



CALIFORNIA STATE UNIVERSITY, FULLERTON

Humanities and Social Sciences

Department of History

P.O. Box 6846, Fullerton, CA 92834-6846 / T 657-278-3474 / F 657-278-2101

April 20, 2020

Dear Members of the Committee:

My name is Kate Burlingham and I am an Associate Professor of History at CSUF. I am a specialist in Global history, American Foreign Relations, and African history, with specific focus on Lusophone Africa. I write to propose a study abroad program in Lisbon, Portugal for Summer 2022. My proposal is as follows:

1. Overview of the Program:

This program would begin with two weeks of preparatory meetings at CSUF before traveling for 4 weeks of residence in Lisbon. Ideally, the program would run Mid-June through July. This would allow us to be in Portugal for the tail end of their academic year, and thus get a sense of university life there. I would offer two courses, both of which are GE certified: History 311 ("World War II")—which is a G.E. D.4 course—and Humanities 350 ("Life and Culture Abroad")—which is a G.E. C.3 course.

Portugal is an ideal destination for a study abroad program. Located on the Atlantic Ocean, it is a vibrant and historical city with deep roots in European, African, Asian, and American history. One of the oldest cities in Europe, it is an ideal place from which to view global history and culture but also more modern processes such as the advent of the European Union. It is a city full of museums, art, and music. Within short commuting distance, are medieval cities, such as Sintra, a UNESCO World Heritage site, where students can explore several castles dating from the time 8th century Muslim Córdoba caliphate to the 15th century Palácio de Pena.

2. Course Adaptation Plans

Attached you will find my syllabus for Humanities 350.

My version of Humanities 350 will focus on the arch of Portuguese history from early global explorer to colonizer to poor man of Europe. This approach will allow us to explore Portuguese history through the many cultures and societies with which it interacting in Asia, Africa, and the Americas. Using art, music, and food as a guide, we will explore Lisbon and wider Portugal to learn about its complex society and history. Our classroom would be the city of Lisbon, with excursions to nearby relevant sites.

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My version of History 311 would allow us to see the Second World War from a southern vantage point. Portugal played a unique role in the war, one that will undoubtedly pique student interests. While technically neutral in the conflict, Portugal nonetheless worked both sides of the conflict, simultaneously acting as a launching point to North and South America for Jews fleeing the Holocaust, a repository German gold, and a haven for spies who used the relative calm of Lisbon to conduct wide operations in North Africa and Europe. Classroom visits to nearby towns such as Estoril, where American and British spies congregated, will allow students to visualize the war with first-hand experience.

1. Opportunities for Civic Engagement and Service Learning

Following the global financial collapse in 2007, and the near ruin of the European Union, Portugal responded by removing regulations on housing and development in order to invite more international investment in the country and encourage tourism. While these changes helped the overall Portuguese economy, it severely altered cities like Lisbon. Landlords were allowed to evict older Portuguese residents in order to renovate and sell houses to foreign investors, mostly retirees from Northern Europe. Rental sites such as AirB&B have led to landlords converting all useable rental units into short-term rentals, thus leaving little affordable housing for existing residents. In a word, Lisbon is radically altered, and not necessarily for the benefit of its citizens. While grateful for the tourism money, any taxi driver, business owner, bartender will tell you of the overall upset caused by these changes.

These changes will be explored in Humanities 350 and they are themes that will likely resonate with students who can observe this same process taking place in Los Angeles and across California. In Lisbon, I would reach out to organizations such as *Habita!*, *Stop Despejos* (Stop Evictions), and *Morar em Lisboa* (Living in Lisbon) to talk to students and lead us on tours through the city that allow us to see behind the tourism façade to what it is costing residents. Many of these organization have on-going meetings, projects, and art exhibits/installations that I would integrate into our “classroom” time. These experiences and conversations would not only help students to see the costs of increased tourism, but to reflect on these stories in light of their own communities in Southern California.

2. Recruitment Plans

I have a strong track record of recruiting students for courses. As lead advisor for undergraduates in the history department, I regularly work to publicize our courses to both majors and GE audiences. Further, since the advent of EO 1100 and the changes it brought to HSS, I have become extremely adept at publicizing HSS courses to non-HSS majors and explaining the importance of HSS to other majors and careers. Our department’s success in expanding the

history minor and my role in recruiting new majors has demonstrated how to successfully pitch courses and programs across the university.

I will use these experiences to publicize and recruit for this study abroad program. I will work with Student Affairs to help identify student organizations, such as Generation United Nations, whose members would be interested in the themes presented in my program. Further, I would reach out to faculty in other colleges, who teach courses relevant to the themes addressed in my classes, to visit their courses. I will also attend Welcome to Fullerton Day and other events for new and transfer students. Because both of my courses satisfy GE credits, I can appeal to these students and help them to make informed course selection decisions.

3. Past Experience and Preparation

I have lived and worked in Portugal for my entire academic career, nearly 20 years. I have extensive contacts throughout Portugal both at the universities and among those in civil society. I have also spent significant time in Angola, Portugal's former West African colony, which has allowed me to make contacts with these communities in Lisbon. I am an extremely proficient speaker of Portuguese and, over the years, have presented at several conferences in Lisbon. My knowledge of Portuguese society runs deep as does my desire to share this history with others. Because Portuguese is relatively untaught language in the United States, I have frequently acted as unofficial tour guide for people visiting the country who are interested in going deeper into their experiences there.

As main undergraduate advisor in the history department, I have significant experience mentoring and advising students. I am keenly aware of the CSUF student body and challenges travel outside Southern California might pose to students for whom this is their first foreign adventure. My role as advisor has prepared me to handle this mentorship, simultaneously quelling anxieties while encouraging the excitement that goes along with one's first foreign experiences. Handling these emotions in a foreign setting will, undoubtedly, be more difficult. But my knowledge of the country, combined with my experience as an advisor creates a scenario in which I will be well prepared to help students so that they can open themselves up to the kind of life changing experiences that study abroad can afford.

4. Contribution to Scholarship and Professional Development

This program contributes to my scholarship and professional development in several ways. I have always wanted to lead a study abroad program to Portugal. Having achieved tenure in 2019, I now have the time and space to pursue that goal. Further, I am interested in this study abroad because it will allow me to integrate my love of teaching, of Portugal and the Lusophone world,

and my desire to continue my research into Portuguese-speaking Africa. Since moving to California and joining the faculty at CSUF, I have had less time to practice my language skills and visit the archives in Lisbon. Leading a study abroad in Lisbon will allow me to refresh my Portuguese and revisit archives and institutes key to my scholarship. Since receiving tenure, I have also decided to restart my book project. This effort includes a significant re-thinking of my dissertation and a review of the archives in Portugal that are key to my project. In the weeks after this project ends, I play on staying in Portugal to continue these efforts. Further, if I'm able to procure a visa and the funds, I am considering traveling from Lisbon to Luanda, Angola after the program wraps up. Portugal has some of the few direct flights to Angola and I am eager to return to conduct additional research for my manuscript.

I would also use the time in Portugal to deepen my connections with Portuguese institutes and academics. I was previously a fellow at the *Fundação Luso-Americano* and the *Calouste Gulbenkian Foundation*. I would reach out to these organization again and inquire about speaking opportunities in which to present my research. Further, I have been asked by several Portuguese scholars to present at their universities including the Universidade NOVA de Lisboa and Coimbra University, one of the oldest universities in Europe. A summer in Portugal would allow me to follow through on these offers.

Thank you for your consideration of my proposal. I look forward to hearing back from the committee.

Sincerely,

(signed)

Kate Burlingham
Associate Professor
Department of History
CSU Fullerton



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April 20, 2020

Dear Committee,

I am writing to support Dr. Kate Burlingham's application to establish a new study abroad program in Lisbon, Portugal in 2022. Dr. Burlingham is highly qualified to lead such a program.

As a tenured Associate Professor, she is a historian of Lusophone Africa and U.S. foreign relations whose research and language training have taken her to Portugal over the past two decades. Her knowledge of Portuguese history, culture, and social mores means she will be an effective teacher and guide on site.

Furthermore, for the past three years, Dr. Burlingham has acted as the lead undergraduate advisor in the History Department, meeting regularly with our majors and minors, as well as undeclared students. Her teaching repertoire includes lower-division and upper-division General Education and History courses, and she teaches often in our M.A. program. Thus, she has frequent contact with a broad cross-section of students in the Department and across campus and is in an excellent position to publicize and recruit for her study abroad program. Students find her to be approachable, friendly, and engaging and will want to follow her from course to course. A student in her winter session HIST 395 told me she so enjoyed taking Dr. Burlingham's online course that she has enrolled in one of her face-to-face courses this fall.

A Lisbon, Portugal study abroad program would be an excellent addition to our H&SS offerings, and Dr. Burlingham is well positioned to provide effective leadership there.

Thank you,

Jasamin Rostam-Kolayi
Professor
Chair
Department of History

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Portugal Past, Present, and Future: A River with Many Currents

Humanities 350: Life and Culture Abroad

Summer 2022

Dr. Kate M. Burlingham

Email: kburlingham@fullerton.edu

Course Description and Objectives

HUM350 is an “interdisciplinary course providing a broad background to culture and civilization abroad. Social, historical, and cultural approaches to the contemporary societies abroad. Examines traditions and institutions to help understand the 21st century way of life abroad. Related field trips.”

Our version of this course will explore the history, cultural, and life of Portugal over the last several centuries. Portugal is a place of immense history and conflict. This course will allow you to see these threads in Portuguese society and appreciate their presence in nearly every aspect of Lisbon and the country at large. We will follow Portuguese history chronologically starting with its advent as a successful Muslim empire in the 8th and 9th centuries and ending with present-day complications related to gentrification and rising housing and living expenses. As we travel down this long road, you will see how Portuguese culture encapsulates this long and varied history.

In addition to relevant field trips, this course will feature aspects of civic engagement and service learning as we connect with organizations active in Lisbon and Porto working to fight gentrification and help city residents maintain their housing. While thousands of miles away from Southern California, these are conversations that will resonate with similar battles over housing being fought throughout California but especially in part of Los Angeles and Orange County.

Student Learning Outcomes:

By the end of this course, you should be able to:

1. Synthesize interdisciplinary knowledge related to the history and culture of Portugal
2. Contextualize this knowledge in broader terms
3. Demonstrate comparative analytical skills
4. Demonstrate your understanding of the connections between “book learning” and fieldtrips/service learning
5. Effectively communicate your understanding and original ideas in three ways: verbally, through informal writing, and through formal writing.

Course Requirements and Grading Criteria:

- Attendance: 20%

- Participation: 20%
- Study Abroad Journal: 20% (at least 4 detailed entries)
- Final Paper: 30%

Grades will be calculated as follows:

A = 95-100, A- = 90-95, B+ = 88-89, B = 83-87, B- = 80-82, C+ = 78-79,
C = 73-77, C- = 70-72, D+ = 68-69, D = 63-67, D- = 60-62, F = 59 and below.

Per UPS 300.020, grades are converted in the following way in determining your grade point average: A+ = 4.0; A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = 0.7; F = 0.0

Academic integrity:

You should familiarize yourself with the CSUF policies on academic integrity. Evidence of academic dishonesty (cheating, plagiarism, etc.) will result in a failing grade for the course.

<http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf>

Schedule

Week 1 (at CSUF)

- Introductions and syllabus
- Prompts for journal and final paper distributed
- Lecture/s on early Portuguese history (8th century-15th century)
- Discussion of assigned readings related to Portugal’s Muslim and pre-colonial history

Week 2 (at CSUF)

- Lecture/s on Portuguese history 15th century-present
- Introduction to culture and society in Lisbon
- Discussion of assigned readings related to Portugal’s colonial history and news reports related to current problems with gentrification and affordable housing.

Week 3 (in Lisbon)

- Field trip to Sintra to Moorish Castle and Palacio da Pena, continued conversation about Portugal’s Muslim past and history to 15th century.
- Field trip to Castelo de São Jorge in Lisbon to discuss 15th century Portuguese history
- Field trip to the Museu de Arte Antiga to study Portugal’s colonial past
- Orientating lecture on geography of Lisbon and its neighborhoods

Week 4 (in Lisbon)

- Field trip to the Museu de Macau to look at Portuguese influences in Macau to understand the roll of Portugal in China and routes along the Indian Ocean

- Field trip to the Torre de Belem (near the Museu de Macau)
- Lecture on Portuguese colonialism in Asia and Africa

Week 5 (in Lisbon)

- Field trip to Museu Nacional do Azulejo (Portuguese tile museum)
- Lesson on tile painting at Fábrica Sant'Anna a functioning tile business that was founded in 1741
- Lecture on tiles in the history of Portuguese arts and culture
- Field trip to the Archivo Nacional de Torre do Tombo, and lecture about life in Portugal under the dictatorship of António Salazar

Week 6 (in Lisbon)

- Walking tour of Lisbon guided by Habita! to see changes to Lisbon's urban landscape/visit to offices of various organization working with displaced Lisbon residents
- Discussion linking issues raised in walking tour with similar issues in Southern California
- Portuguese food cooking class to make Pasteis de Nata.
- Final paper peer review
- Presentation of paper topics
- Journals due by the end of the week
- Final papers due at the end of the week