

Global Encounter-Brazil: Making a Difference

Cultural Hybridizations-Individual Written Responses to Questions Related to the Topic

Procedure used to generate this document:

This document represents the summary of responses individuals wrote to questions related to their self-selected area of interest/expertise within six topic areas (Bio-economy and Development; Cultural Hybridizations; Environment, Technology, and People; Global Relations; Health, Education, and Social Disparities; Institutional Planning and Support and Political Economy, Commerce). All responses received are included and are typed verbatim with some explanation of acronyms. There is no significance in the ordering of the topics or comments as presented in this report.

A. What are your *current or future focused areas of teaching, Research and/or outreach* related Brazil?

1.
 - Undergraduate/graduate students
 - Teaching about Brazil and preparing pre-service teachers to develop knowledge, skills and dispositions/attitudes for teaching about the world to future generations
 - Teacher study abroad experiences to learn about Brazil's culture
2.
 - Portuguese
 - Brazilian culture, literature, cinema, popular music, cultural studies, pedagogy, Second Language Acquisition (SLA)
3.
 - Currently, I have taught at Winter and Summer schools in Campinas and Brasilia.
 - I collaborate in a project in Campinas/University of Sao Paulo (USP) on the history of the Portuguese language. This involves making older texts available on the web. These texts are then parsed at University of Pennsylvania and used for both computational linguists and theoretical linguists.
4.
 - PRO101 (Freshman Seminar 101)
 - Office of Supportive Services
 - Study Abroad
5.
 - Social Work
 - African dance
 - Family dynamics

6.
 - History of Modern Brazil - graduate and undergraduate
 - History of Latin America – graduate and undergraduate
 - Current research is on the penal justice system in 19th century Pernambuco (a Brazilian state)
 - I am also working on microhistories based on trial documents from 19th century appeals courts.
 - Organizing the Brazil Initiative
7.
 - I have submitted a paper for presentation in conference in Brazil.
 - I teach courses on African descendants' culture and religion throughout the Americas.
 - I mentor students with research projects related to/lodged in Brazil.
8.
 - I am currently a senior (undergraduate) majoring in Spanish and studying Portuguese/Brazilian studies as a cognate in the College of Arts and Letters.
 - I am unsure of my future graduate-level plans for study but am considering Brazil as an area of focus, specifically pertaining to topics included in "cultural hybridizations."
9.
 - Brazilian History
 - Childhood
 - Family
 - Women's Studies
10.
 - I research slavery and the Atlantic slave trade from West Africa to Brazil.
 - I had a Fulbright in NE Brazil last year even though I am technically an Africanist- at least by training.
 - I teach Atlantic slavery, including Brazil.
11.
 - Research
 - I've completed an exhibition project this past summer. The exhibition was held at the Museu Historica of Santa Catarina in Florianopolis. The focus was the poetry of Cruz e Sousa.
12.
 - My research is in the area of religion and the state. I am particularly interested in exploring rituals related to death within Candomblé communities and their relationship to state laws and power. (Candomblé is an African religion practiced in Brazil.)
13.
 - Including Brazilian literature and film in my Latin American literature and culture courses
 - I would like to travel to Brazil to improve my Portuguese.

14. ●I am a PhD student in the English department. I study and teach the literature of the Americas.
 - I focus mainly on US and Mexican fiction, but I am very interested in Brazilian literature, culture and history.
 - I hope to expand upon one of my current projects on Poe in Spanish America to include Brazil as well.
 - Also, I hope one day to compare research on the history of the Mormon growth in the 19th century.
15. ●I study Latin American literatures- primarily the literatures of Spanish America. I realize the gap that this presents in my studies and future research as Brazil has a rich tradition of texts that could greatly enhance my research and my perspective on Latin America as a whole.
 - I want to gear my research interests toward a larger and more comprehensive picture of Latin America.
16. ●Comparative examinations of African Americans and AfroBrazilians, with a focus on the educational system
17. ●I have been researching political participation in Brazil. Especially the changes that took place since the Reform of the State in the early 1990s. This is an agenda that is in the start; I have data but I need to update the data.

B. What *resources* (existing at MSU or working in collaboration with MSU) should be considered as the University moves forward on any and all work related to Brazil?

1. ●CLACS
 - Faculty
 - Businesses
 - International students from Brazil
 - College of Education
 - Department of Spanish and Portuguese
 - College of Arts and Letters
2. ●Another full-time faculty colleague in Portuguese
 - Library resources for Portuguese/Luso-Brazilian studies
 - Better integration among "Brazilianist" faculty and programs
 - More incentives for students to take Portuguese
 - Advising- area advisors should help our Portuguese program
3. ●There is (sic) very little travel funds for MSU faculty.
 - There are virtually no funds to bring scholars and students to MSU from Brazil.

4. ●General Motors
5. ●State/ State and National/Discipline/All known at MSU
6. ●Travel funds to bring Brazilian researchers to campus and send our faculty to Brazil to establish a common research link between these countries
 - Investments in workshops that also bring researchers together to apply for outside funding
 - Investments to increase the recruitment of students from Brazil to MSU for undergrad dual degree programs
7. ●Consider reducing the registration cost to do study abroad for students currently on financial aid.
 - Students of color, particularly, do not consider study abroad likely when they learn of the registration costs.
 - Increase funding for Portuguese language and culture.
8. ●A particularly strong engagement with faculty and students from Brazil on the MSU campus
 - A focus on partnerships with people in Brazil should be promoted.
 - Therefore, one of the greatest resources available is potential relationships to be formed with those persons from Brazil or living there currently.
9. ●Support for Portuguese
 - Research support
 - Funding for visiting professorships
 - Scholarship funds to bring students here
10. ●Support for Portuguese language
 - Support for faculty travel
 - Support for FOREIGN students (graduate) who don't qualify for Fulbright and other dissertation research grants-it is difficult to recruit foreign students without research funding. (Note: International is the preferred term.)
11. ●MSU and its relationship with the Arts (i.e. Visual Art, Music, Theater, etc.)
12. ●It is important that MSU establish and maintain a reciprocal relationship with local and state agencies that benefit both Brazilian citizens and MSU faculty and students.
13. ●A Website could be useful.
 - A number of collaborative events organized by the area centers could be useful.
14. ●Please try to get the federal FLAS funding reinstated for the study of Portuguese.

This type of funding is key for graduate students who want to expand their language skills from Spanish toward Portuguese.

15.
 - Without a doubt, we need more, much more, language instruction in Portuguese, beginning at the 100 level.
 - I can't see that any long-term, sustainable relationships with Brazil can adequately be maintained without the willingness to invest in resources that will form the base of our connection with/to Brazil.
16. ****No Response****
17. ****No Response****

C. What are the *top three to five things* that MSU should be doing in regards to this theme/area of concern in Brazil over the next five to ten years?

1. ****No Response****
2.
 - Portuguese for Spanish speakers
 - Portuguese for Minor
 - Portuguese for Major
 - Portuguese for Masters
 - International Studies Concentration in Brazilian studies for which Portuguese language should be a requirement.
 - Portuguese study abroad in Brazil
3.
 - Target hires to create the Best Brazilian Studies.
 - Develop partnerships with key universities so that the interaction is easy in terms of co-teachings, co-authorings.
 - Recruiting good Brazilian graduate students
 - Develop an exchange undergraduate program.
4.
 - Offering IAH or ISS courses in Brazil
 - Providing study abroad opportunities to underrepresented students
 - Link International Student Life to Brazil.
 - Investigate race/class/gender issues in Brazil.
 - Cultural exchanges in Brazil
 - Grad level courses in Portuguese
5.
 - Connect with specific family/support/development time lines/ collaboration here and in Brazil.
 - Identify persons who are clearly ready to move forward.

- Help those who are ready to move forward to actually have sites and supports ready in Brazil.
6.
 - Developing strategic partnerships with common research and curricular goals
 - Recruitment of students from Brazil
 - Organize our relations with Brazilian Alums and other stakeholders.
 - Build on MSU's reputation internationally as a center for Brazilian studies, research, teaching and outreach.
 7.
 - We should ensure that the influence and impact of religion is thoroughly integrated as a variable in all questions and/or topics of consideration.
 - The Portuguese courses should be strengthened in teaching, student advertising, integrated with research and programming, and made available to interested faculty.
 8.
 - Encouragement/development of departments (undergraduate/graduate) relating to Brazil; whether through Portuguese language classes/department or others regarding Brazilian topics
 - Community to community (cross border) relationships- strongly developed
 - Clear focus determined in order to be put into action
 - Development of projects based primarily within Brazil
 9.
 - Continue building links with institutions in Brazil.
 - Work to bring students here in as many areas as possible- even if it's just a handful at first- in Arts and Letters.
 - Maybe fund professional exchanges to begin building ties that can continue.
 - Work to build Lusophone African and Brazilian connection.
 - Support Portuguese.
 10.
 - We need to think about Brazil's linkages to other parts of the world- and especially Africa.
 - Work to facilitate exchanges AMONG Africa, Brazil and MSU Students and Faculty
 - Teach Africa/Brazil courses.
 - Build on exchanges with institutions in Brazil while facilitating exchanges/interactions between African and Brazilian institutions.
 - Expand Language offerings.
 11.
 - Gathering information
 - Outreach
 - Inviting visiting artists and performers
 12.
 - Language and culture program- that allows Brazilian students to come to MSU for English instruction and MSU students to travel to Brazil for Portuguese study, thereby producing a cultural exchange among the students

- Medical school transfer program where Brazilian medical students gain access to modern technological advances in medicine and MSU students can work with specialist of "green medicine" (herbal medicine)
 - Increased funding of projects related to the Brazilian Initiative including courses on Brazilian history, culture, politics
13.
 - Incorporate events on campus such as Museum exhibitions, Brazilian music, Carnival celebrations, etc.
 - Integrate Lusophone studies in the curriculum.
 - Organize workshops to learn Portuguese during the summer.
 - Study abroad programs
 - Cultural gatherings
 14.
 - Get FLAS funding for Portuguese study reinstated.
 - Leave Portuguese 101, 102, 201, 202 on the computer for enrollment rather than making them special exceptions. The number of students taking these classes has decreased not because of lack of interest but because of the way the classes have been treated (as special classes rather than annual offerings.)
 - If the Portuguese classes are always on the schedule, you will pick up at least 5 students every semester who aren't originally looking for Portuguese but like it once they start.
 - Create a large enough student base so that a real graduate course can be offered in Portuguese every semester, or at least every academic year.
 15.
 - MORE language, literature instruction - more instructors needed
 - More exchanges, travel study programs in Brazil
 - More funding to support research efforts by students and faculty
 16.
 - Hiring faculty with an interest in the African Diaspora in Brazil
 - Offering courses that look at the African Diaspora in Brazil
 - Study Abroad courses in Bahia (Note: Bahia is in NE Brazil and has 80% of its population of African origin.)
 - Work with the African and African American Studies Program.
 17.
 - Have common interdisciplinary research agendas.
 - Create networks between institutions that facilitate contact between people that have similar works.
 - Cooperation and common programs
 - I think that the improvement of the cooperation between MSU and Brazilian Institutions can be very important. I have an interest in having ways to exchange experiences and data with Brazilian researchers and I know that they would like the same.

D. Looking back in 5-10 years, how would we know that we had been successful? (Are there *measurables/metrics* which might be useful?)

1. ****No Response****
2. ●It seems that the Portuguese language program has not grown or developed much (over the years at MSU). I believe it's not a failure but there's room for improvement and expansion.
3. ●Joint work in peer reviewed journals
●A reasonable flux of researchers going to Brazil to collaborate in teaching and research and an equal number of Brazilian scholars coming to MSU
4. ●Number of courses offered in Brazil
●Number of Brazilians studying at MSU
●Amount of money coming from Brazilian links
●Number of cultural events exchanged
5. ●Clear focused program(s) in Brazil
●Numbers of persons who are interested continues to increase
●Impact on specific on-campus programs by those who return from Brazil
6. ●Establishment of dual degree programs that move significant numbers of students to and from Brazil each year
7. ●We should be able to identify at least 3 persons per year whose work with MSU examined religion as part of their larger effort.
8. ●Numbers of contacts and/or working relationships between MSU Brazilianists and those within Brazil
●Number of students (undergrad and grad) pursuing studies related to Brazil→ in order to promote sustainable efforts
9. ●Continuing institutional ties that are active across the disciplines
●Larger numbers of students willing to make exchanges
●More graduate work being done through exchange
10. ●Count initiatives.
●Number of conferences, workshops etc.
●Number of students involved in programs
●Count number of faculty going each way.
●Count number of classes and students enrolled.

11.
 - These are always difficult in relationship to the visual arts.
 - The gauging of human enrichment or effectiveness in the creative process
12.
 - Successful student completion of language and medical programs
 - Increased MSU classes and interests in Brazilian history, culture and science as noted by faculty and student body
 - Increased research money available for projects in Brazil as MSU "specializes" in the area
13.
 - If there is presence and visibility on campus (of efforts related to the Brazil initiative)
 - If students/profs/the community know about the Brazilian initiative and like to participate in some events, there was success.
14.
 - If the FLAS funding for PRT (Portuguese) study is back
 - If you have a minimum of 30 undergrads studying PRT every semester
 - If you can offer a PRT grad course every semester or academic year
15.
 - We can look to see whether or not there are more classes/students directed towards "things" Brazil.
 - We can know positively how much money is directed toward teaching/research about Brazil.
16.
 - Conferences/Forums
 - Publications
17. ****NO RESPONSE****

E. For which items in question C would you be willing to be contacted to continue work as the Brazilian (or Lusophone) agenda progresses?

1. ****NO RESPONSE****
2.
 - PRT for Spanish speakers
 - PRT for Minor
 - PRT for Major
 - PRT for Masters
 - International Studies Concentration in Brazilian studies for which Portuguese language should be a requirement
 - PRT study abroad in Brazil

3.
 - Target hires to create the Best Brazilian Studies.
 - Develop partnerships with key universities so that the interaction is easy in terms of co-teachings, co-authorings.
 - Recruiting good Brazilian graduate students
 - Develop an exchange undergraduate program.
4.
 - Offering IAH or ISS courses in Brazil
 - Providing study abroad opportunities to underrepresented students
 - Link International Student Life to Brazil.
 - Investigate race/class/gender issues in Brazil.
 - Cultural exchanges in Brazil
 - Grad level courses in Portuguese
5.
 - Interest in all efforts. Willing to be involved where I can be of most value. I have options as a retired emeriti faculty member who lives in East Lansing and has a son who lives in Sao Paulo, which can reduce some of the overhead for “on the ground.”
 - Connect with specific family/support/development time lines/ collaboration here and in Brazil.
 - Identify persons who are clearly ready to move forward.
 - Help those to actually have sites and supports ready in Brazil.
6.
 - Developing strategic partnerships with common research and curricular goals
 - Recruitment of students from Brazil
 - Organize our relations with Brazilian Alums and other stakeholders.
7.
 - Ensure that the influence and impact of religion is thoroughly integrated as a variable in all questions and/or topics of consideration.
 - The Portuguese courses should be strengthened in teaching, student advertising, integrated with research and programming, and made available to interested faculty.
8.
 - Community to community (cross border) relationships- strongly developed
 - Development or projects based primarily within Brazil
9.
 - Continue building links w/institutions in Brazil.
 - Work to bring students here in as many areas as possible- even if it’s just a handful at first- in Arts and Letters.
 - Maybe fund professional exchanges to begin building ties that can continue.
 - Work to build African and Brazilian connection.
 - Support Portuguese.
10.
 - We need to think about Brazil’s linkages to other parts of the world- and especially Africa.

- Work to facilitate exchanges AMONG Africa, Brazil and MSU Students and Faculty.
 - Teach Africa/Brazil courses.
 - Build on exchanges with institutions in Brazil while facilitating exchanges/interactions between African and Brazilian institutions.
 - Expand Language offerings.
11. ●Relationship with the Arts
 12. ●I am available for any project that I may be of use.
 13. ●I could help on point #2 mostly: Integrate Lusophone studies in the curriculum.
 14. ●As a grad student, I don't know exactly how I can help accomplish these three goals, but you can contact me about any of them:
 - Get FLAS funding for Portuguese study reinstated.
 - Leave PRT 101, 102, 201, 202 on the computer for enrollment rather than making them special exceptions.
 - Create a large enough student base so that a real graduate course can be offered in PRT every semester, or at least every academic year.
 15. ●MORE language, literature instruction - more instructors needed
 - More exchanges, travel study programs in Brazil.
 16. **NO RESPONSE**
 17. ●Create networks between institutions that facilitate contact between people that have similar works.

F. Additional comments:

1. **NO RESPONSE**
2. **NO RESPONSE**
3. **NO RESPONSE**
4. **NO RESPONSE**
5. **NO RESPONSE**
6. **NO RESPONSE**
7. **NO RESPONSE**

8. **NO RESPONSE**
9. **NO RESPONSE**
10. **NO RESPONSE**
11. **NO RESPONSE**
12. **NO RESPONSE**
13. **NO RESPONSE**
14. **NO RESPONSE**
15. **NO RESPONSE**
16. Capoeira is very big in Detroit, Ann Arbor and University of Michigan. Perhaps encouraging an interest in the sport could generate more interest in Brazil and the Brazilian culture. (Note: Capoeira is a combination of dance, ritual and martial arts that was created by slaves brought to Brazil by the Portuguese in the 16th century and with native slave Indians.)
17. **NO RESPONSE**

This material was generated from Global Encounter-Brazil <<http://www.isp.msu.edu/globalencounter/brazil>>, held at Michigan State University on November 7, 2006. This interactive and participatory event was designed to obtain input and to elaborate in a country-specific forum on relevant themes, opportunities, issues, and opportunities affecting MSU's current and future engagement in Brazil (and to some degree Lusophone countries).