

CAA Discussion of Portuguese MA/PhD
Dec. 7, 2011

1. The doctoral program appears to be somewhat "external MA unfriendly" given the limited amount of curriculum credit being allowed for transference of an external MA. Was this "purposeful" and "by design?" If so, why? If not, do the current rules accomplish the kind of recruitment of external MA recipients that, ideally, the program would desire?

Yes, limiting the number of course credit that can be transferred from an external MA to five courses (5/6th of a year of coursework) was by design. MA programs vary widely, and we want students to have sufficient training in our program, in order to ensure a common foundation of sources, theories and methodologies shared by all our students. However, we do not feel that this makes the program "external MA unfriendly." Students who transfer five courses from another MA could still complete the degree in four years rather than five. Based on experience with Brazilian students with an MA degree (or beyond) applying to our PhD program in Spanish, we do not feel that this would be a disincentive or that it would compromise our recruitment efforts.

2. What is the role of the Graduate Studies Chair and the Graduate Studies Committee in curriculum approval? As presented, curriculum choice appears to be quite student/advisor centric.

The role of the GSC and GSCC in curriculum approval would be the same as in the Spanish MA and PhD programs. Curriculum choices will follow the parameters outlined in the Graduate Handbook and will be made by the student in consultation with their advisor. However, as in the Spanish PhD program, permission to proceed to the Candidacy Examination will be contingent upon the student's submitting to the Director of Graduate Studies for his/her approval an updated PhD Curriculum Plan, endorsed by the advisor, detailing all coursework taken in fulfillment of the minimum requirements.

3. Clarify the nature of the oversight given to the Spanish and Portuguese graduate programs. Will the GSC be the same and play identical roles in both? If not, please differentiate between them.

Yes, the GSC will be the same and play identical roles in both. The GSC currently oversees programs in Iberian Studies, Latin American Cultural and Literary Studies, and Hispanic Linguistics; Portuguese would constitute a fourth programmatic area.

4. Will there be an appeals process for students who are told, after their second year "publication quality paper" that they will not be allowed to continue in the doctoral program? Can/will some students be offered a second chance at defending that paper?

Yes, students who do not succeed on the first attempt will have the opportunity to revise the paper and defend it orally to the core Portuguese faculty before the end of May term.

There is also a procedural appeal available, as in the Spanish MA program: on written appeal by the student or a member of the core Portuguese faculty, the Policy and

Standards Committee of the Council on Research and Graduate Studies will review the results of the research paper/presentation to ensure its conformity to Graduate School rules and to determine if it was conducted fairly and without prejudice to the student.

5. How are student advisory committees determined?

Advisors will be assigned initially by the GSC upon admission to the program; students may change advisors at any time. Advisory committees will be chosen by students in consultation with their advisor. The student must then request approval of this committee from the Director of Graduate Studies.

Soave, Melissa

From: Elliot Slotnick <slotnick.1@gradsch.ohio-state.edu>
Sent: Monday, November 28, 2011 9:18 PM
To: unzueta.1@osu.edu; voigt.25@osu.edu
Cc: SHerness; Elliot Slotnick; Smith, Randy; Soave, Melissa; kay.wolf@osumc.edu; Dena Myers; williams.1415@osu.edu
Subject: MA and Ph.D in Portuguese

Dear Fernando and Lisa,

At long last I am writing to you with regard to your new program/semester conversion proposals for delivering master's and doctoral programs in Portuguese. These programs have been vetted by the Curriculum Committee of the Graduate Council and are ready for release to CAA for presentation and an approval vote subject to the caveats noted below. Note, as well, that approval of your programs for semester delivery will underscore that they have passed through the review processes of the Graduate School and CAA. Formal final approval for the delivery of these degree programs will require subsequent action by the University Senate and Ohio State's Board of Trustees (overseen by Randy Smith) as well as through the statewide processes of the Ohio Board of Regents through the Regents Advisory Committee on Graduate Study--RACGS (overseen by Scott Herness).

The Graduate Council Curriculum Committee found your proposals to be thorough, clear and well articulated. That said, the following observations and questions were raised:

1. The doctoral program appears to be somewhat "external MA unfriendly" given the limited amount of curriculum credit being allowed for transference of an external MA. Was this "purposeful" and "by design?" If so, why? If not, do the current rules accomplish the kind of recruitment of external MA recipients that, ideally, the program would desire?
2. What is the role of the Graduate Studies Chair and the Graduate Studies Committee in curriculum approval? As presented, curriculum choice appears to be quite student/advisor centric.
3. Clarify the nature of the oversight given to the Spanish and Portuguese graduate programs. Will the GSC be the same and play identical roles in both? If not, please differentiate between them.
4. Will there be an appeals process for students who are told, after their second year "publication quality paper" that they will not be allowed to continue in the doctoral program? Can/will some students be offered a second chance at defending that paper?
5. How are student advisory committees determined?

All of these questions/concerns can be addressed in your program's presentation at CAA which, I anticipate, will occur on December 7th. Melissa Soave will be in touch with you in due course to give you further details regarding the CAA vetting of your proposal.

Best,
elliot

Elliot E. Slotnick
Associate Dean
The Graduate School

Status: PENDING

PROGRAM REQUEST
Portuguese-MA

Last Updated: Myers, Dena Elizabeth
08/29/2011

Fiscal Unit/Academic Org	Spanish & Portuguese - D0596
Administering College/Academic Group	Humanities
Co-administering College/Academic Group	
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	Portuguese-MA
Type of Program/Plan	Graduate degree program
Program/Plan Code Abbreviation	PORTMA
Proposed Degree Title	Portuguese, MA

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				40	
Required credit hours offered by the unit	Minimum			40	
	Maximum			40	
Required credit hours offered outside of the unit	Minimum			0	
	Maximum			0	
Required prerequisite credit hours not included above	Minimum			0	
	Maximum			0	

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- (1) To train students to design and teach language, literature, and culture courses in Portuguese at the college level;
- (2) To provide students with the theoretical knowledge and methodological skills necessary for successful research in the literatures and cultures of the Portuguese-speaking world;
- (3) To help students develop a research specialization within or between the different historical periods and geographical regions that comprise the literatures and cultures of the Portuguese-speaking world
- (Portugal, Brazil, Lusophone Africa, Lusophone Asia), while fostering an understanding of their connection to other geographical areas, including Spain and Spanish America.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Standardized tests

- Certification or licensure examinations
- Local comprehensive or proficiency examinations

Classroom assignments

- Embedded testing (i.e. specific questions in homework or exams that allow faculty to assess students' attainments of a specific learning goal)
- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Evaluation of a body of work produced by the student

- Senior thesis or major project
- Capstone course reports, papers, or presentations

Direct assessment methods specifically applicable to graduate programs

- Thesis/dissertation oral defense and/or other oral presentation
- Thesis/dissertation (written document)

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

- Student survey
- Alumni survey
- Student evaluation of instruction
- Student interviews or focus groups

Additional types of indirect evidence

- Job or post-baccalaureate education placement
- Student or alumni honors/recognition achieved
- Peer review of program
- External program review
- Curriculum or syllabus review
- Comparison or benchmarking

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Meet with students directly to discuss their performance
- Analyze and discuss trends with the unit's faculty
- Analyze and report to college/school
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
- Benchmark against best programs in the field

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- Portuguese PDP-revMay11.doc: Program Proposal
(Program Proposal. Owner: Sanabria,Rachel A.)
- Cover Letter Semester Conv Rev2.docx: Cover Letter
(Letter from Program-offering Unit. Owner: Sanabria,Rachel A.)
- A and H CL.SPPO.PORT.PhD.doc: A and H Cover Letter
(Letter from the College to OAA. Owner: Williams,Valarie Lucille)

Comments

- Admittance will be only to newly proposed PhD program. *(by Sanabria,Rachel A. on 07/27/2011 08:36 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	07/27/2011 08:36 AM	Submitted for Approval
Approved	Sanabria,Rachel A.	07/27/2011 08:36 AM	Unit Approval
Approved	Williams,Valarie Lucille	07/27/2011 10:34 AM	College Approval
Approved	Myers,Dena Elizabeth	08/29/2011 01:09 PM	GradSchool Approval
Pending Approval	Cameron,Erin Marie Soave,Melissa A	08/29/2011 01:09 PM	CAA Approval



College of Arts and Sciences

186 University Hall
230 North Oval Mall
Columbus, OH 43210

Phone (614) 292-1667

Fax (614) 292-8666

Web artsandsciences.osu.edu

July 19, 2011

Elliot Slotnick, Associate Dean
The Graduate School
Semester Conversion Committee Review

Dear Elliot,

The Department of Spanish and Portuguese has completed and submitted its proposals for the semester versions of its graduate programs. The Disciplinary Advisory Panel for Curriculum from the Division of Arts and Humanities within the College of Arts and Sciences met, extensively reviewed, provided feedback to the department, and unanimously approved at its meeting on April 13, 2011, the proposals for semester versions of the graduate programs from the Department of Spanish and Portuguese. We are sending forward the new PhD in Portuguese for review and approval.

The programmatic changes to the Spanish and Portuguese graduate programs have changed over time since the 1990s, and the department has made small changes to its programs; thus, no drastic change was necessary to any of the Spanish Programs, and the department took this opportunity to create the PhD in Portuguese during semester conversion. The department also added a new series of “mapping” courses: *Mapping Medieval and Renaissance Iberian Literatures and Cultures*; *Mapping Modern and Contemporary Iberian Literatures and Culture*; *Mapping Indigenous, Colonial and 19th Century Latin American Literatures and Cultures*; *Mapping Modern and Contemporary Latin American Literatures and Cultures*. This new series will strengthen an already well-positioned program that focuses on Iberian Peninsula and Latin America over the centuries.

The **PhD in Portuguese** is a new program under semesters and comes from discussions among the faculty and their work in benchmarking with leading programs in their field. The department took this opportunity to create the new graduate program in Portuguese under the direction of Chair Fernando Unzueta. The new degree requires 81 credit hours. Like many of the other programs from the Humanities, the degree is shaped around thematic concepts and approaches rather than the traditional, geographical, isolationist approach that divides curriculum between only Brazil and Portuguese. The department has provided a full proposal with comparison programs from around the nation and resources readily available at Ohio State University. In addition, please find among the proposal a letter of support from Executive Dean and Vice Provost, Joseph E. Steinmetz.

The new PhD in Portuguese will utilize three foundational courses from the Spanish PhD: *Introduction to Literary and Cultural Analysis* (SPAN 6700), *College Teaching of Spanish and Portuguese* (SPAN 6801), and *Research Methods and Design* (SPAN 8780). The core courses are made up of four courses: *Literatures and Cultures in Portuguese, from the Middle Ages to Neoclassicism* (PORT 7400), *Literatures and Cultures in Portuguese, from Romanticism to Modernism* (PORT 7420), *Cinema of the Portuguese-Speaking World* (PORT 7440), and *Literatures and Cultures in Portuguese, from Modernism to the Present* (PORT 7460). Two courses in literary and cultural theory are required—either from the department's offerings (SPAN 7900, *Foundations of Contemporary Critical Theory*, or SPAN 8800, *Seminar in Literary and Cultural Theory*), or outside the department—and three elective courses are required. SPAN 8894, *The Literatures and Cultures Colloquium*, is required every semester and SPAN 8890, *Publication Workshop*, offered during May terms, is required so that graduate students will be positioned to submit at least one article for publication by the time of their graduation.

MA in Portuguese is a new program under semesters and will be conferred after successful completion of the qualifying exam after two years of coursework and 40 credit hours according to the Graduate School Rule. However, the department wishes to admit to only the PhD, and not to the MA.

We are sending these graduate programs forward for review and approval in the next stage of curricular review at the Graduate School and Council on Academic Affairs. The courses that are specific to all of the programs are listed under the Book 3 Listings of Spanish and Portuguese and Quecha. The courses have been advanced in PACER. All programs from Spanish and Portuguese have the approval of Arts and Humanities. If you have any questions or concerns, please do not hesitate to call or email me at 292-5727 or williams.1415@osu.edu.

Thank you for your consideration of these proposals,



Valarie Williams, Professor of Dance
Associate Dean, College of Arts and Sciences, Arts and Humanities

CC: Fernando Unzueta, Associate Professor and Chair, Department of SPPO
Lisa Voigt, Associate Professor and Graduate Program Director
Scott Schwenter, Associate Professor and Calendar Conversion Contact
Rachel Sanabria, Program Coordinator for Calendar Conversion
Mark Shanda, Dean, College of Arts and Sciences, Arts and Humanities

To: Office of Academic Affairs
From: Department of Spanish and Portuguese
Re: Semester conversion
Date: May 19, 2011

On behalf of the department of Spanish and Portuguese, I am pleased to submit and endorse our semester conversion plans.

While we took the opportunity to reassess our academic programs, in light of recent revisions to our undergraduate programs and regular updates to our graduate programs, we have decided to keep our programs relatively unchanged in terms of their course structure and pre-requisites, and to follow the standard conversion of 5 to 3 credits from quarters to semesters. The programs were reviewed and the conversion plans subsequently prepared by the respective committees (Language, Undergraduate, Graduate). These plans were further discussed by the faculty in regular Departmental Council meetings, which voted to support the conversion plans.

The following lines list the different programs in the department and provide a bit more detail about the conversion:

- a) Undergraduate bachelors programs
 - Spanish major (regular)
 - Spanish Honors major
 - Portuguese major
- b) Undergraduate minors
 - Spanish minor (regular)
 - Spanish Honors minor
 - Spanish Minor for Business
 - Portuguese minor
- c) Undergraduate interdisciplinary minors
 - Latin@ Studies minor
 - Andean and Amazonian Studies Minor
- d) Graduate Programs
 - Spanish MA
 - Spanish PhD
 - Portuguese MA – proposed new program, submitted separately
 - Portuguese PhD - proposed, submitted separately
- e) Graduate interdisciplinary specialization
 - Latin@ Studies GIS

All programs were converted with minimal or minor changes. Below I outline the rationale for these changes.

Rationale for changes in the undergraduate curriculum

The Spanish and Portuguese majors underwent thorough review and changes which were approved and implemented as of Autumn 2009. In Spanish, we implemented new tracks (Hispanic Linguistics; Latin American literatures and cultures; Iberian literatures and cultures; and a more general track in Hispanic Studies). In the conversion to semesters, we have made some minor changes to adapt to update and enhance our recently revised programs. These are the changes included in the plan:

- The language programs (Spanish, Portuguese, and Quechua), in coordination with other Foreign Language departments and the GE review committee, converted the 4-quarter (@ 5 credits) GE language sequence into a 3-semester (@ 4 sem. Credits) sequence.
- Quechua will provide a GE language sequence under semesters (5501-5502-5503).
- The Portuguese major and minor have undergone a straight conversion.

Spanish:

SLRPE (Spanish Listening and Reading Proficiency Exam): No changes. Spanish majors and minors have to take Spa 2202 (250) after the GE language sequence and pass both the Listening and Reading parts of the SLRPE in order to take 3000 (400)-level courses.

Slight changes made in the Spanish programs so that students will remain unharmed in the transition from quarters to semesters, permitting them to graduate within four years and allowing them to better track their own interests and progress:

- We “standardized” our orientation courses (401, 403, 404, and 450, currently 4, 4, 3, and 4 credit hrs., respectively) to 3 semester hrs. (3401, 3403, 3404, and 3450, respectively), consistent with the vast majority of the rest of our courses across the curricula. More specifically, however, as students enter OSU with increasingly higher levels of Spanish language, the scope of the “orientation” courses needed some revisions and expansion to satisfy the changing interests of the students, and that justify the changes in credit hours. We propose the following adjustments:
 - 3401 & 3404: Material was hastily being covered in both courses, and Hispanic linguistics professors found that core concepts were actually being covered/reviewed in the 4000-level courses. Subsequently, the 4000-level was re-numbered and re-evaluated and some material was transferred to these enhanced 3000-level courses.
 - 3403: With the major converting to concentrations, the Advanced Composition course, Spanish 603 (4603), was moved from the “Core” section of the Major program to the Electives section of the Major and deleted as a pre-requisite to the Spanish Senior Seminars in Literatures and Cultures (650 [5650] & 660 [5660]). In deleting this course as a core requirement, professors recognized the need for students to have expanded practice in writing at the 3000-level before reaching the 4000-level courses.
 - 3450: The course has been re-designed to better represent both Iberian and Latin American Literatures and Cultures, and expanded to include additional cultural expressions, such as film and music, in order to better prepare our Spanish Majors and Minors for the contents of the courses at the 4000-level.
 - As 450 (3450) has always been the pre-requisite for 500 (4500) level Literatures and Cultures, and 430 (3450) for the 500 and 600 (4500 & 4600) level courses in Hispanic Linguistics, it only made sense to make them equal in credit hour assignment for the semester conversion. The current plan corrects this previous problem in our major.
 - 3401-3403-3404 may be taken concurrently on the OSU campus and in several study programs abroad.
- 595 and 680H changes to 4595 and 5680H to .01-.02-.03 sections: These changes now reflect the different “Concentrations” of the Spanish major. With the different “track” numbers we will be better able to track the direction of the students’ interests for different purposes, including: 1)

study abroad locations, 2) estimating the number of courses in each concentration that we should offer per quarter (or semester), and 3) meeting the demand for particular Senior Seminars in each track (680H [5680.01-.02-.03H], 650 [5650], 660 [5660], 630 [5630]).

- Before the change of the Major program in AU09, students needed 603 (4603) and two courses at the 500-level (4500) in order to take the Senior Seminars in Literatures and Cultures (680H, 650, 660) or 3 courses in Hispanic Linguistics at the 500 or 600 levels (4500 or 4600) to take 630 (5630). As of AU09: 650 (5650) is specific to Iberian Literatures and Cultures, and students need 2 courses at the 4500 in Iberian Concentration as pre-reqs. 660 (5660) is specific to Latin American Literatures and Cultures and students need 2 courses at the 4500 in Latin American Concentration as pre-requisites. 630 (5630) is specific to Hispanic Linguistics and Cultures and students need 430 (3430) + 2 courses at the 4500 or 4600 level in Hispanic Linguistics as pre-requisites. 680H (5680H) was for Honors students only, and only offered in topics for Iberian and Latin American Concentration.
- 595 (4595) represented study abroad courses with content appropriate for the core concentration level, but for which our department did not have an exact equivalent – our advisors found that these courses were particularly difficult to track in the DARS system for students, as they often auto-posted to the wrong category within the major program.
- These last two points highlighted the need for 680H and 595 to be divided into .01-.02-.03 categories, adding Hispanic Linguistics to the Honors Senior Seminar course concentrations, as well as an indication of the concentration toward which students were taking courses abroad.
- Finally, as part of our regular revisions and updates of the curricula, we are proposing new courses (4515, and 4516).

Transition Plan

- Language programs: see attached document.
- Major and minor programs:
 - Our department is taking active measures to correctly and efficiently transition students from quarters to semesters through major/minor e-mail listservs and use of the SIS TAP feature in academic advising. We are currently working with OIA to adjust current study abroad programs, as well as add new programs, at the pre-program and major/minor program levels to accommodate approximately 80% of our majors and 40% of our minors that study abroad.
 - We are not changing pre-requisites, credit hour requirements, or changing courses involved in the Spanish and Portuguese Major and Minor program plans. Therefore, students should be able to transition without any difficulties from quarters to semesters, no matter if they are at the 2000 level, at the Orientation (3000) level, or at the Concentration (4000+) level.

Rationale for changes in the graduate curriculum

See attached document.

We propose that all programs in the Department continue, and we expect they will thrive under semesters. All necessary materials for the conversion are attached. Please let me know if you have any questions.

Sincerely,

Fernando Unzueta
Associate Professor and Chair

PROGRAM DEVELOPMENT PLAN
Ph.D. in PORTUGUESE
Department of Spanish & Portuguese
COLLEGE OF ARTS & SCIENCES, THE OHIO STATE UNIVERSITY

1. Designation of the new degree program, rationale for that designation, and a brief description of its purpose.

The faculty of the Department of Spanish and Portuguese (SPPO) proposes to establish a direct-admit Ph.D. program in Portuguese. The department currently offers successful M.A. and Ph.D. programs in Spanish, as well as a thriving undergraduate major and minor, and language program, in Portuguese. Graduate courses are regularly offered in Portuguese, and currently can be used toward a secondary area or minor in the Spanish Ph.D.

The need for expertise of the kind gained through graduate education in Portuguese language and the literatures and cultures of the Portuguese-speaking world is increasingly felt due to the growing prominence of Portuguese as a global language—it is the seventh most common language spoken in the world and the second most common Romance language—and due to Brazil’s rising international standing, as a major economic player in the G20 and host of the upcoming World Cup (2012) and Olympics (2016). At OSU, the program will enhance the university’s growing internationalization efforts and, in particular, the establishment of the OSU Gateway in Brazil in 2012.

With five faculty members working primarily or largely on the Portuguese-speaking world—four in literatures and cultures and one in linguistics—as well as many other faculty that incorporate it into their research and teaching, the Department of Spanish and Portuguese currently is of a size and possesses a breadth of expertise in the field that exceed almost all other universities in North America. Currently, OSU’s faculty resources in this area are under-utilized.

Seven major factors support our potential to achieve national and international prominence almost immediately:

- (1) the number of core Portuguese faculty at OSU will make us one of the three largest Portuguese graduate programs in the country;
- (2) because of the breadth of the faculty’s expertise—which cover all periods of Brazilian, Portuguese, and Lusophone African literature and culture—we will have a cutting-edge program that reflects the nature of Portuguese as a world language, which is the direction the field is taking, and will allow students to specialize in any of these areas;
- (3) we have strengths that will set us apart from other Portuguese graduate programs nationally and internationally: multiple members of the department even beyond the core Portuguese faculty work on colonial Brazil, Brazilian film, and comparative studies of the Spanish and Portuguese worlds;

- (4) we will benefit from the longstanding strength of the Spanish graduate program, recently confirmed in the *2010 NRC Assessment of Research Doctorate Programs* (which placed our department in the top quartile of the sixty ranked programs);
- (5) we will immediately build on the existing international reputation of our Lusoglobe working group, which has over 140 affiliates worldwide;
- (6) the interdisciplinary nature of our research and teaching already lends itself to fruitful relationships with diverse centers such as Latin American Studies, Folklore, Jewish Studies, and African Studies, and connects through faculty collaboration and student training to departments and programs like Linguistics, Film Studies, Comparative Studies, English, Political Science, and AAAS;
- (7) the state of Ohio currently has no graduate program in Portuguese.

Through a direct-admit Ph.D. in Portuguese, we aim to make Ohio State one of the top centers for the study of Portuguese-language literature and culture in the country. The goals of the program would be:

- (1) To train students to design and teach language, literature, and culture courses in Portuguese at the college level;
- (2) To provide students with the theoretical knowledge and methodological skills necessary for successful research in the literatures and cultures of the Portuguese-speaking world;
- (3) To help students develop a research specialization within or between the different historical periods and geographical regions that comprise the literatures and cultures of the Portuguese-speaking world (Portugal, Brazil, Lusophone Africa, Lusophone Asia), while fostering an understanding of their connection to other geographical areas, including Spain and Spanish America.

1.1. Rationale for and purpose of the proposed Ph.D. designation (departmental and University-wide).

- (1) To enhance the scholarly reputation of Ohio State by offering a first-class doctoral program in the literatures and cultures of the Portuguese-speaking world. Due to our existing strengths and the reputation of our faculty, we will likely be considered immediately one of the top ten programs in the country. By 2015, we have the potential to fall within the top five. We see the programs at Brown University and University of Wisconsin to be the best in the country. Their size and reputation would make them typically peer-plus for us, though we will be equally as large in number of faculty (we will have five core faculty) and could compete favorably in our fields of strength. Most other significant programs typically survive with only two core faculty members. Some examples include: University of Texas, UMass-Dartmouth, UC-Berkeley, and UCLA.

We plan to set ourselves apart by: (a) training our graduate students to appreciate Portuguese as a world language (a growing trend in the field), in part through our interdisciplinary working group, Lusoglobe, and through our collaborative relationship with the Department of Comparative Literatures of the Portuguese-Speaking World at the University of São Paulo, which is a world leader in research on Portuguese-language Africa and Asia; and (b) emphasizing our unique strengths in Brazilian colonial studies, Brazilian film, and comparative Luso-Hispanic studies. Additionally, this new program will help OSU to achieve its long-standing goals of building productive interdisciplinary relationships and of internationalization, and will specifically complement the investment the university is making in Brazil through the Gateway.

- (2) To recruit and retain the finest faculty in Portuguese-language literature and culture. Also, this program will make OSU a more attractive place for specialists in other disciplines who consider themselves, for example, Brazilianists. Indeed, they would find here a program whose faculty regularly reaches out to other disciplines to build mutually productive relationships (e.g., history, political science, ethnomusicology, folklore), and to foster cohesive academic communities that span departments and colleges.
- (3) To utilize more efficiently OSU's faculty and administrative resources by providing a programmatic hub through which faculty from other departments and colleges who work on the Portuguese-speaking world can collaborate (e.g., Prof. Stanley Blake in History; Prof. Sarah Brooks in Political Science; and Prof. Antoinette Errante in Education). Additionally, our students could take courses from such faculty and incorporate them into exam and dissertation committees.
- (4) To recruit outstanding graduate students. Regularly, there are excellent Portuguese majors who express interest in doing a Ph.D. in Portuguese at OSU. Also, there are sometimes Spanish M.A. students who develop a keen interest in Portuguese. Currently, these constituencies have no choice but to go out of state to do graduate work in Portuguese. Some of our Portuguese graduate students would come from these groups. Likewise, there have been others from our department who have completed their M.A. in Spanish and have also attained a foundation in Portuguese, and have preferred to continue their Ph.D. work in Portuguese. (These overlapping interests are not uncommon due to the similarities of Spanish and Portuguese and the historical and cultural links between the two clusters of cultures.) Some of our graduate students would come from this group as well. Moreover, we believe that these programs would attract new students to OSU who would not otherwise have come here.
- (5) To bolster the size and quality of the major in Portuguese. With roughly 15 majors, we have a healthy undergraduate program, but given the status of Portuguese as the seventh most spoken language, and the growing importance of Brazil, there is room and potential for growth. Having a sound graduate program in Portuguese—with the vibrant intellectual community of faculty, graduate students, and national and international visitors that such a program can bring—would help us to provide the highest quality training to whatever number of undergraduates we teach, and also enable us to serve a substantially larger cohort of students.

1.2. Rationale for and purpose of the proposed Ph.D. designation (state, national, and international).

- (1) To respond to the great domestic opportunity to engage more fully with the Portuguese-speaking world. Due to its growing economic and political importance, and its long-standing influential cultural production, Brazil represents the clearest case for an expanded partnership. However, there is also much potential in developing and expanding relationships with Portugal and other Lusophone countries on the rise, such as Angola. Our core faculty in Portuguese can provide foundational and specialized knowledge of the literary and cultural production of these countries. Currently, OSU has the capacity to offer this training, but it does not have the programs in place to regularly prepare students.

Because we have been able to develop one of the three largest Portuguese literature and culture faculties in the country even without a graduate program, OSU is uniquely able to meet the growing national interest in Portuguese. Even if Portuguese were not a discipline of rising importance, our program would be viable and even competitive with the best programs for the reasons outlined in the previous section.

- (2) To retain students interested in a graduate degree in Portuguese who are currently leaving the state of Ohio to do so because no graduate program in Portuguese exists here.
- (3) To strengthen the state's and the country's international higher education ties by attracting graduate students from Portuguese-speaking countries to complete a Ph.D. in Portuguese. It is standard in the top Portuguese programs in the U.S. to regularly receive students from Brazil and Portugal; we would also actively recruit from Portuguese-speaking African countries like Angola, Mozambique, and Cape Verde.

2. Description of the proposed curriculum.

2.1 Ph.D. IN PORTUGUESE

The Ph.D. program addresses the full range of literatures and cultures of the Portuguese-speaking world (Brazil, Portugal, and Lusophone Africa/Asia) and emphasizes comparative connections not only among Portuguese-speaking regions, but also between Portuguese-speaking countries and other regions, such as Spanish America and Spain. It also allows students to deepen their knowledge of a particular field within Luso-Brazilian Literatures and Cultures. Through a set of core, foundational courses as well as the flexibility to take courses outside of the department on the Portuguese-speaking world and related areas of interest, the program offers both depth and breadth of training to students arriving with a B.A. in Portuguese or in a related field, such as Latin American Studies, Spanish, or Romance Languages. Students entering with an M.A. in Portuguese or a related field can petition the Graduate Studies Committee to transfer credit for up to five courses taken in their M.A., indicating the program requirements that they wish them to fulfill. This would allow them to complete the degree requirements in four years; for students arriving with a B.A., we envision five years to finish the degree.

The curriculum takes advantage of the existing infrastructure of the Spanish program. Ph.D. students in Portuguese will take, with their colleagues in Spanish, the Introduction to Literary and Cultural Analysis course (SPAN 6700), the pedagogical course taken by all new Graduate Teaching Assistants, College Teaching of Spanish and Portuguese (SPAN 6801), and Research Methods and Design (SPAN 8780).

The core of their training will consist of a series of four courses: Literatures and Cultures in Portuguese, from the Middle Ages to Neoclassicism (PORT 7400), Literatures and Cultures in Portuguese, from Romanticism to Modernism (PORT 7420), Cinema of the Portuguese-Speaking World (PORT 7440), and Literatures and Cultures in Portuguese, from Modernism to the Present (PORT 7460). In line with the comparative, transnational aims of the graduate program, these courses are not divided between Portugal and Brazil—a traditional curricular approach—but rather are organized around chronological or generic criteria. All of them study the literatures and cultures of the Portuguese-speaking world in a transnational context, rather than in what we see as artificial geographic isolation. This unified approach to graduate-student preparation reflects our overall view of the discipline and will set our students apart from those trained in other, more traditional programs. To complement these four courses, students will be required to take five additional courses addressing the Portuguese-speaking world. These can be chosen from among the variable-topic and repeatable courses offered in the department (PORT 7300, Studies in Portuguese Linguistics; PORT 7500, Studies in the Literatures and Cultures of the Portuguese-Speaking World; or PORT 8500, Seminar in the Literatures and Cultures of the Portuguese-Speaking World), the comparative Luso-Hispanic courses offered in the department, which are also variable-topic and repeatable (SPAN 7595, Comparative Topics in Luso-Hispanic Literatures and Cultures, and SPAN 8595, Seminar in Comparative Luso-Hispanic Literatures and Cultures), or courses in other departments that deal largely with the Portuguese-speaking world (we are in discussions with Prof. Stanley Blake from History and Prof. Sarah Brooks from Political Science about developing such courses).

Graduate students will also take two courses in literary and cultural theory—either from the department's offerings (SPAN 7900, Foundations of Contemporary Critical Theory, or SPAN 8800, Seminar in Literary and Cultural Theory), or outside the department—and three electives. At least one of these electives must be a graduate course taught in Spanish from among the department's Latin American and Iberian offerings, which will serve to fulfill one of the two foreign language requirements (besides English and Portuguese), and help students to appreciate the connections between the Portuguese- and Spanish-speaking worlds. Their other foreign language requirement can be fulfilled through coursework at OSU (through the intermediate level), previous college credit, or written proficiency testing in a language relevant to the student's research interests. Finally, students must enroll each semester in SPAN 8894, the Literatures and Cultures Colloquium, and take SPAN 8890, the Publication Workshop, during one of their May terms, in order to submit at least one article for publication by the time of their graduation.

Because the core curriculum (PORT 7400, 7420, 7440, and 7460) addresses the full range of the literatures and cultures of the Portuguese-speaking world, students trained in our program will share a broad, comparative perspective on the field. Indeed, because our graduating Ph.D.s are

likely to be the only Portuguese professor in the program or department where they eventually work, there is strong incentive for students to favor broad, generalist training. Nevertheless, students will also achieve specialization through the five additional courses on the Portuguese-speaking world and their electives, by combining classes that share a chronological, generic, or even regional focus. If their research interests revolve around cultural contact between Portugal and Moçambique, for example, they might choose to take courses in political science and history that deal with those regions; if they are interested in the modern Brazilian novel, they might take electives focused on modern literature and culture of the Spanish-speaking countries of Latin America.

After two years of coursework, students will be required to submit a publication-quality research paper of approximately 25 pages, which they will present orally in SPAN 8894, the Literatures and Cultures Colloquium. Students will be evaluated by the core Portuguese literature and culture faculty on the quality of both the paper and presentation. The faculty will then determine, based on the results of the paper/presentation and coursework, if students will be allowed to continue in the doctoral program; if they are not allowed to continue, the faculty will determine if the student should be granted a terminal M.A. degree. The core Portuguese faculty will meet with the graduate student to communicate the decision and, when appropriate, to advise the student on how to best carry out the remaining course of study for the Ph.D.

Following their coursework, all students will be required to pass a candidacy examination (written and oral) based on a reading list that students will craft in collaboration with their advisor and the two other members of their Advisory Committee. Students will begin to prepare this reading list the previous semester by registering for at least one credit hour of SPAN 8898, PhD Exam Preparation. In the semester following their exam, students will develop and defend a prospectus of their dissertation with their Advisory Committee. Based on faculty strengths, possible dissertation topics might include some aspect of: Brazilian film, late nineteenth-century or early twentieth-century novels of the Portuguese-speaking world, intercultural contacts between Christians, Jews, Amerindians, Africans and Asians in the Portuguese empire, early modern travel writing, and colonial Brazilian culture.

Ph.D. Curricula

Schematic Course Requirements:

A Minimum of 81 graduate credit hours in courses leading to the degree:

SPAN 6801	College Teaching of Spanish and Portuguese	3 credits
SPAN 6700	Literary and Cultural Analysis	3 credits
SPAN 8780	Research Methods and Design	3 credits
SPAN 8890	Publication Workshop	3 credits
PORT 7400	Literatures and Cultures in Portuguese, from the Middle Ages to Neoclassicism	3 credits
PORT 7420	Literatures and Cultures in Portuguese, from Romanticism to Modernism	3 credits
PORT 7440	Cinema of the Portuguese-Speaking World	3 credits
PORT 7460	Literatures and Cultures in Portuguese, from Modernism to the Present	3 credits
	Five additional courses on the Portuguese-speaking world	15 credits

May include: PORT 7300, Studies in Portuguese Linguistics; PORT 7500, Studies in the Literatures and Cultures of the Portuguese-Speaking World; PORT 8500, Seminar in the Literatures and Cultures of the Portuguese-Speaking World; SPAN 7595, Comparative Topics in Luso-Hispanic Literatures and Cultures; SPAN 8595, Seminar in Comparative Luso-Hispanic Literatures and Cultures; or courses in other departments

Two courses on literary and cultural theory 6 credits

May include: SPAN 7900, Foundations of Contemporary Critical Theory, or SPAN 8800, Seminar in Literary and Cultural Theory, or courses in other departments

Three electives 9 credits

*At least one from the Department's Iberian and Latin American offerings in Spanish**

SPAN 8894 Literatures and Cultures Colloquium (1 credit hour, every semester) at least 8 credits

SPAN 8898 PhD Exam Preparation at least 8 credits

SPAN 8999 Research for Dissertation at least 11 credits

Minimum of 81 credit hours

*Fulfills one of the two foreign language requirements (besides Portuguese and English); the other may be fulfilled through intermediate-level coursework, previous college credit, or written proficiency testing in another foreign language relevant to the student's research.

Possible 5-year plan for student entering with B.A.:

Year 1

Autumn	Spring
-P7400	-P7420
-P7300	-S7595
-S6801	-Elective
-S8894	-S8894

Year 2

Autumn	Spring
-P7440	-P7460
-S7020	-P7500
-Elective	-Theory
-S8894	-S8894

Year 3

Autumn	Spring	May Term
-P8500	-S8780	-S8890
-S8595	-Theory	
-Elective	-S8898	
-S8894	-S8894	

Year 4

Autumn	Spring
-S8898	-S8999
-S8894	-S8894

Year 5

Autumn	Spring
-S8999	-S8999

-S8894	-S8894
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Year One:

Semester one: 3 courses + 8894 (10 credit hours)

Semester two: 3 courses + 8894 (10 credit hours)

Year Two:

Semester three: 3 courses + 8894 (10 credit hours)

Semester four: 3 courses + 8894 (10 credit hours)

[Research Paper/Presentation and M.A. terminal degree option]

Year Three:

Semester five: 3 courses + 8894 (10 credit hours)

Semester six: 2 courses + 1 credit hour of 8898 + 8894 (8 credit hours)

May term: 8890 (3 credit hours)

Year Four:

Semester seven: 7 credit hours of 8898 + 8894 (8 credit hours)

[Candidacy Examination]

Semester eight: 7 credit hours of 8999 + 8894 (8 credit hours)

[Prospectus Defense and Post-Candidacy Status Achieved]

Year Five:

Semester nine: 2 credit hours of 8999 + 8894 (3 credit hours)

Semester ten: 2 credit hours of 8999 + 8894 (3 credit hours)

[Dissertation Defense]

Total of 83 credit hours for the Ph.D.

2.3. Advising of Ph.D. Students

2.3.1. Preamble

Overall responsibility for advising lies with the Director of Graduate Studies. The Director is also responsible for dealing with any difficulties and problems which students may encounter as they progress through their graduate programs. The Director organizes productive and effective interaction between graduate students, the Graduate Faculty of the Department, and the Graduate Studies Committee. The Director also acts as liaison with the Graduate School.

2.3.2. Ph.D. Advising

All incoming PhD students will be assigned a faculty member as adviser, based as closely as possible on the students' expressed interests. Faculty advisers will contact the students assigned to them as part of the recruiting process and be available to respond to the students' queries from that point forward. As soon as they are able to decide on an area of primary concentration, but no later than the end of the Spring Quarter of their first year of studies, students choose a member of

the Graduate Faculty of the Department who has Category P standing as regular adviser (and prospective dissertation director). The student should talk directly to the faculty member with whom he or she wishes to work. Once assent has been obtained, the student and the new adviser should then inform the Director of Graduate Studies in writing of the agreement obtained. Once a regular adviser has been chosen, the student and adviser jointly submit the composition of the student's Advisory Committee to the Director of Graduate Studies for approval. This should be done as early as possible in the doctoral program, but no later than the first Friday of the fifth semester. The Advisory Committee consists of the adviser plus three other Graduate Faculty members, and its task is to guide, administer and evaluate the Candidacy Examination and Prospectus Defense (fourth year), and Dissertation (fifth year). The adviser has primary responsibility for advising the student in all matters. In the temporary or prolonged absence of the regular adviser, the Director will assume advising duties for the student, or assign a different adviser on a temporary or regular basis. Students should feel free to request a change of advisers or Advisory Committee members at any time during their programs. (See Section 2.3.4. for more detailed information).

2.3.4. Change of Adviser

There are reasonable situations in which a student may choose to request a change of adviser (e.g. as a result of the alteration of disciplinary orientation, pursuit of a specific research interest, prolonged absence of an adviser, difficulties of communication, and so on). Whatever the reason for a desired change, the student should discuss the situation with the Director of Graduate Studies, whose responsibility it is to oversee the advising of all graduate students in the Department. The Director will help the student to decide on the correct course of action and to arrange the necessary paperwork.

3. Administrative arrangements for the proposed program.

The Department of Spanish and Portuguese in the College of Arts and Sciences would house the proposed Ph.D. degree program. The Department's Graduate Studies Committee would administer the program within the rules of the Graduate Faculty and the policies of the Council on Research and Graduate Studies as implemented by the Graduate School.

4. Evidence of need for the new degree program.

Background: Our Department has been keenly aware of the long-standing importance of Lusophone Studies in general and their close connections with Hispanic Studies. In addition, Brazil, with its close to 200 million Portuguese speakers, has been growing in its international significance in regional and world politics and economics. Indeed, Portuguese is considered a critical language by the U.S. government, and OSU has noted Brazil's strategic role by designating it as one of the University's Gateway countries. In our Departmental review (2007), we proposed to develop graduate programs in Portuguese and this idea was supported by the External Review Committee.

Present situation: Currently, the field of Portuguese literatures and cultures has a significant but awkward place in the Spanish Ph.D. programs in Latin American and Peninsular literatures and

cultures. Luso-Brazilian literatures and cultures can be chosen as a minor or secondary field of specialization, but not as degree. This area is chosen by a few students on a regular basis. At the same time, recent hires (Pereira, Voigt) have further strengthened our faculty interests in this field. Likewise, interest in Brazil and, more broadly, Portuguese studies, has also been growing at the University level.

Beyond our contributions to other programs, there is a need for primary expertise in Portuguese literatures and cultures in academia, in government, and in international business and development settings that remains unmet by Ohio-educated citizens without local access to a graduate degree in this field. Interested students, often students from Ohio, are obliged to leave the State to continue graduate studies specifically in this field.

In an era of globalization, these graduate programs would address national needs in area studies by training to a high level an internationally informed student body and building a core of alumni at home and abroad. Such a highly visible program could be a future source of financial, scholarly and business support, as well as academic distinction, for the University and the State of Ohio.

5. Prospective enrollment.

We expect the Ph.D. in Portuguese to enroll, between the two programs, roughly three or four new students each year. Some of these applicants will come from our Portuguese major and from the Spanish M.A. and Ph.D. Over the past several years our best Portuguese majors have expressed the desire to continue their studies in Portuguese at the graduate level with us (at least two in the last two years). Because we currently offer no graduate degrees, we are losing these students to prominent programs in other states. Likewise, there are regularly graduate students in our department studying Spanish who have developed substantial interest in the Portuguese-speaking world and have indicated their inclination to complement their studies in Spanish with a degree in Portuguese, or even to switch to Portuguese (at least three students in the past three years). We expect the majority of our applications, however, to come from residents of Ohio interested in graduate studies in Portuguese and who are not yet affiliated with OSU. Each year we receive inquiries (six within the last two years) from such prospective students about the possibility of doing a graduate degree in Portuguese, and we receive several applications each year to the Spanish M.A. and Ph.D. programs from students who wish to focus on Portuguese topics. Because of the projected national and international prominence of our program, we also expect to recruit students from other states. Our transnational approach to graduate training in the literatures and cultures of the Portuguese-speaking world has already garnered the interest of colleagues in Brazil and Portugal; this will lead to receiving applications, as well, from abroad. Even without this specific draw of our program, the general advantages of sending, for example, Brazilian students to the U.S. for graduate education regularly lead to a steady influx of Brazilians in most graduate programs in Portuguese in the U.S.

6. Special efforts to enroll and retain minority students and/or women.

The Department has been very successful at recruiting women students as well as international students. There is a fierce competition for the best minority graduate students nationally, but we

have seen — proportionally — more African-American students choosing to major in Portuguese than in Spanish and expect a similar trend at the graduate level. Having rigorous but flexible graduate programs in Portuguese will facilitate recruitment of minority and women students. The Department vigorously supports the University's stated nondiscrimination policy in matters relating to equal opportunity and affirmative action.

7. Faculty and facilities available for the new degree program and their adequacy.

The core literatures and cultures faculty in Portuguese (Costigan, Gordon, Pereira, and Voigt), as well as a faculty member who specializes in Portuguese linguistics (Schwenter), is more than adequate to run a competitive Ph.D. program. Many graduate programs in Portuguese run their programs with only two faculty members (e.g., UCLA, UC Berkeley, University of Georgia). The larger and more respected programs have four (University of Wisconsin, Brown University) and five (UMass Dartmouth) core faculty members. The expertise of SPPO's Portuguese literature and culture faculty spans the sixteenth to the twenty-first century, chronologically, and Portugal, Brazil, and Portuguese-speaking Africa, geographically; and our work engages cultural studies as much as literary studies. Our areas of strength include comparative Luso-Hispanic studies, colonial studies, film studies, and modern narrative. Outside of SPPO our strongest connections are with History, English, Comparative Studies, Film Studies, Folklore, and Theater, and we are always building new ties, often through the Lusoglobe working group. We anticipate the formation of graduate programs in Portuguese will lead to new relationships across campus. Besides the four core literature and culture faculty in SPPO, Prof. Scott Schwenter's research and course offerings in the area of Portuguese Linguistics (PORT 7300) will benefit students in the program. Furthermore, there are eleven more faculty members in the department, and numerous more throughout OSU, whose research engages with the Portuguese-speaking world.

OSU's facilities are adequate to run a competitive Ph.D. in Portuguese. There are nearly 250,000 printed volumes, 5,000 journals, 200,000 microforms, 18 databases, 100 video recordings, and 300 audio recordings in the Iberian and Latin American collections, which include Portuguese materials. Additionally, our library possesses comprehensive collections in the humanities and the social sciences, covering all periods from the colonial to the present, as well as linguistic and literature resources for Portuguese (both Portugal and Brazil).

8. Need for additional facilities and staff along with the plans for meeting this need.

No additional facilities or staff are needed.

9. Projected additional cost associated with the program and adequacy of expected subsidy and other income to meet this cost.

No additional costs are projected.

10. Information about the use of consultants and advisory committees in development of the degree program proposal.

We have consulted with Associate Dean Elliot Slotnick (Graduate School), and Prof. Abril Trigo (Spanish and Portuguese, Director of the Center for Latin American Studies), who have read early drafts of this proposal as internal consultants, and we will continue to solicit their counsel.