

## Term Information

Effective Term Spring 2013

## General Information

Course Bulletin Listing/Subject Area Portuguese  
Fiscal Unit/Academic Org Spanish & Portuguese - D0596  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2798.10  
Course Title Contemporary Issues in Brazil: Cultural, Environmental, & Racial Politics in the SE & NE Regions  
Transcript Abbreviation GlobalMay: Brazil  
Course Description The course will consist of lectures on special topics by the faculty of University of the UNESP-SJRP, and of ACBEU/Salvador, fieldtrips, and survival Portuguese classesIn Salvador, the course will explore some of the contemporary advances and challenges of the people of Bahia Brazil socially, culturally and environmentally.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 4 Week (May Session)  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Field Experience, Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Always  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0904  
Subsidy Level General Studies Course  
Intended Rank Freshman, Sophomore, Junior, Senior



**COURSE REQUEST**  
2798.10 - Status: PENDING

Last Updated: Heysel,Garett Robert  
12/27/2012

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	06/13/2012 10:45 AM	Submitted for Approval
Approved	Sanabria,Rachel A.	06/13/2012 10:45 AM	Unit Approval
Approved	Heysel,Garett Robert	06/14/2012 08:47 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/28/2012 12:09 PM	ASCCAO Approval
Submitted	Sanabria,Rachel A.	08/20/2012 09:58 AM	Submitted for Approval
Approved	Sanabria,Rachel A.	08/20/2012 09:58 AM	Unit Approval
Approved	Heysel,Garett Robert	08/22/2012 08:57 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/05/2012 01:57 PM	ASCCAO Approval
Submitted	Sanabria,Rachel A.	09/05/2012 02:00 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	09/05/2012 02:01 PM	Unit Approval
Approved	Heysel,Garett Robert	09/06/2012 09:43 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/01/2012 10:15 AM	ASCCAO Approval
Submitted	Sanabria,Rachel A.	11/13/2012 01:53 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	11/13/2012 01:54 PM	Unit Approval
Approved	Heysel,Garett Robert	11/29/2012 03:40 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/06/2012 10:08 AM	ASCCAO Approval
Submitted	Sanabria,Rachel A.	12/07/2012 02:41 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	12/07/2012 02:42 PM	Unit Approval
Approved	Heysel,Garett Robert	12/27/2012 06:10 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	12/27/2012 06:10 PM	ASCCAO Approval

**Education Abroad GE Course Proposal  
May Session 2013**

**Course Title: Contemporary Issues in Brazil: Cultural, Environmental, and Racial Politics in the Southeast and in the Northeast Regions**

**Professor Lúcia Helena Costigan**  
**Department of Spanish and Portuguese**  
**298 Hagerty Hall**  
**Phone: 614-292-0833 E-mail: [Costigan.2@osu.edu](mailto:Costigan.2@osu.edu)**

**Course Number:** Portuguese 2798.10

**Credit Hours:** 3

**Instructor:** Professor Lúcia H. Costigan (Department of Spanish and Portuguese) (Other faculty members in the Department and the College of Arts and Sciences will teach the course in subsequent years).

This course consists of a four-week educational Study Trip that combines formal lectures by local scholars with visits to local cultural and historical institutions as well as travel within Brazil, the host Latin American country.

### **GE Education Abroad Goals and Expected Learning Outcomes**

#### **Goals:**

- By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

#### **Expected Learning Outcomes:**

1. Students recognize and describe similarities, differences, and interconnections between Brazil and the U.S. through analysis of course materials and participation in class discussions.
2. Students function effectively outside the United States by living and studying in Brazil and by travelling both to and from and within the country.
3. Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in southeast and northeast Brazil, through essays, journals, and group discussions.

## **2. GE Rationale**

a) How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students' host country/countries and the U.S.?

This goal is built into the selected readings, lectures, and site visits. As students read and discuss the course materials and as they visit historic and cultural sites,

they will be encouraged to both appreciate the incredible diversity of Brazil and to adopt a comparative perspective. Students are also required to take a cross-cultural approach in their major research project.

b) What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?

Students will be required to travel to Brazil and within the country. They will participate in many organized site visits but they will also “free time” to explore new and old sites independently, either individually or in small groups, and to communicate with local people, often across language barriers. A “city tour” in the first day in each new city makes this easier. The course will also include a one-day service learning experience for the students.

c) In what ways is the academic content of this particular course enriched by the Education Abroad component of the course?

What students learn in their readings and through discussions will be reinforced and extended by excursions to related sites, museums, and places of interest. For example, after a lecture on the Brazilian education system, we will visit school in the states of São Paulo and Bahia. We will compare and contrast the schools in these two different regions of Brazil, and establish differences and similarities between Brazil and the United States. During our stay in São Paulo, we will explore cultural aspect of southeast Brazil such as the impact of European immigrants, while in Bahia we will study the cultural impact of the African population that was brought to Brazil as slaves during the colonial times. For example, after reading about the influence of the twentieth-century writers, painters and architects known as *Modernistas* on the Brazilian culture, we will visit some of the neighborhoods of the city of São Paulo, and visit *Pinacoteca*, which houses paintings and artifacts of the M. Similarly, in Bahia will visit the museum of Afro-Brazilian culture, and explore the various cultural movements and individual artistic expressions that characterize Brazilian northeast.

### 3. GE Assessment Plan

a) Students are required to write a reflection paper at the end of the course that captures how well they have met the Education Abroad ELO's. The assessment will follow the guidelines provided in the Appendix of the GE Education Abroad Assessment Plan, which include writing a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Education Abroad experience: 1. What are the most striking similarities, differences, and interconnections have you encountered between your host country and the U.S.? 2. How have you developed an ability to function effectively within your host country? (think of the ways you communicated verbally and non-verbally in your host country and how you overcame challenges) 3. Overall, how has your Education Abroad experience enriched your academic experience? Use concrete examples.

b) Optional direct assessment measure:

Each student will write a research paper on a topic of their choice, but one which takes into account the similarities, differences, and interconnections between Brazil and the U.S.

This assignment aligns with ELO 1 above.

Students will fill-out the standard OIA survey, which includes many questions related to the GE study abroad ELOs.

c) **Explanation of the level of student achievement expected.** I expect all students to be able to earn at least a grade of "C" on the two assignments that correlate directly with the Expected Learning Outcomes of the GE Study Abroad Category. These are the main research paper, the reflection paper, and the journal entries.

d) **Description of follow-up/feedback process.**

As the proposer and first teacher of this course, I will collect and examine the results of all direct and indirect assessment methods to see whether the course is meeting its Goals and ELO's. I will continue to monitor the course, making suggestions for improvement to future teachers. I am happy to assume the responsibility of archiving information and assessment materials. OIA surveys for the 2010 and 2012 study trips were very positive in terms of the students' response to the study abroad experience.

#### **4. A detailed rationale for the number of credit hours to count for GE credit.**

This 3 credit hour course has the following contact hours:

- City Tours (3 x 4 hrs) = 12 hrs
- Day trips (2 x 10) = 20
- Half-Day visits (4 x 4) = 16
- Lectures and cultural events (12 x 2) = 24
- Free-time, immersed in another culture (at least 40-60 hrs).
- Total: 64 hours, plus cultural immersion (40-60 hrs) (= 104-124 hrs. grand total).

## Course Syllabus

### Course Description:

This course provides a general introduction to the history, culture and politics of Brazil. The course will consist of lectures on special topics by the faculty of University of the UNESP-SJRP, and of ACBEU/Salvador, fieldtrips, and survival Portuguese classes. In addition, the course will coordinate with courses for UNESP students of English to offer opportunities for both student groups to collaborate on joint projects that will serve the learning objectives of both groups. In Salvador, the course will explore some of the contemporary advances and challenges of the people of Bahia Brazil socially, culturally and environmentally. Through a combination of lectures, readings, fieldtrips and workshops, students will learn about the unique traditions of the region of Bahia as well as the challenges that social inequality, modernization, urbanization and tourism present. The course is designed as the second half of our introduction to Brazil. We will focus particularly on race relations in Bahia and the formation of Afro-Brazilian identity, cultural expressions, and innovations. Through a combination of lectures, readings, fieldtrips and projects, students will learn about Brazil in general and the contrasts between the prosperous region of São Paulo and the less wealthy, but culturally rich state of Bahia.

### Required Readings:

Marshall Eakin, *Brazil: The Once and Future Country*.

Darlene Sadlier, *Brazil Imagined: 1500 to the Present*. ISBN 978-0-292-71857-9 (course packet)

Course Materials from SJRP and ACBEU

### Goals:

By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

### Expected Learning Outcomes:

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.

Students are expected to describe similarities, differences, and interconnections between Brazil and the U.S. through analysis of course materials and participation in class discussions. By living and studying in Brazil, by travelling both to and from and within the country, and by living with host families, students demonstrate that they function effectively outside the United States. Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in southeast and northeast Brazil, through essays, journals, and group discussions.

### Evaluation Criteria:

Classwork (reading, lecture and language worksheets)	20%
Participation	20%
Research Paper	40%

**Classwork 20%:** Students will receive worksheets to help them master the readings and digest lectures. These worksheets must be turned in daily. Students will also be attending “survival Portuguese” classes that will have specific language assignments to be turned in during each class. Through the assignments students will describe and analyze the cultural contexts and manifestations of the Brazilian people.

**Participation 20%:** Besides attending all scheduled activities (classes, lectures, fieldtrips, workshops, reflection sessions), students are expected to attend all lectures and organized activities. To receive a high participation grade, students are expected to have completed the reading assignments, and to be prepared to discuss them with lectures guides, and fellow students.

**Research Paper 40%:** Students must submit a 1000 word research paper on a topic of their choice, but one that addresses the similarities, differences, and interconnections between southeast and northeast Brazil, and between Brazil and the United States. Research proposals should be submitted by the end of second week, and will be revised with the instructor’s feedback during the third week. The final paper is due on May 26.

**Reflection Paper 20%:** Students must submit a 4-page minimum (double-spaced) reflection paper addressing the following questions: 1. Describe the most striking similarities, differences, and interconnections you have encountered between southeast and northeast Brazil, and between Brazil and the U.S. What do they reveal about these two countries? 2. Explain how you have developed an ability to function effectively in Latin America and what obstacles you have faced in the realms of verbal and non-verbal communication. 3. Overall, how has this course enriched you academic experience? Use concrete examples. (due in Carmen dropbox May 27)

#### **GRADING SCALE:**

A	100-93	C+	77-75	E	64.9-0
A-	93-90	C	74-72		
B+	89-85	C-	71-70		
B	84-80	D+	69-67		
B-	79-78	D	66-65		

#### **Course Policies:**

#### ***Disability Statement:***

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor of their status; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/.eeds>. The Office for Disability Services is located in 150 Hall, 1760 Neil Ave.

#### **Academic Misconduct:**

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>



## Schedule May Term 2013

- May 2           Departure to Brazil
- May 3           Arrival in the city of São Paulo  
Orientation by Dr. Gisele Manganelli Fernandes, Associate Professor of English  
Bus trip to São José do Rio Preto  
(Suggested Activity: Take advantage of your observations at the airport in São Paulo, and also during the bus trip from São Paulo city to SJRP to compare and contrast aspects such as the way Brazilians interact with each other, and with foreigners, the buildings in the city of São Paulo, the traffic in the major Brazilian highways, etc, with similar aspects in the USA)  
Arrival at SJRP in the afternoon  
7:00PM- Group Dinner
- May 4           10AM- SJRP City Tour  
1:00PM-Lecture on Brazilian Higher Education and UNESP by  
4:00PM- Campus Tour – Dr. Gisele Manganelli Fernandes
- May 5           9:00AM - Reflection (Prof. Costigan)  
2:00PM-Meeting with UNESP English Majors  
Interview the students you meet about the reason why they are majoring in English, what they plan to do upon graduating, etc. Ask them about their families, living conditions, and entertainment in SRJP, etc.  
Reading #1- Marshall Eakin, Introduction and Chapter1: "The Country of the Future" and "The Present of the Past", p.1-66
- May 6           9:00AM-Visit to the afterschool program "Escola Viva"  
1:30AM Discussion Session-. Eakin's Introduction and Chapter 1 (Prof. Costigan)  
3-6:00PM –Portuguese Language Class
- May 7           9-00-12:00Noon- Portuguese Language Class  
3:00PM-Presentation on Brazilian History and Geography (Students from "Pescar" Project)  
5:00PM-Lecture on Brazilian Agrobusiness by Dr. Waldir Barros Fernandes Jr., followed by a meeting with students at FATEC-College of Technology  
Reading # 2-Marshall Eaking, Chapter 2, "The Brazilian Archipelago", p.67-101
- May 8           8:30AM-Discussion Session Eakin Chapter 2 (Prof. Costigan)  
Reeding #3 D. Sadlier, Chapter 4. "The Foundation of National Literary Imaginary"  
Visit to "Informa", an Industrial Company of software for radio stations (Mr. Gilberto P. Mariano)  
3-6:00PM-Portuguese Language Class
- May 9           9:00-11:30AM-Discussion Session on Readings # 3 and 4 (Prof. Costigan)  
4:00PM Lecture: "Brazilian Economy and Politics" by Mr. Luiz Fernando Lucas, São Paulo Federation of Industries
- May 10          9:00-11:30AM Reading and discussion # 5- Darlene Sadlier, "Modernist Brazil", p. 184-208.  
1:00-3:00PM Portuguese Language Class  
4:00PM Lecture on Brazilian Modernism
- May 11          Travel to the city of São Paulo  
City tour

- May 12 Visit Pinacoteca and Museu do Imigrante  
Group Dinner  
Reading # 6 Eakin Chapters 3 and 4-“Lusotropical Civilization” and “Power and Patronage” p.103-210 (Selections)
- May 13 9:00AM-Discussion Session on Reading # 6  
1:00PM-Lecture: “Brazilian Popular Culture” by Dr. Alberto Ikeda  
4:00 Feedback on the program sponsored by UNESP
- May 14 Travel to Salvador, Bahia  
11:30-12:30PM- Orientation with Clara Ramos  
Afternoon: Lunch at the Hotel  
2:15-7:00PM-Panoramic tour of the city of Salvador (Simone)  
7:30PM- Meeting with the host mothers at the Hotel
- May 15 9-11:00AM Lecture: “Afro-Brazilian History” with Prof. Willis Santos  
1-2:30PM- Portuguese Language Class  
3-4:00PM-Reflection with Prof. Costigan  
7:00PM Capoeira Show at Escola de Belas Artes da UFBA
- May 16 9-11:00AM – Lecture on “Afro-Brazilian Religion” with Prof. Lisa Castillo  
1-2:30PM-Portuguese Language Class  
2:30-6:30- Pelourinho Tour: Visit Jorge Amado Foundation, Abelardo Rodrigues’s Museum, Pierre Verger Galery (Simone)  
7:30PM- Folk Ballet in Pelourinho
- May 17 9-11:00AM-Lecture and Dance Workshop with Roberto Mesquita  
1:00PM- Departure to Morro de São Paulo  
Suggested Activity: While traveling from Salvador to Morro de São Paulo, observe aspects such as the condition of the roads, the houses in interior of the state of Bahia, the attitude of the people, etc. Compare and contrast the aspects you observed in northeast Brazil with those observed in the southeast region of the country. Establish comparisons with life in the USA.  
Evening: Free time to enjoy Morro de São Paulo
- May 18 9-11AM Reading # 7 “Brazil is Taking Off” *The Economist*  
1:00- Lecture on Baroque Art in Bahia  
4:00PM- Reading discussion and reflection with Prof. Costigan
- May 19 Exploration of Morro de São Paulo with Prof. Costigan  
Take copious field notes on your experience in Morro de São Paulo
- May 20 Departure from Morro de São Paulo  
6:00PM- Arrival in Salvador
- May 21 9-11:30AM-Visit to “Terreiro Afonjá”  
1-2:30PM-Portuguese Language Class  
3:00PM- Reflection with Prof. Costigan
- May 22 9-4:00PM-Visit “Bagunçação”- Workshop with children (Music, capoeira, percussion)  
(Lunch will be served at Bagunçação)  
Evening Free
- May 23 9-11:00AM-Lecture: Feminism and Women’s Movements in Contemporary Brazil: Major Achievements and Challenges, Prof. Cecília Sardenberg (NEIM)  
1-2:30PM-Portuguese Language Class  
5:30PM- Reflection with Prof. Costigan
- May 24 Cultural event sponsored by ACBEU

- May 25 9-11:00AM- Lecture on Brazilian Contemporary Political Issues  
Evaluation of the Bahia-ACBEU program
- May 26 Free time
- May 27 9-12:00Noon-Reflection/Interpretive Paper and Presentation by the students  
Afternoon: Farewell lunch with host moms at Casa do Comércio//SENAC  
12:30PM
- May 28 Return trip to the USA