

Portuguese 159

Narratives of Travel and Intercultural Contact in the Early Modern Imperial World

Assessment Plan

Portuguese 159 will be critically assessed in order to determine how well it is meeting the general principles and specific General Learning Objectives of its General Education Curriculum category (2. Breadth; C. Arts and Humanities; (1) Literature. Also: 4 Diversity (2) International Issues/Non-Western or Global GEC Courses). Assessment will take place after the first quarter in which the course is taught and thereafter biennially.

Portuguese 159 will be assessed by the Director of Undergraduate Studies of the Department of Spanish and Portuguese in consultation with the Chair of the Department of Spanish and Portuguese. The following procedures and indicators will be used in assessing the course:

- 1) Student SEIs
- 2) Written report of class visit by peer evaluator
- 3) Portfolio of sample student work
- 4) Review of current paper and presentation topics
- 5) Review of course syllabi for each time the course has been taught up to the point of the assessment.
- 6) Biennial assessment report to be submitted to ASC summarizing the results of the of the course assessment.

Items 3-5 will be maintained on file in the Department so that the progress of the course can be monitored and evaluated across time as the course evolves and to enable the department to address any major concerns or drift from the established goals and standards.

How Port 159 Meets the Learning Goals and Objectives of the 2. Breadth; C. Arts and Humanities; (1) Literature component of the General Education Program

(1) Literature Expected Learning Outcomes:

1. Students learn to analyze, appreciate, and interpret significant literary works.
2. Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures

1. Students learn to analyze, appreciate, and interpret significant literary works.

- In this course students will read from major works in the Portuguese and other European traditions that represent, critique, and/or participate in early modern imperial expansion. The course studies the significant but often overlooked role of the Portuguese as forerunners not only in the process of European expansion but also in the textual representation of intercultural contact. Analytical skills will be developed through the practice of close reading and comparative analysis, with particular attention to the ways in which cultural difference is constructed, represented, and evaluated in literature.
- The course will ensure full student participation, and associated practice of analytical skills, in class discussion by requiring each student to select a passage to comment on in

each class, whether in small groups or with the entire class. Allowing students to orient the discussion in this way will sharpen their ability to select appropriate passages and prepare comments capable of generating dialogue. The writing assignments, in turn, build on these oral interventions by requiring students to present their textual commentaries in writing, and the professor's written feedback on each of the assignments will sharpen their ability to communicate more effectively and persuasively in writing.

2. Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures

- The course readings will consist of primary sources that document, participate in, and reflect on early modern intercultural contact between Europeans and non-Europeans (including letters, travel accounts, shipwreck and captivity narratives, ethnographic reports), as well as secondary sources that reflect the changing historiography on the early modern imperial era and particularly the Portuguese role in navigation and exploration of the Atlantic and Indian Oceans. Through careful readings of, and oral and written commentaries on, the primary sources, students will learn to critique the ways in which cultural differences and imperial ideologies are constructed, represented, and evaluated. Secondary historical sources will help students to critically assess the way that the history of European expansion has traditionally been told from a northern European/Anglophone perspective.
- Course requirements include the daily selection of passages from the primary and secondary sources to comment on in class, either in small groups or whole class discussions. The professor's response to these commentaries will help to develop students' abilities to comment critically and spontaneously on primary and secondary sources.
- Each week, students will be required to prepare a one-page, single-spaced response paper on the required reading assigned, in which they offer a close reading of a passage selected from the primary readings. The professor's feedback on each paper will foster students' abilities to make a well-documented, persuasive and compelling argument about primary sources in writing.
- Three essays, which will require students to combine and expand their work in the response papers, will assess the degree to which they have developed, on the one hand, the ability to analyze literary texts and craft coherent arguments based on textual evidence, and, on the other hand, a critical awareness of the ways in which texts represent, reinforce, or challenge social, political, and cultural values. exceptionalist paradigms.
- One oral presentation that connects the secondary and primary readings and proposes questions for class discussion.