

Executive Summary
University of Utah
Minor in Portuguese
October 11th, 2010

Program Description

The minor in Portuguese and Brazilian Studies is designed to serve students interested in achieving a high level of linguistic competence in Portuguese as well as advanced knowledge of the literary and cultural traditions of Brazil. The minor in Portuguese would be particularly appropriate for students with a major or another minor in any of the other Romance languages offered by the department of Languages and Literature as well as for those in Political Science or International Studies. Knowledge of Portuguese and a familiarity with Brazilian culture are crucial for anyone interested in Latin American Studies.

The Portuguese minor requires a minimum of 18 upper-division credit hours of which at least 12 must be listed under Portuguese. The remaining 6 credits can be taken in area-related courses listed under other departments.

Role and Mission Fit

The proposed minor in Portuguese and Brazilian Studies addresses the general mission of the University of Utah to educate the individual student and to discover, refine, and disseminate knowledge. As a doctorate-granting university, the University of Utah seeks to aid economic development at the local, state, and national levels. Proficiency in Portuguese is crucial for the Utah labor market and therefore the minor at the University of Utah is consistent with our mission. Additionally, offering a degree in Portuguese is crucial for our ability to generate grants particularly in Latin American Area Studies. The minor will also contribute to the public goals of the University to stimulate public dialogue on national and international affairs and aligns perfectly with the institution's internationalization efforts.

Faculty

Number of faculty with Doctoral degrees: 3 (Tenure)

Core faculty (those who regularly teach courses with a focus on Brazil)

Alessandra Santos, PhD, Assistant Professor of Portuguese

Elena Shtromberg, PhD, Assistant Professor of Art / Art History

Non-core (those whose teaching occasionally focuses on Brazilian themes)

Angela Espinosa, PhD, Assistant Professor of Spanish

Number of faculty with Master's degrees: 1 (Adjunct)

Rubynara Carvalho, MA, Associate Instructor of Portuguese

In addition to the faculty listed above, the Department of Languages and Literatures has hosted one Fulbright teaching assistant from Brazil each of the last three years. The

department plans to continue the relationship with Fulbright and make the presence of these assistants a regular component of our program.

Market Demand

Portuguese is the 7th most spoken language in the world and has as many native speakers as French and German combined. The language is spoken in 8 different countries on four continents. Brazil, one of the leading trading partners of the State of Utah, currently has the 10th largest GDP in the world and the largest in Latin America. Adding a degree that certifies a level of linguistic and cultural competence will increase the marketability of many of our current degrees.

Student Demand

Enrollments in Portuguese at the University of Utah and at other institutions in the state have shown a consistent growth over the past decade. The University of Utah already has a significant number of proficient Portuguese speakers among its student body. These students currently populate our Portuguese language and culture courses and would be a logical audience for a minor in Portuguese. During the Spring 2010 semester, 28 Portuguese students were surveyed to inquire about their interest in a potential minor in Portuguese. All the students polled indicated a strong interest in pursuing a minor if available.

Statement of Financial Support

Since the program will not require the addition of new faculty or staff, we do not anticipate the need for new funding.

Similar Programs Already Offered in the USHE

The other institutions in USHE that currently offer a minor in Portuguese include Brigham Young University, Utah State University, and Utah Valley University. A detailed description of their programs is included in Appendix B.

Section I: The Request

The University of Utah requests approval to offer a minor in Portuguese and Brazilian Studies effective Fall 2011.

Section II: Program Description

Complete Program Description

The Portuguese and Brazilian Studies Minor requires a minimum of 15 upper division credit hours, of which at least six have to be taken at the University of Utah. All courses must be passed with a grade of "C" or better.

In order to be admitted into the minor, students will have to complete four semesters of Portuguese language (PTGSE 2020) or its equivalent. These prerequisite courses are designed to provide a foundation in basic language and Luso-Brazilian culture. A list of courses to be offered as part of the program is included in Appendix A. In addition to the courses on this list, students may petition the program advisor to accept classes not listed. Other units on campus can propose courses to be added to this list.

Purpose of Degree

According to the Modern Language Association's survey published in 2007, Portuguese is the 12th most popular language on college campuses in the United States.

Enrollments in Portuguese have increased by 22.4% between 2002 and 2007, compared to 10.3% in Spanish, 2.2% in French and 3.5% in German. The University currently offers academic degrees in the 11 most popular languages. Considering the growth of Portuguese and the increased presence of the language in our state, it makes sense to add Portuguese to the list of languages in which University of Utah students can obtain a degree.

The University's International Studies (IS) major already gives the students the opportunity to choose an emphasis on Latin American Studies that requires at least six area credits at the 3000 level. The minor in Portuguese and Brazilian Studies would be an attractive addition for those students who choose Brazil as their main Latin American focus.

As the flagship institution in our state, The University of Utah has a responsibility to aid local and state economic development. The proposed minor in Portuguese will give our students a professional level of competence in Portuguese as well as advanced knowledge of the literary and cultural traditions of Brazil. These skills will prepare our students to enter an increasingly demanding and global market force in which linguistic and cultural proficiency are no longer an extravagance but an essential skill.

Institutional Readiness

The new Portuguese and Brazilian Studies minor entails the packaging of existing courses that are regularly taught by different units on campus into a coherent program to ensure that students have the opportunity to pursue studies in Portuguese in a structured way. By organizing the minor in this way we not only take advantage of existing resources and areas of strength, but we also create an interdisciplinary program that is consistent with many other Portuguese minors offered at peer institutions (see for example the description of the programs offered at Notre Dame or the U. of Maryland below). The field of Languages and Cultures is currently shifting towards offering more interdisciplinary degrees, which is also consistent with the University of Utah's current emphasis on internationalization and interdisciplinarity. The

proposed minor does not include the addition of new courses nor does it require additional library resources.

The Department of Languages and Literature teaches 20 languages. Students can currently pursue Bachelor of Arts degrees in 8 of them plus interdisciplinary BAs in 4 more. In one additional language the department offers a standalone minor. The proposed minor in Portuguese would follow the same structure as our current minors and would, therefore, be seamlessly integrated into the existing curricular and administrative structures of the department and would only require small adjustments to our current advising systems.

Advising for the program will be integrated into the existing model for all the other majors and minors in the department (see Student Advisement section below).

The new minor will consolidate our current offerings in Portuguese language at the lower and upper division levels. The Language department currently teaches the lower level language sequence (1st and 2nd-year courses) as a way for students to fulfill the Bachelor of Arts language requirement in Portuguese. Additional courses at the 3000 and 4000 levels are taught to serve the current needs of students who come to us with an already high level of proficiency and want to do advanced coursework in the language. However, other than personal enrichment and additional upper division credit hours, and without the possibility of adding a minor, these upper division courses do not serve any practical purpose in the academic program or the resume of advanced speakers.

The Department of Languages and Literature has been collaborating with Fulbright to bring Foreign Language Teaching Assistants (FLTAs) to campus every year since 2008. These native speakers serve as ambassadors for Brazilian culture on campus and do a lot of the recruiting at the lower levels through the Brazilian club, which they run.

The Minor in Portuguese and Brazilian Studies will also support the emerging emphasis in Brazilian Studies within Latin American Studies (LAS) and elevate the LAS Program by encouraging language proficiency in Portuguese in addition to Spanish, the two major languages of Latin America, a hallmark of nationally ranked programs.

The university already has the technology resources necessary to deliver this program. The Department operates the DiBona Center for Educational Technology (DCET). The DCET is an open lab for university-wide users but more specifically serves the needs of the departments housed within the College of Humanities and particularly the Department of Languages and Literature. The DCET has a technical specialist whose main role is to strengthen the Center's mission to facilitate technology-enhanced language learning and assist the Department in identifying cutting-edge technology methods to enhance curriculum delivery.

Faculty

No additional faculty will be needed during the first five years of the program. We currently have two tenure-track assistant professors that we consider the core faculty of this program since their teaching is 100% related to Brazil. A third assistant professor teaches a minimum of 30% of her load on Brazilian topics. Most of the lower-level language courses are taught by a full-time associate instructor, a native of Brazil who holds an MA degree. Additionally, the department has hosted one Fulbright teaching

assistant from Brazil each of the last three years. We plan to continue the relationship with Fulbright and make the presence of these assistants a regular component of our program.

Faculty in charge of the language courses are integrated into the Department's regular system of training and professional development. They receive training, support and supervision on teaching methodologies and technology integration.

Staff

We do not anticipate the need for additional staff to support this program.

Library and Information Resources

The Marriott Library provides an on-line research guide for Latin America and the Caribbean and employs a content specialist. In addition to a listing of 820 periodicals in Latin American Studies areas, the library subscribes to critical Latin American Studies electronic resources. The multimedia collection houses over 2200 items related to Latin American Studies, including DVDs, videos, CDs, and sound recordings in English, Spanish, and Portuguese. The Marriott Library provided start-up money for a New World Newspaper Archive, whose first project is a Latin American Newspapers module. In 2008, the library purchased a collection of Brazilian film and music from the Brazilian American Cultural Institute (Washington, D.C.), which included over 400 films and 1000 cassettes and CDs of classical and popular music. Many of the sound recordings and films are historical documents that are difficult to find elsewhere. The Marriott Library has also recently established an International & Interdisciplinary Team specifically to deal with the increasing interest in collections pertaining to programs such as Latin American Studies. The team works closely with faculty and students to provide detailed research and instruction and prioritize collection choices. As a member of the Center for Research Libraries, the Marriott Library also has access to borrow specialized materials pertaining to Latin American Studies.

Admission Requirements

As with our other minors, in order to be admitted into the minor, students will have to complete two years of Portuguese language courses (PTGSE 2020) or show proficiency at the 3rd-year level by taking a placement test.

Student Advisement

Once a student successfully completes PTGSE 2020 with a C or better they may meet with the department's academic advisor to discuss the minor requirements and their graduation timeline. They may at that time declare the minor. As with all our minors, students are encouraged to meet with the department's academic advisor once a semester to ensure successful completion of the minor. When the student applies for graduation, he/she will bring a DARS and the graduation application to the departmental advisor for approval.

Justification for Graduation Standards and Number of Credits

As the other language minors in our department, the minor in Portuguese and Brazilian Studies requires 15 hours at the 3000 level or above. We expect students to achieve a

minimum proficiency level of Intermediate-high by the time of completion of their degree as well as a broad knowledge of the history and culture of Brazil. Minors in Portuguese will also have had an opportunity to gain a deeper knowledge of Brazilian-related areas that are tied to their other areas of interest (major or second minor).

External Review and Accreditation

No external consultants were involved in the development of the proposed program. No special professional accreditation is required for the proposed program. In crafting the requirements for the major, the LAS and L&L faculty examined other Portuguese programs comparable to the one proposed here at universities around the country.

Projected Enrollment

Year	Projected enrollment
1	15
2	20
3	25
4	30
5	35

Section III: Need

Program Need

A minor in Portuguese and Brazilian Studies is long overdue at the University of Utah. With strong labor market and student demand that reflects deepening economic, social, and political ties to Brazil as well as the large number of Portuguese-speakers on campus and in the state, the need for a formal undergraduate program in Portuguese is more pressing than ever. The new minor would build on and integrate courses in Portuguese currently offered at the University of Utah to provide students with a cohesive program of study that demonstrates language and cultural competencies.

Labor Market Demand

Students graduating from the University of Utah increasingly confront a job market that demands knowledge of and competency in foreign cultures and languages, a reflection of ongoing globalization and demographic shifts at home.

As the economic powerhouse of Latin America, Brazil has strong economic, social, and cultural ties to the region, state, and nation. Brazil represents an ever-growing marketplace for employment, a situation unlikely to change in the short or medium term. Currently, Utah has trade representatives in three Latin American countries—Brazil, Chile, and Mexico. Visitors from Brazil are increasingly important to Utah tourism, including the ski industry. The Park City Chamber and Visitors Bureau, for example, reports that among seven key international markets for visitors to Park City ski resorts, Brazil (along with Mexico) currently shows the strongest growth.

The adult population of Utah includes thousands who have built careers in business, government, and education after having lived in Brazil; many maintain personal ties or establish businesses there. In fact, during the Language Flagship business summit in Salt Lake City in May 2009, Portuguese was included in the list of currently and urgently needed languages in the business community of Utah. And the Utah Office of Education also includes Portuguese in the list of languages for which licensure candidates can obtain an endorsement. Graduates who can demonstrate relevant language and cultural competencies are advantageously positioned in the job market. The State of Utah Language Roadmap includes language policy recommendations brought forward from the Governor's Language Summit. Portuguese is one of six focus languages identified in the Roadmap and will, therefore, be a language taught at the elementary level in the state which implies that Portuguese will be a teaching profession in the state of Utah in the near future. Evidence of this trend is the fact that Brigham Young University recently approved a Portuguese Teaching Major that went into effect this Fall. The University of Utah already has a Masters Degree (Master of Arts in World Languages) that prepares students to teach in the public schools. With the new minor in Portuguese and Brazilian Studies (combined with a BA in a second foreign language, area studies or a subject taught in Utah secondary schools) University of Utah students will be able to achieve certification and teach Portuguese in the public schools.

Student Demand

Enrollment patterns in upper-division Portuguese courses taught since Fall 2001 demonstrate consistent student demand (see table in appendix). Student advisors and

the Portuguese/Brazilian Studies specialist in the Department of Languages and Literature also report that students express a strong interest in a minor in Portuguese. Many undergraduates enrolled at the University of Utah have served a mission for the Church of Jesus Christ of Latter Day Saints (LDS); currently, Brazil is the largest LDS mission field in the world outside of the United States. Returned missionaries often seek formal coursework or degree programs related to this formative experience, creating significant demand for Portuguese language and Brazilian Studies courses at the University of Utah.

As the flagship university in Utah, the University of Utah clearly has a central role to play in meeting labor market and student demand, especially for Portuguese language and Brazilian Studies, where demand is high and until recently lacked programmatic development. With the recent hire (2009-2010) of a specialist in Portuguese/Brazilian Studies in the Department of Languages and Literature, the University of Utah is now in a position to create a formal degree program in Portuguese to begin to meet labor market and student demand.

The student body at the University of Utah is similar to student bodies at other institutions of higher education in the state that have high demand for courses and degree programs in Portuguese. Brigham Young University has one of the largest Portuguese programs in the country.

Similar Programs

The other institutions in USHE that currently offer a minor in Portuguese include Utah State University, and Utah Valley University. Brigham Young University has one of the largest programs in Portuguese in the country, with 4 full time tenure track faculty positions and they recently added a teaching minor in Portuguese effective 2010.

Adding a Portuguese minor would allow the University of Utah to meet labor market and student demand for undergraduates on campus.

The Portuguese minor proposed here most closely parallels the one at Brigham Young University, which similarly requires 18 credit hours; a third-year language course; two core courses (Brazilian Culture and Civilization and Survey of Brazilian Literature); and two electives (for a total of six credit hours). The minor at Utah State University, which requires only 13 credit hours total, has the same requirements as the minor proposed here short the electives. The minor at Utah Valley University differs significantly in that it pairs the study of Portuguese with the study of another language. See Appendix B for a complete description of these programs.

Collaboration with and Impact on Other USHE Institutions

In writing the proposal for a minor in Portuguese and Brazilian Studies, we have examined the existing programs at the other institutions in the state and contacted their respective chairs for input.

Benefits

In addition to preparing students with linguistic and cultural competencies, the minor in Portuguese and Brazilian Studies would also support the future development of the Latin American Studies program on campus. Along with Spanish, a Portuguese degree program (minor and major) is a given in Latin American Studies programs nationwide. It

would support the recently established major in Latin American Studies (effective fall 2009) as well as future Latin American Studies curricular initiatives at the undergraduate and graduate levels. And it is critical to apply successfully for external government funding, including the Latin American Studies goal to acquire US Department of Education National Resource Center (NRC) status in the next application cycle (2013). A Portuguese program would also be an invaluable addition to the graduate program in Spanish (Latin American literature) at the University of Utah. All the top Spanish programs in the nation provide their graduates an extensive background in Brazilian literature and culture.

The minor in Portuguese and Brazilian Studies also supports the internationalization initiative at the University of Utah, supporting the creation of study abroad programs in Brazil; faculty and student exchanges with Brazil, and formal relationships with Brazilian institutions.

Consistency with Institutional Mission

The proposed minor in Portuguese and Brazilian Studies addresses the general mission of the University of Utah to educate the individual student and to discover, refine, and disseminate knowledge. In particular, as a language and culture program it specifically contributes toward the Teaching Mission of the University, providing challenging instruction for students interested in the language, culture, and literature of Brazil and other Portuguese-speaking parts of the world. Since the teaching in the program will be provided largely by regular University faculty that have significant research profiles, the minor will also integrate instruction and research opportunities for students, and provide an important program within the University in which undergraduate students can interact with scholars of the highest caliber. Because the minor heavily concerns Brazil, one of the most dynamic countries of the world, it will provide students with a broad education that will familiarize them with important aspects of the changing world in which they will live and work after graduation. In this respect, the minor in Portuguese and Brazilian Studies will also contribute to the public goals of the University to stimulate public dialogue on national and international affairs. The new minor (with its coursework and possible study abroad component) also aligns with the institution's internationalization efforts.

Section IV: Program and Student Assessment

Upon completion of the minor in Portuguese and Brazilian Studies students will have:

1. Communicative competence—they should be able to understand speakers of Portuguese in a variety of settings and of expressing themselves and defending their own ideas in a variety of settings.
2. Cultural competence— they understand key cultural differences between their own and the Portuguese-speaking cultures and can use this knowledge to better understand the literature, history, economics, politics and culture in general of the Lusophone world as well as to negotiate successfully in a variety of settings.
3. A broad sense of the literary and cultural traditions in their language area.
4. The capacity to formulate and defend an argument orally and in writing in the target language.
5. The ability to work with general theoretical trends and critical methods in the field.

Assessment:

Since most classes are taught in the target language, class grades reflect communicative competence. Within classes oral presentations constitute a more specific measure. In the earlier classes oral/aural proficiency is tested explicitly. At higher levels there is an increased emphasis on formal reading and writing. In language classes, culture is introduced at the very earliest levels. As students move on in the minor, some classes specifically teach and test cultural knowledge. Most classes at the upper division require a broader degree of cultural competence. Specific paper and presentation topics could attest to this.

Section V: Finances

The proposed creation of a minor will generate an increase in enrollments for the Department of Languages and Literature thereby increasing SCH and productivity funds. We can only estimate enrollments at this time but believe there would be between 30 and 35 minors before the fifth year after the program is approved.

Appendix A: Program Curriculum

Minor in Portuguese and Brazilian Studies

Pre-requisite

PTGSE 2020 (4 credits) Intermediate Portuguese II (or equivalent)

Phase I: Foundation courses (9 credits)

The goal of this foundation phase is for students to reach an Intermediate-high (based on ACTFL levels) level of proficiency in Portuguese as well as a panoramic view of literary and cultural issues related to Brazil.

Students will complete:

PTGSE 3060 Third-year Grammar

PTGSE 4560 Culture and Customs of Brazil

And one of the following two courses:

PTGSE 3050 Topics in Literature and Culture or

PTGSE 3580 Contemporary Issues

Phase II: Electives (6 credits)

Students will complete the required minimum 15 credit hours by taking at least two courses from the following list (at least one course must be at the 4000/5000 level):

Approved courses: The following are courses that focus specifically on Brazil and are, therefore, automatically approved for elective credit.

ANTH 3154 Brazilian Culture (3) Fulfils International Requirement.

Meets with ANTH 6154. An introduction to the culture of Brazil. Consideration of Brazil as a multicultural society, comparing it to other major settler societies of the New World, including the U.S. and the rest of Latin America. We will consider Indian societies before and after contact, and we will compare slavery in the U.S. and Brazil. Why have race relations and definitions of race have developed differently in the two countries? We will look at authority, class, and violence. We will examine the culture of religion, sexuality, Carnival, music, and the media.

ARTH 4520 Topics in Brazilian Art (3) Recommended Prerequisite: ARTH 2500.

This class will investigate Brazilian artistic production from the 1600s to the present. The course is oriented around the role of different institutions such as the church, slavery, the art academy, the state, and museums/galleries in the construction of a national identity within Brazilian Art.

Other possible electives upon approval: The following courses include a minimum of 30% of Brazil-specific content and can only be counted as elective credit with advisor's approval.

ARTH 3510 Latin American Art and Visual Culture (3) Recommended Prerequisite:

ARTH 2500.

This class will explore how modernity was absorbed and reflected in the visual arts of Latin America during the 19th and the beginning of the 20th centuries. Within this genealogy we will address how art sustains real and imagined narratives of a Latin American identity with particular attention to class, gender, race and ethnic representations.

ARTH 4510 Special Topics in Latin American Art and Visual Culture

Prerequisite: ARTH 2500. Meets with ARTH 6510. Special Topics in Latin American art and visual culture.

4590 Senior Seminar in Latin American Art and Visual Culture

Prerequisite: Instructor's consent. Meets with ARTH 6880. Senior seminar in Latin American art and visual culture.

ECON 5460 Latin American Economic History and Development (3)

Prerequisite: ECON 2010 and 2020 or ECON 1010 and instructor's consent. Recommended

Prerequisite: ECON 5530.

Meets with ECON 6460. Graduate students should register for ECON 6460 and will be held to higher standards and/or additional work. Historic and contemporary economic problems in Latin America from the conquest to the present dependency, independence, and integration into world economy. Emphasis on new forms of dependency in the macro economy and on contemporary domestic social problems.

ANTH 3153 Black Atlantic: Anthropology of the African Diaspora

Meets with ANTH 6153. Anthropological perspective on people of African descent in the United States, Caribbean, Latin America, and South Africa. Begin by looking at the three sides of Atlantic slavery: Western Europe, West and Southern Africa, and slave societies of the New World and South Africa. Examine "maroon" societies founded by fugitive slaves, the threat of slave revolution in the age of American revolutions, and politics of racial categorization and stratification in the aftermath of slavery. Finally, we take a comparative approach to language, the family, sexuality, conflict and class, religion, arts and ideologies among these cultures.

ANTH 4124 Religion in Latin America (3)

Prerequisite: Junior or Senior Standing.
Meets with ANTH 6124. A comparative anthropological look at the complex religious traditions and changes of Latin America, including Native American religions, African American religions, Catholicism, Protestantism, Pentecostalism, Para-Christian Movements (Mormonism, Seventh-day Adventists, Jehovah's Witnesses), popular religion, and a range of new religious movements, as well as thinking about the religious and missionaries as social agents.

POLS 3500 Democracy in Latin America

An examination of the new cases of democracy in Latin America in terms of their causes and their consequences.

POLS 3550 Comparative Politics of Latin American

This course is designed to be a survey of the government and politics of Latin America countries, highlighting important issues common to countries in the region such as transition from authoritarianism, economic reforms and change, environmental politics, human rights, quality of democracy, revolts and revolutions, poverty and protest, etc.

POLS 5350 Politics of poverty in Latin America

An examination of the causes of poverty found in selected Latin America countries and of different public policies intended to relieve such poverty.

CLCS 4975 Comparative Approaches to Latin America

This course critically examines Latin American cultural production from comparative and cultural studies perspectives. Interdisciplinary and transnational or transoceanic approaches to aesthetic, political and philosophical issues will be addressed. May be taken more than once when topic varies. /this is a special topics course, and the title and description will change each time it's offered.

Appendix B: Similar programs at USHE institutions

Brigham Young University:

Portuguese Minor Program

- Portuguese 321 (Third-Year Portuguese Grammar and Composition)
- Portuguese 339 (Intro. to Portuguese and Brazilian Literature)
- Portuguese 345 or 355 (Portuguese/Brazilian Civilization)
- Portuguese 441 or 451 (Portuguese/Brazilian Survey of Literature)
- Six (6) credits of electives of upper-division Portuguese (Port 315 and above)

The total number of credits for the minor is 18 hours. 16-credit exam classes do not count toward the minor. Portuguese 315 will count as an elective. Internship credit (Port 199R/399R) cannot be used as electives. Only three credits of Portuguese 480R will count towards the minor and no "D" credit is accepted towards a departmental minor. **To declare the minor go directly to the Humanities Advisement Center in 1175 JFSB.**

Minor in Portuguese Teaching (18–40 hours)

The Portuguese teaching minor is intended for students who are pursuing secondary education licensure through the David O. McKay School of Education.

Program Requirements

1. Complete the following prerequisite courses or equivalent experience):
PORT 101 : First-Year Portuguese.
PORT 102 : First-Year Portuguese.
PORT 201 : Third-Semester Portuguese.
PORT 202 : Fourth-Semester Portuguese: Reading and Comprehension.
2. Complete the following:
SPAN 377 : Spanish Teaching Methods 1.
SPAN 378 : Spanish Teaching Methods 2.
Note 1: Span 377 and 378 may count toward both a Spanish Teaching major and a Portuguese Teaching minor. **Note 2:** Span 377 will be waived for students majoring in teaching another language who have had 377 in that language.
3. Complete the following:
PORT 321 : Third-Year Portuguese Grammar and Composition.
PORT 322 : Third-Year Portuguese Grammar and Composition.
PORT 339 : Introduction to Portuguese and Brazilian Literature.
4. Complete one course from the following:
PORT 326 : Portuguese Phonetics and Pronunciation.
PORT 329 : Survey of Luso-Brazilian Linguistics.
5. Complete one course from the following:
PORT 345 : Portuguese Civilization.
PORT 355 : Brazilian Civilization.
6. Complete one course from the following:
PORT 441 : Survey of Portuguese Literature.
PORT 451 : Survey of Brazilian Literature.
PORT 491 : Senior Proficiency Evaluation.

Note: The Senior Proficiency Evaluation is taken in connection with Port 491. Before applying to student teach in the major, achieve a minimum OPI rating of *Advanced-Low* to obtain Utah state licensure and to graduate.

*Hours include courses that may fulfill university core requirements.

Utah State University

Portuguese Minor:

Students must complete the following 13 credits. Please note that all courses require a minimum grade of C- or better and may not be taken on a Pass/Fail basis. In addition, all transfer credit must be approved by the department head. Students must have an overall GPA of 2.5 to declare this minor as well as a 2.5 GPA within the minor classes to graduate.

POR 2020	Portuguese Second Year II	4 credits
POR 3040	Advanced Portuguese Grammar and Composition	3 credits
POR 3570	Brazilian Culture and Civilization	3 credits
POR 3630	Survey of Brazilian Literature	3 credits

Utah Valley University

Minor in Languages:

Pair Portuguese with an additional language of your choosing! This minor can be earned in conjunction with any Bachelor degree major that UVU offers. It requires 9 cr upper division course work in one language and 11 cr of intermediate level course work in another language (prerequisites will vary from student to student).

English Speakers, with no previous knowledge of Portuguese (or Spanish), start in PORT1010 – that's our beginner's class.

Spanish Speakers start in PORT2010. Not only this will save you 2 semesters of classes, but is an accelerated course that will build on the language skills you already have to enable you to converse in Portuguese within a few weeks!!

If you lived 2 years abroad, start in PORT3050. This is a review of Advanced Grammar, as well as reading and comprehension of literary and formal texts. It's the gateway for all Advanced classes, and the first one required for a Minor in Foreign Languages.