, the self and the other, autobiographical theory, and the concept of witnessing and reporting in relation to self-representation. Mario de Andrade, Cyro dos Anjos, Antônio Olavo Pereira, Clarice Lispector, Lygia Fagundes Telles, Helena Parente Cunha, Rubem Fonseca, Sergio Sant’Anna and Bernardo de Carvalho. Conducted in Portuguese. Mr. Vieira.

**The Literature of the Americas (Comparative Literature 252)**

Forsaking the dominant Eurocentrism in comparative literary studies, this seminar will search for the common links between the diverse literatures of North and Latin America, approached in relation to one another rather than to "Old World" models. Authors to be considered include Margaret Atwood, Julio Cortázar, Carlos Fuentes, William Faulkner, Gabriel García-Márquez, Clarice Lispector, Machado de Assis, Toni Morrison and João Guimarães Rosa. Conducted in English. Mr. Valente.

**The Sage of Suspicion: Machado de Assis and the Agencies of Narrative**

The major novels and short stories of Machado de Assis within the context of the socio-political reality of nineteenth-century Brazil. Attention to the ideologies of Brazil’s ruling class, its self-image and views on national identity, class and race; the issue of fiction vs. reality; and/or such topics as irony, symbolism, narratology, and point of view. Conducted in Portuguese. Mr. Vieira

**289: PRELIMINARY EXAMINATION PREPARATION**

For graduate students who have met the tuition requirement and are paying the Registration Fee to continue active enrollment while preparing for a preliminary examination. No course credit.

**291, 292: READING AND GUIDED STUDY**

Reading in Portuguese language, literature, civilization, and bilingual studies. Conducted via Portuguese readings and discussions.

**299: THESIS PREPARATION**

For graduate students who have met the tuition requirement and are paying the Registration Fee to continue active enrollment while preparing a thesis. No course credit.

## DEPARTMENTALLY-SPONSORED PUBLICATIONS

***BRASIL/BRAZIL***  
***REVISTA DE LITERATURA BRASILEIRA/***  
***A JOURNAL OF BRAZILIAN LITERATURE***

*Nelson H. Vieira and Regina Zilberman, Editors*  
*Luiz F. Valente and Maria G. Bordini, Associate Editors*

*Brasil/Brazil* is a journal specializing in Brazilian literature, including comparative literature with a Brazilian focus. It publishes scholarly essays, original fiction and poetry by Brazilian authors, and translations of Brazilian works. *Brasil/Brazil* is jointly published by the Department of Portuguese and Brazilian Studies and the Catholic University of Rio Grande do Sul (PUC-RS).

### ***GÁVEA-BROWN PUBLICATIONS***

*Onésimo T. Almeida, Director*

Operated at the Department of Portuguese and Brazilian Studies, Gávea-Brown publishes books on Portuguese and Portuguese-American Literature and Culture. The *Gávea-Brown Catalogue*, listing available volumes, can be obtained from the department. The Press also publishes a journal, *Gávea-Brown*, co-edited by Onésimo T. Almeida and George Monteiro. The journal, published as a semi-annual from 1980 to 1989, is now published as an annual.

### ***E-JOURNAL OF PORTUGUESE HISTORY***

*Onésimo T. Almeida, José Luís Cardoso, Mafalda Soares da Cunha,*  
*Luís Adão da Fonseca, António da Costa Pinto, Editors*

*Stefan H. Smith, Assistant to the Editors*

The *e-JPH* is a peer reviewed international journal whose main objective is to provide publication of scholarly work on historical subjects, especially those concerning themes and topics in Portuguese history analyzed in a comparative perspective. Historically oriented contributions from the different social sciences are also welcome. In addition the journal aims to offer new insights on developments in Portuguese historiography as well as to provide news and information on research activities concerning Portuguese history.

The ethos of *e-JPH* is a pluralist one. It does not subscribe to any particular ideological, theoretical or methodological approach. The editors of e-JPH aim at publishing quality, blind refereed articles covering any period within any sub-field of historical research.

## **OTHER PROGRAMS IN THE DEPARTMENT OF PORTUGUESE AND BRAZILIAN STUDIES**

### ***BROWN-IN-BRAZIL PROGRAM (PUC-RIO DE JANEIRO)***

***Luiz F. Valente, Director***

One of the original Brown-sponsored foreign study programs, the "Brown-in-Brazil Program" was established in 1984 and was located at the Federal University of Bahia until 1990. It was moved to Rio de Janeiro in the fall of 1991.

The "Brown-in-Brazil Program" is a semester of study at the Catholic University of Rio de Janeiro (PUC-RIO), the oldest private institution of higher learning in Brazil and one of the top five Brazilian universities. The program is designed for students who have the equivalent of at least three semesters of language instruction, preferably Portuguese 11 or 10/20 and Portuguese 40, plus at least one related course on Brazil in another discipline, such as Literature, History, Political Science, Afro-American Studies, etc. Portuguese 61 is particularly recommended.

The Brown-in-Brazil Program runs during the Brazilian second semester (August-December) and is preceded by a month-long, intensive orientation session in July. The orientation session includes instruction in Portuguese language and Brazilian culture, with four hours of scheduled classes every day, and additional lectures by various noted specialists three times a week. Field trips are planned for the weekends. At the end of the orientation session students take an examination on the material covered during the month.

During the semester Brown-in-Brazil students enroll in a maximum of four courses, to be chosen from the offerings of any unit of the university, provided that the appropriate prerequisites can be met. Upon completion of the semester program, students are issued an official transcript documenting their work at PUC. Normally students are able to transfer up to the equivalent of four Brown credits for participation in the full program (July-December).

A yearlong option (July to June) was added to the Brown-in-Brazil Program beginning with the 1995-96 academic year. Students participating in the program for two semesters will receive up to eight Brown credits. Portuguese and Brazilian Studies concentrators should bear in mind, however, that no more than four courses taken at other institutions can be used to satisfy the minimum requirements for the concentration.

### ***LECTURES, COLLOQUIA AND SYMPOSIA***

The Department of Portuguese and Brazilian Studies sponsors an active program of lectures, colloquia and symposia, which are intended to complement the students' classroom experience and serve the Brown and local communities at large. For information of recent and upcoming events, please check the Department's web page.

### ***BRAZILIAN WRITER-IN-RESIDENCE PROGRAM***

Sponsored by the Brazilian Ministry of Culture, the Writer-in-Residence Program brings Brazilian writers to the Brown campus for periods of up to one month. During their residency, writers conduct mini-courses, participate in seminars, give a public lecture, visit classes, and meet with students. Since the fall of 1997 the following Brazilian writers have participated in this program: Moacyr Scliar, Sérgio Sant'Anna, Silviano Santiago, Ivan Ângelo, Cláudio Murilo Leal and Arnaldo Bloch.

### ***BATE-PAPOS***

Bate-papos (informal gatherings) are held every other Friday at 4:00pm in the Conference Room at Meiklejohn House. Coffee, tea, soft drinks and munchies are served. All speakers of Portuguese, native and non-native, are welcome.

## **ENDOWED AND EXTERNAL FUNDING SOURCES**

The Department of Portuguese and Brazilian Studies has an extraordinary record in attracting external funding from foundations, government agencies and individual benefactors. Such outside funding allows the Department to run many of its programs while providing relief to the University budget.

### ***THE KARINA LAGO MEMORIAL FUND IN PORTUGUESE AND BRAZILIAN STUDIES***

The Karina Lago Memorial Fund in Portuguese and Brazilian Studies was endowed by a generous gift from Mr. and Mrs. Lawrence M. Small '63, P' 97, and augmented by contributions from alumni, parents, faculty and friends of the department. The fund supports the Karina P. Lago Prize, awarded annually to an outstanding undergraduate concentrator in Portuguese and Brazilian Studies, as well as other departmental activities, such as guest lectures, artistic performances, and colloquia. It honors the memory of Karina P. Lago '95.

Karina P. Lago '95 was born in Uruguay, and educated in her native country and in the United States. She was graduated from Brown magna cum laude and with honors in Portuguese and Brazilian Studies in 1995. At graduation she was elected to Phi Beta Kappa, and was awarded the Portuguese and Brazilian Studies Honors Prize and the Emery Fellowship for Graduate Studies. Her honors thesis, entitled "To Punish or Not to Punish: Domestic Violence and the Criminal Justice in Brazil," received the Helen Terry MacLeod Prize as the outstanding thesis focusing on women and gender.

Karina participated in the Brown-in-Brazil Program at the Catholic University of Rio de Janeiro in the fall of 1993, and returned to Brazil in the summer of 1994 to work as an intern in the Political and Economic Office of the United States Consulate General in Rio de Janeiro. Karina was admired by her teachers for her intelligence, creativity and uncompromising honesty, and was highly respected by her peers in the Portuguese and Brazilian Studies Program as well as in the Brown University Hispanic Community, for whom she was a role model. At the time of her untimely death on November 6, 1995, Karina was a graduate student at the Fletcher School of Law and Diplomacy in Medford, MA.

### ***THE CALOUSTE GULBENKIAN FOUNDATION***

Established through a bequest by Calouste Sarkis Gulbenkian and headquartered in Lisbon, the Calouste Gulbenkian Foundation has generously supported Gávea-Brown Publications, the Portuguese collections at the Rockefeller Library, research by faculty and graduate students, as well as a variety of programs in the department, including

international symposia on Fernando Pessoa, José Rodrigues Miguéis and African-Portuguese Encounters, as well as the Contemporary Film Festival. The Gulbenkian Foundation is also one of the sponsors of the Vasco da Gama Chair.

### ***THE LUSO-AMERICAN FOUNDATION (FLAD)***

Created in 1985 to promote better relations and exchanges between Portugal and the United States, the Fundação Luso-Americana para o Desenvolvimento (FLAD) has been a generous donor to the department. FLAD has funded several faculty positions, most notably the Michael Teague Visiting Professorship in Contemporary Portuguese Studies, which has allowed the department to bring to Brown visiting scholars to teach courses on History, Anthropology, Political Science and Lusophone Studies. Over the past eighteen years FLAD has supported graduate student research and provided financial sponsorship for lectures, symposia, conferences, as well as the Portuguese collection at the Rockefeller Library.

### ***INSTITUTO CAMÕES***

Based in Lisbon, the Instituto Camões is one of the sponsors of the Vasco da Gama Lectureship. It has generously supported various programs in the department, including Gávea-Brown Publications, conferences and symposia, visits by Portuguese scholars, as well as the Portuguese collection at the Rockefeller Library. The Instituto Camões has also provided scholarships for undergraduate and graduate students to conduct summer studies and/or research in Portugal.

### ***CNPq AND CAPES***

The Conselho Nacional de Pesquisa (CNPq) and the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) are the two major funding agencies of the Brazilian government. Over the years they have provided full support (tuition, stipend and travel) to Brazilian graduate students as well as travel and living expenses for pre-doctoral (*bolsa sanduíche*) and post-doctoral visiting scholars from Brazil, who have spent anywhere from a year to four years at Brown University.

### ***FUNDAÇÃO ORIENTE***

In addition to providing generous support for graduate students, the Fundação Oriente has been a donor to the Portuguese collection at the Rockefeller Library and participated in the endowment of the Vasco da Gama Chair.

***INSTITUTO PORTUGUÊS DO ORIENTE***

The Instituto Português do Oriente has contributed to Gávea-Brown Publications and participated in the endowment of the Vasco da Gama Chair.

***NATIONAL COMMISSION FOR THE COMMEMORATIONS OF  
THE PORTUGUESE DISCOVERIES***

The Comissão Nacional para a Comemoração dos Descobrimentos Portugueses sponsored an eight-year lecture series on the History of the Portuguese Discoveries. The Commission has also participated in the endowment of the Vasco da Gama Chair and provided generous support for the Portuguese collection at the Rockefeller Library.

***DEPARTMENT OF CULTURE  
AZOREAN REGIONAL GOVERNMENT***

The Departamento de Cultura of the Azorean Regional Government has provided generous support for Gávea-Brown Publications as well as for the Portuguese collection at the Rockefeller Library.

***BRAZILIAN MINISTRY OF CULTURE***

The Brazilian Ministry of Culture sponsors a program of Brazilian writers-in-residence. Writers who have visited Brown under this program include Moacyr Scliar, Sérgio Sant'Anna, Silviano Santiago, Ivan Ângelo, Cláudio Murilo Leal and Arnaldo Bloch.

***THE BRAZIL FUND***

Established by an anonymous donor, The Brazil Fund, shared between the Department of Portuguese and Brazilian Studies and the Center for Latin American Studies, supports programs relating to the study of Brazil, including lectures, conferences, symposia, purchase of instructional materials, and research assistance for undergraduate and graduate students.

**BROWN UNIVERSITY**

**DEPARTMENT  
OF  
PORTUGUESE  
AND BRAZILIAN STUDIES**

**A HANDBOOK FOR  
GRADUATE STUDENTS**

**2005-2006**

