

BROWN UNIVERSITY

DEPARTMENT
OF
PORTUGUESE
AND BRAZILIAN STUDIES

A HANDBOOK FOR
GRADUATE STUDENTS

2025-2026

**THE DEPARTMENT OF
PORTUGUESE AND BRAZILIAN STUDIES**

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***Laura Bass, Interim Chair
Patrícia Martinho Ferreira, 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 as 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.

In addition to offering academic programs in Portuguese language, Portuguese and Brazilian Literature, History and Culture, 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, and the publication of books and five scholarly journals exemplify the Department's broader social and educational contributions.

For more information, please visit the homepage of the [Department of Portuguese and Brazilian Studies](#).

FACULTY AND STAFF

Ana Balona de Sá Oliveira, FLAD Visiting Lecturer (Fall 2025)

Laura Bass, Interim Chair of Portuguese and Brazilian Studies, Associate Professor of Hispanic Studies, Associate Professor of History of Art and Architecture

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Support Staff

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GRADUATE PROGRAMS IN PORTUGUESE AND BRAZILIAN STUDIES

Patrícia Martinho Ferreira, Director of Graduate Studies

The Department of Portuguese and Brazilian Studies offers two graduate degree programs: a Doctoral of Philosophy in Portuguese and Brazilian Studies and a Master's in Portuguese and Brazilian 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 of 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, and History. 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 Lusophone (African, Brazilian, Portuguese) literature and culture.*

In training our doctoral students to become effective scholars, teachers, and educational leaders, the Department is committed to instilling and maintaining a practice of diversity, equity and inclusion, globally conceived. The Department is responsive to differences as they pertain to gender, race, ethnic and national origin, sexual orientation, religious affiliation, and economic background.

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

Specific Requirements for the Doctoral Program

It is the students' responsibility to become knowledgeable about the policies and requirements of our doctoral program as well as the Graduate School. It is also essential that students respect and abide by the Brown Academic Code.

Coursework: The Department recognizes that doctoral students in Portuguese and Brazilian Studies have varied interests and therefore it encourages each student to construct his or her individualized program in consultation with the Director of Graduate Studies. Nevertheless, the Department also finds it necessary to provide students with guidance regarding our overall expectations for course load and distribution across the various regions of the Portuguese-speaking world and different historical periods:

1. Students will complete a minimum of sixteen courses, one of which may be an independent study. Exceptions need to be approved by the voting faculty.

2. First-year students who are the recipients of fellowships must enroll in four courses each semester and must take a language pedagogy course during their first year, such as CLS 2900 Pedagogy or an equivalent. Second-year students should normally enroll in three courses each semester. In consultation with the DGS, third-year students will choose the pattern of courses that best suits their completion of the department's course requirements in conjunction with the writing of their major paper and of a book review.

3. Students will complete a minimum of six graduate seminars in Portuguese and Brazilian Studies (POBS 2000 courses). These seminars may not be replaced by independent studies nor courses from other departments.

4. At least fourteen of the minimum sixteen courses should be taught by members of the Portuguese and Brazilian Studies faculty, with primary listings in Portuguese and Brazilian Studies as well as in related departments such as Africana Studies, Comparative Literature, History, etc. that are cross-listed in Portuguese and Brazilian Studies (or meet the 40% Lusophone content threshold). Cross-listed courses must meet the 40% Lusophone content threshold. Courses not listed or cross-listed in POBS must be approved by the DGS to count towards the 14-course requirement.

5. Although students will specialize in a particular area or period, courses should be distributed across the various regions of the Portuguese-speaking world and different historical periods.

6. Students will complete a minimum of:

- One 2000-level course focusing entirely or in part on Brazilian literature before 1900
- One 2000-level course focusing entirely or in part on Portuguese literature before 1900
- One 2000-level course focusing on Lusophone African literature/culture
- One 2000-level course focusing entirely or in part on post-1900 Portuguese literature/culture
- One 2000-course focusing entirely or in part on post-1900 Brazilian literature/culture
- One 1000 or above course focusing on Lusophone history/culture.

7. Students should understand that sixteen is only the minimum REQUIRED number of courses. Students are free to take or audit additional courses and to enroll in additional independent studies both in Portuguese and Brazilian Studies and in other departments beyond the sixteen-course minimum.

In selecting their courses, our doctoral students should give top priority to graduate seminars offered under the aegis of the Department of Portuguese and Brazilian Studies (2000 level). These seminars are designed specifically to fulfill the needs of our doctoral students by providing comprehensive coverage of the field over a three-year cycle. Appropriate 1000 level courses may be selected in consultation with the Director of Graduate Studies as a complement to the department's graduate seminars.

Graduate students in the course stage (first five semesters) must secure approval from the Director of Graduate Studies for their program of courses prior to registration for each semester.

8. Explanation of Academic Standing

“Good”: Student is completing course work and making timely progress on program benchmarks (2nd year: General Exam; 3rd year: Major paper and book review; 4th year: Dissertation Colloquium; 5th year: At least one chapter of the dissertation completed and approved by dissertation director; 6th year: Progress toward completion of dissertation)

“Satisfactory”: Student is completing course work and making timely progress on program benchmarks but holds one “Incomplete” per the most recently completed semester.

“Warning”: Student is delayed in progress on program benchmarks; holds one “Incomplete” (or more) for more than two semesters; or holds more than one “Incomplete” per the most recently completed semester. *For implications regarding “Warning Status,” please consult Brown’s Graduate School Handbook.*

9. Faculty members are committed to providing students with comments on their written work in a timely manner, and to discuss these comments with the students individually upon request.

10. Doctoral students who have already acquired a Master’s Degree in Portuguese and Brazilian Studies or in a related field, at another institution, may obtain a transfer of credits that cannot account for more than the equivalent of one full year of graduate study (eight courses). Students who wish to transfer a year of credits will be expected to complete their milestones according to the new timeline determined by the transferred credits. For example, the major paper and the book review must be completed at the end of the second instead of the third year.

11. Deviations from these guidelines should be requested in writing and require approval by the Department’s voting faculty.

General Examination: The general exams are taken over two days long, for three hours a day. Students answer three questions each day (one day in English and one day in Portuguese), for a total of six questions. This is the last formal examination our doctoral students sit for. Students are expected to take this examination during their fourth semester in residence and no later than May 20.

In answering the General Examination questions, students are expected to demonstrate not only familiarity with the works on the reading list but also an ability to apply analytical and critical skills to literary and cultural texts.

Exam results will be communicated to the graduate student in writing by the DGS within a week after the examination is completed. Students who do not obtain a satisfactory result in up to two questions are expected to retake the examination in the corresponding area/s by the end of his/her third semester in residence. If the student does not obtain a satisfactory result in more than two areas of the exam, he/she will be withdrawn from the program.

Reading List

Portugal

Lírica Galaico-Portuguesa (*Seleção de poemas*)
Fernão Lopes, *Crónica de D. João I*
Gil Vicente, *Auto da Barca do Inferno*
Luís de Camões, *Os Lusíadas*
Antero de Quental, *Sonetos*
Ana Plácido, *Herança de Lágrimas*
Camilo Castelo Branco, *Amor de Perdição*
Eça de Queirós, *Os Maias*
Fernando Pessoa, *Seleção de Poemas* (Poesia ortônima (including *Mensagem*) and the heteronymous poetry by Alberto Caeiro, Ricardo Reis and Álvaro de Campos)
Vitorino Nemésio, *Mau Tempo no Canal*
Vergílio Ferreira, *Aparição*
M. I. Barreno, T. Horta e M. V. Costa, *Novas Cartas Portuguesas*
José Saramago, *Memorial do Convento*
Lídia Jorge, *A Costa dos Murmúrios*
António Lobo Antunes, *O Esplendor de Portugal*
Hélia Correia, *Contos*
Sophia de Mello Breyner, *Livro Sexto*
António Sérgio, *Breve Interpretação da História de Portugal*

Africa

José Eduardo Agualusa, *Nação Crioula*
Pepetela, *A Geração da Utopia*
Mia Couto, *Terra Sonâmbula*
Paulina Chiziane, *Niketche*
Baltazar Lopes, *Chiquinho*
Orlanda Amarilis, *Cais-do-Sodré té Salamansa*
Abdulai Sila, *A Última Tragédia*
Luís Cardoso, *Crónica de uma Travessia*
Patrick Chabal, *A History of Postcolonial Lusophone Africa*
Antologia de Poesia de Mulheres Africanas
Amílcar Cabral, *Textos políticos*

Brazil

Sérgio Buarque de Holanda, *Raízes do Brasil*
Gilberto Freyre, *Casa-Grande & Senzala*
Alfredo Bosi, *Dialética da Colonização*
Thomas Skidmore, *Black into White: Race and Nationality in Brazilian Thought*
Paulo Freire, *Educação como Prática de Liberdade*
Maria Firmina dos Reis, *Úrsula*

José de Alencar, *Iracema*
 Machado de Assis, *Dom Casmurro*
 Aluísio Azevedo, *O Cortiço*
 Euclides da Cunha, *Os Sertões*
 Lima Barreto, *Triste Fim de Policarpo Quaresma*
 Mário de Andrade, *Macunaíma*
 Raquel de Queiroz, *As Três Marias*
 Graciliano Ramos, *Vidas Secas*
 Carlos Drummond de Andrade, *Antologia Poética*
 João Cabral de Melo Neto, *Os Melhores Poemas*
 Clarice Lispector, *A Paixão Segundo G.H.* [SEP]
 João Guimarães Rosa, *Grande Sertão: Veredas*
 Conceição Evaristo, *Ponciá Vicêncio*
 Milton Hatoum, *Relato de um Certo Oriente*
 Ana Maria Gonçalves, *Um Defeito de Cor*

Sample Questions from Past General Examinations:

(1) *Os Lusíadas*, de Luis de Camões, e a *Mensagem*, de Fernando Pessoa, têm sido várias vezes objecto de comparação. Ao que parece, o próprio Fernando Pessoa tinha em mente a epopéia nacional portuguesa quando criou a *Mensagem*. Faça uma análise comparativa e crítica das duas obras.

(2) Um dos temas fundamentais da história intelectual e da literatura brasileiras desde meados do século XIX é a *excepcionalidade* do carácter nacional brasileiro, isto é, a ideia de que o brasileiro e suas produções culturais possuem algo de singular em relação a outras culturas e outras nações. Discuta as variações desse tema em *quatro* seguintes livros: *Iracema*, *Os Sertões*, *Macunaíma*, *Raízes do Brasil*. *Casa Grande e Senzala* e *Formação da Literatura Brasileira*.

(3) Basing your response on your own reading of the Camonean epic, comment on the following statements made by Silvério Augusto Benedito in his “Introdução” to *Os Lusíadas*:

“Os Lusíadas são um vasto rio para onde confluem e onde se tornam caudal vários aspectos da história viva de Quinhentos: o ideal épico português, a vida cultural renascentista, o real das Descobertas, o ideal da Cristandade, a conflitualidade existencial do poeta (...)”

(4) Discuss the following quote by Graça Aranha and relate its emphasis on subjectivity to the narrative construction of what Antonio Candido calls “self and society” in such works as *Perto do Coração Selvagem* e *Grande Sertão: Veredas*. In other words, how are the narratives of these works so designed as to underscore the representation of subjectivity?

“A arte no Brasil não é a representação da realidade, o espelho divino da vida. É a representação da subjetividade do espírito humano.” [*A Éstetica da Vida*, 1921]

Major Paper and Book Review: Before advancing to candidacy students complete two exercises during their third year. Beginning with the summer preceding their third year, students work with a committee of three faculty members (two of which must be voting faculty in POBS), chosen in consultation with the Director of Graduate Studies, towards completing an article of publishable quality and a book review no later than the end of their sixth semester. The article does not have to be accepted for publication but must be deemed publishable by the committee and submitted by the student to a peer-reviewed journal in the US or abroad. The article might be based on work previously submitted for a course or spin off from a paper presented at a professional conference. Any article published before the student started doctoral work at Brown will not be considered towards fulfilling this requirement. Students will also prepare a book review under the guidance of a faculty member with the goal of having it published in an academic journal approved by the department.

Within six weeks of the start of their fifth semester students should present to the Director of Graduate Studies an abstract of their intended project, the names of the committee members, and a tentative timetable for completion.

Consideration will be given to the possibility of replacing the article with a contribution to the profession in the area of the digital humanities, or a substantial literary translation (book length). In order for such projects to be considered, the student must submit a petition with a rationale for the project, which will be reviewed and voted on by the faculty.

A public presentation of the third-year project is not required. Instead, third-year students will meet with the members of their committee to discuss their completed projects. Upon completion of the major paper and the book review, students qualify for a transitional Master of Arts degree (see page 19).

Pre-Dissertation Colloquium: A public oral presentation and discussion 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 completion of the major paper and the book review (seventh semester). 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"). **Copies of the proposal will be made available to interested faculty members and graduate students at least one week before the scheduled date for the colloquium.** The colloquium should occur by the end of the seventh semester. It is customary for the proposed date for the colloquium to be discussed with the Director of Graduate Students before it is publicly announced.

Funding for the fifth year in the form of a dissertation fellowship is contingent on the student having successfully presented her/his pre-dissertation colloquium no later than her/his seventh semester. In the case that the candidate would like to postpone her/his pre-dissertation colloquium, she/he must submit a petition detailing the reason for the postponement to the faculty of the department of Portuguese and Brazilian studies before the end of their seventh semester and must include a timeline for the completion of the pre-dissertation colloquium. The proposed postponement will be brought to the full voting faculty for consideration.

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 authors, 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).

Following the successful defense of the colloquium paper, students are officially advanced to doctoral candidacy (ABD).

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. The department expects that doctoral candidates will serve as teaching assistants and/or teaching fellows for a minimum of four semesters. The department will make every effort to provide doctoral students with a variety of teaching opportunities over the course of their careers.

Participation in the Scholarly Life of the Department: The department sponsors a lively program of lectures, symposia, conferences and occasional concerts, designed to enrich the experience of our students and to complement our classes and seminars. Doctoral students are expected to participate actively in the scholarly life of the department by attending and, whenever applicable, participating in the organization of such events.

Co-curricular Activities: At the end of every year students shall submit a short report on the co-curricular activities in which they participated during that year. The report may include a paper or papers presented at professional conferences (which our students are strongly encouraged to do), publications, as well as attendance at lectures and other events sponsored by the Department of Portuguese and Brazilian Studies and/or related departments.

Dissertation: The dissertation is expected to make an original contribution to the field of Lusophone Studies, consistent with the high research and scholarship standards of the department. The dissertation may be written in English or in Portuguese and should normally be at least 200 pages in length. It should conform to standard academic style (objective and clear

language, avoidance of colloquialisms). Chapters should generally range from 40 to 60 pages. The final copy of the dissertation must strictly follow the formatting guidelines issued by the Graduate School. For complete information about the rules for the preparation and submission of the final copy of the dissertation, please visit the [Graduate School](#) website.

The dissertation committee consists of three or more 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 must be a faculty member in Portuguese and Brazilian Studies with knowledge in the area of the dissertation. Graduate students must have taken a minimum of 1 course with a professor before requesting them to be their dissertation advisor. Any exceptions to this must be discussed and approved by the DGS, Chair and proposed dissertation advisor.

Students submit the first draft of each chapter to the dissertation director. After initial comments by the director, students usually submit a revised draft of the chapter to each member of their committee unless other arrangements have been jointly made by the student, the dissertation director, and a particular reader. It is expected that the director and the readers who choose to evaluate chapters as they are completed will return their comments to the students within a reasonable time frame and meet with the students as needed.

The dissertation defense, scheduled at the convenience of the readers, is open to all members of the university community. The department's faculty and graduate students in residence are expected to attend. 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. **A final draft of the dissertation, except for minor corrections and revisions, must be submitted to the full committee at least two weeks before the scheduled date for the defense.** Please consult with your committee to allow sufficient time for the defense and any edits/copy-edits that must be incorporated to conform to the committee's requests and University submission standards and still meet conferral deadlines. At least one week before the defense, the candidate shall make available the dissertation abstract to faculty and graduate students in the department.

Doctoral students are eligible to have degrees conferred, and to receive their diploma, at three different times over the course of the academic year.

October: For students who complete their degree requirements the preceding summer term.

February: For students who complete their requirements the preceding fall term.

May: For students who complete their requirements over the preceding spring term.

Please consult the [Graduate School's calendar for the submission deadline](#).

It is expected that dissertation defenses will occur during the academic year except under extraordinary circumstances. Exceptions require an application by the candidate and approval by the Chair, Director of Graduate Studies, and Dissertation Director.

Portuguese and Brazilian Studies Internal Deadlines for Graduate Students

Fall Deadlines. Students planning on presenting the colloquium or defending their dissertation in the fall must do so by the end of the fall final exam period.

Spring Deadlines. Students planning on presenting the colloquium or defending their dissertation in the spring must do so by the end of the spring final exam period.

Petitions for exceptions must be submitted in writing for review by the faculty of the department. The petition should include an alternate exam/colloquium/dissertation defense date and justification/rationale for postponement. The petitions must be submitted during the academic year and a minimum of six weeks previous to the exam/colloquium/dissertation deadline.

For graduate school deadlines, including deadlines to submit theses and dissertations and fellowship deadlines, please consult the [Graduate School Site](#).

The Sequence of the Ph.D. Candidacy Process

Based on the requirements described above, 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 end of the academic year (no later than May 20th), six courses, and assignment as teaching assistant or proctor.

3rd year landmarks: Final two courses, completion of a major paper and a book review, 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 and 6th year landmarks: Completion and defense of the dissertation. During the fifth-year students will normally hold a dissertation fellowship. Support for the sixth year will generally be in the form of a teaching assistantship or fellowship. (See below under “Financial Assistance and Assignments of Teaching Assistants, Teaching Fellows and Proctors).

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 order to prepare them for becoming members of the profession, the Department involves our graduate students, within limits set in the *Handbook for Academic Administration* and the departmental *Standards and Criteria*, in searches for new positions, and invites a student representative, selected by the students themselves, to attend the monthly departmental meeting, except for executive sessions in which confidential matters are discussed.

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 five scholarly journals, *BRASIL/BRAZIL*, *e-Journal of Portuguese History (e-JPH)*, *Gávea-Brown*, *Journal of Lusophone Studies (JLS)*, and *Pessoa Plural*.

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 extracurricular 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 one-day group orientation before the start of each academic semester.
2. In addition to the group orientation, 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:

POBS 105: Accelerated Portuguese – This course serves as an accelerated introduction to Portuguese, one of the most widely spoken languages in the world. It is also an introduction to the diverse cultures of Portuguese-speaking societies. Specifically, the course will look into the ethnic, racial, social, and gender diversity in these cultures. Designed for students who have no prior knowledge of Portuguese, POBS 0105 meets five hours per week.

POBS 280: Mapping Food, Eating Meaning, Making Community: A Welcome to the Lusophone World - In this course we will explore the Lusophone world vis-à-vis the local, regional, and national culinary traditions of Brazil, Portugal, Luso-Africa, and Goa. Through a broad selection of cultural material (music, film, television series, short stories, poems, visual art, etc.) that either directly or indirectly dialogues with the theme of food and cuisine in the Lusophone world, we will survey the many cultures of the Portuguese speaking diaspora.

POBS 400: 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.

POBS 630: Topics in 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. The topic changes every semester. This course is intended to provide undergraduate students with ample opportunity to strengthen their speaking, reading and writing skills. Classes rely primarily on discussion and intensive student participation.

POBS 1080: 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.

On a few occasions, advanced graduate students with previous teaching experience have been invited to co-teach other courses, such as POBS 850 (“Comparative Approaches to the Literatures of Brazil and the United States”), COLT 710N (“A Comparative Introduction to the Literatures of the Americas”) and COLT 1810G (“Fiction and History”). However, such opportunities are not guaranteed.

In addition to the training that they receive in the department, students are encouraged to enroll in the Sheridan Center’s teaching certificate program, which provides pedagogical and professional training in the form of methodologies, approaches and techniques. The Center also offers invaluable help in the preparation of CVs, narrative profiles on teaching philosophy and teaching portfolios. Students should check the Sheridan Center website for more details.

Graduate Peer Mentoring Program

The Graduate Peer Mentoring Program pairs fourth- or sixth-year graduate students with incoming graduate students (first year). The program is meant to help incoming students adjust to graduate life at Brown. For the mentors, the program provides professionalization experience, allowing them to develop effective mentoring practices.

The role of the peer mentor is to provide information and support to new students. Peer mentors may offer advice on professional and personal matters such as:

- Balancing teaching, researching, coursework and program expectations
- Work-life balance as a graduate student
- Strategies on completing program benchmarks such as general Ph.D. examinations and colloquia
- Professional networking
- Adjusting to graduate life at Brown
- Campus resources for graduate students
- Life in Providence

Participants are free to set their own meeting schedules. However, we recommend having a minimum of two meetings per semester.

Peer mentors will have funds to invite their mentees for 1-2 meals (lunch) or 1-2 coffees each semester.

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. During their first two years in the program, they are officially assigned as advisees to the Director of Graduate Studies although they are encouraged to develop connections with other faculty members with whom they share research interests.

Beginning in their third year and throughout the remainder of the process towards their degrees, students work with appropriate faculty committees, who advise them regarding their third-year project, their colloquium, and their dissertation.

Students are expected to seek and respond to their advisors' input in course election, preparation for exams and colloquia, research and writing of the dissertation, as well as on other professional matters, such as participation in professional conferences and job applications. On their part, advisors are expected to demonstrate support and care for their advisees for the duration of their program, and be available to meet with their advisees on a regular basis. Advisors are expected to continue their responsibilities to their advisees while on leave, and to write letters of recommendation and support as needed. Letters must be requested in a timely manner. Last-minute requests should be avoided except in exceptional circumstances.

First-year Ph.D. students receive a written assessment of their performance at the close of their first semester. Continuing students receive an annual written assessment of their scholarly and teaching performance, and progress towards the degree at the close of each academic year in accordance with Graduate School regulations. Students receive copies of their Course Performance Reports (CPRs) and Teaching Performance Reports (TPRs) at the conclusion of every semester.

Financial Assistance and Assignment of Teaching Assistants, Teaching Fellows and Proctors

The Graduate School guarantees six years of financial support for doctoral students in good academic standing, who, in the judgment of the department's faculty, are making the expected progress towards the completion of their degree.

Funding may include a combination of Graduate School support, external fellowships or grants, and competitive internal fellowships. Students will be incentivized to pursue external funding through the incentive plan. Students will also have the opportunity to pause their funding clock by taking Advanced Status when prerequisites are met.

Continued support is contingent upon the timely completion of such landmarks as the general examination (fourth semester), the major paper and book review (no later than the end of the sixth semester), the pre-dissertation colloquium (no later than the end of the 7th semester), and the submission of dissertation chapters during the fifth year.

For the first-year financial aid is generally in the form of a university fellowship, covering tuition for eight courses, a monthly stipend and health insurance. Support for the second, third and fourth

years is usually in the form of a teaching assistantship, teaching fellowship or a proctorship, covering tuition, a monthly stipend and health insurance. When students serve as Teaching Assistants, Teaching Fellows or Proctors, they are allowed to enroll in a maximum of three courses per semester.

Since financial support for the fifth year normally consists of a dissertation fellowship, it is essential that students complete their pre-dissertation colloquium no later than the end of their seventh semester.

Sixth-year support, which is usually in the form of a teaching assistantship, is contingent upon the submission and approval of dissertation chapters during the fifth year.

With the approval of the Director of Graduate Studies, students in their third year and beyond may compete for a limited number of graduate proctorships.

Students serving as teaching assistants and teaching fellows are required to participate in orientation programs sponsored by the Center for Language Studies and the Department beginning about a week before the start of fall semester classes. They are also required to participate in an organizational meeting with the department's language coordinator before the start of the spring semester. As such, they should plan their return from summer and winter breaks accordingly. Teaching fellows, teaching assistants and proctors must seek advance permission from their supervisors for extended absences from campus while classes are in session and during the exam period. In planning their summer travel, students should bear in mind that such appointments cover the academic year through May.

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 consider the needs of the department in a given semester.

In addition to academic year fellowships, assistantships and proctorships, the Graduate School guarantees support for four summers during each doctoral student's career at Brown.

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

Students will be eligible for department funding provided they:

- a) Have or are on track to complete program benchmarks on time (2nd year: General Exam; 3rd year: Major paper and book review; 4th year: Dissertation Colloquium; 5th year: At least one chapter of the dissertation completed and approved by dissertation director; 6th year: Progress toward completion of dissertation)
- b) Have completed the required coursework and hold no more than one "Incomplete" for no longer than a semester. Students with more than one "Incomplete" or an "Incomplete" for longer than a semester will not be eligible for department funding.

Belda Family Research Fellowship

Thanks to the continued generosity of the Belda Family, the Department of Portuguese and Brazilian Studies is now able to offer fellowships to support research trips to Brazil by our doctoral candidates. Priority is given to students who have completed their major paper and book review, and been advanced to candidacy.^{[[SEP]]} Interested students should submit a proposal consisting of a two-page narrative, the dates when they plan to use their fellowship, and a budget by May 15. Awards are based upon the significance and soundness of the project and its relevance to the student's research. Each student is limited to one Belda fellowship in the course of his/her career.

Past recipients of the Belda Family Research Fellowship are:

2022: Kevin W. Ennis

2019: Jordan B. Jones

2016: Chloe Hill, Patrícia Ferreira, Silvia Cabral Teresa

2015: David Mittelman, Hasan Shahid, Flora Thomson-DeVeaux

2014: Brianna Medeiros

2013: Adi Gold and Benjamin Legg

2012: Thayse L. Lima

2011: Lamonte Aidoo and Isadora Grevan de Carvalho

2010: Luiz C. Prazeres

2009: Sophia Beal and Stephen Bocskay

2008: Rex P. Nielson

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). 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.

Students who enter our doctoral program in possession of a master's degree in Portuguese and Brazilian Studies or a related field are urged 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.

Certificate Programs in Hispanic Studies and Portuguese and Brazilian Studies

Recognizing the strong historical, linguistic, and literary intersections between the Hispanophone and Lusophone worlds, the Departments of Hispanic Studies and Portuguese and Brazilian Studies have reciprocally launched new graduate certificate programs. The certificates offer an avenue for gaining advanced knowledge of literary, cultural, or intellectual movements, genres, and themes in the other field, as well as familiarity with the key scholarly debates and voices that animate it.

In addition, students develop competence in academic writing and speaking in the certificate language.

The certificate programs were conceived primarily for students in each other's departments, but students from departments beyond Hispanic Studies and Portuguese and Brazilian Studies are also welcome to apply.

Requirements

- 3 seminars in the certificate program chosen to coherently complement the student's studies in the home department. At least two of the courses should be taken at the 2000-level; at least one of the seminar papers for those courses should be in the certificate language;
- a piece of work (e.g., conference paper, dissertation chapter, Major Paper or published article) in the certificate area;
- participation in a colloquium hosted by the certificate program.

Application

Students typically should apply for the certificate program by the end of their second year at Brown. In order to be considered for admission, they must have a minimum of intermediate proficiency in the certificate language as determined by prior coursework or a placement exam. Applications are made through UFunds and consist of the following components:

- A 250–450-word statement of purpose;
- a plan for completion of the requirements;
- approval from the DGS of the home department;
- the applicant's CV;
- a B.A. or M.A. transcript.

Completion of the program

Upon the completion of the certificate requirements, students must submit the seminar paper written in the certificate language and their transcript to the DGS in the certificate department, as well as proof of their colloquium presentation. They should earn "A's" in at least two of their certificate courses and not less than a "B" in the third.

Successful completion of the requirements of the certificate program will be recognized on the Brown University transcript with a notation indicating the completion of advanced study in Hispanic Studies or Portuguese and Brazilian Studies.

Certificate Program in Translation Studies

Students who have a professional interest in translation may want to consider enrolling in the Certificate Program in Translation Studies, offered under the auspices of the Department of Comparative Literature. The program provides a supplemental endorsement for students pursuing academic or non-academic job opportunities that involve translation.

For a detailed explanation of the requirements for this certificate, please visit [Graduate Certificate Program in Translation Studies | Comparative Literature | Brown University](#).

Doctoral Certificate in Collaborative Humanities

Offered by the Cogut Institute for the Humanities, the Doctoral Certificate in Collaborative Humanities is built through research practices dedicated to thinking together across disciplines and geographical locations. The program advances forms of inquiry through teaching models and student practices that experiment with group presentations, collaborative online discussions, co-authored seminar papers, and other forms of intellectual partnership. The doctoral certificate is part of the Institute's Collaborative Humanities Initiative and is directed by Amanda Anderson.

For additional information, please check [Doctoral Certificate in Collaborative Humanities | Cogut | Brown University](#).

Certificate in Language Pedagogy and Academic Engagement

Offered under the auspices of the Center for Language Studies, the Certificate in Language Pedagogy and Academic Engagement gives formal recognition to the excellent training that happens across modern language departments and Brown University more broadly. This certificate enables graduate students to deepen their professionalization in language pedagogy and academic service, preparing them for the multiple facets of academic positions.

For more information, please visit [Doctoral Certificate in Language Pedagogy and Academic Engagement](#).

Deans' Faculty Fellow Program

Sponsored by the Offices of the Dean of the Graduate School and the Dean of the Faculty, the Deans' Faculty Fellows Program awards selected students a two-semester appointment as Visiting Assistant Professors, following completion of the Ph.D. degree. Typically, the fellowship involves teaching or co-teaching one course each semester in a host department.

The selection criteria include the applicant's record of excellence in teaching and scholarship; commitment to diversity, equity, and inclusion; effective departmental citizenship; timely completion of the degree (with extra consideration for applicants completing in six years or less), or, for applicants who do not have the Ph.D. in hand, their timely progress toward degree completion and their plan for completion; and, for all applicants, the support from the advisor and department. The department also requires that students who would like to be considered for a DFF submit a syllabus for a proposed undergraduate course by February 15.

DFFs are nominated according to the department's curricular needs, and selected candidates should be prepared to teach a variety of courses that will meet the department's curricular demands. Neither nominations for nor awards of DFFs are guaranteed.

Previous Portuguese and Brazilian Studies recipients of Deans' Faculty Fellowships include David M. Mittelman (Spring 2018), Chloe Hill (2020-2021, declined), and Pedro Lopes de Almeida (2021-2022), and Renato Amado Barreto (2023-2024, declined to accept a full-time position at the University of Arkansas).

Placement of PhDs in Portuguese and Brazilian Studies

A key measure of the national and international standing of a doctoral program is the placement of its graduates. 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 Paraíba (Brazil)	Universidade Federal da Paraíba (Brazil)*
Katia M. Mota	Universidade Federal da Bahia (Brazil)	Universidade Estadual 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 Lisbon (affiliated)
Pedro S. Pereira	U. of Chicago	Ohio State University*
Alexandra Montague	Smith College	Zuyd University of Applied Sciences (The Netherlands)
Marilia S. Ribeiro	Michigan St. University	Emory University
Yamil Samalot-Rivera, OP	Central U of Bayamón	Universidad del Sagrado Corazón, Puerto Rico*
Robert P. Newcomb	U of California at Davis	U of California at Davis*
Yi Liu	U of Beijing (China)	U of Beijing (China)
Sophia F. Beal	Tulane University	U of Minnesota*
Rex P. Nielson	Brigham Young University	Brigham Young Univ.*
Guilherme T. Ribeiro	Harvard University	U. Federal de Minas Gerais *
Oscar Pérez	Harvard University	Strategic Coach and Spiritual Advisor, Tending the Fires, Las Cruces (NM)
Stephen Bocskay	Harvard University	University at Albany (SUNY)
Lamonte Aidoo	Duke University	Duke University*
Maria D. Villanua	U of Puerto Rico, Rio Piedras	U of Puerto Rico, Rio Piedras*
Ana C. Teixeira	U of North Carolina–Asheville	Emory University

Sandra Sousa	U of Iowa	U of Central Florida*
Daniel Silva	Middlebury College	Middlebury College*
Isadora Grevan de Cavalho	Oberlin College	Rutgers Univ.–Newark
Thayse Leal Lima	U. of Maryland	U. of Maryland *
Sarah H. Ashby	US Dept. of State	US Dept. of State
Benjamin Legg	Vanderbilt U.	Vanderbilt U.
Ana Letícia Fauri	Emory University	U. of Notre Dame
Gabriela G. Gazzinelli	Brazilian Foreign Service (Itamaraty)	Brazilian Foreign Service (Itamaraty)
Brianna L. Medeiros	Taunton High School	Taunton High School
David M. Mittelman	Brown University	US Air Force Academy
Patrícia Martinho Ferreira	U. Mass-Lowell	Brown University
Flora Thomson-DeVeaux	Translator/Writer	Trans./Writer/Dir. Of Research, Rádio Novelo
Marcos Cerdeira	Peace Corps (D.R.)	US Department of Education
Chloe Hill	UNC Chapel Hill	UNC Chapel Hill
Hasan Shahid	Martha's Vineyard Regional High School	U.S. Military Academy (West Point)
Jordan Jones	Brigham Young University	Brigham Young University
Pedro Lopes de Almeida	Brown University	UNC Chapel Hill
Nicolás Barbosa Lopez	Cultural Affairs Specialist, U.S. Embassy, Bogotá (Colombia)	Universidad de los Andes, Bogotá (Colombia)
Torin Spangler	Yale University	Yale University
Renato Amado Barreto	University of Arkansas	University of Arkansas
Kevin W. Ennis	Yale University	Yale University

* Tenured

MASTER OF ARTS IN PORTUGUESE AND 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 speaking knowledge of Portuguese with a humanities/social science curriculum focusing on the Portuguese-speaking world.

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).

TRANSITIONAL MASTER'S DEGREE

Graduate students pursuing a doctorate in Portuguese and Brazilian Studies may apply to receive a master's degree upon completion of their major paper and book review (third year). Students selecting this option will not be required to write a Master's Project. They should contact Lisa.Cote@brown.edu in the Registrar's Office **during the month of January** following the completion of the third-year landmarks, and provide the following information: 1. Name; 2. Banner #; 3. Degree: Transitional Masters; 4. Program: Portuguese and Brazilian Studies; 5. DGS: Luiz F. Valente; 6. Requirements completed.

It is the students' responsibility to meet the deadline for filing the appropriate forms with the Registrar's Office in order to be awarded a master's degree.

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**

Title	Author	Committee	Date
Narrative Streams of Extractivism in Amazonia	Kevin Ennis	L. Lehnen L. Valente F. Martinez-Pinzon	June 20, 2025
The Politics of Portuguese Imperial Historiography: Shifting Narratives of African-European Encounters in the Early Atlantic	Alexsandro Menez	G. Rocha O. Almeida P. Cardim J. Blackmore	April 18, 2025
A Guerra Cultural Conservadora no Brasil Contemporâneo e Sua Expressão Literária	Renato Amado Barreto	L. Valente L. Lehnen J. Green	June 1, 2023
Dr. Playwright and Mr. Bard: A Study of Genres in Twentieth-Century Ibero-America	Nicolás Barbosa Lopez	O. Almeida L. Valente J. Pizarro	December 6, 2021
Reflections on Acceleration: Railroads and Travel Writing in Afro-Luso-Brazilian Scenes	Pedro Lopes de Almeida	O. Almeida L. Valente A. Azoulay	September 6, 2021
Affective Crossings: Mapping Empathy and Human Rights in Literature of the Americas	Jordan B. Jones	L. Lehnen L. Valente F. Martinez-Pinzon	August 11, 2021
Muslims in the National Imaginary: Literary Expressions of Brazilian Orientalism	Hasan Shahid	N. Vieira L. Valente L. Lehnen	December 4, 2020
At Home and Abroad: Global Consciousness, Literary Citizenship, and Belonging in the Twenty-First Century Brazilian Novel	Chloe M. Hill	N. Vieira L. Valente E. Whitfield	August 7, 2020
Navigating the Postslavery Public/Private Divide: Cordiality in Brazilian and South American Literature	Marcos Cerdeira	L. Valente N. Vieira O. Almeida	February 25, 2019
Towards a New Translation of <i>Memórias Póstumas de Brás Cubas</i>	Flora Thomson-DeVeaux	N. Vieira L. Valente L. Simas-Almeida	December 10, 2018
Órfãos do Império Colonial: Reflexo de Perdas e Legados na Literatura Portuguesa Recente	Patrícia Isabel Martinho Ferreira	L. Simas-Almeida O. Almeida R. Ferreira	May 8, 2018
Skepticism and the Limits of Knowledge in Modern Brazilian Literature	David M. Mittelman	N. Vieira L. Valente O. Almeida	November 27, 2017

The Eruption of Insular Identities: A Comparative Study of Azorean and Cape Verdean Prose	Brianna L. Medeiros	O. Almeida L. Simas-Almeida N. Vieira	April 24, 2017
O leque na pasta do ministro: artes amatórias na prosa de ficção brasileira do século dezenove	Gabriela G. Gazzinelli	L. Valente, N. Vieira L. Simas-Almeida	April 17, 2017
O Escritor nas Garras da PIDE: Literatura, Sociedade e Repressão no Contexto do Estado Novo	Ana Leticia Fauri	O. Almeida L. Simas-Almeida L. Valente	April 29, 2016
Admirable but Not Imitable: Brazilian Interpretations of the United States, 1910-1960	Benjamin Legg	N. Vieira L. Valente J. Green	April 22, 2016
Striking a Balance: An Analysis of Portugal's European and Lusophone Affiliations and their Effect on the Evolution of Portuguese National Narratives	Sarah H. Ashby	L. Simas-Almeida O. Almeida A. Dzidzienyo	April 27, 2015
Latino-Americanizando o Brasil: Intercâmbios Intelectuais e a Transnacionalização da Literatura Brasileira	Thayse Leal Lima	L. Valente N. Vieira J. Ortega	June 27, 2014
À Procura de uma Nação: Os Processos de Formação da Identidade Nacional na Prosa Angolana	Ana Catarina Teixeira	L. Simas-Almeida O. Almeida L. Valente	April 28, 2014
Fetishism as Structure, Image and Performance in the Theater of Nelson Rodrigues	Isadora Grevan de Carvalho	N. Vieira, L. Valente, P. Sobral	May 14, 2014
Empire's Individuals and the Reproduction of Imperial Meaning in Colonialism and Postcoloniality	Daniel F. Silva	L. Simas-Almeida N. Vieira A. Dzidzienyo	April 26, 2013
Ficções do <i>Outro</i> : Império, Raça e Subjectividade no Moçambique Colonial	Sandra Sousa	L. Simas-Almeida N. Vieira A. Dzidzienyo	September 14, 2012
Voices of Samba: Music and the Brazilian Racial Imaginary, 1955-1988	Stephen A. Bocksay	N. Vieira L. Valente A. Dzidzienyo	April 26, 2012
Dissident Desires: Race, Sex and Abolition in 19 th Century Brazilian Literature	Lamonte Aidoo	N. Vieira L. Valente A. Dzidzienyo K. Perry	April 16, 2012
O escritor no palco: representação e performance em três romances brasileiros contemporâneos	Maria D. Villanua	N. Vieira L. Valente P. Sobral	December 5, 2011

Circo Transcendental: O circo místico na poesia de Jorge de Lima, nas canções de Edu Lobo e Chico Buarque, e na cultura brasileira	Guilherme Trielli Ribeiro	L. Valente N. Vieira P. Sobral	April 25, 2011
Travel, Consciousness, and Narrative in the Lusophone Triangle	Oscar C. Pérez	N. Vieira O. Almeida L. Simas-Almeida	April 22, 2011
Brazil under Construction: Literature, Public Works, and Progress	Sophia F. Beal	N. Vieira J. Green A. Dzidzienyo	April 26, 2010
Fading Fathers: Writing through Patriarchy in Contemporary Brazilian Literature	Rex P. Nielson	N. Vieira L. Valente P. Sobral	April 23, 2010
Faces de Jano: A Identidade Nacional nos Estados Novos de Salazar e Getúlio, 1933-1945	Yi Liu	O. Almeida L. Valente N. Vieira	April 27, 2009
Counterposing <i>Nossa</i> and <i>Nuestra America</i> : Brazil in the Late Nineteenth and Early Twentieth-Century Construction of Latin America (Awarded the Joukowsky Prize as the outstanding dissertation in the Humanities)	Robert Patrick Newcomb	N. Vieira L. Valente O. Almeida	April 28, 2008
A Carnavalização da Fé: O Novo Romance Histórico de Revisitação Colonial e a Releitura das Raízes Religiosas do Brasil	Yamil Antonio Samalot-Rivera	L. Valente N. Vieira J. Green	October 12, 2007
Intimate Geographies: Space and Experience in the Contemporary Brazilian Novel	Marília Scaff Rocha Ribeiro	N. Vieira L. Valente L. Simas-Almeida	June 21, 2007
Contagious Identities: Literary Responses to the Sanitation and Eugenics Movements in Brazil	Alexandra Montague	L. Valente N. Vieira G. Monteiro	October 27, 2007
Filósofos de Trazer-por-Casa: A Desconfiança da Filosofia como Motivo Literário na Ficção de Eça de Queirós, Machado de Assis e Raul Brandão	Pedro Scharff Pereira	N. Vieira O. Almeida L. Valente G. Monteiro	October 4, 2005
Memória e Império: Colonos e Famílias no Romance Português de Revisitação Africana dos Anos 90	Isabel A. Ferreira	O. Almeida G. Monteiro L. Valente N. Vieira	August 20, 2003

The Carnavalesque <i>Defunto</i> : Death and the Dead in Modern Brazilian Literature (Awarded the Joukowsky Prize as the outstanding dissertation in the Humanities)	Robert Henry Moser	N. Vieira L. Valente G. Monteiro	April 25, 2002
Charles Frederick Hartt: Um Naturalista no Império de Pedro II	Marcus Vinicius de Freitas	G. Monteiro L. Valente T. Skidmore	April 20, 2000
Mário de Andrade and the Short Story: The Impartial Observer Comes Clean	Mark Alan Lokensgard	N. Vieira L. Valente G. Monteiro	May 11, 1999
Brazilian Immigrants in the United States: Paths of Identities within a Bilingual Context	Kátia Maria Santos Mota	N. Vieira A. Becker K. Demuth	February 18, 1999
Identidade Nacional e Discurso Periférico em Macunaíma e Los Rios Profundos	Zélia Monteiro Bora	N. Vieira J. Ortega A.Dzidzienyo	November 21, 1997
Belonging and Displacement: Cultural Interspaces in Brazilian Literature	Patricia Isabel Santos Sobral	N. Vieira L. Valente G. Monteiro	May 9, 1997
The Relics of Brazil: Modernity and Nationality in the <i>Tropicalista</i> Movement	Christopher J. Dunn	N. Vieira L. Valente T. Skidmore	May 2, 1996
A Fé perante a Fogueira: O Apelo Bíblico ao Cristão Novo na Consolação as Tribulações de Israel	Naomi Parker	N. Vieira O. Almeida L. Valente	May 17, 1995
Filial Failures: Family Discourse in Contemporary Brazilian Fiction	Marguerite Itamar Harrison	N. Vieira L. Valente G. Monteiro	April 20, 1995

MASTER'S THESES IN BRAZILIAN STUDIES

(THE MASTER'S DEGREE PROGRAM IN BRAZILIAN STUDIES HAS BEEN DISCONTINUED.)

- “The Impotent Gesture: Revolutionary Masculinity in *Em Câmara Lenta* (1977)” by Marina Dias Lucena Adams (2020)
- “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 Raças* 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 Conscientização” 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 Stephanie 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 ‘Sala de Armas by Nélida Piñon” by Naomi Parker (1986)
- “A Realidade Brasileira em Antônio Callado: Quarup e Bar Don Juan” by Maria Elena G. Boldrini (1985)

MASTER'S THESES IN PORTUGUESE AND BRAZILIAN STUDIES

- “Little White Colona: A Memoir: An Analysis and English-Language Translation of Isabela Figueiredo’s *Caderno de Memórias Coloniais* (2010)” by Robert M. Sarwark (2013)
- “Putting the ‘and’ back in ‘Portuguese and Brazilian Studies’”^[1]_{SEP} by Joshua Michael Marcotte (2012)
- “Sherwood Anderson em Português: Traduzindo o Grotesco em *Winesburg, Ohio*” by Cara Goodman (2006)
- “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 PROJECTS IN PORTUGUESE BILINGUAL EDUCATION AND CROSS-CULTURAL STUDIES OR ESL EDUCATION AND CROSS-CULTURAL STUDIES (THE MASTER'S DEGREE PROGRAMS IN PORTUGUESE BILINGUAL EDUCATION AND CROSS-CULTURAL STUDIES OR ESL EDUCATION AND CROSS-CULTURAL STUDIES HAVE BEEN DISCONTINUED.)

2019

- “Engaging English Language Learners’ Families in the Process of Drama” by Marie Arbelaez
- “Recognizing the Cultural Funds of Knowledge of Culturally and Linguistically Diverse Families” by Jessica Fagundes
- “Engaging families of ELL students through Native Language Literacy” by Lisa Gomes
- “Honoring the Funds of Knowledge of Families within a Culturally Diverse Class” by Jenny Guzman Polanco
- “Social Network and Relationship Building with Families of English Language Learners” by Renee C. Haggerty
- “Engaging Families of English Language Learners through Communication and Math Homework” by Olu Jones
- “The Case for Personal Relationships: A Teacher and the Parents of English Language Learners” by Emily McKenna
- “Tapping into ELL Families’ Funds of Knowledge during Math Homework” by Kristen Nichols
- “More than Fund-Raising: The Strength in Promoting ELL Family Relationships with Schools” by Aracelis Sosa Boucher

2017

- “Improving Science Vocabulary in English Learners’ Writing Using Polysemous-Word Notebooks” by Justin Cardinale
- “An Exploration of Senegalese Student Connectedness to Teachers” by Rebecca J. Del Barone
- “A Journey Through DNA: Project Based Learning and ESL Student Engagement” by Mark D. DiBiasio
- “Increasing Academic Language Through Journal Writing” by Ashley Ferreira

- “Improving Academic Writing in a Career and Technical Education Biomedical Program” by Benjamin Gormley
- “Blended Learning in the ESL Math Classroom” by William Graves
- “Wisdom, it’s a Dominican Thing: Exploration of Second Generation Dominican Students’ Gender and Ethnic Identities through a Youth Participatory Action Framework” by Elena Maker
- “Engaging English Language Learners Through Collaborative Writing And Technology In A World History Classroom” by Corey M. Masse
- “English Learners in the Context of Special Education: Identification, Placement and Services” by Jessica Pugnali
- “The AES strategy and ELs in a high school Physical Science classroom” by Catharine Anne Sully
- “English Learners express Mathematical Knowledge through Writing” by Melynda A. West

2016

- “The Impact of Writing Strategies on Student Journals” by AnnaMaria Abrams
- “Effective Literacy Strategies for English Learners in Special Education Programs” by Heather-Jean Cardone
- “Increasing ELLs Mathematical Understanding Through Journal Writing” by Kristina Ducharme
- “Exited ELs can Write More in a Mathematics Classroom Using Writing Strategies” by Christina Hebert
- “Increasing English Language Learners’ Motivation to Read and Time-on-Task Using Digital Reading” by Erica Jacobsen
- “Mentorship and its Effects on ESL Latina Students and their Self-Efficacy” by Lauren Kopel
- “Sentence Frames: Writing More Complete Answers” by Matthew Laroche
- “Writing Strategies and Improved Expository Writing Skills for Bilingual Students” by Elizabeth Lavallee
- “Impact of Scaffolding Mathematical Word Problems for English Learners in Mathematics Intervention” by Elizabeth Nault Costa
- “Blogging: Developing English Language Skills and Creating Community Through Story Telling” by Olivia Mansion

2015

- “Please Teach Me to Write: Improving the Writing of Bilingual Students Through Culturally Responsive Teaching and Differentiation” by Nicole L. Ellis
- “Texting in the 21st Century: Improving Bilingual Parental Involvement” by Linda S. Muriel
- “Building English Language Learners’ Vocabulary with the Frayer Model” by Timothy G. Howarth
- “Allowing L1 to Help Learn L2 is a Good Thing” by Sherrie Santos
- “Express Yourself: Revealing Students’ Identities to Make Instruction Culturally Relevant” by Joana-Joe Daou
- “Can We Talk About This? Using Culturally Responsive Teaching Strategies to Increase Student Engagement” by Kimberly Cataldo

2014

- “Can corresponding journals help to increase and improve an English Language Learner’s writing in English?” by Karen Carpentier
- “How are cognitive functions and academic vocabulary of ELs impacted by the implementation of Feuerstein’s Instrumental Enrichment?” by Timothy P. Carpentier
- “Literacy in Motion: Exploring the Power of Arts-Integrated Literature for English Language Learners” by Daniel D. DeCelles
- “Impact of Journaling in a Mathematics Classroom for Bilingual Students” by Christine M. Dunbar
- “English Language Learners Acquiring Academic Language in Science Through the Use of Dialogue Journals” by Denise B. Fontaine
- “Collaborative Group Student Roles for English Language Learners in the Science Classroom” by Kathleen J. Jackson
- “Improving Literacy for English Learners with Exceptional Learning Needs through Best Practice Reading Instruction” by Matthew R. King
- “Does the Providence Public School District’s Grade Six Mathematics Curriculum Frameworks document offer sufficient language support to English Language Learners?” by Ginamarie Masiello
- “Roger Williams Middle School English Language Learner Vocabulary Study” by Matthew Reinaldo Pierce
- “Impact of Culturally Responsive Teaching Strategies in Mathematics for English Language Learners” by Allison M. Strumolo

2013

- “The Cognitive Benefits of Third Language Acquisition in High School for English Language Learners” by Rene Boudreault
- “Voices of Latinos in Rhode Island’s Urban Core: Factors that Contribute to Dropping Out” by Michelle Carreiro
- “Breaking Down Barriers to English Language Learner Charter School Enrollment” by Kristina Soprano

2012

- “Explicit Vocabulary Instruction for ELLs and its Effect on Reading Comprehension and Writing Skills by David J. Andrews
- “What are the Ramifications of Initial English as a Second Language Placement Tests?” by Joy A. Amaral
- “Raising Writing through Science Inquiry” by Maryhelen R. Chiulli “The Impact of Feedback on Student Engagement and Achievement of English Language Learners in Algebra I” by Christina DiPrete
- “Personalized Instruction, Coaching, Peer-Tutoring, and Chess to Motivate English Language Learners” by Frank C. DelBonis
- “Third Language Acquisition: An Instructional Approach in an Italian World Language Classroom” by Francesca Florio
- “Math Vocabulary Development for English Language Learners Using Explicit Instruction of Math Vocabulary using Math Raps” by Rosario Johnson
- “Improving ESL Students’ Vocabulary Instruction Through Technology” by Corey P. Lamoureux
- “Using Classroom Debate as an Instructional Tool” by Robin C. Maguire

- “Writing Strategies for English Language Learners” by April Marquis
- “Integrating Parents’ Funds of Knowledge into the Classroom through Parent Journal Responses” by Lisa Melo
- “Understanding the Importance of the Use of Native Language Reading as a Bridge to Increase Proficiency in the Target Language” by Ana Gloria Montalban-Benitez
- “Reading Comprehension Strategies for English Language Learners in a High School Setting” by Amanda A. Rowley
- “ELL Interventions: How Increasing Student/Teacher Relationships Impact Student Engagement in a Middle School Science Classroom” by Jeffrey M. Toth
- “English Language Learners will Improve Academic Performance by Expressing Their Thinking” by Sonnia Villegas-Gonzalez

2010

- “The Implications of Writing in Mathematics on ELL Students” by Sabrina Antonelli
- “Leaders in Reading: A Study in Mobilizing and Empowering English Language Learners to Promote Literacy in Their Own Communities” by Jillian Belanger
- “Writing to Develop Academic Language and Encourage Concept Development in English Language Learners in the Geometry Classroom” by Sherrie-Lynne Belanger
- “Increasing Student Motivation, Communication Skills and Personal Agency Through Student-centered, Issue-oriented Projects and Activities” by Peter Breen
- “Vocabulary instruction within the Content Area Classroom” by Lee Chagnon
- “Supporting Mainstream English Language Learners in Mathematics” by Shaila Cruz
- “Science For ELLs: Helping English Language Learners Become Scientific Thinkers” by Angela M. Goulart
- “Using Sheltered Instruction Observation Protocol (SIOP) to Improve Academic Outcomes in Mathematical Problem Solving for ELLs” by Angel Leiva
- “Can English Language Learners Meet Standards-Based Proficiency in Science Classes?” by Joshua Laplante
- “Learning the Language of Schooling: Teaching English Language Learners Academic Vocabulary through Graphic Organizers” by Sheila Lawless-Burke
- “Using Hands-On Inquiry in Science as an Intervention Tool for English Language Learners to Enhance Writing Proficiency” by Tammie McNaught
- “Teaching Mathematics to English Language Learners: Best Practices” by Jillian O’Keefe
- “Student Engagement, Motivation and Reflection: Using Video in a Secondary English Classroom” by Donna Perrotta
- “Impact of Instruction in Cohesive Markers on 8th Grade English Language Learners” by Sandra Powers
- “Using Cognates: A Teacher’s Guide to Improving academic vocabulary in Social Studies for ELLs” by Flor de Maria Ribezzo
- “Accurate Meaning Beyond Searching for Clues: How Reliable Vocabulary Strategy Assists Reading Proficiency for Middle School Second Language Learners” by Jodi Timpani
- “Would a Vygotskian-type classroom be successful in a modern day urban setting?” by Scott Turner
- “Cooperative Learning: Engagement and Achievement of ELL Students in Social Studies Classes” by Daniel Wall

2006

- “Examining the Origins of Motivation and Success in Cambodian Secondary School Students” by Loeun B. Lay
 - “Language Attrition among Khmer Immigrants: Looking at Its Causes and Tracking Its Effects” by Maliss Men
 - “Developmental Word Study and English Language Learners” by Michelle C. Manning
 - “The Resiliency of Cambodian Adolescents Across Three Generations” by Layning Sun
- 2004**
- “Middle School Newcomer program” by Kathie Romero Alfonso
 - “Resilience in Hmong Students” by Julie Kao Yang
- 2003**
- “Latino L.E.P. Students in an Urban High School: Critical Factors Needed to Leave no Latino Student Behind” by Teolinda Brito-Abreu
- 2002**
- “The History of the Cape Verdean Bilingual Program in South Boston” by Zaida Monteiro Araújo
 - “Developing and Expanding Language for Elementary ELL Students through Engagement in Marine Studies” by Kathleen Elizabeth Barden
 - “Scaffolding Second Language Acquisition with the Visual Arts” by Raphael Diaz
 - “The Importance of Parent Involvement in the Education of English Language Learners” by Susan Agnes Erno
 - “Assessment for the English Language Learner: Portfolio Assessment and Standardized Test” by Audrey Ann Kilsey
 - “Path of Spirits Lost” by Yeu Keu
 - “Access of English Language Learners and Females to Challenging Science Curriculum” by Teresa Sousa Medeiros
 - “Raising a Bilingual Child” by Marisa Ann Nardo (2002)
 - “Thinking about Thinking with Second Grade Black Boys” by Naeema Nuriddin
 - “Achievement Motivation and Success in Education in Relationship to Nigerian Childrearing Beliefs and Practices” by Dina Marie Silvaggio
- 2000**
- “A Cross-Cultural Perspective on the Strengthening of Cultures and Identity in the Age of Globalization” by Peter Hagerman
- 1998**
- “Foreign Language Teaching and Learning Preliminaries” by Edna Loide Tavares de Almeida
- 1997**
- “Making Connections: Between Home and School Through Bilingual Picture Books” by Catherine Allen
 - “An English as a Second Language Instructional Framework Based on Current Research and Practice” by Patricia Andreson
 - “Learning Together: Towards Effective Learning and Parent Involvement” by Suzette Andrade
 - “Unearthing the Reflective Teacher: Affective Skills for Culturally Relevant Teaching Practice” by Pamela Barnes
 - “Using Evaluation Rubrics as a Motivational Device for English Language Minority Students in American Schools” by Elizabeth Cohen

- “Identifying Southeast Asian Populations in Rhode Island: A Call for Specificity” by Francine Collignon
 - “Factors that Impact the Acculturation of Refugee and First Generation Cambodian Students in American Schools” by James Davis
 - “Inclusion and the LEP Middle School Student” by Pamela Garabedian
 - “Challenging Ability Grouping Placement of Linguistically and Culturally Diverse Students” by Maria Mansella
 - “Fitting the Pieces Together: A Home, School and Community Partnership with Culturally and Linguistically Minority Families” by Maureen McGahan
 - “Improving the Bilingual Education Program at the Perry Middle School” by Sara Melin
 - “Widening the Scope of Assessment for Language Minority Students” by Robin Mello
- 1996**
- “Trechos da Literatura Açoriana para o Nível Secundário” by Lorena Dauteuil
 - “Beyond the Sacred Factory of Souls: An Inquiry into the Educational Aspirations of Recent Portuguese Immigrants” by Robert H. Moser
- 1995**
- “Inclusion and the LEP Student” by Lois E. Beach
 - “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
 - “ESL in the Workplace” by Nancy Fritz
 - “Disturbing the Peace: Moving Towards an Ethical Approach to ESL Programming” by David R. Heimbecker
 - “Workplace ESL Instruction for Foreign-Born Professionals” by Jean Theresa Martone
 - “Instrumental Enrichment and the ESL Student” by Rosemary Powers by
 - “Use of Oral History to Profile the Real Life Experiences of Selected Members of the Local Portuguese Community” by Judith A. Souza
- 1993**
- “A Comprehensive Approach for Integrating Education, Health and Social Services to Assists Rhode Island’s Limited-English Students and Their Families to Overcome Language and Cultural Barriers and to Succeed” by Virginia M. C. da Mota
 - “English as a Second Language Handbook for Parents and Students in the Warwick School Department” by Christine E. Dowding
- 1992**
- “Turning Point: An English as a Second Language and a Vocational English as a Second Language Curriculum” by Margaret Carr
- 1991**
- “Educating LEP Students: The Role of the School Library Media Specialist” by Lena Dame
 - “Developing a Program for Teaching Thinking Skills Across the Curriculum” by Judith Fishel
 - “SAVE, A System for Assessment in Vocational ESL: An Alternative Intake Approach for Adult Immigrants and Refugees” by Isabelle Hunter
 - “They Can All Know Together: Action Research in an Adult ESL/Literacy Setting” by Janet Isserlis
 - “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

- “Niza’s Model: A Classroom Diary” by Maria F. Lindia
- “An Eclectic Approach in Chapter I: Meeting the Needs of the Transitional English Population” by Casimir F. Malec
- “A Sheltered Social Studies Integrated Curriculum for Grade Seven Advanced Beginner and Intermediate English as a Second Language Students” by Edward Pontarelli
- “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

1990

- “Teresa Goes to School: An Ethnographic Study of a Learner and Tutor Dyad” by Michael J. Paul
- “The Reading and Writing Connection in a Process-Oriented Classroom” by Eni M. Petella
- “Acquiring English as a Second Language in a Pull-Out Program: Comparing Peter and Iva” by Nancy E. Ross
- “Dialogue Journals and Language Minority Students: A Case Study” by Carolyn T. Viguers
- “Bricolage: An Ethnography of the Attempt of Three Bilingual Students to Make Meaning of Their School Experience” by Robin G. Yates

1989

- “An Integrated Curriculum Based on Children’s Literature for a Mainstream Grade” by Margot B. Alfano
- “Teacher Preparation and the Misdiagnosis of Second Language Students” Kathleen M. Mellor
- “The Schooling Experience of Portuguese Middle School Students: A Case Study in Contradiction and Non-Connections” by Susan Rotblat-Walker
- “Looking Within: Engagement in Literacy in an Adult ESL Classroom” by Sara W. Smith

LIST OF COURSES IN PORTUGUESE AND BRAZILIAN STUDIES

Each semester the department hosts visiting professors, who offer additional courses. The most up to date course information for any semester can be found online (Courses@Brown).

Primarily for Undergraduates

POBS 0110: INTENSIVE PORTUGUESE (Double Credit)

A highly intensive course for students with little or no preparation in the language. Stresses the fundamental language skills of understanding, speaking, reading, and writing. Aspects of Portuguese and Brazilian culture will also be presented. 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. Carries double credit and covers the equivalent of two semesters. This course should be chosen by students beginning the study of Portuguese as sophomores who would like to participate in the Brown-in-Brazil Program as juniors. Offered every semester.

POBS 0105: ACCELERATED PORTUGUESE

This course serves as an accelerated introduction to Portuguese, one of the most widely spoken languages in the world. It is also an introduction to the diverse cultures of Portuguese-speaking societies. Specifically, the course will look into the ethnic, racial, social, and gender diversity in these cultures. Designed for students who have no prior knowledge of Portuguese, POBS 0105 meets five hours per week. Offered every semester.

POBS 0280: MAPPING FOOD, EATING MEANING, MAKING COMMUNITY: A WELCOME TO THE LUSOPHONE WORLD

This course explores the Lusophone world vis-à-vis the local, regional, and national culinary traditions of Brazil, Portugal, Luso-Africa, and Goa. Through a broad selection of cultural materials (music, film, television series, short stories, poems, visual art, etc.) about cuisine in the Lusophone world. Students will gain introductory knowledge of Portuguese through brief instructional lessons. The class meets every 3-4 weeks to prepare and cook a class meal based on regional cuisines. This course focuses on creating: from a class zine to creative projects. The class will be taught in English with elements of Portuguese. No previous Portuguese language experience required.

POBS 0400: 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, students discuss a variety of topics with the aim of developing good communication skills. Attention also given to developing students' writing ability. A systematic review of Portuguese grammar is included. Prerequisite: POBS 0110, POBS 0200, or placement. Conducted in Portuguese. Completion of POBS 0400 is the minimum requirement for participation in the Brown-in-Brazil Program. Offered every semester.

POBS 630A: IMAGINING THE ENVIRONMENT IN THE LUSOPHONE WORLD

In this course, we will learn about how cultural production from Brazil, Lusophone Africa, and Portugal imagines the environment and the human impact on the natural world. How does culture frame environmental issues such as deforestation, species and habitat loss, genetically modified crops, environmental justice? What is the relationship between environmental depredation, social inequality, and racial discrimination? What is the place that cultural expression plays in intervening in environmental crisis – either imaginatively or in other ways? We will broach these questions by reading a broad range of texts, watching documentaries, listening to podcasts, and looking at artworks that touch upon environmental issues. Conducted in Portuguese.

POBS 630B: LUSOPHONE CITIES IN LITERATURE, FILM AND MUSIC

Rio de Janeiro, Luanda, Lisbon, Macau: the cities of the Portuguese-speaking world are more than just post-card images. They are microcosms of social activity and repositories of historical memory which offer up endless avenues for exploration. In this course we deconstruct urban spaces in Lusophone Africa, Lusophone Asia, Brazil, Portugal and the diaspora, via analyses of works of literature, film, music and more. Some of the topics to be explored include: social and racial inequality; colonialism and urbanization; cityscapes and memory. Beyond this, the course aims to improve oral and written fluency in Portuguese and build knowledge of Lusophone cultures. Conducted in Portuguese.

POBS 630C: LUSOPHONE DIALOGUES: DIVERSE VOICES OF THE PORTUGUESE-SPEAKING WORLD

The Portuguese-speaking world is vast and highly diverse: five continents, different cultural traditions, races, and values. We will listen to these multiple voices through the works of writers, visual artists, comic artists, filmmakers, and intellectuals with different perspectives and positionalities. Colonial and postcolonial Brazil, Lusophone Africa, and Portugal will be studied. Special attention will be given to the voices of women and marginalized groups. Contemporary issues will be highlighted, such as the recent far-right wave in Brazil, as we follow in real-time the important Brazilian national election to take place in October 2022. The course also emphasizes oral and written expression in Portuguese. Conducted in Portuguese.

POBS 630D: A LUTA CONTINUA: AFRICAN, ASIAN & INDIGENOUS RESPONSES TO COLONIALITY IN THE LUSOPHONE WORLD

We will examine the reverberations of anticolonial movements in Portuguese-speaking African and Asian territories, as well as in Indigenous movements in Brazil. Focusing on political, social, and cultural dimensions of emancipation, we will ask: How have African, Asian, and Indigenous writers and artists imagined emancipatory endeavors for their peoples, their countries, and their worlds? What is the role of cultural expression in world-sharing and world-building in response to centuries of colonialism and its legacies? We will broach these questions by reading a broad range of texts, watching films and documentaries, and looking at works of art that respond to manifestations of colonial power. This course also aims to build written and oral proficiency in Portuguese and develop knowledge of the diverse cultures of the Portuguese-speaking world. Conducted in Portuguese.

POBS 0711: BRAZILIAN DEMOCRACY IN LITERATURE AND HISTORY

Offers an interdisciplinary examination of the origins, history, and transformation of the concepts

and practices of democracy in Brazil from the twilight of slavery in the 1870s until the twenty-first century through literary texts, historical documents, historians' narratives, and cultural production. We will see how different intellectuals and political actors understood the notions of democracy in theory and in lived experience through an array of literary expressions and historical sources. The course will inquire into what – if any – elements of Brazilian democracy make it distinctive and whether the particularities of Brazilian democracy generate specific types of cultural expressions.

POBS 0810: BELONGING AND DISPLACEMENT: CROSS-CULTURAL IDENTITIES
(Comparative Literature 0811C, Ethnic Studies 0810)
(First-Year Seminar)

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? Piñon, Lispector, Scliar, Rushdie, Salih, Cristina Garcia, V. S. Naipaul and others. Conducted in English.

POBS 850: COMPARATIVE APPROACHES TO THE LITERATURES OF BRAZIL AND THE UNITED STATES
(First-Year Seminar)

Brazil and the United States have much in common: continental territories, huge natural resources, dynamic economies and multi-ethnic populations. Yet, their histories and cultures are distinctive and unique, as suggested in Vianna Moog's classic symbolic contrast between the Brazilian *bandeirante* and the American *pioneer*. We will undertake a comparative study of the two countries' literatures over the past eighty years with an eye towards exploring contextual, thematic and technical analogies as well as differences. William Faulkner, Graciliano Ramos, Clarice Lispector, Toni Morrison, João Guimarães Rosa, Moacyr Scliar, Don DeLillo, and E. L. Doctorow. Some attention to music, film and the visual arts. Enrollment limited to 15. Conducted in English.

POBS 0910: ON THE DAWN OF MODERNITY
(First-Year Seminar)

Will analyze how a new mindset that would later be called modernity slowly emerged from the medieval world and how the trials and errors of the 15th and 16th century navigators helped shape that transformation. The seminar is interdisciplinary insofar as the readings will include developments in astronomy, geography, shipbuilding, mathematics, philosophy, as well as what could be called anthropology, as stepping stones to the first scientific revolution. Conducted in English.

POBS 0970: TROPICAL DELIGHTS: IMAGINING BRAZIL IN HISTORY AND CULTURE (History 0970B)
(First-Year Seminar)

Examines the many ways that Brazilians and foreigners have understood this vast continent-size country, ranging from early European explorers' anxieties about Cannibalism to modern images of the Amazonian rainforest, Rio de Janeiro's freewheeling Carnival celebrations, and the array of social movements mobilizing for social justice. Through an examination of historical sources, literature, movies, and popular culture, this seminar will consider how multiple images and

projections of Brazil have shaped national and international notions about the country. Conducted in English.

POBS 0990: MAPPING CROSS-CULTURAL IDENTITIES

(Sophomore Seminar)

How do we construct our own identity as life becomes a multitude of narrative threads intersecting and overlapping like roadways on a map? How do we reconfigure identities vis-à-vis those who surround us? We will investigate the ever-changing map of cultural identities and its repercussions on human existence via contemporary literature and a series of projects that incorporate the arts (visual, digital, literary) and oral history. Some of the writers include Julia Alvarez, Kiran Desai, Junot Diaz, Milton Hatoum, Chang-Rae Lee, Clarice Lispector, Dinaw Mengestu, Nélide Piñon, Salman Rushdie, Taiye Selasi and others. No experience in the arts necessary. Conducted in English.

For Undergraduates and Graduates

POBS 1080: 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.

POBS 1090: PORTUGUESE-SPEAKING CULTURES VIA FILM

We will view and discuss films from Brazil, Lusophone Africa, Portugal and other regions as vehicles to understand the cultural diversity of Portuguese-speaking countries. Readings will include related fiction and non-fiction focusing on immigration, gender, race, family dynamics and social inequality. Students will write a series of short papers and develop a final project in consultation with the instructor. Particular attention will be paid to contemporary Brazilian cinema. Conducted in Portuguese.

POBS 1500: TOPICS AND THEMES IN PORTUGUESE AND BRAZILIAN LITERATURES

POBS 1500A: 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.

POBS 1500B: 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.

POBS 1500E: 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.

POBS 1500F: CONTEMPORARY PORTUGUESE WOMEN WRITERS

Analyzes women's discourse and proposes an interpretation of female characters in the works of six contemporary Portuguese women writers: Maria Velho da Costa's *Maina Mendes*, Maria Teresa Horta's *Ana*, Agustina Bessa-Luís's *O Mosteiro*, Teolinda Gersão's *Paisagem com Mulher ao Fundo*, Lídia Jorge's *O Jardim sem Limites*, and Ivette Centeno's *Os Jardins de Eva*. By way of contrast, Mário Ventura's *A Revolta dos Herdeiros* is discussed as an example of how a male writer fictionalizes a woman as narrator. Conducted in Portuguese.

POBS 1500I: FICTION AND HISTORY (Comparative Literature 1810G)

How the 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 considered include Grass, Doctorow, DeLillo, Scliar, García-Márquez, Allende, and Jorge. Theoretical texts by White, LaCapra, Benjamin, Ricoeur, and Chartier. Films such as *The Official Story* and *Europa, Europa* will be viewed and incorporated into the discussions. Prerequisite: two previous courses in literature. Instructor's permission required. Conducted in English.

POBS 1501A: OUT OF PORTUGUESE AFRICA: DECONSTRUCTING PORTUGUESE COLONIALISM IN LITERATURE

Examines both fictional narratives written in Portuguese by African authors and fictional works by Portuguese authors that focus on the colonial experience of Angola, Mozambique, and Cape Verde. Aims in particular at the critical analysis of Portuguese colonialism as a means to verify its specificity or lack thereof within the larger context of overarching European colonialisms. Conducted in Portuguese.

POBS 1501H: SAVAGE GARDENS: AN ECOCRITICAL JOURNEY THROUGH LATIN AMERICA (Hispanic Studies 1331P)

Explores the connections between the human and the more than human worlds in Latin American culture. We will examine how literature, visual arts, cinema, and other media construct an environmental imaginary of Latin America. The course crosses linguistic, cultural and ecological boundaries between Brazil and Spanish America. Texts will be available in the original and in English translation. Conducted in English.

POBS 1501J: LUSOPHONE (CREATIVE) ENVIRONMENTS: IMAGINING NATURE IN THE PORTUGUESE-SPEAKING WORLD

We will learn about how cultural production from Brazil, Lusophone Africa, and Portugal imagines the environment and the human impact on the natural world. How does culture frame environmental issues such as deforestation, species, habitat loss, genetically modified crops, and

environmental justice? What is the relationship between environmental depredation, social inequality, and racial discrimination? What is the place that cultural expression plays in intervening in environmental crises – either imaginatively or in other ways? How do the environmental humanities dialogue with efforts to decolonize culture? We will broach these questions by reading a broad range of texts, watching documentaries, listening to podcasts, and looking at artworks that touch on environmental issues. We will pay particular attention to the creative output of Indigenous and Afro-Brazilian authors, visual artists, filmmakers, and other cultural agents and activists. Conducted in Portuguese.

POBS 1520: THE SHAPING OF WORLD VIEWS (University Course 1520)

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. This course examines the diversity of worldviews both synchronically and diachronically, and surveys various explanations for such diversity. Conducted in English.

POBS 1600: TOPICS AND THEMES IN PORTUGUESE AND BRAZILIAN CULTURES AND CIVILIZATIONS

POBS 1600D: PORTUGUESE DISCOVERIES AND EARLY MODERN GLOBALIZATION (History 1972M)

Introduces the study of global early modernity through the lens of the Portuguese empire c. 1400-1700. Maps out the origins, motivations, and nature of Portugal’s imperial expansion. Establishes the patterns of the Portuguese presence in the Atlantic and Indian Ocean. Emphasizes the dependence of the Portuguese empire on other societies, its institutional fragility, its social complexity, and the difficult relations between ideology and economy. Explores the idea of an early “cultural globalization” in religion, art and politics from Iberia to Japan via Brazil, Africa and India. Avoids the traditional idea of an exceptionality of the Portuguese overseas experience. Conducted in English.

POBS 1600H: POLITICS AND CULTURE UNDER THE BRAZILIAN MILITARY DICTATORSHIP, 1964-1985 (History 1972R)

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 this period, and the process that led to re-democratization. Conducted in English.

**POBS 1600T: BEYOND BOSSA NOVA: BRAZILIAN MUSIC AND SOCIETY
(Interested students should register for Music 1935)**

With a musical culture that ranges from roots samba to favela funk, and from the music of indigenous Amazonian peoples to the neo-African sounds of candomblé ritual, Brazil’s soundscape rivals its social and geographic diversity. This course provides an introduction to the “erudite,” traditional, and mass-popular sounds of Brazil, emphasizing their role in creating and

contesting visions of nationhood and Brazilian society over the twentieth century. There are no prerequisites, but a background in either music or Latin American studies will greatly aid students' progress in the course. Open to sophomores, juniors, and seniors. Conducted in English.

POBS1600U: HISTORY OF RIO DE JANEIRO (History 1975A)

From colonial outpost to capital of the Portuguese Empire, from sleepy port to urban megalopolis, this seminar examines the history of Rio de Janeiro from the sixteenth century to the present. Using an interdisciplinary perspective rooted in historical analyses, we will analyze multiple representations of the city, its people, and geography in relationship to Brazilian history, culture, and society. Conducted in English.

POBS 1600V: GENDER AND SEXUALITY IN BRAZIL (History 1974L)

Utilizing historical sources about Brazil from the colonial period to the present, we will consider how the family, politics, culture, and economy have conditioned sexual and power relationships between men and women, and how notions of honor, gender, and sexuality have structured class and ethnic relations within Brazilian society. Conducted in English.

POBS 1600W: SCIENCE AND TECHNOLOGY POLICY IN THE GLOBAL SOUTH (Public Policy 1701G)

Using theoretical ideas and empirical examples, this seminar explores from a variety of perspectives the relationships among science, technology, society and public policymaking in the Global South. Bridging public policy and science studies, this seminar introduces a more internationalized perspective on science and technology practice. Students will be graded on three writing assignments; participation in a web-based roundtable with counterparts in Brazil, South Africa and/or India; and class participation. Enrollment limited to 20 junior/senior Public Policy concentrators; others welcome with instructor's permission. Conducted in English.

POBS1601K: EARLY MODERN GLOBAL HISTORY AT THE JOHN CARTER BROWN LIBRARY: A RESEARCH WORKSHOP

Introduces students to the practice of early modern archival research through work with Portuguese and Spanish language documents held in the collections of the John Carter Brown Library. While developing their own research projects, students will gain familiarity with a range of scholarly approaches to archives both as sites of historical preservation and as subjects of study in their own right. The course will be conducted in English. However, a reading knowledge of Portuguese or Spanish is required.

POBS 1601U: SOLIDARITY AND DECOLONIZATION

Introduces students to an overview of the international solidarity with the struggle for independence of Portuguese colonies, including the myriad ways through which states, non-state actors and individual activists engaged with the liberation movements. Building on existing scholarship, the course will center on the role played by international solidarity in fueling anticolonial and anti-racist discourses for foreign audiences and attracting material and non-material resources for the liberation movements. Conducted in English.

POBS 1670: HISTORY OF BRAZIL (HIST 1670)

Charts the history of Brazil from Portuguese contact with the indigenous population in 1500 to the

present. It examines the country's political, economic, social, intellectual, and cultural development to understand the causes, interactions, and consequences of conflict, change, and continuity within Brazilian society. Conducted in English.

POBS 1671: BRAZIL FROM ABOLITION TO EMERGING WORLD POWER (HIST 1671)

How did Brazil transform itself from a slave society in 1888 to rising international economic and political force? This course will examine the history of Brazil from the end of slavery to the present. We will analyze the reasons for the fall of the Empire and the establishment of a Republic, the transformations that took place as immigrants arrived from Europe, Japan, and the Middle East in the early twentieth century, and the search for new forms of national identity. We will study the rise of authoritarian regimes and the search for democratic governance in more recent years. Conducted in English.

POBS 1740: ARTFUL TEACHING

How can we create meaningful experiences for those learning a foreign or second language? What makes the creative arts (art)iculate so powerfully and naturally with foreign and second language acquisition? How do the arts enable students to become aware of surrounding cultures while simultaneously acquiring a new language? This course will explore connections between the arts--visual, literary and performing--and language acquisition in a combined workshop and seminar approach. Readings will include authors Sheridan Blau, Augusto Boal, Shirley Brice Heath, Paulo Freire, Jan Mandell, Twyla Tharp, Jeffrey D. Wilhelm and others. Conducted in English.

POBS 1800: CONCENTRATION SEMINAR IN PORTUGUESE AND BRAZILIAN STUDIES

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.

POBS 1800C: CONSTRUCTING MEN, PROJECTING MASCULINITY: QUESTIONING GENDER, SEX, AND SEXUALITY IN BRAZIL

In this course we will examine how contemporary Brazilian cultural production – particularly literature and cinema – (re)formulates/questions/preserves traditional configurations of male gender identity. We will discuss constructions and representations of the male subject within contemporary cultural production, particularly focusing on the later-half of the twentieth century. More specifically, employing ideas of gender as a form of performance we will question gendered stereotypes and their intersections with race and socio-economic position, destabilize binary gender constructions / understandings, and offer queer readings of a multiplicity of texts. Conducted in Portuguese.

POBS 1800D: INTO THE WILDERNESS: AN ECOCRITICAL AND DECOLONIAL APPROACH TO IMAGINING BRAZIL

The first European accounts about what is now Brazil centralized nature in how this space was imagined. Nature appears prominently in Brazilian literature, song, visual arts, and film. More

recently, nature has become a political pawn as agribusiness, mining, and extractivism threaten vast tracts of the Amazon Forest and the Cerrado. This course looks at how Brazilian cultural production has constructed nature. The course examines how social and political events, such as the rise of the Indigenous movement in the 1970s and this movement's renewed intensification in recent years, have impacted how Brazilians and non-Brazilians think about the environment. In particular, we will examine the creative relation between decoloniality and nature through works by Indigenous and Afro-Brazilian authors, visual artists, filmmakers, and other cultural agents and activists. Conducted in Portuguese.

POBS 1800E: 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 Bomfim, Oswald de Andrade, Sérgio Buarque de Holanda, Gilberto Freyre, Vianna Moog, Caio Prado, Jr., Darcy Ribeiro, Paulo Freire, Roberto daMatta and José Murilo de Carvalho. Attention to film, music and the visual arts. Conducted in Portuguese.

POBS 1800F: THE LUSOPHONE WORLD AND THE STRUGGLE FOR MODERNITY

A study of classical writings from the Portuguese-speaking world dealing with the issue of modernity, focusing primarily on the Counter-Reformation and Baroque paradigms versus the Enlightenment. Portuguese, Brazilian and African writers such as Antero de Quental, Sérgio Buarque de Holanda, Vianna Moog, Amílcar Cabral and others will be read critically and in a comparative approach. Conducted in Portuguese.

POBS 1800G: JOGO BONITO: SOCCER AND BRAZIL

Soccer (futebol) is not only the national pastime of Brazil but vital to Brazilian national identity. The Brazilian style of play, the famous jogo bonito, is renowned for having turned the sport into art while the pelada, the ubiquitous pick-up game, provides the backdrop that confirms soccer as the nation's passion. This course presents an overview of the history of Brazilian soccer, from the early days of Thomas Donohoe and Charles Miller to the present, when Brazil's men's national team has won the world championship a record five times and the women's national program strives for recognition. We will investigate the significance of soccer to Brazilian culture and national identity, focusing on questions of national politics, race, gender, etc. Discussion based on essays, novels, short stories, plays, crônicas, and films. Conducted in Portuguese.

POBS 1970E BRAZIL UNDER VARGAS: RESHAPING THE NATION (HIST 1970E)

How did Getúlio Vargas, a large rancher from the southern Brazil, end up playing such a significant role in country's history during the twentieth century. This seminar will examine the conditions that brought Vargas to presidential power in 1930, the influence he had on economic development, cultural nationalism, and the shaping of ways Brazilian understand their country until 1945. We will consider his return to power in 1950 as a democratic and populist figure and evaluate his legacy and lasting influence on politics, economics, notions of nationalism, music, Carnival, and culture. Conducted in English.

POBS 1970: READING AND GUIDED STUDY

Section numbers vary by instructor. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

POBS 1990: RESEARCH AND PREPARATION OF HONORS PROJECTS

This independent study course is designed for students working on honors projects. Written permission of the concentration advisor (Ms. Sobral) is required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Primarily for Graduates

POBS 2500: TOPICS AND THEMES

POBS 2500B: PORTUGUESE OVERSEAS ENCOUNTERS

A critical analysis of some classic Portuguese travel writings from the 15th to the 20th 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.

POBS 2500C: BRAZILIAN LANDSCAPES OF CRISIS AND HOPE

How do we imagine human and more than human actors and landscapes marked/marred by coloniality, predatory extractivism, slavery and epistemicide, and their contemporary fallouts? Is it possible to think of alternate futures in light of human-generated environmental crisis? This course focuses on Brazilian literary and cultural production that confronts what Aníbal Quijano termed the “colonial matrix of power” as well as how this framework has sparked multiple forms of resistances that have contributed to a creative de-colonialization of knowledge and the imaginations of other possible futures that confront colonial power in its various iterations. In particular, we will examine the creative relation between decoloniality and nature through works by Indigenous and Afro-Brazilian authors, visual artists, filmmakers, and other cultural agents and activists that reimagine the interactions between and possible common futures of humans and more than humans. Conducted in Portuguese.

POBS2500D: THE LITERATURE OF THE AMERICAS (Comparative Literature 2520D)

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.

POBS 2500E: 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.

POBS 2500F: 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. Fiction by José de Alencar, Euclides da Cunha, Graciliano Ramos, João Guimarães Rosa and Itamar Vieira, Jr. Films by Glauber Rocha, Sandra Kogut and Kléber Mendonça Filho. Conducted in Portuguese.

POBS 2500G: 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 Maria Firmina dos Reis, José de Alencar, Adolfo Caminha, Machado de Assis, Monteiro Lobato, Mário de Andrade, Adalzir Bittencourt, Antônio Callado and João Ubaldo Ribeiro. Theoretical texts by Benedict Anderson, Homi Bhabha, Edward Said, Eric Hobsbawm, Frantz Fanon, Roberto Schwarz, and others. Conducted in Portuguese.

POBS 2500I: THE PORTUGUESE ESSAY

Focuses on key themes of Portuguese social, political and cultural life that have been dealt with in the essay form. In the 19th and 20th century such as Portugal’s decline, modernization, regeneration and national identity. Special attention to literature on the essay as a genre. Readings include Antero de Quental, Oliveira Martins, Sílvio Lima, Joaquim de Carvalho, Antonio José Saraiva, Eduardo Lourenço and others. Conducted in Portuguese.

POBS 2500K: SENSES AND SENSIBILITIES IN THE NINETEENTH-CENTURY PORTUGUESE NOVEL

The works to be read are representative of the main literary trends in 19th 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 Queiroz. Conducted in Portuguese.

POBS 2500N: GOT RIGHTS? HUMAN RIGHTS AND CONTEMPORARY BRAZILIAN LITERATURE

Portuguese sociologist Boaventura de Sousa Santos states that nowadays there is a “global hegemony of human rights as a discourse of human dignity,” while observing that this hegemony is challenged by a reality of widespread human rights abuses. What then, is the value of human rights and what role does literature play in the discursive construction and the praxis of human rights? We will examine how contemporary Brazilian literature conceptualizes human rights through topics such as authoritarianism, class, race, urban space. We will also establish connections with select Spanish American texts. Conducted in Portuguese.

POBS 2500P: WAYS OF BELONGING IN PORTUGUESE LITERATURE

Based on works by twentieth- and twenty-first century Portuguese authors, this course proposes to explore ways in which Portuguese literature presents itself as a spatial practice that shapes a sense of belonging around certain cultural landscapes. Starting from the idea that environmental perceptions are intertwined with cultural legacies, this course aims to trace a journey through a variety of cultural landscapes that link the present to the past and open space for a critical reflection

that brings together local solidarities and transformative worldviews. Readings include authors from the 19th, 20th and 21st centuries, such as Camilo Castelo Branco, Antero de Quental, Raul Brandão, Miguel Torga, Agustina Bessa-Luís, Eduardo Lourenço, José Mattoso, Maria Filomena Mónica, Miguel Esteves Cardoso, Álvaro Domingues, Alexandra Lucas Coelho, Hugo Gonçalves, and Djaimilia Pereira de Almeida. We will also look at music, cinema, and visual arts. Conducted in Portuguese.

POBS 2600: TOPICS AND THEMES

POBS 2600A: MEDIEVAL AND RENAISSANCE PORTUGUESE LITERATURE

An analysis of Portuguese literature from the Middle Ages to the sixteenth century. Special attention given to the poetry of the Cancioneiros, Fernão Lopes, Gil Vicente, and Luís de Camões. Conducted in Portuguese.

POBS 2600B: JOSÉ SARAMAGO AND HIS CONTEMPORARIES

Focuses mainly on the “oeuvre” of José Saramago, the recently deceased Portuguese Nobel Prize winner. Four other well-known Portuguese writers (Vergílio Ferreira, Agustina Bessa-Luís, António Lobo Antunes, Lídia Jorge) are also studied as a way of contextualizing Saramago’s work but, more importantly, for their own merit as outstanding novelists. Complementary readings will mostly consist of theoretical texts concerning an approach to contemporary novels based on the nexus between history and fiction on the one hand, and the construction of emotions in literature on the other. Conducted in Portuguese.

POBS 2600C: FOUNDATIONS OF LITERARY THEORY (Comparative Literature 2650T)

Designed to provide a solid foundation on the development of literary theory from its ancient roots in Plato, Aristotle, Horace and Plotinus to the contemporary period. Includes Kant, the Russian Formalists, Lukács, Jakobson, Bakhtin, Barthes, Derrida, Ricoeur, Said and others. Conducted in English.

POBS 2600D: BRAZILIAN FICTIONS OF THE SELF

Focuses on representations of the self as a “supreme fiction” in Brazilian novels since the late 19th century. Includes Machado de Assis, Graciliano Ramos, Clarice Lispector, Rachel de Queiroz, Lygia Fagundes Telles, Raduan Nassar, Milton Hatoum, João Gilberto Noll, and Tatiana Salem Levy. Open to advanced undergraduates with permission from the instructor. Conducted in Portuguese.

POBS 2600I: MODERN AND CONTEMPORARY BRAZILIAN POETRY

An intensive reading of selected Brazilian poets of the past eighty years, including Carlos Drummond de Andrade, João Cabral de Melo Neto, Mário Faustino, Paulo Leminski, the “marginal” poets, and Salgado Maranhão. Each student will be responsible for an oral presentation about an additional poet, to be chosen in consultation with the instructor. The course will conclude with a poetry festival. Conducted in Portuguese.

POBS 2600O: LITERATURE AND POLITICS: DIALOGUES AND INTERROGATIONS

This course examines how contemporary Brazilian and Latin American literature imagines the political. The course will inquire into the following issues: What are the relations between

literature and politics? What makes literature political? Is there a political aesthetics? Can (and should) literature intervene in the political realm? We discuss how terms such as “authoritarianism,” “democracy,” “citizenship,” “ecocide,” and racism, among others, appear in contemporary fiction. The class will read texts that broach how what might be called “political themes” such as memory and dictatorship, race relations, urban space, and marginalized communities, environmental crises appear in literary texts in order to reflect on the relationship between literary production and the political sphere in a broad sense. Conducted in Portuguese.

POBS 2600P: 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.

POBS 2970: MAJOR PAPER PREPARATION

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

POBS 2980: READING AND GUIDED STUDY

See Reading and Guided Study for course description. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

POBS 2990: 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

GÁVEA-BROWN PUBLICATIONS

Onésimo T. Almeida, Director
Francisco C. Fagundes (UMass, Amherst), Co-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*, edited by Onésimo T. Almeida and Leonor Simas-Almeida. The journal, published as a semi-annual from 1980 to 1989, is now published as an annual.

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

Maria da Glória Bordini, Luiz F. Valente, Fernanda Veríssimo,
Nelson H. Vieira, and Regina Zilberman, Editors

Founded in 1988, *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, the Federal University of Rio Grande do Sul, and the Associação Cultural Acervo Literário de Érico Veríssimo (ALEV) in Porto Alegre, Brazil. The journal is currently published online.

Past issues of *Brasil/Brazil* are available from the Brown Digital Repository.

E-JOURNAL OF PORTUGUESE HISTORY

Onésimo T. Almeida, José Luís Cardoso, Mafalda Soares da Cunha,
Iris Kantor, António da Costa Pinto, 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. For open access to back issues published prior to 2024, visit the Brown Digital Repository (BDR), where the journal is freely available for reading and download. For more information about the journal and access to current

issues, visit the [e-Journal of Portuguese History](#). (ISSN: 1645-6432)

***PESSOA PLURAL:
REVISTA DE ESTUDOS PESSOANOS***

***Onésimo T. Almeida, Paulo de Medeiros and Jerónimo Pizarro,
Editors***

Pessoa Plural was established in 2012 as an international scholarly journal dedicated to studies of Fernando Pessoa. We publish two issues per year through the joint efforts of the Department of Portuguese and Brazilian Studies at Brown University, the Department of English and Comparative Literature at Warwick University, and the Department of Humanities and Literature of the University of the Andes. We welcome submissions in the form of essays, documents, and commissioned book reviews.

We are an open access journal, and all of our digital archives can be accessed for free through Brown's Digital Repository. We abide by the COPE Code of Conduct for all issues related to Ethics and Publication Malpractice. *Pessoa Plural's* ethical statement, the details of our peer review process, and our submission guidelines can be found on [the journal's website](#).

JOURNAL OF LUSOPHONE STUDIES

Jeremy Lehnert, Executive Editor

The *Journal of Lusophone Studies* is the official journal of the American Portuguese Studies Association. It is peer-reviewed and published twice a year. In keeping with the founding principles of APSA, the *Journal of Lusophone Studies* strives to foster the expansion and diffusion of knowledge on the peoples and cultures of Portuguese-speaking countries and diasporas. It achieves this by publishing the scholarly work of APSA members.

The journal's commitment to open access is an extension of APSA's founding principles. It shows our support for the accelerated discovery of information through the unrestricted sharing of ideas, and it allows us to increase public enrichment through the free presentation of cutting-edge research on the languages, peoples, and cultures of countries where Portuguese is spoken. For more information and to read current and past issues, visit the [Journal of Lusophone Studies website](#).

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

***DIRECT ENROLLMENT FOR UNDERGRADUATES
PONTIFICAL CATHOLIC UNIVERSITY OF RIO DE JANEIRO
(PUC-RIO)***

For the most up to date information or for application information and deadlines, please consult the website of the [Office for International Programs](#).

At a Glance

- **City:** Rio de Janeiro
- **Partner:** Pontifícia Universidade Católica (PUC – Rio)
- **Housing:** Host Families
- **Language requirement:** POBS 0400
- **Calendar:** Semester or Year
- **Local Director:** Dr. Karl Erik Schøllhammer
- **Brown Faculty Representative:** Professor Luiz F. Valente

Overview

With some 15,000 students and 1,500 faculty members and researchers, PUC-Rio enjoys a reputation as one of the top research universities in Brazil. Students enroll in courses across twenty-six departments organized in four academic centers: Theology and Human Sciences, Social Sciences, Science and Technology, and Biomedical Sciences.

As the second largest city in Brazil, Rio de Janeiro is Brazil's emotional and cultural center where, situated between beaches and a jutting mountain range, life is varied, culturally diverse and intense. PUC-Rio is located in Gávea, a charming and safe neighborhood. Several city bus lines pass by the university, and the Botanical Gardens and Leblon beach are within walking distance of the campus.

Academic Calendar

Fall Semester: July–December

Spring Semester: January–June

Academic Program

The academic program, for both the fall and spring semester terms, is divided into a required **Language Orientation and Cultural Pro-seminar (3 semester hours)**, and **The Semester Program (14-16 semester hours)**.

Language Orientation and Cultural Pro-seminar

3 semester hours (60 language contact hours plus 30 hours lecture and field component)

The Language Orientation and Cultural Pro-seminar is an intensive course during the first four weeks of the program in Rio de Janeiro (three weeks in July for fall and January/February for spring) and Salvador (one week in August for fall and February for spring) prior to the start of

the regular academic semester. Host institutions are **PUC-Rio** (Rio de Janeiro component) and the **Instituto Clara Ramos** (Salvador component).

The Semester Program at PUC-Rio

(14-16 semester hours)

Upon completion of the Language Orientation and Cultural Pro-seminar, Brown students enroll in PUC-Rio courses taught in Portuguese for a total of 15 weeks. Students enroll in three direct enrollment courses (**10-12 semester hours**) plus **Portuguese as a Second Language** — designed to bring students' formal language skills to the highest possible level — for **4 semester hours (totaling 14-16 semester hours)**. Direct enrollment courses can be found across many academic areas, including History, Anthropology, Literature, International Relations, Psychology, Political Science, Economics, Geography, Cultural Studies, Art History, Biology, Physics and Engineering. The link to direct enrollment courses can be found [here](#). Most direct enrollment courses meet for 60 hours over the course of the 15-week semester (4 semester hours).

Internship and Volunteer Opportunities

Students interested in a practical engagement experience can utilize PUC-Rio's ***Coordenação Central de Estágios e Serviços Profissionais (CCESP)*** to locate non-credit bearing internship and volunteer possibilities in and around Acari, Parque de Cidade, and Rocinha. PUC-Rio students can engage in activities such as health care, engineering, small community planning, and vocational education.

Housing

PUC-Rio offers an enriched opportunity for students to experience the Brazilian way of life by placing them in a home-stay program. Most families live near the university or within 20-40 minutes from campus by city bus.

Host families are carefully screened by the Coordinating Center for International Cooperation (CCCI) and approved by the local coordinator. They represent a wide range of incomes and situations, from single families, to couples without children, to families with children.

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.

BATE-PAPOS / PIZZA & PAPOS

At least once a month the Department sponsors an informal gathering of students and faculty at which Portuguese is exclusively spoken. The events are held on Friday afternoons in the George Monteiro Conference Room at Meiklejohn House. At *Bate-papos* coffee, tea, soft drinks and

munchies are offered. At the *Pizza e Papos* events pizza and soft drinks 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 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 BELDA FAMILY FUND FOR BRAZILIAN STUDIES

Established by Mr. Alain Belda P'05, P'07, the Belda Family Fund for Brazilian Studies supports the Department of Portuguese and Brazilian Studies, with an emphasis on Brazil, including workshops, conferences, symposia and other programming to increase the national visibility of the program.

THE JOHN AND CLARICE SCARRITT FUND IN PORTUGUESE AND BRAZILIAN STUDIES

The Scarritt Fund in Portuguese and Brazilian Studies has been established by Clarice and John Scarritt'73, P'09 to support trips to Brazil by Brown undergraduates for the purpose of conducting research for theses and participating in internships. Priority is given to Portuguese and Brazilian Studies concentrators and to non-concentrators who have demonstrated a commitment to Portuguese and Brazilian Studies through coursework and participation in departmental activities. For more information, please contact Professors Patricia Sobral and/or Luiz F. Valente.

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 main 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 co-sponsors of the Senior Lectureship in Portuguese Literature. 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 Desenvolvimento Científico e Tecnológico (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 postdoctoral visiting scholars from Brazil, who have spent

anywhere from a year to four years at Brown University.

BRAZILIAN MINISTRY OF CULTURE

During the Fernando Henrique Cardoso administration the Brazilian Ministry of Culture sponsored a program of Brazilian writers-in-residence. Writers who visited Brown under this program included Moacyr Scliar, Sérgio Sant'Anna, Silviano Santiago, Ivan Ângelo, Cláudio Murilo Leal and Arnaldo Bloch.

NATIONAL COMMISSION FOR THE COMMEMORATIONS OF THE PORTUGUESE DISCOVERIES

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

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.

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.