

**BOARD OF HIGHER EDUCATION**  
**REQUEST FOR COMMITTEE AND BOARD ACTION**

**COMMITTEE:** Assessment and Accountability                      **NO.:** AAC 07-25  
**COMMITTEE DATE:** June 6, 2007  
**BOARD DATE:** June 14, 2007

---

**MOVED:**                      The Board of Higher Education hereby approves the expedited application of the **University of Massachusetts Dartmouth** to award the **Doctor of Philosophy (PhD) in Luso-Afro-Brazilian Studies and Theory.**

One year after graduating the program's first class, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty, resources, and program effectiveness.

**Authority:**                      Massachusetts General Laws Chapter 15A, Section 9(b)  
**Contact:**                      Aundrea Kelley, Associate Vice Chancellor for Academic Policy

## **BOARD OF HIGHER EDUCATION**

June 2007

### **University of Massachusetts Dartmouth**

Ph.D. in Luso-Afro-Brazilian Studies and Theory

#### **INTENT**

The University of Massachusetts Dartmouth (UMass Dartmouth) intends to offer a Ph.D. in Luso-Afro-Brazilian Studies and Theory that prepares highly qualified candidates for college-level teaching jobs at institutions offering or seeking to offer courses at any level in the Portuguese language and Lusophone (Portuguese, Brazilian, and Lusophone African) literatures and cultures. The proposed program builds on an existing Master of Arts in Portuguese. Ph.D. recipients will also be able to seek employment outside of academia in any field where advanced knowledge of Portuguese (designated a “strategic language” by the federal government) and an in-depth understanding of cultural realities of Portuguese-speaking countries, coupled with highly developed analytic and writing skills, may be a desirable asset. Such fields include foreign service, federal, state and local government, international and non-profit organizations, museums and other cultural institutions, international trade, publishing, professional translating and interpreting, and administration of off-campus studies, among others.

The proposal was approved by the University of Massachusetts Board of Trustees at its March 2007 meeting. The Letter of Intent was circulated March 21, 2007.

#### **MISSION, NEED, AND DEMAND**

UMass Dartmouth provides degree programs, research, and continuing education services in the liberal arts and sciences, creative arts, and in the professions that are vital to economic and cultural well being of the region and Commonwealth. The Dartmouth campus has made Portuguese studies a high priority across not only the language and literature area but also in fields like history, political science, sociology, anthropology, and art history and the visual arts and in study abroad. In terms of faculty resources and intellectual capital in the field of Luso-Afro-Brazilian studies, UMass Dartmouth would be competitive with the Ph.D. programs at Harvard and Brown Universities and would offer an alternative to the doctoral program in Hispanic Literatures and Cultures offered by University of Massachusetts Amherst.

According to the Modern Language Association, the number of students enrolled in U.S. institutions of higher education who took Portuguese courses grew by 21.1% between 1998 and 2002, well ahead of enrollment growth registered by the two major Romance languages, Spanish (13.7%) and French (1.5%); among languages of European origin, the growth of Portuguese was second only to Italian (29.6%).

Campus strengths in these linguistic areas were developed as key activities in the UMass Dartmouth strategic plan and represent a signature area of excellence within the University as a whole. The Luso-Afro-Brazilian Studies and Theory Ph.D. program not only supports the UMass Dartmouth strategic plan but also fulfills an industry demand for critical foreign languages.

The National Language Security Initiative, an aspect of the American Competitiveness Initiative, is intended to address the United States' shortage of people who speak languages critical to national security and global competitiveness by encouraging earlier and stronger coursework in critical need foreign languages from kindergarten through postsecondary education, increasing proficiency among all speakers, and providing incentives for government service and teaching critical need foreign languages. The global importance of the Portuguese language and Lusophone cultures stems in part from the fact that there are more speakers of Portuguese than of Spanish in South America; that Portuguese is the official language of five African countries, among them Angola and Mozambique; and that it is one of the official languages of the European Union and many international organizations. In recognition of the need for expanding foreign language competence of American professionals in the age of globalization, the American Competitiveness Initiative identified Portuguese as one of the critical need foreign languages.

The unique demographics of Southeastern Massachusetts, with its large proportion of Portuguese speakers of Portuguese, Brazilian and Cape Verdean descent, has long been an important factor in supporting the growth and development of Portuguese programs at UMass Dartmouth, including the ability to attract external funding in excess of \$2 million – a level unparalleled in the general field of humanities and non-applied social sciences. These grants have been awarded from a variety of sources, including the Luso-American Development Foundation, Foreign Ministry of Portugal, Millennium BCP Bank, and the Commonwealth.

#### **PROGRAM GOALS AND OBJECTIVES, INCLUDING ENROLLMENT**

For the first five years of operation, proposed *enrollment goals* include:

- initial enrollment of 2-3 students entering the program in its first year of operation and a steady-state enrollment of 5-10 students.
- Degree-completion is projected to be at least a 75 percent completion rate.

For the first five years of operation, specific *academic and student success goals* include:

- To attract highly qualified applicants from nationwide and beyond.
- 80 percent of students' comprehensive examinations and dissertations will be assessed as "excellent" (A, A+) in demonstrating identified knowledge and critical skills outcomes; the rest will be "very good" (B, A-).
- There will be rare to no exceptions to the criterion that all Ph.D. students who complete the program will find career-related employment within a year after completing and will accomplish entry to employment fulfilling their appropriate and realistic career goals within three years. A part of the University's philosophy of professional mentoring will be to help each student tailor aspirations to challenging but realistic professional and academic goals.
- All students will indicate from good to strong satisfaction with the education they received and rate the program quality as high or excellent.

Specific *departmental research/professional goals* include:

- All doctoral seminars will be demonstrably related to the current research agenda of the faculty members teaching respective seminars. At least half of the seminars will result in the production of some work in print, either by the doctoral student alone or by the faculty member in collaboration with a doctoral student who took the seminar.
- 90 percent of all academic/scholarly initiatives undertaken under the auspices of the Center for Portuguese Studies and Culture and/or the Department that involve participation by doctoral students working as Research Assistants will be shown to have benefited

demonstrably and measurably from their contribution. At least 80 percent of such projects will be successful in attracting some form of external funding.

- Through doctoral students' and faculty member's intensive participation in the professional and scholarly academic world, the Department has a strong goal to remain competitive, innovative, and engaged.
- At least 75 percent of annual Faculty Activity Reports (that is, three out of four individual FARs) will continue to demonstrate a positive relationship between the involvement of faculty members in the graduate program and their engagement in scholarly activities at the national and international level.
- Faculty in the Department of Portuguese are strongly committed to maintaining excellence and currency in scholarship, as evidenced by two recent formal resolutions. In fall 2005, the faculty voted unanimously that an annual-review rating of Excellent by the Faculty Evaluation Committee and Chair in the category of Scholarship and Professional Activities would henceforward require a publication or acceptance for publication of one article in any given academic year. In fall 2006, it was further resolved that a rating of Excellent in this category would also be contingent on the publication of a single-author academic monograph once per every seven-year cycle.

## **ADMISSION**

Prospective Ph.D. candidates must meet the following criteria for admission to the program:

A bachelor's degree in Portuguese with a minimum GPA of 3.0 or a B.A. or B.S. degree in another discipline and demonstrated oral and written competence in Portuguese or a master's degree in Portuguese with a minimum GPA of 3.3 or a master's degree in another discipline and demonstrated oral and written competence in Portuguese AND

- One example of scholarly writing (for example, a publication or scholarly paper).
- Statement of interest and intent in the form of a typed two-part essay. The first part (up to 250 words) should state the candidate's reasons for wishing to pursue graduate study; the second part (up to 1,000 words) should indicate his or her research interests and goals for doctoral study.
- Completed application for graduate study at University of Massachusetts Dartmouth.
- Supporting credentials (curriculum vitae, copies of publications, etc.) with their applications.
- Three letters of recommendation from people who have worked closely with the applicant in an academic or professional setting. At least one letter must be from a faculty member at the institution where the applicant earned his or her most advanced degree and who is familiar with the applicant's academic work.
- For full financial aid consideration, application for fall admission must be received no later than February 1.

The Department of Portuguese does not require Graduate Record Examination (GRE) scores for admission to the Ph.D., but any candidate may strengthen his or her application by submitting scores for Verbal, Quantitative, and Analytical parts of the GRE.

## **CURRICULUM** (Attachment A)

The Ph.D. in Luso-Afro-Brazilian Studies and Theory requires a minimum of 54 graduate course credits and 12 dissertation credits. Successful applicants to the program who hold an M.A. degree from UMass Dartmouth or another institution will be allowed to transfer up to a maximum of 30 credits from the M.A. level toward their doctoral degree coursework.

Required coursework spans across the spectrum of language, literature, culture, and interdisciplinary cognate study across the Portuguese world, emphasizing contemporary critical theory across its areas of offerings. The program comprises a minimum of six courses (18 credits) in 600- and 700-level seminars, including a minimum of two courses (six credits) at the 700 level, one of which must be POR 710, Literary and Cultural Theory. The remaining six credits may be taken at the 500 level, either in the Department of Portuguese or from an approved list of courses in other departments. In this way, core competencies and both specialized and interdisciplinary foci are offered.

Candidates who apply to and are admitted directly to the Ph.D. program and who do not already hold a relevant M.A. degree will be evaluated by the Graduate Studies Committee at the end of their second semester of coursework. Contingent on the results of the evaluation, the Committee may authorize continuation of Ph.D. candidacy or recommend that the candidate pursue an M.A. degree and be reevaluated for admission to Ph.D. candidacy upon its completion.

Specific additional doctoral requirements are encompassed in a General Examination and the steps toward a successful dissertation.

## **RESOURCES AND BUDGET**

### *Faculty*

The proposed Ph.D. program aims to maximize the use of existing faculty resources at UMass Dartmouth by drawing on the wide range of multidisciplinary scholarly competence in the area of Luso-Afro-Brazilian studies. With five tenure-line faculty, all of whom teach graduate courses in the M.A. program, the Department of Portuguese is the largest Portuguese program in the nation (followed by the University of Wisconsin, Madison, with four tenure-line faculty, and Brown University with three). Additionally, there are six faculty members in the College of Arts and Sciences and College of Visual and Performing Arts (in the Departments of Political Science, Sociology/Anthropology, History, and Art History) whose scholarly expertise falls primarily in the area of Portuguese, Brazilian, or Lusophone African studies and who are formally affiliated with the campus Master of Arts in Portuguese Studies program, cross-listing their relevant courses at the graduate level and participating actively in the 2005-06 interdepartmental faculty and graduate student seminar on "Interdisciplinary Research and Teaching in Luso-Afro-Brazilian Studies." In addition, one graduate course per academic year has been taught by the occupant of the Hélio and Amélia Pedroso/Luso-American Foundation Endowed Chair in Portuguese Studies, which brings to UMass Dartmouth renowned senior scholars in the field for semester-long periods of teaching and research.

### *Administration and Governance*

The Ph.D. program in Luso-Afro-Brazilian and Theory will be administered with existing faculty and infrastructure in the Department of Portuguese, in consultation with affiliated faculty in other departments, and within the existing administrative structure of graduate studies at UMass Dartmouth. As is the case with the existing M.A. program, the Graduate Committee in the

Department of Portuguese, chaired by the Graduate Program Director, will provide direction and oversight for the management of the Ph.D. program, including admissions criteria and individual admission actions, curriculum development, program planning, operating policies and procedures, and program evaluation/quality control.

The Department of Portuguese is uniquely well-positioned to develop and sustain a nationally and internationally recognized Ph.D. program that will draw on the wealth of locally existing resources to produce graduates whose solid academic training in the disciplinary field of literary and cultural studies of the Portuguese-speaking world will be complemented by comprehensive transdisciplinary exposure and ability to forge meaningful connections among various areas of study. Such a preparation will in turn make them highly competitive in today's academic marketplace, in which a growing number of departments of modern languages and literatures are turning to a revised area-studies model and encouraging their faculty to pursue interdisciplinary and global synergies in order to stress their field's relevance in the evolving reality of contemporary academia and society at large.

#### *Center for Portuguese Studies and Culture*

Ph.D. candidates will pursue their degree programs in an environment in which multiple opportunities exist for enhancing traditional scholarly training through participation in such practical academic endeavors as publishing and organization of lectures and colloquia. In particular, the Center for Portuguese Studies and Culture publishes a widely recognized and respected peer-reviewed academic journal, *Portuguese Literary and Cultural Studies*, and three book series, Portuguese in the Americas, Adamastor Book Series, and the Portuguese Language Textbook Series. These publications, along with other activities of the Center, such as the recently inaugurated Portuguese-American Archives, provide multiple meaningful career-building opportunities for graduate students, particularly at the doctoral level.

#### *Library*

In addition, the Portuguese collection of UMass Dartmouth Library already compares favorably with library holdings at many other U.S. institutions that offer a Ph.D. in Portuguese, and the ability of UMass Dartmouth users to access holdings of Brown's Rockefeller Library under the terms of Boston Library Consortium (BLC) offsets the undeniable shortcomings of the general research collection available on campus. UMass Dartmouth also has a commitment that expansion of graduate programs at UMass Dartmouth will spur additional investment in the area of library support for scholarship in the humanities, particularly with regard to such crucial electronic resources as Project Muse (offering access to full-text articles published in over 200 journals), which is currently unavailable to UMass Dartmouth users and cannot be accessed through BLC, but which the University hopes to make available.

#### *Budget (Attachment B)*

Courses composing the existing Portuguese B.A. and M.A. and the proposed Ph.D. curriculum can be covered entirely by the current faculty in the Department of Portuguese, with the exception of first- and second-year Portuguese language courses that are taken largely by UMass Dartmouth students wishing to satisfy their foreign language requirement (at present, six of the regularly offered nine to eleven sections of beginning and intermediate Portuguese are taught by graduate Teaching Assistants). Since all new Ph.D.-level courses will be cross-listed (offered jointly with) existing M.A.-level courses, the implementation of the Ph.D. program will not require an increase in the number of course sections offered by the department.

The number of graduate Teaching and Research Assistantships in the program currently stands at eight (six TAs and two RAs). With the implementation of the Ph.D. program, the

Department plans to raise the number of Teaching Assistantships to eight, for a total of ten graduate assistantships. The prospectively renewable grant from Millennium BCP Bank will fund one of the two additional assistantships, and UMass Dartmouth has committed matching funds (a condition stipulated by the external sponsor) to fund the second TAship. Since each TA in the Department of Portuguese teaches one three-unit class per semester in the lower-language division (POR 101-203), this increase will minimize the need for part-time lecturers in the program, with the exception of the instructor responsible for the four-semester sequence (101-202) of Cape Verdean Creole offered by the Department. It will also allow for further redirecting of the regular faculty teaching loads toward advising on M.A. theses and doctoral dissertations.

The campus supports faculty by means of access to instructional technology and the department provides desk computers. No specialized equipment or facilities are required for the proposed program.

### **PROGRAM EVALUATION AND INSTITUTIONAL RESPONSE**

The proposed Ph.D. program was reviewed by Dr. Phyllis Peres, Associate Provost for Academic Planning, and Programs and Associate Professor of Portuguese and Spanish and Latin American Studies at the University of Maryland, College Park; and Carmen Chaves Tesser, Professor Emerita of Romance Languages at the University of Georgia, Director of Portuguese School at Middlebury College, and Chair of the World Languages Academic Advisory Committee of the College Board.

The reviewers' report stated that they "support the approval of a Ph.D. program in Luso-Afro-Brazilian Studies and Theory at UMass Dartmouth for several compelling reasons." These reasons included an excellent core and affiliate faculty, the Center for Portuguese Studies and Culture, and its location within a dynamic Portuguese heritage speaking community and within an area rich in scholarly resources.

The reviewers recommended measures to enhance the program, including strengthening the minimum GPA required for admission to the program, clarifying specifics concerning the dissertation committee and the dissertation itself, strengthening library resources, and providing additional clerical support for the program.

The University addressed each of these issues in its response, including a commitment to ensuring the sufficiency of library materials in support of the proposed Ph.D. Specifically, UMass Dartmouth is committed to create – with support from private donors – the Ferreira-Mendes Portuguese-American Archives and house them in a state-of-the-art facility as part of the campus' major renovation of its Library. The University is currently seeking a specialized archivist to manage these archives, an addition to the Library staff, and for a Portuguese-Americanist scholar to develop the collection, organize conferences based on the archives, and make the archives a center of cultural and scholarly attention locally and internationally.

## **STAFF ANALYSIS AND RECOMMENDATION**

Staff recommendation is for approval of the request of University of Massachusetts Dartmouth to award the Doctor of Philosophy (Ph.D.) in Luso-Afro-Brazilian Studies and Theory.

One year after graduating the program's first class, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty, resources, and program effectiveness.



## Attachment A – Curriculum

### UNIVERSITY OF MASSACHUSETTS DARTMOUTH Curriculum Outline Ph.D. in Luso-Afro-Brazilian Studies and Theory

The Ph.D. in Luso-Afro-Brazilian Studies and Theory requires a minimum of 54 graduate course credits and 12 dissertation credits. Successful applicants to the program who hold an M.A. degree from UMass Dartmouth or another institution will be allowed to transfer up to a maximum of 30 credits from the M.A. level toward their doctoral degree coursework.

Required coursework comprises a minimum of six courses (18 credits) in 600- and 700-level seminars, including a minimum of two courses (six credits) at the 700 level, one of which must be POR 710, Literary and Cultural Theory. The remaining six credits may be taken at the 500 level, either in the Department of Portuguese or from an approved list of courses in other departments. In this way, core competencies and both specialized and interdisciplinary foci are offered.

**POR 710** three credits

#### **Literary and Cultural Theory**

Advanced study of major works and schools of thought in the humanities and social sciences pertinent to the field of Luso-Afro-Brazilian Studies and related to research work of doctoral candidates (e.g., postcolonial criticism, New Historicism, or cultural materialism). The second half of the course will be devoted to the analysis of relevant contributions to literary and cultural theory published in the past five years. Samples from some of the major genres and works of the Portuguese-speaking world will be analyzed. The cross-fertilization of theoretical approaches with empirical readings of specific literary works and cultural phenomena will lead the students to develop and advance their own research projects.

**POR 720** three credits

#### **Seminar in Portuguese Literature and Culture**

Advanced study of a selected topic, period, author or genre in Portuguese literature and culture. Literary texts, canonical and non-canonical alike, are discussed in a broadly cultural context and from a theoretically informed perspective. Students formulate and develop independent research projects, exploring theoretical meanings and consequences of literary works and/or cultural phenomena.

**POR 730** three credits

#### **Seminar in Brazilian Literature and Culture**

Advanced study of a selected topic, period, author or genre in Brazilian literature and culture. Literary texts, canonical and non-canonical alike, are discussed in a broadly cultural context and from a theoretically informed perspective. Students formulate and develop independent research projects, exploring theoretical meanings and consequences of literary works and/or cultural phenomena.

**POR 740** three credits

#### **Seminar in Lusophone African Literatures and Cultures**

Advances study of a selected topic, period, author or genre in Lusophone African literatures and cultures. Literary texts, canonical and non-canonical alike, are discussed in a broadly cultural context and from a theoretically informed perspective. Students formulate and develop independent research projects, exploring theoretical meanings and consequences of literary works and/or cultural phenomena.

**POR 750** three credits

**Comparative Studies in the Portuguese-Speaking World**

Advanced study of a selected topic, period, or genre from a comparative perspective, encompassing various literatures and cultures of the Portuguese-speaking world and including, if applicable, other Western and non-Western theoretical, literary and cultural readings. Literary texts, canonical and non-canonical alike, are discussed in a broadly cultural context and from a theoretically informed perspective. Students formulate and develop independent research projects exploring theoretical meanings and consequences of literary works and/or cultural phenomena.

**Existing Courses for the M.A.**

**POR 500** three credits

**Luís de Camões**

A two-part course. First, students analyze the types of lyrical poetry Camões wrote—traditional peninsular forms and those taken from the Renaissance—and study the recurring themes in Camões. Second, the epic poem, *The Lusíads*, is studied. Attention is given to the influence of Camões in Portuguese culture.

**POR 510** three credits

**Eça de Queirós**

Study of the major works of the foremost Portuguese novelist of the nineteenth century. Examination of the aesthetic and ideological significance of Eça's works. The analysis of his works as a critical response to European literature and philosophy, and specific authors of the Portuguese and Spanish tradition. Discussion of themes, such as the relationship between nature and culture, language and reality, technology and man, the past and historiography, and Portuguese nineteenth-century society, is studied.

**POR 520** three credits

**Machado de Assis**

Study of the major novels and short stories of the foremost Brazilian author of the nineteenth century. The course examines the innovative narrative techniques that characterize his works and their relationship to precursors such as Laurence Sterne and Almeida Garrett. The course also explores how Machado's skepticism and irony anticipate modernist and postmodernist writings.

**POR 521** three credits

**Teaching Portuguese as a Foreign Language**

A theoretical and practical survey of methods and techniques used to teach foreign languages. Development of educational materials for Portuguese and methodological issues applicable to heritage language learners are particularly emphasized. Assignments include presentations of teaching modules, classroom observations and preparation of professional portfolios.

**POR 522** three credits

**Introduction to Portuguese Linguistics**

Prerequisite: POR 302 or consent of instructor. An introduction to the study of Portuguese linguistics. The main goal of the course is to investigate the structure of Portuguese: its phonology, morphology, syntax, and pragmatics. The course will also consider aspects of dialects of Portuguese, exploring their social and historical background. Class time will be divided between lectures and group work. This course is intended for speakers and advanced learners of Portuguese and will facilitate the understanding (and the teaching) of language mechanisms.

**POR 530** three credits

**Fernando Pessoa and Twentieth Century Portuguese Poetry**

Study of the poetry of Fernando Pessoa as an example of Modernism. The course examines the major heteronyms and their significance and discusses subsequent Portuguese literary generations of the 20th century, their characteristics, and most important authors, with emphasis on poetry.

**POR 581** three credits

**Seminar in Portuguese**

The study of specific topic, author, or literary period from Portugal, Brazil and/or Lusophone Africa. May be repeated with change in content.

**POR 595** three credits

**Graduate Independent Study**

Prerequisites: Graduate standing; permission of instructor, graduate director, and college dean. Study under the supervision of a faculty member in an area not otherwise part of the discipline's course offerings. Conditions and hours are to be arranged.

**POR 596** three credits

**Graduate Directed Study**

Prerequisites: Graduate standing; permission of instructor, graduate director, and college dean. Study under the supervision of a faculty member in an area covered in a regular course not currently being offered. Conditions and hours are to be arranged.

**POR 610** three credits

**Topics in Literary and Cultural Analysis**

A study of issues underlying literary and cultural analysis and methodological backgrounds of critical strategies. The first half of the course will be devoted to a review of major contemporary critical schools, e.g., structuralism, post-structuralism and deconstruction, formalism, feminist criticism, new historicism, and postcolonial criticism. The second half of the course will be devoted to the analysis of relevant contributions to the field of literary and cultural analysis published in the past five years. Samples from some of the major genres and works of the Portuguese-speaking world will be analyzed.

**POR 620** three credits

**Seminar in Portuguese Literature and Culture**

Study of a selected topic, period, author or genre in Portuguese literature and culture. Literary texts, canonical and non-canonical alike, are discussed in a broadly cultural context and from a theoretically informed perspective. Focused written assignments and/or formal oral presentations contribute to the development of individual research projects pursued by the students.

**POR 630** three credits

**Seminar in Brazilian Literature and Culture**

Study of a selected topic, period, author or genre in Brazilian literature and culture. Literary texts, canonical and non-canonical alike, are discussed in a broadly cultural context and from a theoretically informed perspective. Focused written assignments and/or formal oral presentations contribute to the development of individual research projects pursued by the students.

**POR 640** three credits

**Seminar in Lusophone African Literatures and Cultures**

Study of a selected topic, period, author or genre in Lusophone African literatures and cultures. Literary texts, canonical and non-canonical alike, are discussed in a broadly cultural context and from a theoretically informed perspective. Focused written assignments and/or formal oral presentations contribute to the development of individual research projects pursued by the students.

**POR 650** three credits

**Comparative Studies in the Portuguese-Speaking World**

Study of a selected topic, period, or genre from a comparative perspective, encompassing various literatures and cultures of the Portuguesespeaking world and including, if applicable, other Western and non-Western theoretical, literary and cultural readings. Literary texts, canonical and non-canonical alike, are discussed in a broadly cultural context and from a theoretically informed perspective. Focused written assignments and/or formal oral presentations contribute to the development of individual research projects pursued by the students.

**POR 660** three credits

**Thesis or Project I**

Pre-requisite: POR 610

Individual research project leading to the production of a substantial written work, pursued under the direction of a faculty advisor. This course is continued as POR 661; initially students receive the grade IP, which is changed to be the same as that earned in POR 661.

**POR 661** three credits

**Thesis or Project II**

Pre-requisite: POR 660

Individual research project leading to the production of a substantial written work, pursued under the direction of a faculty advisor.

***Courses in Other Departments***

The following courses offered by other departments may be included in the MA and PhD program of studies, with the consent of the advisor and Graduate Program Director.

**ARH 513** three credits

**The Art of Portugal**

**HST 525** three credits

**European Overseas Expansion, 1500-1800**

**HST 570** three credits

**Portugal and Spain in the Middle Ages**

**HST 571** three credits

**History of Portugal**

**HST 576** three credits

**History of Brazil**

**PSC 593** three credits

**Portugal and the European Union**

**PSC 594** three credits

**Policies of European Integration**

**PSC 595** three credits

**Politics and the Development of Modern Portugal**

**SOC/ANT 506** three credits

**Cultures of Contemporary Portugal**

**SOC/ANT 532** three credits

**Portuguese in the Americas**

**Attachment B – Budget**

**Proposed PhD Program in Luso-Afro-Brazilian Studies and Theory/Three Year Budget**

**Incremental costs only**

<b>Budget Categories</b>	<b>FY07</b>	<b>FY08</b>	<b>FY09</b>
<b>Personnel</b>			
Faculty, no new hiring of tenure-line faculty needed	0	0	0
Administrative Assistant, no new hiring needed	0	0	0
Part-Time Lecturers	0	0	0
Teaching Assistant (adding two additional in FY08)	0	30,000	0
<b>Total</b>	<b>0</b>	<b>30,000</b>	<b>0</b>
<b>Facilities and Equipment</b>			
No new costs	0	0	0
<b>Academic Materials</b>			
Library - Project Muse Subscription (adding in FY08)	0	9,600	0
<b>INCREMENTAL PROGRAM EXPENSE</b>	<b>0</b>	<b>39,600</b>	<b>0</b>
<b>CUMULATIVE TOTAL</b>	<b>0</b>	<b>39,600</b>	<b>39,600</b>

Each TA receives an academic year stipend of \$15,000. One \$15,000 TA stipend will be covered by the university as a budget increase to the program; the other will be covered by an outside grant. The Project Muse subscription will be in the form of a budget increase to the library.