

**The Ohio State University  
Colleges of the Arts and Sciences New Course Request**

Spanish and Portuguese

Academic Unit

Portuguese

Book 3 Listing (e.g., Portuguese)

450

Introduction to the Study of Literatures and Cultures

Number

Title

INTRO TO LIT & CULT

U

5

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn X

Winter

Spring

Year 2007

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information**

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*):

Strategies for reading, and extensive practice in analyzing, literary and cultural texts from the Portuguese-speaking world.

Quarter offered: SU AU<sup>✓</sup> WI SP Distribution of class time/contact hours: 2-2

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): YES

Prerequisite(s): Portuguese 401 or 402 or 403 or 502 or permission of instructor

Exclusion or limiting clause:

Cross-listed with: N/A

Grade Option (Please check): Letter  S/U  Progress  What is course is last in the series? \_\_\_\_\_

Honors Statement: Yes  No  GEC: Yes  No  Admission Condition  
Off-Campus: Yes  No  EM: Yes  No  Course: Yes  No

Other General Course Information:

**B. General Information**

Subject Code\_16.0904\_ Subsidy Level (V, G, T, B, M, D, or P) \_\_\_\_\_

If you have questions, please email Jed Dickhaut at [dickhaut.1@osu.edu](mailto:dickhaut.1@osu.edu).

1. Provide the rationale for proposing this course:

This course fills a gap in the curriculum of the Portuguese major and minor: It bridges advanced language courses and 500-level courses in literatures and cultures. Currently, students generally jump from 400-level courses that focus on linguistic skills to 500-level courses in literatures and cultures. Although some students—such as advanced Spanish majors—may come to the class with sufficient skills in critical analysis of texts, many students are inadequately prepared. The proposed course will ensure that all students at the 500-level in the Portuguese program share a fundamental knowledge of approaches to analyzing literary and cultural texts. As a result, 500-level courses will be more enriching and productive for all students, and, in general, the Portuguese program will better prepare both minors and majors.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one):  Required on major(s)/minor(s)  A choice on major(s)/minor(s)  
 An elective within major(s)/minor(s)  A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.  
 This course will be a requirement for the Portuguese minor and major, and will be a prerequisite for 500-level literatures and cultures courses.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes  No  List: Approval of new course Portuguese 402, and changes to Portuguese 202 (to become Portuguese 403) and Portuguese 401.

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: N/A \_\_\_\_\_

6. Expected section size: 15 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes  No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):  
 Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).

**Approval Process** The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Donald P. Larson Donald P. Larson 12/14/06  
 Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Fernando Unzueta F. UNZUETA 12/15/06  
 Academic Unit Graduate Studies Committee Chair Printed Name Date  
 3. ACADEMIC UNIT CHAIR/DIRECTOR Printed Name Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17<sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to [ascurofc@osu.edu](mailto:ascurofc@osu.edu). The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE Printed Name Date

6. ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. ACADEMIC AFFAIRS Printed Name Date

**Portuguese 450**  
**Introduction to the Study of Literature and Culture in Portuguese**

Quarter Offered: Autumn 2007

Prof. Richard A. Gordon  
Office: 243 Hagerty Hall  
614-292-5719  
gordon.397@osu.edu  
Office hours: TBA

Course Description:

This is the first literature/culture course most students will take and it constitutes a crucial link between previous courses in language and culture and upper-division courses in literature and culture. This course is not a comprehensive, historical survey of Lusophone literatures and cultures, but it does give students a broad exposure to key authors, literary movements, genres, and cultural problematics of the Portuguese-speaking world. Principally, the course is intended to impart tools needed for more advanced literary and cultural analysis. Through a curriculum that includes Portuguese-language writings and cultural texts from Brazil and Portugal, we will practice various approaches to reading different types of literary and cultural texts (e.g., historiography, fiction, poetry, cinema). Readings from the main texts will be complemented in class with films, music, painting, digital media, clips from television, etc.

Note: Communication in class will be entirely in Portuguese. If there is a word you do not know how to say, you will be asked to use circumlocution. Practice using well the vocabulary that you already know, and you will learn to think in Portuguese and increase your fluency.

Course Objectives:

- To become familiar with key aspects of the literatures and cultures of the Portuguese-speaking world.
- To master a vocabulary to articulate students' own observations about literature and culture in Portuguese.
- To develop techniques of literary and cultural analysis through guided examinations of diverse literary and cultural texts.
- To learn to use analytical skills to construct clear, well-supported arguments about cultural texts in the form of essays.
- To attain greater oral and written proficiency in Portuguese through in-class discussion, on-line discussion-board debates, and several short critical essays.
- To hone critical thinking skills.

Course texts:

Selections from the following anthologies will be required:

- Moises, Massaud. *A literatura portuguesa através dos textos*. São Paulo: Editora Cultrix, 1998.
- Cândido, Antônio and José Aderaldo Castello. *Presença da literatura brasileira*. 10<sup>th</sup> edition. Vols. I and II. Rio de Janeiro: Bertrand Brasil, 2001.
- Moriconi, Italo. *Os cem melhores poemas brasileiros do século*. Rio de Janeiro: Editora Objetiva Ltda., 2001.
- Moriconi, Italo. *Os cem melhores contos brasileiros do século*. Rio de Janeiro: Editora Objetiva Ltda., 2000.

Handouts with explanations of critical terms and concepts will be made available through the course's page in Carmen. Students are required to use their OSU email accounts. Through analysis of primary readings and supplemental cultural texts introduced in class, we will practice and expand on the basic terms and concepts introduced through the handouts.

### Evaluation:

- Participation: 30%
- Quizzes: 15%
- Four Short Reaction Papers: 20%
- Midterm Exam: 10%
- Final Exam: 10%
- Final Paper: 15%

### Explanation of Evaluation Categories:

- **Attendance**
  - Students are expected to come to class on time every day and to stay until the end of class. Unexcused late arrivals and early departures will each count as ½ of an unexcused absence. Since the class meets only twice a week, students will be allowed just two unexcused absences. After that, your final course grade will be lowered by 2% for each unexcused absence.
  - You should use your two “grace days” to cover unexcused absences (work, family vacations, long weekends, weddings, family emergencies, undocumented illness, transportation problems, etc.).
  - Excused absences must be discussed with the instructor and documented. Examples of excused absences are:
    - Legitimate excused absences include the following: participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. A note from Student Health Services that indicates, “The patient was not seen here during this period of illness,” is not acceptable. It is the student's responsibility to notify his/her instructor of any excused absence as far in advance as possible. Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes.
  - There will be no make-up quizzes. Other make-up work is possible in the event of excused absences. Arrangements for make-up work must be negotiated with the instructor prior to the absence, if possible. Makeup work will be permitted only when the instructor is presented with acceptable documentation. Work must be made up in a timely manner (e.g. before the next scheduled evaluation).
- **Participation (30%)**
  - *On-line participation (20%)*: Each student will be required to participate in an on-line discussion (on the course's webpage through Carmen) once a week, before the beginning of Thursday's class (in-class discussion on Thursdays will spring from the preliminary debate that you conduct on-line). Postings that arrive after that time will not be counted.
    - Each week you must contribute: (1) a 100-word minimum analysis (not summary) of a specific aspect of one of the texts being studied that week; and a 100-word minimum response to the analysis of another student.
  - *In-class participation (10%)*: The in-class participation grade will be based on appropriate in-class contributions to discussions. You should come to class prepared to discuss assigned texts.
- **Quizzes (15%)**
  - There will be a short quiz at the beginning of each class based on the assigned texts. The quizzes are intended to help you master basic critical vocabulary and concepts, as well as to ensure the careful study of primary texts.
  - There will be no make-up quizzes.

- **Four Short Reaction Papers (20%)**
  - Four 1-2 page analyses will be completed during the quarter.
  - These papers should be double-spaced with 1" margins, Times New Roman 12 pt.
  - In each case you must support a clear thesis with a focused, coherent argument and concrete observations from the text being studied.
  
- **Midterm Exam (10%)**
  - This midterm will cover topics covered by course texts and in-class work. The format of the midterm will be short answers. Emphasis will be placed on broad knowledge of the texts and contexts covered to this point, as well as on the ability to put to use basic strategies of analyzing cultural texts.
  
- **Final Exam (10%)**
  - The format will be similar to the midterm
  
- **Final Paper (15%)**
  - The final paper will be an expanded version of one of the reaction papers.
  - The format and key objectives of the final paper are similar to the reaction papers, but this paper is longer (7-9 pages) and more ambitious. The paper must maintain a tight focus on a particular aspect of a text, but must provide more extensive and detailed analysis of the subject. This will still be principally your own close reading. However, in consultation with the instructor, you must situate your analysis within a theoretical and critical context (at least one critical and one theoretical reading must be referenced in your paper).

Disability Statement:

Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Plagiarism and Other Matters of Student Misconduct:

Please review the entire "Code of Student Conduct": [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

I have excerpted here the section related to plagiarism and other related matters:

3335-23-04 Prohibited conduct

Any student found to have engaged in the following conduct while within the university's jurisdiction, as set forth in section 3335-23-02, will be subject to disciplinary action by the university.

1. Academic misconduct

Any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment unless such assistance has specifically been authorized;

4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;

5. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted;

6. Falsification, fabrication, or dishonesty in reporting laboratory and/or research results;

7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;

8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;

9. Alteration of academically-related university forms or records, or unauthorized use of those forms;  
and

10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

Class Cancellation Policy:

In the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

## CALENDAR

DATE	ASSIGNED TEXTS	DATES OF EXAMS AND ASSIGNMENT DUE DATES
<b>Week 1</b>		
T	Introduction to the course. Film screening: <i>O descobrimento do Brasil</i> . (Dir., Humberto Mauro, Brazil, 1937).	
R	Study: "Como analisar um filme", "Vocabulário do cinema" (posted on Carmen course page).	Post discussion board entry before class.
<b>Week 2</b>		
T	Primary reading: Pero Vaz de Caminha's letter of discovery [Online: <a href="http://www.cce.ufsc.br/~nupill/literatura/carta.html">http://www.cce.ufsc.br/~nupill/literatura/carta.html</a> , etc.]	<u>REACTION PAPER DUE BY EMAIL BEFORE CLASS</u>
R	Primary reading: Pero Vaz de Caminha (2nd half); Fernão Lopes (MM 35-43)	Post discussion board entry before class.
<b>Week 3</b>		
T	Primary reading: Padre Antônio Vieira (AC I: 44-58)	<u>REACTION PAPER DUE BY EMAIL BEFORE CLASS</u>
R	Study: "Como analisar um poema", "Vocabulário da poesia" (posted on Carmen course page) Primary reading: Luís de Camões (MM 67-90)	Post discussion board entry before class.
<b>Week 4</b>		
T	Primary reading: Gregório de Matos (AC I: 58-70)	<u>REACTION PAPER DUE BY EMAIL BEFORE CLASS</u>
R	Primary Reading: Frei José de Santa Rita Durão (AC I: 131-143); Manuel Maria Barbosa du Bocage (MM 218-224)	Post discussion board entry before class. <u>Evaluation of the course:</u> What is working well for you? How would you suggest to improve the course? Please print out these evaluations anonymously and bring to class. We will discuss possible adjustments to the course in the following class.
<b>Week 5</b>		
T	Primary reading: Camilo Castelo Branco (MM 271-276) Study: "Como analisar a narrativa", "Vocabulário da narrativa"	
R	Primary reading: José de Alencar (AC I: 282-287); Gonçalves Dias (AC I: 257-258; 262); Castro Alves (AC II: 59 & 66-73). Prepare a synthesis of topics covered to date, and several questions to structure an in-class review for the midterm.	
<b>Week 6</b>		
T		<u>MIDTERM</u>
R	Primary reading: Eça de Queroz (MM 322-338)	
<b>Week 7</b>		
T	Primary reading: Machado de Assis (AC II: 109-138)	<u>REACTION PAPER DUE BY EMAIL BEFORE CLASS</u>
R	Primary reading: Fernando Pessoa (MM 396-406)	Post discussion board entry before class.

**Week 8**

**T** Primary reading: Euclides da Cunha (AC II: 259-269)  
Film screening: *Deus e o diabo na terra do sol* (Dir., Glauber Rocha, Brazil, 1964)

**R** Primary reading: Graciliano Ramos, "Um cinturão" (IM 2000: 144-146); Raquel de Queiroz, "Tangerine-Girl" (IM 2000: 159-164)

Post discussion board entry before class.

**Week 9**

**T** Primary reading: Clarice Lispector, "Feliz Aniversário" (IM 2000: 239-248); Nélide Piñón, "I love my husband" (IM 2000: 451-456); Silviano Santiago, "Days of Wine and Roses" (IM 2000: 557-566)

**R** Primary reading: Oswald de Andrade, "Pero Vaz de Caminha" (IM 2001: 79-80); Cecília Meireles, "Romance XXI ou Das idéias (do *Romanceiro da Inconfidência*)" (IM 2001: 203-207); Vinícius de Moraes (IM 2001: 221-223); Adão Ventura (IM 2001: 225)

Post discussion board entry before class.

**Week 10**

**T** Primary reading: Carlos Nejar, "Luiz Vaz de Camões" (IM 2001: 143-144)

Film screening: *Terra estrangeira*. (Dir., Walter Salles and Daniela Thomas, Portugal and Brazil, 1996)

**R** Prepare a synthesis of topics covered to date, and several questions to structure an in-class review for the final.

FINAL PAPER DUE BY EMAIL  
BEFORE CLASS

FINAL EXAM TIME AND DATE TBA