



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: PORT

Course and Section #: 352G-001

Course Title: Brazilian Culture and Civilization

Credits: 3

Course Description

Explores a multitude of aspects that construct Brazilian national identity. Focuses on contemporary issues, and ethnic and economic development of Brazil, as well as historical interdependence with other nations. Presentations and class instructions conducted entirely in Portuguese.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Debora Ferreira, PhD

Student Learning Outcomes

1	Express an informed and nuanced understanding of global and intercultural issues concerning Brazil;
2	Differentiate between different moments in time and space in Brazilian society and analyze the milieu and consequences of actions/decisions taken;
3	Articulate about the complexity and variety of different cultural groups, on issues of ethnic formation of a people, immigrant issues, and expatriates;
4	Explain the contribution of different cultural groups to educational, social and cultural institutions, and for the value of difference within these contexts;
5	Analyze the complexities present in Portuguese-speaking societies;
6	Interrelate knowledgeably, reflectively, and respectfully within the context of Portuguese-speaking cultures;

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Course Materials and Texts

All readings available on Canvas.

Course Requirements

Course Assignments, Assessments, and Grading Policy

O progresso do aluno será avaliado de diversas formas:

1. Presente na sala de aula (10%)
2. Qualidade da participação/engajamento (10%). Contribuições inteligentes, relevantes nas discussões. Ver critério para a participação em anexo.
3. Anotações (10%) – pontos chaves com dados do que você vem aprendendo, a fim de que seja fácil consultar a informação que necessita para a atividade final. Pode usar cartões ou um caderno pequeno, exclusivamente para isso. Sumarize as leituras, destaque ideias principais, identifique questionamentos ainda a serem resolvidos. Inclua informações de quem, quando, onde, como, por quê.
4. Aulinha e outras contribuições (10%) –
 - a. Além das ideias principais (com o vocabulário necessário), deve incluir links para vídeos/ilustrações da internet como um apoio visual ao texto. Além do domínio do português (vocabulário, gramática, pronúncia), verificaremos o conhecimento do conteúdo, a capacidade de ensinar, a qualidade do sumário e dos vídeos. 10-20 min.
 - b. Trazer notícias da mídia sobre o Brasil (pode ser vídeo, artigo) para a classe, para informar ou questionar.
5. Eventos de cultura brasileira no campus (10%) – cada grupo de 4-5 alunos vai promover 1 evento da cultura brasileira aberto aos alunos da UVU. Inclui planejamento, divulgação de cartazes/panfletos convidando a comunidade, o evento em si, e reflexão. Exemplos: um filme, hora da música brasileira, um workshop cultural, palestrantes (guest speakers), exibição de arte (imagens).
6. Provinhas/Textos (3, 30% total) – a partir de produtos culturais brasileiros (música, vídeo, arte, arquitetura), comente sobre a cultura presente neles (à luz das leituras que fizemos e outras, assim como com a ajuda de conversas sobre cultura com brasileiros, leituras de websites sobre aspectos culturais brasileiros: raça, família, masculino/feminino, política, história, valores sociais, classes econômicas, hierarquia, transformações sociais, estereótipos, práticas religiosas, imigrações, aspectos culturais da língua portuguesa, etc.
7. Final (20%): pesquisa, língua, apresentação, texto escrito. Inclue uma atividade de reflexão da sua aprendizagem: estratégias, obstáculos, que mais agradou (1-2 páginas, revelando reflexão profunda sobre como se deu sua relação com os textos e as tarefas propostas). Mais detalhes no Canvas.

Required or Recommended Reading Assignments

Literary, anthropological, sociological short readings, as well as video clips and podcasts on a variety of cultural topics, such as history, nation building, societal roles, educational system, religious syncretism, contra-culture movements, music, sports, land movement, fashion, etc.

General Description of the Subject Matter of Each Lecture or Discussion

Sem	Datas	Tentative schedule –	
		Terça	Quinta
		This is subject to changes – changes will be announced IN CLASS	

1	7 e 9 jan	<ul style="list-style-type: none"> • Orientação e syllabus • Cultura, mitos e realidades • Representações 	<ul style="list-style-type: none"> • Interseções globais na formação do Brasil • Formação da identidade brasileira; influência indígena
2	14, 16 jan	Silicon Slopes Conference on Campus – January 14-15	<ul style="list-style-type: none"> • Influência africana na formação da Identidade brasileira • Tensão racial à brasileira
		<ul style="list-style-type: none"> • Geografia: apresentar as regiões do Brasil 	
3	21, 23 jan	<ul style="list-style-type: none"> • Heranças: religiosidade, tradições 	<ul style="list-style-type: none"> • Pesquisa: Diversidade Religiosa no Brasil • Sincretismo Religioso no Brasil
4	28, 30 jan	<ul style="list-style-type: none"> • Urbanização do Brasil 	<ul style="list-style-type: none"> • Centro e periferia
5	4, 6 fev	<ul style="list-style-type: none"> • Formação histórica da família/sociedade 	Expectativas de gênero: patriarcalismo, cunhadismo, machismo, mulheres na chefia
6	11, 13 fev	<ul style="list-style-type: none"> • Família e trabalho 	<ul style="list-style-type: none"> • Infância
7	18, 20 fev	<ul style="list-style-type: none"> • Sistema educacional brasileiro; • Sistema de cotas; 	<ul style="list-style-type: none"> • Sistema de Saúde no Brasil • http://www.mv.com.br/pt/blog/um-breve-relato-da-historia-da-saude-publica-no-brasil • Media
8	25, 27 fev	<ul style="list-style-type: none"> • Sistema político brasileiro 	<ul style="list-style-type: none"> • Os militares no poder
9	4, 6 mar	<ul style="list-style-type: none"> • Movimentos culturais e políticos, especialmente de resistência 	<ul style="list-style-type: none"> • Música
10	11, 13 mar	Spring break	
11	18, 20 mar	<ul style="list-style-type: none"> • Abertura Política 	<ul style="list-style-type: none"> • Nova Constituição – 1988
12	25, 27 mar	<ul style="list-style-type: none"> • Corrupção vs ética 	<ul style="list-style-type: none"> • BBB: boi, bíblia e bala • Terra e Desigualdades
13	1, 3 abr	<ul style="list-style-type: none"> • Segurança 	<ul style="list-style-type: none"> • Sistema Agropecuário brasileiro
14	8, 10 abr	<ul style="list-style-type: none"> • Biomas e meio ambiente 	<ul style="list-style-type: none"> • Consequências da violência
15	15, 17 abr	<ul style="list-style-type: none"> • Futebol & outras paixões 	<ul style="list-style-type: none"> • Beleza, moda
16	22, 24 abr	<ul style="list-style-type: none"> • Revisão 	<ul style="list-style-type: none"> • Final, apresentações 1-2:50pm

Required Course Syllabus Statements

Generative AI

The Portuguese program recognizes that Artificial Intelligence and Natural Language Processing Tools are largely accessible to students and will be used by many in higher education for the foreseeable future. However, the skills taught in the humanities are unique. We aim to educate students to skillfully participate in global communities, interacting with cultural competence and understanding, with insights on that culture's language and peoples, and to foster the thoughtful application of each of these skills in students' personal and social development. Research has not yet determined what bearing the use of AI tools in the classroom will have upon the successful acquisition of these skills.

Therefore, at this time, online learning support platforms (like ChatGPT or Google Bard or others) may not be used for course assignments except as explicitly authorized by the instructor. Any assignment or content composed by any resource other than the student (whether human or digital) must be attributed to the source through proper citation. Unacknowledged use of online learning support platforms is a form of scholastic dishonesty and will be treated as such.

(adapted from the UVU's Department of Philosophy and [ACTFL's World-readiness standards for learning languages](#)[Links to an external site.](#)[Links to an external site.](#))

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: Student Code of Conduct.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specialty dedicated space for meditation, prayer, reflection, or other forms of religious expression.