

## Portuguese 597.02

### Issues of the Contemporary World:

### Representing Identity in the Cinema of the Portuguese-Speaking World

#### **How this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed**

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##### 2. Issues of the Contemporary World (required of both B.A. and B.S. students)

On pages 18 and 19 of the Model Curriculum, the “Issues of the Contemporary World” requirement is described as follows:

During the senior year each student will select one course that considers one or more contemporary issues of broad and worldwide significance. While issues addressed may arise out of the interests of the sponsoring units, they must also be issues that have worldwide significance and illustrate global interdependence. Topics from which such contemporary issues might be drawn include: energy, urbanizations, food production, race and gender, war and peace, technology and the arts, literacy, cross-cultural communication, the role of religion, governmental regulation, environment, disease and hunger, industrial and technological development, social responsibility, and the social impact on the arts or literature.

What contemporary issue(s) will the course address? Does the issue have worldwide significance and illustrate global interdependence?

→ This course studies film from several nations still connected historically, politically, and culturally by the Portuguese language. This context of study helps to evoke issues of global interdependence, especially because of the interconnectedness of the cultural products from the different nations we will study, but also because of explicit and implicit intersections with global economic and cultural influences deriving from, for example, the U.S. and Hollywood, which affect the nature and circulation of these films.

→ Issues of race and gender, as well as religion, are directly relevant to our examination of how cinema comments on and attempts to modify how spectators self-identify. Crucial as well for our course will be social impact on the arts or literature, technology and the arts, cross-cultural communication, governmental regulation, a key factor in how these cultural products are produced and distributed.

Each course should bring together students from diverse majors, thereby creating an integrative learning environment in which, through interaction, the students themselves demonstrate the relationships or connections between information derived from different departments. The thematic approach of the course should ultimately permit students to appreciate the application of knowledge from diverse disciplines to contemporary issues.

What features of the course will promote the interaction among students from different academic backgrounds.

→ We expect that this course will attract students from a variety of disciplines, such as International Studies, Portuguese, Spanish, Film Studies, History, and Business. The instructor will encourage students, during in-class discussion, small group work, group presentations, and take-home exams, to interact and bring to bear their personal experiences—including their disciplinary training—on the topic of the course.

Is the course based within a single discipline or is it interdisciplinary in design?

→ This course is based within a single discipline (Portuguese/Film), but draws on secondary sources from several disciplines.

What prerequisites will be specified for this course? Note: generally speaking, the committee prefers minimal prerequisites; in most cases prerequisites should consist of lower-level courses approved for the other GEC categories.

→ Prerequisite will be English 110.

What writing or research component will be required as part of the course? Note: as this is intended to be a senior-level course, one should assume that all students will have completed the first and second writing and related skills courses and that some may have completed the third writing course.

→ Students will be required to write analytically and synthesize writing from diverse disciplines each week, and will be required to write substantial take-home exams (each a maximum of 10 pages double-spaced).

Will class size be limited to a maximum of 40 students? If larger, are the accompanying discussion sessions limited to 25 students?

→ Class size will be limited to 40 students.