



गोंय विद्यापीठ

ताळगांव पठार

गोंय - ४०३ २०६

फोन: +९१-८६६९६०९०४८



(Accredited by NAAC)

Goa University

Taleigao Plateau, Goa - 403 206

Tel : +91-8669609048

Email : registrar@unigoa.ac.in

Website: www.unigoa.ac.in

GU/Acad –PG/BoS -NEP/2023/79/3

Date:25.05.2023

Ref: GU/Acad –PG/BoS -NEP/2022/339/3 (a) dated 24.08.2022

CIRCULAR

In supersession to the above referred Circular, the updated approved Syllabus with revised Course Codes of the **Master of Arts in Portuguese** Programme is enclosed.

The Dean/ Vice-Deans of the Shenoji Goembab School of Languages and Literature are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin Lawande)

Assistant Registrar – Academic-PG

To,

1. The Dean, Shenoji Goembab School of Languages and Literature, Goa University.
2. The Vice-Deans, Shenoji Goembab School of Languages and Literature, Goa University.

Copy to:

1. The Chairperson, Board of Studies in Portuguese.
2. The Programme Director, MA Portuguese, Goa University.
3. The Controller of Examinations, Goa University.
4. The Assistant Registrar, PG Examinations, Goa University.
5. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

Goa University

Shenoi Goembab School of Languages and Literature

Syllabus for the M. A. Portuguese Programme

Semester 1

Code No	Name of the course	Credits
POR-500	General & Portuguese Linguistics	4
POR-501	History of Portuguese Language	4
POR-502	Introduction to Literary Studies	4
POR-503	Portuguese Literature I	4
POR-521	Multimedia and Technical Translation	4
POR-522	Application of Writing Techniques	4
POR-523	Introduction to Portuguese Culture	4

Semester 2

Code No	Name of the course	Credits
POR-504	Portuguese Literature II	4
POR-505	Goan Literature in Portuguese Language	4
POR-506	Brazilian Literature	4
POR-507	Writing and Oral Communication Skills	4
POR-524	Didactics & Methodology of Teaching Portuguese as a Foreign Language	4
POR-525	Advanced Writing Techniques	4
POR-526	Literary Translation	4
POR-527	African Literature in Portuguese	4

Semester 3

Code No	Name of the course	Credits
POR-600	Academic Writing & Research Methodology	4
POR-601	Fieldwork & Language Documentation	4
POR-602	Applied Linguistics in Foreign Language Teaching	4
POR-603	Semiotics and new trends of Literary Analysis	4
POR-621	History of Portugal	4
POR-622	Portuguese Cinema	4
POR-623	Portugal in the Context of the European Union	4
POR-624	Portuguese Art	4
POR-625	Portuguese Language I	4
POR-626	Portuguese Language II	4

Semester 4

Code No	Name of the course	Credits
POR-604	Foreign Language Acquisition	4
POR-605	Pessoan Studies	4
POR-606	Camonian Studies	4
POR-607	Orientalism in accounts, chronicles, and travelogues in Portuguese	4
POR-608	Performative Arts in Teaching Portuguese	4
POR-609	Contact Linguistics	4
POR-DST	Dissertation	16

Portuguese & Lusophone Studies

Title of the Course: General & Portuguese Linguistics

Course Code: POR-500

Number of Credits: 4

Effective from AY: 2022-23

Pre-requisites for the Course:	Students must register for the M.A. Portuguese programme with a B.A in Portuguese or a Bachelor degree in any discipline having cleared the ranking test.	
Course Objectives:	<ul style="list-style-type: none"> - To recognize the language as a system that aims essentially to establish communication between people. - To distinguish between verbal and non-verbal language, grammar and speech. - To study the structure of the language and grammar. - To acquire a linguistic conscience and metalinguistic knowledge that allows the development of competences and knowledge, carrying out linguistic activities in Portuguese language in particular situations. - To acquire knowledge that permits the development of skills (Linguistic, discursive/textual, sociolinguistic and strategic) in various levels of the language /Grammar (semantics, pragmatics, lexical, syntax and phonetics). 	
Content:	<ol style="list-style-type: none"> 1. Linguistics and verbal language: Linguistics and Semiotics. 2. Major linguistics schools of thought: Structuralism, Functionalism, Generativism, Cognitivism; The Prague School and The London School. 3. Levels of linguistic analysis: <ol style="list-style-type: none"> a. Phonetics, Phonology and Prosody b. Morphology c. Syntax d. Semantics e. Pragmatics 4. Cognitive Linguistics 5. Norm and linguistic variation, dialect, idiolects, sociolects and the varieties of Portuguese across space, time and social stratus. 	<p>8 hours</p> <p>12 hours</p> <p>24 hours</p> <p>6 hours</p> <p>10 hours</p>
Pedagogy:	<ul style="list-style-type: none"> - Lectures - Research and reading of essays about different issues concerning Portuguese Linguistics. - Weekly written exercises. 	
References/ Readings:	<ul style="list-style-type: none"> - Faria, I.H., (Org.) (1996), <i>Introdução à Linguística Geral e Portuguesa</i>, Lisboa, Caminho - Searle, J.R., (1969), <i>Speech Acts. An Essay in the Philosophy of Language</i>, 	

<p>Other sources:</p>	<p>Cambridge, Cambridge University. Press.</p> <ul style="list-style-type: none"> - Cunha, C. e L.F.L. Cintra (1984), Nova Gramática do Português Contemporâneo, Lisboa, Edições Sá da Costa. - Austin, J.L., (1952), How to do Things with Words, Oxford, Oxford University Press. - Cuesta, Pilar Vasquez & M.A. Mendes da Luz (1971), Gramática da Língua Portuguesa, Lisboa, Edições 70 - Lakoff, George & Mark Johnson (2000), Metaphors we live by, Chicago, University of Chicago Press - Mateus, Maria Helena Mira, et al. Gramática da língua portuguesa. 7. ed, Caminho, 2006. - Raposo, Eduardo Paiva, et al. Gramática do português. Fundação Calouste Gulbenkian, Volume I, 2020 - Lopes, Ana Cristina M., and Graça Maria Rio-Torto. Semântica. Caminho, 2007. - Ducrot, O. & Todorov, T. Dicionário das Ciências da Linguagem. D. Quixote, Lisboa, 1982 <p>- Estudos de Sintaxe-Semântica e Pragmática do Português, by Joaquim Fonseca, Porto, 1993</p> <p>- Fonética, Fonologia e Morfologia do Português, Universidade Aberta, 1991</p> <p>- Sintaxe e Semântica do Português, Universidade Aberta, Lisboa, 1991</p> <p>- Dicionário de Termos Linguísticos, by Maria Francisca Xavier e Maria Helena Mateus, Edições Cosmos, 1990</p> <p>- Lexicologia do Português, by Mário Vilela, Almedina, Coimbra, 1994</p> <p>- Gramática da Língua Portuguesa, by Mário Vilela, Almedina, Coimbra, 1999</p> <p>- Gramática e Estudos de Pragmática-Estudos de Linguística Geral, by Fernanda Irene Fonseca, Porto Editora, Porto, 1994</p> <p>- Introdução à Fonética do Português, by Maria Raquel Delgado Martins, Caminho, Lisboa, 1998</p> <p>- Eliseu, André. Sintaxe do português. Caminho, 2008.</p> <p>Lima, José Pinto de. Pragmática Linguística. Editorial Caminho, 2006.</p>
<p>Course Outcomes:</p>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> - the lexical and grammatical structures and their uses in oral communication at an advanced level; - different concepts within the phonetic a morphological system of the Portuguese language; - complex syntactic and semantic functions in Portuguese; - 4) complex structures used in literary texts, prose and poetry, and in essays.

Title of the Course: History of Portuguese Language

Course Code: POR–501

Number of Credits: 4

Effective from AY: 2022-23

<u>Prerequisites for the course:</u>	Students must register for the M.A. Portuguese program with a B.A in Portuguese or a Bachelor degree in any discipline having cleared the ranking test.	
<u>Objective:</u>	<ul style="list-style-type: none"> – reading, understanding and discussing texts or essays related to the origin and evolution of Portuguese language. – identifying the most characteristic aspects of Portuguese language; – understanding and comparing different internal and external aspects of Portuguese language within CPLP (Comunidade dos Países de Língua Portuguesa); – acquire the ability (techniques and methods) to interpret the most important writings of Portuguese from 16th century tradition; 	
<u>Content:</u>	<ul style="list-style-type: none"> - The roots of Portuguese; Substrates and pre-Latin and post-Latin periods. - From Latin to the first texts in Portuguese (13th century): historical events; phonetic evolution from Latin; evolution of the grammatical structures and vocabulary. - European Portuguese: autonomy and evolution since 14th century; Portuguese language as the official language of Portugal and its first written grammar. - Elementary concepts of Palaeography. - The standardization of Portuguese; the two phases of Modern Portuguese (from 16th to 18th century and 19th and 20th centuries). 	<p align="center">10 hours</p> <p align="center">14 hours</p> <p align="center">14 hours</p> <p align="center">10 hours</p> <p align="center">12 hours</p>
<u>Pedagogy:</u>	<ul style="list-style-type: none"> – Lectures – Research and reading of essays about the history and evolution of Portuguese language. 	
<u>References/Reading s</u>	<ul style="list-style-type: none"> – Teyssier, Paul, <i>História da Língua Portuguesa</i>, Sá da Costa Editora, Lisboa. – Neto, Serafim da Silva, <i>História da Língua Portuguesa</i>, MEC/Presença, Rio de Janeiro. – “Pequeno Curso de Língua Portuguesa”, by Maria Inês Castelo Branco, Lisboa 	
<u>Other sources</u>	<ul style="list-style-type: none"> – Cunha, Celso & Cintra, Lindley, <i>Gramática do Português Contemporâneo</i>, Edições Sá da Costa, Lisboa – Machado, José Pedro, <i>Dicionário Etimológico da Língua Portuguesa</i>, Editora Confluência, Lisboa, 1977 – <i>Dicionário de Língua Portuguesa</i>, Academia das Ciências de Lisboa, Lisboa; 	

<u>Learning Outcomes</u>	At the end of this course students will have gained knowledge of: <ul style="list-style-type: none">- the origin of Portuguese language;- the cultural contributions to Portuguese language along the centuries;- the history and evolution of Portuguese language;- the cultural diversity that the Portuguese language entails as the official language of eight countries and as a language spoken worldwide.
---------------------------------	---

Course Code: POR–502

Number of Credits: 4

Effective from AY: 2022-23

<u>Prerequisites for the course:</u>	Students must register for the M.A. Portuguese programme with a B.A in Portuguese or a Bachelor degree in any discipline having cleared the ranking test.	
<u>Objectives:</u>	<ul style="list-style-type: none">– to read, understand and discuss literary texts such as novels, short tales, memoirs and chronicles, as well as dramatic texts, literary essays and theoretical texts.– to identify the most characteristic aspects of Lusophone literature and culture (including those of Brazil, Portugal and Lusophone Africa).– to acquire technical and practical knowledge in order to enable the student to approach the literary text, considered as a communicative discourse and a semiotic system through reading, analysis and interpretation.– to recognize the indicators of literature in a written text.– to encourage quality productive written work adjusted to communicative intentionality.– to relate figures of speech in the literary text with semantic and meaningful implications of the writing process.	
<u>Content:</u>	<p>1. Introduction to the concept of literature; the boundaries of a literary text; specifications of literary language; the socio-cultural dimension of literature; general forms of literature</p> <p>2. Literary Language and Literary Texts; semiotics in literature</p> <p>3. Poetry: creativity and factors; the lyric text: the main properties of the poem; poetic expression and metaphor</p> <p>4. Literary narrative: diegesis and mimesis, levels and categories; the narrator’s point of view</p> <p>5. Short narratives: theories, structure and main characteristics</p> <p>6. Dramatic literature; genres (comedy, tragedy), dramatic structure; literature intended for theatrical performances, intersemiotic translation as adaptation</p>	<p>12 hours</p> <p>8 hours</p> <p>8 hours</p> <p>8 hours</p> <p>8 hours</p> <p>8 hours</p>
	<p>7. Literary evolution, periods and trends: Classicism, Romanticism, Realism, Modernism and Post-Modernism</p> <p>8. Introduction to Reception Theory: works and writers and their relation with the readers and the public</p>	<p>4 hours</p> <p>4 hours</p>

<u>Pedagogy:</u>	<ul style="list-style-type: none"> – Lectures – Reading of literary and theoretical texts in Portuguese: criticism and application of concepts. – Presentation of working material by the teacher. – Reading of selected literary texts. (Functional, recreational, analytical and critical). – Audio-visual comprehension exercises.
<u>References/Readings</u>	<ul style="list-style-type: none"> – Reis, Carlos, (1997), O Conhecimento da Literatura, Coimbra, Almedina. – Reis, Carlos, (1997), Técnica e Análise Textual, Coimbra, Almedina. – Frye, N., (1977), The Anatomy of Criticism, Four Essays, New Jersey, Princeton University Press. – Piglia, Ricardo. “Novas teses sobre o conto”. In: Formas breves. São Paulo: Companhia das letras; 2004. – O último leitor. São Paulo: Companhia das Letras, 2006.
<u>Other sources</u>	<ul style="list-style-type: none"> – Victor Aguiar e Silva (1965), Teoria da Literatura, Coimbra, Almedina. – Luís Carmelo (2003), Semiótica, uma Introdução, Lisboa – António José Saraiva and Óscar Lopes (1987), História da Literatura Portuguesa, Porto. – A Poética, by Aristóteles, Lisboa, Fundação Calouste Gulbenkian, 2002 – História da Literatura Portuguesa (7 Vols.), Alpha Editora, Lisboa, 1987 – Auerbach, Erick. Mimesis. A representação da realidade na literatura ocidental. São Paulo: Perspectiva, 1971. – Barthes, Roland. Inéditos. Vol. I – teoria. São Paulo: Martins Fontes, 2004. – O prazer do texto. São Paulo: Perspectiva, 2006. – Iser, Wolfgang. “A interação do texto com o leitor”. A literatura e o leitor. Rio de Janeiro: Paz e Terra, 1979. – O ato da leitura. São Paulo: Ed. 34, 1999.
<u>Learning Outcomes</u>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> - concepts of literary texts and works; aesthetics and styles of the literary language; literary categories in prose and poetry; - literary periods: characterization and dynamics; - complex structures used in literary texts, prose and poetry, and in essays.

Title of the Course: Portuguese Literature I

Course Code: POR–503

Number of Credits: 4

Effective from AY: 2022-23

<u>Prerequisites for the course:</u>	Students must register for the M.A. Portuguese program with a B.A in Portuguese or a Bachelor degree in any discipline having cleared the ranking test.	
<u>Objectives:</u>	<ul style="list-style-type: none"> – reading, understanding and discussing texts or essays related to the Portuguese Literature; – identifying the most important characteristic aspects of Portuguese literature and culture. <p>Reading and analysing Literary texts (poetry and prose).</p>	
<u>Content:</u>	<ol style="list-style-type: none"> 1. Introduction to the Portuguese society and environment in its relation to the Portuguese language and literature: characterization and evolution; literary expression and its classical roots: myths, values, concepts and formal characteristics. 2. The medieval Galician-Portuguese lyrics and Medieval prose; Crónicas by Fernão Lopes, the Demanda do Santo Graal and the novels of chivalry, Leal Conselheiro. 3. The Renaissance period: the theatre of Gil Vicente, Luís de Camões and the Epic poem of “Lusiads”. 4. From the tradition to the Renaissance poetry: Redondilhas, Cantigas and Vilancetes, Medida Nova, sonnets of Camões, Sá de Miranda and António Ferreira. 5. Baroque prose and poetry: Cultism and Conceptism in Padre António Vieira 6. Contours of the Portuguese Poetry in the Neo- Classicism; the Arcádia Lusitana; Bocage and pre- Romantic poets. 7. The importance of Almeida Garrett and Alexandre Herculano in Portuguese Romanticism. 8. Camilo Castelo Branco and the Ultra-Romantics’ Generation. 	<p>4 hours</p> <p>10 hours</p> <p>8 hours</p> <p>8 hours</p> <p>6 hours</p> <p>6 hours</p> <p>8 hours</p> <p>10 hours</p>
<u>Pedagogy:</u>	<ul style="list-style-type: none"> – Lectures – Research and reading of essays about different issues concerning the History of Portuguese Literature. – Presentation of material by the teacher. – Reading of selected literary texts (functional, recreational, analytical e critical). – Audio-visual comprehension exercises. – Oral and written questions and commentaries. – Research and reading of essays about different issues concerning Portuguese Literature. – Reading of Portuguese poems and texts in prose. 	
<u>References/Reading s</u>	<ul style="list-style-type: none"> – Saraiva, António José and Lopes, Óscar, História da Literatura Portuguesa, Porto, 1987 – Buescu, Maria Leonor Carvalhão, História da Literatura, Lisboa, 1991 – Martinho, Fernando & others, Literatura Portuguesa do Século XX, Lisboa, 2004 	

<p><u>Other sources</u></p>	<ul style="list-style-type: none"> – Sermão da Sexagésima by P. António Vieira – Viagens na Minha Terra by Almeida Garrett – A novel of Camilo Castelo Branco or another work of late Romanticism (to be selected) – História da Literatura Portuguesa (7 Vols.), Alpha Editora, Lisboa, 1987 – Dicionário da Literatura Portuguesa, by José Pedro Machado, Lisboa 1987 – Perspectiva Histórica da Poesia Portuguesa, by João Gaspar Simões, Lisboa, 1976 <p>· http://www.instituto-camoes.pt/</p>
<p><u>Learning Outcomes</u></p>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> - Historical and cultural contributions to Portuguese Literature along the centuries; - different periods of the evolution of Portuguese Literature; the characteristics of literary works namely during the Pre- Renaissance, Classicism and Romanticism in Portugal.

Semester II

Title of the Course: Portuguese Literature II

Course Code: POR-504

Number of Credits: 4

Effective from AY: 2022-23

<u>Prerequisites for the course:</u>	Students must register for the M.A. Portuguese program with a B.A in Portuguese or a Bachelor degree in any discipline having cleared the ranking test.	
<u>Objectives:</u>	<ul style="list-style-type: none">- reading, understanding and discussing texts or essays related to the Portuguese Literature;- identifying the most important characteristic aspects of Portuguese literature and culture.- reading and analyzing literary texts (poetry and prose).	
<u>Content:</u>	<ol style="list-style-type: none">1) Main works and authors of Realism and Naturalism: Eça de Queirós, Antero de Quental, Guerra Junqueiro.2) Literature of social criticism; Cesário Verde and the "Parnassians".3) The tendencies of turn of the century: Neo-Romanticism, Saudosismo, Decadentismo.4) Camilo Pessanha and the Symbolism in Portugal.5) The avant-garde tendencies and the Modernism; Modernist poets of Orpheu and Presença: Pessoa, Almada and Mário Sá-Carneiro, José Régio and Miguel Torga.6) The Neo-realist prose and poetry in the Novo Cancioneiro.7) Mário Cesariny, Alexandre O'Neil and other surrealists in	<p>12 hours</p> <p>8 hours</p> <p>6 hours</p> <p>6 hours</p> <p>12 hours</p> <p>8 hours</p>

	<p>Portugal.</p> <p>8) Contemporary trends: the Revolution of April 25th and impact in literature; José Saramago as the Nobel Prize winner and its importance; Perspectives for the XXI Century.</p>	<p>4 hours</p> <p>4 hours</p>
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> – Lectures – Research and reading of essays about different issues concerning the History of Portuguese Literature. – Presentation of material by the teacher. – Reading of selected literary texts (functional, recreational, analytical e critical). – Audio-visual comprehension exercises. – Oral and written questions and commentaries. <p>Preparation for research activities.</p>	
	<ul style="list-style-type: none"> – Research and reading of essays about different issues concerning Portuguese Literature. – Reading of Portuguese poems and texts in prose. 	
<p><u>References/Readings</u></p> <p><u>Other sources</u></p>	<ul style="list-style-type: none"> – Saraiva, António José and Lopes, Óscar, História da Literatura Portuguesa, Porto, 1987 – Buescu, Maria Leonor Carvalho, História da Literatura, Lisboa, 1991 – Martinho, Fernando & others, Literatura Portuguesa do Século XX , Lisboa, 2004 – História da Literatura Portuguesa (7 Vols.), Alpha Editora, Lisboa, 1987 – Dicionário da Literatura Portuguesa, by José Pedro Machado, Lisboa 1987 – Perspectiva Histórica da Poesia Portuguesa, by João Gaspar Simões, Lisboa, 1976 · http://www.instituto-camoes.pt/ 	

<u>Learning Outcomes</u>	At the end of this course students will have gained knowledge of: cultural contributions to Contemporary Portuguese Literature; different periods of the evolution of Portuguese Literature; the characteristics of literary works namely during the from Realism/Naturalism to Modernism in Portugal.
---------------------------------	--

Title of the Course: Goan Literature in Portuguese Language

Course Code: POR-505

Number of Credits: 4

Effective from AY: 2022-23

<u>Prerequisites for the course:</u>	Student must register for the M.A. Portuguese program with a B.A in Portuguese or a Bachelor degree in any discipline having cleared the ranking test.	
<u>Objectives:</u>	<ul style="list-style-type: none"> – reading, understanding and discussing literary texts produced by Portuguese speaking writers of Indian origin in different contexts such as novels, short tales and essays; understanding and comparing different internal and external cultural aspects of the CPLP (Comunidade dos Países de Língua Portuguesa). 	
<u>Content:</u>	1. A brief history of pre-Portuguese Goa and 451 years of Portuguese rule.	4 hours
	2. Indo-Portuguese Literature: identity, concepts and models;	4 hours

	<p>3. Goan literature in Portuguese: first texts from 16th Century to 19th century.</p> <p>4. Personalities who made an invaluable contribution. J.H da Cunha Rivara Tomás Ribeiro Mons. Sebastião Rodolfo Dalgado</p> <p>5. Prose (short stories): José da Silva Coelho Laxmanrao Sardessai Vimala Devi Epitácio Pais</p> <p>6. Poetry: 19th & 20th century. Paulino Dias Nascimento Mendonça Mariano Gracias Adeodato Barreto Laxmanrao Sardessai Vimala Devi</p> <p>7. Drama: Ananta Rau Sardessai Xavierito Coelho</p> <p>8. Goan literature in Portuguese in the 19th & 20th century</p>	<p>10 hours</p> <p>6 hours</p> <p>10 hours</p> <p>8 hours</p> <p>6 hours</p> <p>12 hours</p>
--	--	--

<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> – Lectures – Research and reading of essays about different issues concerning Indo-Portuguese Literature in Portuguese. <p>Reading of selected novels and poems.</p>
<p><u>References/Readings</u></p>	<ul style="list-style-type: none"> – Dias, Filinto Cristo, <i>Esboço da História da Literatura Indo-Portuguesa</i>, by Bastorá-Goa, Tipografia Rangel, 1963. – Devi, Vimala & Seabra, Manuel, <i>A Literatura Indo-Portuguesa</i>, Lisboa, Junta de Investigações do Ultramar, 1971, 2 vols. – Miranda, Eufemiano de Jesus, <i>Oriente e Ocidente na Literatura Portuguesa</i>, Goa, 1556, Panjim, 2012

<p><u>Other sources</u></p>	<ul style="list-style-type: none"> – <i>Dicionário de Literatura Goesa</i>, by Manuel da Costa, A., Macau, Instituto Cultural de Macau & Fundação Oriente; – Cunha, António Maria da, <i>A Índia Antiga e Moderna</i>, Nova Goa, 1935. – Pope, Ethel M., <i>India in Portuguese Literature</i>, New Delhi, Asian Educational Series, 1989. <p>Said, Eduard, <i>Orientalismo</i>, Lisboa, Cotovia, 2003</p>
<p><u>Learning Outcomes</u></p>	<p>At the end of this course students will have gained knowledge of: concepts, varieties and diversification of social and cultural aspects among Portuguese Speaking Countries; the most characteristic aspects of the cultures of the Portuguese Speaking Countries and Regions; literary works produced by Goans in Portuguese Language.</p>

Title of the Course: Brazilian Literature

Course Code: POR-506

Number of Credits: 4

Effective from AY: 2022-23

<p><u>Prerequisites for the course:</u></p>	<p>Students must register for the M.A. Portuguese program with a B.A in Portuguese or a Bachelor degree in any discipline having cleared the ranking test.</p>
--	--

<p><u>Objective:</u></p>	<ul style="list-style-type: none"> – to read, understand and discuss literary texts produced by Brazilian writers in different contexts such as novels, short tales and poems; – to identify the characteristics of each historical period and literary current in the texts as well as the consequences of past events in the present time. – to develop a critical understanding of literary and theoretical texts and essays and the history of Brazilian Literature. <p>to understand and compare different internal and external cultural aspects of Brazil as a member of the CPLP (Comunidade dos Países de Língua Portuguesa).</p>	
<p><u>Content:</u></p>	<ol style="list-style-type: none"> 1. Introduction to the History of Brazil; 2. History of Brazilian Literature: the colonial period; 3. Barroco e Arcadismo 4. Romantismo e Realismo; Independence and identity; 5. Modernism and Postmodernism; 6. Contemporary trends. 	<p>6 hours</p> <p>4 hours</p> <p>10 hours</p> <p>14 hours</p> <p>14 hours</p> <p>12 hours</p>
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> – Lectures – Research and reading of essays about different issues concerning the History of Brazil and Brazilian Literature. – Presentation of material by the teacher. – Reading of selected literary texts (functional, recreational, analytical e critical). – Audio-visual comprehension exercises. <p>Oral and written questions and commentaries (Taking</p>	
	<p>into account the following stages: planning, drafting and revision).</p> <ul style="list-style-type: none"> – Research and reading of essays about different issues concerning Brazilian Literature – Reading of poems and texts in prose <p>Each student will be asked to do a 30-minute presentation on a given novel, covering the main themes and characteristics that permeate the text, the historical and social context in which it was written as well as their personal impressions.</p>	
<p><u>References/Readings</u></p> <p><u>Other sources</u></p>	<ul style="list-style-type: none"> – Moisés, Massaud, <i>A Literatura Brasileira Através dos Textos</i>, Cultrix, São Paulo, 2012 – Bosi, Alfredo, <i>História Concisa da Literatura Brasileira</i>, Cultrix, São Paulo, 2006 – Trigo, Salvato, <i>Ensaio de Literatura Comparada Afro-Luso-Brasileira</i>, Vega, Lisboa, 1985 – Neves, João Alves das, <i>As Relações Literárias de Portugal com o Brasil</i>, ICALP, Lisboa, 1992 <p>Schwarcz, L. M., & Starling, H. M. M. (2015). <i>Brasil: uma biografia</i>. São Paulo:</p>	

	Companhia das Letras.
<u>Learning Outcomes</u>	At the end of this course students will have gained knowledge of: concepts, varieties and diversification of social and cultural aspects among Portuguese Speaking Countries; the most characteristic aspects of Brazilian culture; literary works produced in Brazil.

Title of the Course: Writing and Oral Communication Skills

Course Code: POR-507

Number of Credits: 4

Effective from AY: 2022-23

<u>Prerequisites for the course:</u>	Students must register for the M.A. Portuguese program with a B.A in Portuguese or a Bachelor degree in any discipline having cleared the ranking test.
---	---

<u>Learning Outcomes</u>	At the end of this course students will have gained knowledge to: understand various types of texts; acquire writing techniques suitable to various types of texts.
---------------------------------	---

Semester I

Title of the Course: Multimedia and Technical Translation – Theory and Practice

Course Code: POR–521

Number of Credits: 4

Effective from AY: 2022-23

<u>Prerequisites for the course:</u>	Student must register for the M.A. Portuguese program with a B.A in Portuguese or a Bachelor degree in any discipline having cleared the ranking test.	
<u>Objectives:</u>	<ul style="list-style-type: none"> - To translate scientific and technical texts of various types (e.g. academic, industrial, promotional) paying special attention to terminology, phraseology, information structure, register and style from source to target language - to carefully select and make effective use of the multiple resources used by professional translators - to specialize in different areas, i.e., be autonomous learners of specialized languages, with emphasis on personal preferences and interests in a specific scientific and/or technical field - be familiar with the professional subtitling process and the different steps it involves - be able to locate and use the multiple resources available for subtitles on the Internet - practice the language and technical skills needed to subtitle an audio-visual programme 	
<u>Content:</u>	<ol style="list-style-type: none"> 1. Theory of Technical Translation: specificity of technical translation; referential, terminological, pragmatic and textual equivalences. 2. The translator as the producer of texts. 3. Scientific and technical translation. 4. The semiotics of audio-visual texts. 5. Audio-visual translation for TV, cinema and DVD: subtitling, dubbing, voice-over, simultaneous interpreting for TV. 	<p>12 hrs</p> <p>12 hrs</p> <p>12 hrs</p> <p>12 hrs</p> <p>12 hrs</p>
<u>Pedagogy:</u>	<ul style="list-style-type: none"> - In-class work will be based on different text types (e.g., academic articles, abstracts, reports). The guided discovery on how to deal with these translation projects, from the pre-translation and research phase to the production and post-translation phase, will then serve as a model for students' own projects in other fields. - Translation exercises from various types of texts. - Audio-visuals documents for simultaneous translation. - Subtitling an audio-visual programme. - Students' individual projects may comprise an extended translation assignment on a specialized topic of their own choice as well as the making of specialized comparable corpora and a glossary with the help of Linguistic Corpus (Corpógrafo). 	

<p><u>Objectives:</u></p>	<p>To develop written skills on various types of texts: academic texts, legal and multipurpose texts, journalistic, diary and personal writing.</p> <p>To strengthen and deepen the knowledge of the student in writing, following the sentence structure and its main parts (word, accentuation, punctuation and paragraph), the grammatical and linguistic rules, keeping in view the stylistics and functional pragmatic aspects of the language.</p> <p>To develop language knowledge of grammatical, discursive and lexical structures and social and cultural competences in order to interact in specific social and professional contexts.</p>	
<p><u>Contents:</u></p>	<ol style="list-style-type: none"> 1. Short narrative texts (action reports, activities, experiences). 2. Short descriptive texts (descriptions of people, places, reactions, habits, plans and preparations); comics, subtitles. 3. Biographies (short) - The epistolary and diary genre; vacation postcards, e-mails, invitations. 4. News and other informative texts (interviews, reports and opinion articles). 5. Menus, recipes, instruction books; Reports, schemes, tables. 6. Summaries, minutes of meetings, invitations, notices, notes and messages. 7. Formal registration letters, requests, forms 	<p>12 hrs</p> <p>12 hrs</p> <p>8 hrs</p> <p>8 hrs</p> <p>8 hrs</p> <p>6 hrs</p> <p>6 hrs</p>

<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Writing practice taking into account: the specificity of the text, the theme and communicative intentionality, the recipient and the type of text. - Answering questionnaires. - Produce original statements of dialogical, narrative, descriptive, injunctive or expository sequences. - Produce texts of a specific format. - Summarise texts and construct a self-dictionary.
--------------------------------	--

<p><u>References/Readings</u></p>	<ul style="list-style-type: none"> – Norton, C. (2001). <i>Os Mecanismos da Escrita Criativa</i>. Lisboa, Temas e Debates. – Nascimento, Zacarias & Pinto, José Manuel de Castro(2005). <i>A Dinâmica da Escrita</i>. Lisboa, Plátano Editora. – Eco, U. (1991). <i>Como se Faz uma Tese em CiênciasHumanas</i> (5a ed.). Lisboa, Editorial Presença. – Almeida, L. S. de. (2017). <i>Como escrever (Tudo) emportuguês correto: Dicas E conselhos práticos para escrever 20 tipos de texto</i>. Manuscrito. – Sequeira Arminda Sá Moreira B. (2013). <i>Correspondência em Português: Comunique de FormaEficiente</i>. Porto Editora. – Monteiro, Deolinda & Pessoa, Beatriz (1993) <i>Guia Prático dos Verbos Portugueses</i>, ed. 2002, Lisboa:Lidel. – Caseiro, Manuela & Ventura, Helena (2011) <i>GuiaPrático de Verbos com Preposições</i>, Lisboa: Lidel. – Biblioteca Digital Instituto Camões http://cvc.institutocamoes.pt/conhecer/biblioteca-digital_camoes.html – CPLP - Comunidade dos Países de Língua Portuguesa http://www.cplp.org – Porto Editora - Infopédia http://www.infopedia.pt/default.jsp?qsFiltro=14
<p><u>Other sources</u></p>	
<p><u>Learning Outcomes</u></p>	<p>At the end of this Course the students will be able to:</p> <ul style="list-style-type: none"> - fill forms and responding to simple questionnaires; producebiographical texts; - write texts reporting events and personal experiences with descriptions; - produce fiction and non-fiction narratives incorporating detailed descriptions; - present, in writing, ideas clearly and concisely, avoiding ambiguity or redundancy.

Title of the Course: Introduction to Portuguese Culture

Course Code: POR–523

Number of Credits: 4

Effective from AY: 2022-23

<p><u>Prerequisites for thecourse:</u></p>	<p>Students must register for the M.A. Portuguese program with a B.A in Portuguese or a Bachelor degree in anydiscipline having cleared the ranking test.</p>
---	---

<p><u>Objective:</u></p>	<p>To understand and compare different aspects, internal and external, of Portuguese culture; their relation with the rest of the world, and in particular with the European Community.</p> <p>acquainted with the main cultural, artistic and civilizational manifestation in Portugal in contemporary times.</p> <p>To understand cultural manifestations of modern times with relation to Portuguese historical heritage.</p> <p>To synthesize new and contemporary values emerging after 25th April 1974 and followed by its European integration.</p> <p>To understand the promotion of good relationships among peoples and the intercultural dialogue.</p> <p>To identify the main protagonists, works and events that marked Portuguese culture in the last 50 years.</p>	
<p><u>Content:</u></p>	<p>1. Introduction: Geography and Population; the genesis of the Portuguese nation: territory, foundation of the kingdom and settlement.</p> <p>2. Humanism and the Renaissance in Portugal at the time of the Discoveries.</p> <p>3. The Iberianism and the Restoration; the myths of sebastianism and the Fifth Empire.</p> <p>4. Enlightened Despotism and the Pombaline reforms.</p> <p>5. The French invasion; the Romanticism and the liberalism in Portugal; absolutist monarchy, the Human Rights and the new Constitution.</p> <p>6. The 70's generation and other political-cultural quarrels at the end of the 19th century.</p>	<p>8 hours</p> <p>6 hours</p> <p>6 hours</p> <p>4 hours</p> <p>6 hours</p> <p>6 hours</p>
	<p>7. The 20th Century Portugal: State and Politics</p> <p>8. Portugal as a European Nation: the geo-political aspects and the external politics.</p> <p>9. The society and its values: the social and the cultural values; the myths and the identity; Being Portuguese.</p> <p>10. Contemporary representations of Portuguese culture: Language, Literature, Art, Science and other important features and artistic events.</p>	<p>6 hours</p> <p>6 hours</p> <p>6 hours</p> <p>6 hours</p>
<p><u>Pedagogy:</u></p>	<p>Lectures</p> <p>Research and reading of essays about different issues concerning the History of Portuguese Culture.</p> <p>Presentation of material by the teacher.</p> <p>Reading of selected texts.</p> <p>Audiovisual inputs on Portuguese Culture</p>	

<p><u>References/Readings</u></p>	<p>Reis, A., (Coord.), (2007), Retrato de Portugal – Factos e Acontecimentos, Lisboa, Temas e Debates</p> <p>Melo, A., (2007), Arte e Artistas em Portugal, Lisboa, Bertrand Editora.</p> <p>Telo, António J., (2007), História Contemporânea de Portugal, vol 1, Lisboa, Editorial Presença.</p> <p>Mourão, Alda & Rodrigues, M.F. (2017), História e Cultura Portuguesas para alunos de PLE. Macau, Instituto Politécnico de Macau.</p> <p>Saraiva, A.J., (1985) A Cultura em Portugal – Teoria e História, livro I (Introdução Geral), Lisboa, Bertrand Editora.</p>
<p><u>Other sources</u></p>	<p>Lourenço, Eduardo. O Labirinto da Saudade. pp.117- 159.</p> <p>Pinto, António Costa, Portugal Contemporâneo, D.Quixote, 2000</p> <p>Sousa Santos, Boaventura, Pela Mão de Alice, Porto, Edições Afrontamento, 1994</p> <p>Martins, Guilherme Oliveira, Portugal, Institutions and Facts, Lisboa, 1991</p> <p>Ribeiro, Orlando, Introduções Geográficas à História de Portugal, Lisboa, 2001</p> <p>Brito, Raquel Soeiro de, Portugal, Perfil Geográfico, Lisboa, 1997</p> <p>História de Portugal (3 Vols), by A. Oliveira Marques, Lisboa, 1990</p> <p>Dicionário da História de Portugal (5 Vols.), by José Mattoso, 1985</p> <p>Dicionário da Literatura Portuguesa, by José Pedro Machado, Lisboa 1987</p>
<p><u>Learning Outcomes</u></p>	<p>At the end of this course students will have gained knowledge of: the distinct periods of evolution of Portuguese culture and the contemporary trends; the most important characteristics of Portuguese culture.</p>

Semester II

Title of the Course: Didactics of Teaching Portuguese as a Foreign Language

Course Code: POR-524

Number of Credits: 4

Effective from AY: 2022-23

<p><u>Prerequisites for the course:</u></p>	<p>Students must register for the M.A. Portuguese program with a B.A in Portuguese or a Bachelor degree in any discipline having cleared the ranking test.</p>	
<p><u>Objective:</u></p>	<ul style="list-style-type: none"> - To acquaint with the evolution of the teaching –learning process of languages. - To identify linguistic theories applied to the teaching of foreign languages. - To study the theory and practical work that forms the basis of different methodologies used in the teaching of foreign languages. - To understand the social, psycho-cognitive, technical factors that influence the teaching–learning process of languages. <p>To use new methodologies in the teaching of foreign languages adapted to the Indian context.</p>	
<p><u>Content:</u></p>	<ol style="list-style-type: none"> 1. Teaching-Learning Process: definition and characterization. 2. Skills and Teaching Competence. 3. Formulation of Aims and Objectives in the Teaching-Learning Process. 4. Evaluation: Testing of the pre-requisites, Continuous, Final. 5. Linguistic theories and methodologies of teaching languages. 6. Study of the language as mother tongue and as foreign language. 7. The stages of the units taught. 8. Planning and evaluation. 9. Audio-visuals and new technologies in the teaching of 	<p>4 hours</p> <p>6 hours</p> <p>8 hours</p> <p>6 hours</p> <p>6 hours</p> <p>6 hours</p> <p>6 hours</p> <p>6 hours</p>
	<p>languages.</p> <p>10. From communicative approach to tasks-based learning.</p>	<p>6 hours</p>
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Lectures. - Research and reading of essays about different issues concerning the Teaching-Learning Process. - Presentation of material by the teacher. - Reading of selected texts (functional, recreational, analytical e critical). - Audio-visual comprehension exercises. - Oral and written questions and commentaries (Taking into account the following stages: planning, drafting and revision). - Preparation for research activities. <p>Lesson Planning and Practical teaching.</p>	

<p><u>References/Readings</u></p> <p><u>Other sources</u></p>	<ul style="list-style-type: none"> – AAVV., (2000), <i>Didáctica da Língua e da Literatura</i>, Coimbra, Almedina. – Guislan, G., (1990), <i>Didáctica e Comunicação</i>, Porto,Edições Asa. – Carvalho, Rómulo de, (1985), <i>A História do Ensino emPortugal</i>, Lisboa, Fundação Calouste Gulbenkian – Faria, I.H., (Org.)(1996), <i>Introdução à LinguísticaGeral e Portuguesa</i>, Lisboa, Caminho – Fonseca, F. I., (Org.) (2001), <i>A Linguística na formação do professor de Português</i>, Porto, CLUP. – Pedro, E.R. (1992), <i>O Discurso na Aula</i>, Lisboa,Caminho. – O Ensino-Aprendizagem do Português. Teoria ePráticas, Braga, Universidade do Minho. – Cerroloza, M (1999), <i>Cómo Trabajar con Libros deTexto</i>, Madrid, Edelsa GD – Willis, J., (1996), <i>A Framework for Task-based Learning</i>, Cambridge, Cambridge University Press. – Ellis, R., (1997), <i>The Second Language Acquisition</i>,Oxford, Oxford University Press.
<p><u>Learning Outcomes</u></p>	<p>At the end of this course students will have gained knowledge of: the theory and practical work that forms the basis of different methodologies used in the teaching of foreign languages.</p>

Title of the Course: Advanced Writing Techniques

Course Code: POR-525

Number of Credits: 4

Effective from AY: 2022-23

<u>Prerequisites for the course:</u>	Students must register for the M.A. Portuguese program with a B.A in Portuguese or a Bachelor degree in any discipline having cleared the ranking test.	
<u>Objective:</u>	To develop written skills on various types of texts: academic texts, legal and multipurpose texts, journalistic, diary and personal writing. To strengthen and deepen the knowledge of the student in writing, following the sentence structure and its main parts (word, accentuation, punctuation and paragraph), the grammatical and linguistic rules, keeping in view the stylistics and functional pragmatic aspects of the language. To develop language knowledge of grammatical, discursive and lexical structures and social and cultural competences in order to interact in specific social and professional contexts.	
<u>Content:</u>	<ol style="list-style-type: none">1. Narrative structure and the conversation flows; interviews, the lines of the dramatic text.2. News, reports, accounts. Biographies (excerpts), diaries, letters of informal record (consolidation)3. The descriptive structure; application forms, school forms, encyclopaedias, maps, summaries, reports, diaries, biographies.4. The injunctive structure; notices, circulars, invitations, instructions for use (on product labels and packaging)5. The argumentative structure; advertising texts, opinion articles (current affairs and topics of interest: sports, travel / leisure, cultural events...)6. The expository structure; informative / expository texts from various sources (textbooks, curriculum, magazines on current affairs), scientific and technical articles (excerpts).7. The literary text (brief notions); prose, poetry and theatre. Formal aspects of literary genres: short stories, biographies, dramatic text, lyric text.	8 hrs 8 hrs 8 hrs 8 hrs 10 hrs 10 hrs 8 hrs
<u>Pedagogy:</u>	Lectures Presentation of pedagogic material by the teacher. Writing and production of statements; rework texts (narrative or descriptive) on the same theme with another point of view. Produce texts of specific formats. Take notes and summarize.	

<p><u>References/Readings</u></p> <p><u>Other sources</u></p>	<ul style="list-style-type: none"> – Norton, C. (2001). <i>Os Mecanismos da Escrita Criativa</i>. Lisboa, Temas e Debates. – Nascimento, Zacarias & Pinto, José Manuel de Castro(2005). <i>A Dinâmica da Escrita</i>. Lisboa, Plátano Editora. – Eco, U. (1991). <i>Como se Faz uma Tese em CiênciasHumanas</i> (5a ed.). Lisboa, Editorial Presença. – Almeida, L. S. de. (2017). <i>Como escrever (Tudo) emPortuguês Correto: Dicas E conselhos práticos para escrever 20 tipos de texto</i>. Manuscrito. – Monteiro, Deolinda & Pessoa, Beatriz (1993) <i>GuiaPrático dos Verbos Portugueses</i>, ed. 2002, Lisboa: Lidel. – Caseiro, Manuela & Ventura, Helena (2011) <i>GuiaPrático de Verbos com Preposições</i>, Lisboa: Lidel. – Biblioteca Digital Instituto Camões http://cvc.institutocamoes.pt/conhecer/biblioteca-digital_camoes.html – CPLP - Comunidade dos Países de Língua Portuguesa http://www.cplp.org Porto Editora - Infopédia http://www.infopedia.pt/default.jsp?qsFiltro=14
<p><u>Learning Outcomes</u></p>	<p>At the end of this Course the students:</p> <ul style="list-style-type: none"> will be able to respond to questionnaires making a good interpretation of texts based on their world knowledge;rewrite texts following texts pattern, expressing different points of view; will have the ability to summarise texts; write texts with narrative, descriptive, argumentative and explicative structures; write texts of various type (summaries, convocations,minutes and technical or scientific reports); present in writing, ideas clearly and concisely, avoiding ambiguity or redundancy.

Title of the Course: Literary Translation

Course Code: **POR-526**

Number of Credits: 4

Effective from AY: 2022-23

<p><u>Prerequisites for the course:</u></p>	<p>Students must register for the M.A. Portuguese program with a B.A in Portuguese or a Bachelor degree in any discipline having cleared the ranking test.</p>	
<p><u>Objectives:</u></p>	<ul style="list-style-type: none"> – To be introduced to the theory and practice of translating literature, with emphasis on short fiction, drama and poetry – To learn about different approaches to literary translation as well as a variety of techniques and strategies used by literary translators in their works – To read and discuss different translations of the same literary work by comparing excerpts – To explore and develop stylistic and creative skills through practice in literary translation – To reflect on translatability, fidelity, invisibility and power relations affecting the translation process. 	
<p><u>Content:</u></p>	<ol style="list-style-type: none"> 1. What is Literary Translation? 2. Introduction to the history of Literary Translation 3. Translation theory: (in)fidelity and the translator’s (in)visibility 4. Language and Style in Literary Translation 5. Special problems in Literary Translation 6. Sociocultural elements in Literary Translation 7. Translating prose 8. Translating drama 9. Translating poetry 	<p>4 hours 4 hours 12 hours 4 hours 4 hours 4 hours 12 hours 4 hours 12 hours</p>
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> – Lectures – Presentation of pedagogic material by the teacher – Reading of literary works in Portuguese and different translations to English of the same texts – Translation of selected texts and excerpts from Portuguese to English and their native languages – Comparison of texts and justification of choices – Writing and production of statements; rework texts (narrative or descriptive) on the same theme with another point of view – Production of texts in specific formats – Taking notes and summarising <p>Oral presentations by the students</p>	

<p><u>References/Readings</u></p>	<ul style="list-style-type: none"> – Arrojo, Rosemary. A tradução passada a limpo e a visibilidade do tradutor, <i>Trabalhos em Linguística Aplicada</i>: v. 19 (1992). – Landers, Clifford. <i>Literary Translation: A Practical Guide</i>, Cromwell Press Ltd. England. Part I. Fundamentals, 2001. – Landers, Clifford. <i>Literary Translation: A Practical Guide</i>, Cromwell Press Ltd. England. Part II. Techniques, 2001. – Lefevere, André. <i>Translating Literature: Practice and Theory in a Comparative Literature Context</i>, New York: The Modern Language Association of America, 1992 (160 p.). – Venuti, Lawrence. <i>The Translator's Invisibility: A History of Translation</i>. London and New York: Routledge, 2007. – Campos, Haroldo. “Da tradução como criação e como crítica”. In: <i>Metalinguagem & Outras Metas</i>. São Paulo: Perspectiva, 2006.
<p><u>Other sources</u></p>	<ul style="list-style-type: none"> – Castro, Olga; ERGUN, Emek (orgs.). <i>Feminist translation studies: Local and transnational perspectives</i>. London: Routledge, 2017. – Cesar, Ana Cristina. <i>Crítica e tradução</i>. São Paulo: Companhia das Letras, 2016. – Faleiros, Álvaro. <i>Traduzir o poema</i>. São Paulo: Ateliê Editorial, 2012. – Galindo, Caetano W.; Costa, Walter Carlos. Paulo Henriques Britto: Entrevista. Curitiba: Medusa, 2019. 168 p. <p>Meschonnic, Henri. <i>Poética do traduzir</i>. Trad. Jerusa Pires Ferreira e Suely Fenerich. São Paulo: Perspectiva, 2010.</p> <ul style="list-style-type: none"> – Paes, José Paulo. <i>Tradução: a ponte necessária – aspectos e problemas na arte de traduzir</i>. São Paulo: Editora Ática, 1990. <p>Paz, Octavio. <i>Tradução: Literatura e literalidade</i>. Belo Horizonte: FALE/UFMG, 2009.</p>
<p><u>Learning Outcomes</u></p>	<p>At the end of this Course the students will be able to: Compare original literary texts in Portuguese and their translated versions assessing their qualities and areas to improve;</p> <p>familiarize themselves with basic translation theories and practice, the most usual problems that appear in literary translation, as well as techniques and strategies;</p> <p>learn to adequately use dictionaries and other materials, as well as make use of various sources that will contribute to their future translation work.</p>

Title of the Course: African Literature in Portuguese

Course Code: POR-527

Number of Credits: 4

Effective from AY: 2022-23

<p><u>Prerequisites for the course:</u></p>	<p>Student must register for the M.A. Portuguese program with a B.A in Portuguese or a Bachelor degree in any discipline having cleared the ranking test.</p>	
<p><u>Objectives:</u></p>	<p>– reading, understanding and discussing literary texts produced by African writers in different contexts such as novels, short tales. understanding and comparing different internal and external cultural aspects of the CPLP (Comunidade dos Países de Língua Portuguesa)</p>	
<p><u>Content:</u></p>	<ol style="list-style-type: none"> 1. Introduction to the Cultures of the PALOPs; 2. Language and Literature in Africa: issues and contexts; 3. African Literature in Portuguese: identity and models; 4. Emerging African Literatures in Portuguese: formation and evolution in Angola, Mozambique, Cabo Verde, Guiné-Bissau and São Tomé e Príncipe; 5. Prose 6. Poetry and Drama 	<p>6 hours 6 hours 8 hours 12 hours 14 hours 14 hours</p>
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> – Lectures – Research and reading of essays on different issues concerning African Literature in Portuguese. – Presentation of material by the teacher. – Reading of selected literary texts (functional, recreational, analytical e critical). – Audio-visual comprehension exercises. – Oral and written questions and commentaries (Taking into account the following stages: planning, drafting and revision). – Preparation for research activities. – Reading of poems and texts in prose: Reading of novels and poems: <ol style="list-style-type: none"> 1. Terra Morta, Castro Soromenho; 2. A Vida Verdadeira de Domingos Xavier, Luandino Vieira; 3. Regresso Adiado, Manuel Rui; 4. Jaime Bunda e a Morte do Americano, Pepetela; 5. Nós Matámos o Cão Tinhoso, Luís Bernardo Honwana; 6. A Varanda do Frangipani, Mia Couto; 7. O Testamento do Sr. Nepumoceno da Silva Araújo, Germano de Almeida; 8. Antologia Temática da Poesia Africana, Mário de Andrade. 	

<p><u>References/Readings</u></p>	<ul style="list-style-type: none"> – Ferreira, Manuel, <i>Literaturas Africanas de Expressão Portuguesa</i> (2 Vols.), ICALP, Lisboa, 1977 – Laranjeira, Pires, <i>Literaturas Africanas de Expressão Portuguesa</i>, Universidade Aberta, Lisboa, 1995 – Laranjeira, Pires, <i>Ensaio Afro Literários</i>, Nova Imbondeiro, Lisboa, Coimbra, 2001 – Salinas Portugal, Francisco, <i>Entre Próspero e Caliban</i>, Edições Laiovento, Galiza, 1999.
<p><u>Other sources</u></p>	<ul style="list-style-type: none"> – Ki-Zerbo, <i>História de África</i>, D. Quixote, Lisboa, 1990 – Laranjeira, Pires, <i>A Negritude Africana de Língua Portuguesa</i>, Porto, 1995 – Laranjeira, Pires, <i>Estudos sobre Literaturas das Nações Africanas de Língua Portuguesa</i>, Lisboa, 1980 – Mata, Inocência, <i>Literatura Angolana: Silêncios e Falas de Uma Voz Inquieta</i>, Lisboa, 2001 – Trigo, Salvato, <i>Ensaio de Literatura Comparada Afro-Luso-Brasileira</i>, Vega, Lisboa, 1985 <p><i>Dicionário de Literaturas Africanas de Língua Portuguesa</i>, Caminho, Lisboa, 1998</p>
<p><u>Learning Outcomes</u></p>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> concepts, varieties and diversification of social and cultural aspects among Portuguese Speaking Countries; the most characteristic aspects of the cultures of the African Portuguese Speaking Countries; literary works produced in Angola, Moçambique, Cabo Verde, Guiné-Bissau and São Tomé e Príncipe.

Semester III

Title of the Course: Academic Writing & Research Methodology

Course Code: POR-600

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<u>Objectives:</u>	- to introduce diverse modes of academic production; - to develop skills in critical reading, academic writing and rigorous editing; - to prepare students to submit scientific texts in peer-review journals and book publishers; - to prepare students to avoid plagiarism and other malpractices in academic production; - to prepare students to follow rigorous academic research methodologies	
<u>Content:</u>	MODULE 1: Structure of a scientific text, diverse modes of presenting and discussing research and research methodologies, critical reading.	10 hours
	MODULE 2: Taking notes and collecting materials, thesis statement, working outline, preparing samples, writing and revising the outline and drafts.	10 hours
	MODULE 3: Research: literary and scientific research, philosophy of research, preliminary study, choosing a viable topic, primary and secondary sources.	10 hours
	MODULE 4: Modern academic libraries, printed and electronic research sources including Web Sources, Digital Library Sources, identifying the right sources, compiling working bibliography.	10 hours
	MODULE 5: academic writing rules: structure, content, language and style, mechanics of writing, bibliography, how to cite and avoid plagiarism.	10 hours
	MODULE 6: Thesis and grant proposals, Thesis format, preparing the outline and final draft organizing, proofreading.	10 hours
<u>Pedagogy:</u>	- Lectures and class discussions - Individual assignments - Class presentations and peer-review process - attending one or more talks to summarize information.	

<p><u>References/ Readings</u></p>	<ul style="list-style-type: none"> - Bailey, Stephen, 2011. <i>Academic Writing. A Handbook for International Students</i>. Routledge, London and New York. - Blanpain, Kristin, 2006. <i>Academic Writing in the Humanities and Social Sciences</i>. Acco, Leuven. - Eco, Humberto (2004), <i>Como se faz uma tese em Ciências Humanas</i>. Editorial presença. Lisboa - Azevedo, Mário (2004), <i>Teses, relatórios e trabalhos escolares</i>. Universidade Católica Editora. Lisboa - Ceia, Carlos (2000). <i>Normas para apresentação de trabalhos científicos</i>. Editorial Presença. Lisboa - Diverse articles, book chapters, reports and presentations from social sciences, humanities and natural sciences.
<p><u>Learning Outcomes</u></p>	<p>At the end of the course, student will:</p> <ul style="list-style-type: none"> - develop academic critical reading skills - develop skills of academic writing - be able to prepare grant and project proposals - be able to submit academic texts under international standard peer-review process - be able to conduct research.

Title of the Course: Fieldwork & Language Documentation

Course Code: POR-601

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<u>Objectives:</u>	<ul style="list-style-type: none">- to appraise students with the present linguistic situation and its consequences for global linguistic ecology- to learn various aspects of linguistic fieldwork and the ethics and practicalities involved- to elicit data from a native speaker using appropriate elicitation techniques- to achieve a cultural and ethnographic understanding of language in addition to the lexical knowledge and grammatical structure from the data elicited- to present the data and analysis in a coherent, well-argued way.	
<u>Content:</u>	<p>MODULE 1: Assessing language vitality, tools for a documentation project: hardware and software</p> <p>MODULE 2: Ethics of linguistic fieldwork: how to conduct a sociolinguistic survey, data elicitation techniques</p> <p>MODULE 3: describing structure of language: Grammatical Categories; Case System; Inflection, Derivation and Compounding; Word Order</p> <p>MODULE 4: language documentation: a source of ethnographical linguistic information, documenting lexical knowledge: data collection and various stages: stage I: basic word list, Stage II: 1000-word list, Stage III: small phrases and sentences, different forms of transcription, establishing a lexical and textual database and description of the lexicon, the typology and role of sketch grammar in language documentation</p> <p>MODULE 5: creating metadata and integrating video and audio using ELAN</p> <p>MODULE 6: Writing grant proposals to document a language</p>	<p>4 hours</p> <p>4 hours</p> <p>12 hours</p> <p>24 hours</p> <p>6 hours</p> <p>10 hours</p>

<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Lectures - Research and reading of essays - Short weekly assignments <p>For Semester End Assessment, student will have to write a term paper on a topic on the grammar of the language of his/her choosing. The paper should not exceed 10 pages (double-spaced, 12-point Times New Roman font with 1inch margins) and be presented in class.</p>
<p><u>References/Readings</u></p>	<ul style="list-style-type: none"> - Abbi, Anvita. (2001). A Manual of Linguistic Field work and Structures of Indian Languages. Muenchen: Lincom Europa. - Bower, Claire. 2017. <i>Linguistic fieldwork: A practical guide</i>. New York, NY: Palgrave MacMillan. - Chelliah, Shobhana & William de Reuse. 2011. Handbook of Descriptive Linguistic Fieldwork. Dordrecht: Springer. - Emeneau, M.B. (1964). India as a Linguistic Area in Language in Culture and Society: A Reader in Linguistics and Anthropology. Ed by Dell Hymes. 642-51. New York: Harper and Row Publishers. - Gippert, Jost, Nikolaus Himmelmann & Ulrike Mosel. 2006. Essentials of Language Documentation. Berlin: Mouton de Gruyter. - Kibrik, Alexander. E. (1977). The Methodology of Field Investigations in Linguistics. Mouton: The Hague-Paris. - Masica, C.P. (1986). Defining a Linguistic Area: South Asia. Chicago: The University of Chicago Press. - Thieberger, Nicholas. 2012. The Oxford Handbook of Linguistic Fieldwork. Oxford: Oxford University Press. Vaux, Bert and Justin Cooper. (1999). - Introduction to Linguistic Field Methods. Muenchen: Lincom Europa. - Campbell, L. (2022) <i>Linguist on the Loose: Adventures and Misadventures in Fieldwork</i>. Edinburgh University Press - Payne, Thomas E. 1997. Describing Morphosyntax: A Guide for Field Linguists. Cambridge, UK: Cambridge University Press.
<p><u>Learning Outcomes:</u></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> - work on documentation projects, handling both practical issues such as planning, and ethical and ideological issues; - plan and record natural speech of consultants in the field, and carry out linguistic analysis; - process digital audio files using specialised software for the purpose of linguistic analysis, archiving, etc; - perform basic phonetic and phonological, morphological, syntactic and discourse/conversational analytical transcriptions and analyses of recorded material.

Title of the Course: Applied Linguistics to Foreign Language Teaching and Learning

Course Code: POR-602

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Students must have completed the first two semesters of the Portuguese M.A. programme.	
<u>Objectives:</u>	<ul style="list-style-type: none"> - To allow students to develop an awareness of the most influential theories, methods and findings in the field of Applied Linguistics; - To introduce selected language concepts, theories and elements which are relevant to language teaching and learning; - To critically evaluate their relevance and implications for language education; - To understand how language users (including language learners and bilingual speakers) process language. 	
<u>Content:</u>	<p>MODULE 1: Fundamental concepts of Applied Linguistics: Theoretical Linguistics v/s Applied Linguistics, application of linguistics to “non-disciplinary” linguistics.</p> <p>MODULE 2: Introduction to Foreign Language Acquisition: Bilingualism/multilingualism; cognitive aspects of foreign language acquisition; transfer, interference, interlanguage, fossilization, translanguaging.</p> <p>MODULE 3: Sociolinguistics and the role of the Portuguese language teacher: theory and practice.</p> <p>MODULE 4: Education and intercultural communication in language teaching and learning.</p> <p>MODULE 5: Literature in language teaching and learning.</p> <p>MODULE 6: Case studies and research methods for language teaching: reflections on teaching practice (narratives and identities); data collection, analysis and interpretation, the teacher-researcher and student-participant; action-research; focal groups.</p>	<p>8 hours</p> <p>12 hours</p> <p>8 hours</p> <p>10 hours</p> <p>10 hours</p> <p>12 hours</p>
<u>Pedagogy:</u>	<ul style="list-style-type: none"> - Lectures, seminars, presentations. - Research and reading of essays, academic papers and book chapters on different topics concerning Applied Linguistics and Additional Language Teaching and Learning - Participation and discussion (interactive approach) - Weekly written assignments (summary of articles/ academic papers; reaction papers) 	
<u>References/</u>	- MILLER, I. K. Formação de professores de línguas: da	

Readings

- eficiência à reflexão crítica e ética. In: MOITA LOPES, L. P (Org.) Linguística aplicada e modernidade recente. São Paulo: Parábola Editorial, 2013, p. 99-122.
- MOITA LOPES, L. P. Da aplicação da linguística à Linguística Aplicada Indisciplinar. In: PEREIRA, R. C; ROCA, P. Linguística Aplicada: um caminho com diferentes acessos. São Paulo: Contexto, 2009.
 - _____ (Org.) Linguística aplicada e modernidade recente. São Paulo: Parábola Editorial, 2013.
 - PENNYCOOK, A. Uma linguística aplicada transgressiva. In: MOITA LOPES, L. P (Org.) Por uma Linguística Aplicada Indisciplinar. São Paulo: Parábola, 2006, p. 67-84.
 - ZEICHNER, K. M. Uma agenda de pesquisa para a formação docente. Formação Docente, v. 1, n. 1, ago./dez. 2009.
 - ZOZZOLI, R. M. D. Conhecimentos linguístico-discursivos na sala de aula de língua portuguesa: desenvolvendo táticas para desobedecer a propostas prontas. Revista Leia Escola, v. 14, p. 40-50, 2015.
 - _____. Levando o diálogo social para a sala de aula: o enunciado-acontecimento-tema no ensino de língua portuguesa. In: FIGUEIREDO, F. J. Q; SIMÕES, D (Orgs.) Linguística Aplicada, prática de ensino e aprendizagem de línguas. Campinas, SP: Pontes Editora, 2016. p. 135-156.
 - _____. Relações entre pesquisa universitária e sociedade: leitura, produção e professor pesquisador. Linguagem & Ensino (UCPel. Impresso), v. V. 13, p. 121-138, 2010
 - GUIL, M.F. Contos da África anglófona: uma proposta para o desenvolvimento da Competência Intercultural Crítica na formação de professores de inglês no Brasil

Other sources

- CHOMSKY, N. Aspects of the theory of syntax. Cambridge, Mass.: The MIT Press, 1965. CORDER, P. The significance of learners' errors. IRAL, 5, 1967, pp. 161-170. ELLIS, R. Second Language Acquisition. Oxford: Oxford University Press, 1997. HATCH, E. 'Simplified input and second language acquisition' In ANDERSEN, R. (ed.) Pidginization and Creolization as Language Acquisition. Newbury House, 1983. KELLERMAN, E. "Now you see it, now you don't" GASS, S. & SELINKER, L. (eds.): Language Transfer in Language Learning. Newbury House, 1983, pp. 113-114. KRASHEN, S. The Input Hypothesis: Issues and Implications. Longman Publishing Company, 1993.
- SELINKER, L. 'Interlanguage'. International Review of Applied Linguistics 10. 1972, pp. 209-131.
- VYGOTSKY, L. S. Thought and language. Cambridge. Mass.:

	<p>The MIT Press, 1962 (Translated by E. Hanfmann and G. Vakar).</p> <ul style="list-style-type: none"> - Paltridge, B. and Phakiti, A. (eds) (2015). Research Methods in Applied Linguistics: A Practical Resource. London, UK: Bloomsbury Publishing. - Denzin, N.K. and Lincoln, Y.S. (eds) (2003). Collecting and Interpreting Qualitative Materials. Thousand Oaks, CA: SAGE Publications. - BAKHTIN, M. Estética da criação verbal. Trad. P. Bezerra. 4. ed. São Paulo: Martins Fontes, 2003. - BAPTISTA, L. M. T. R; NUNES, T. A. Sujeitos em (trans)formação e (trans)formação de sujeitos: (re)pensando algumas questões sobre ensino, aprendizagem e letramentos. In: GERHARDT, A. F. L. M (Org.) Ensino-aprendizagem na perspectiva da Linguística Aplicada. Campinas, SP: Pontes Editora, 2013, p. 251-274. - HALL, S. A identidade cultural na pós-modernidade. 7. ed. Tradução T. T. da Silva; G. L. Louro. Rio de Janeiro: DP&A, 2003. LIBÂNEO, J. C. Didática. 22. ed. São Paulo: Cortez, 1994 - http://www.sjsu.edu/faculty/masucci/InterpretingQualitativeData.pdf - 	
<p><u>Learning Outcomes:</u></p>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> - The main recent ideas about language teaching and learning; - How to conduct research that is applicable to their language classrooms as potential Portuguese teachers; - Language-related and social topics that are important, but sometimes problematic, with respect to foreign language education; - How to develop a critical understanding of the key issues and theoretical constructs surrounding intercultural communication; - How to engage critically with academic and language teaching publications; - How to formulate critical and balanced arguments orally and in writing. 	

Title of the Course: Semiotics and New Trends of Literary Analysis

Course Code: POR-603

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<u>Objectives:</u>	<ul style="list-style-type: none">- To recognize the foundations of Semiotics in literary currents.- To reflect on: the concept of Literature, the object of Theory, the relationship between Literature and reality.- To establish inter and transdisciplinary reflection between Literature and other areas of knowledge.- To historically view the incidences of the Theory(s); its questioning by Anglophone feminisms and later diffusion, the post-colonial contexts, globalisation, cultural studies and European decentering.	
<u>Content:</u>	MODULE 1. Definição e tradição semiótica; correntes fundadoras: Pierce, Husserl, Saussure e Hjelmslev.	10 hours
	MODULE 2. Signo e significação; significação <i>versus</i> comunicação.	10 hours
	MODULE 3. Panorama histórico da teoria literária no século XX: Formalismo Russo, Estruturalismo, New Criticism, Escola Francesa (French Theory), Desconstrucionismo, Pós-Modernismo, Estética da Recepção.	14 hours
	MODULE 4: As abordagens geocêntricas da teoria literária; <i>do linguistic turn ao spatial turn</i> ; a geocrítica, a geopoética e a ecocrítica.	12 hours
	MODULE 5: <i>O Cânone Ocidental</i> de Bloom e a <i>World Literature</i> ; estudos pós-coloniais, e os <i>gender studies</i> .	14 hours
<u>Pedagogy:</u>	<ul style="list-style-type: none">- Lectures, seminars, presentations.- Research and reading of essays about different issues concerning literary theory and analysis.	

<p><u>References/ Readings</u></p>	<ul style="list-style-type: none"> - Barthes, Roland; <i>L'aventure Sémiologique</i>, Paris, ed. Seuil, 1985. - Carmelo, Luís; <i>Semiótica – Uma Introdução</i>; Lisboa, Publicações Europa-América, 2003. - Cahoone, Lawrence (ed.). <i>From Modernism to Postmodernism: An Anthology</i>, Oxford: Blackwell, 1996. - David Lodge and Nigel Wood (ed.). <i>Modern Criticism and Theory. A Reader</i>, Third Edition, Harlow: Pearson/Longman, 2008. - Robert com Davis and Ronald Schleifer (ed.). <i>Contemporary Literary Criticism: Literary and Cultural Studies</i>, Fourth Edition, New York: Longman, 1998. - Varga, Kibédi A. <i>Teoria da Literatura</i>. Editorial Presença, 1981. - Westphal, Bertrand. <i>A Geocrítica: Real, Ficção, Espaço</i>. Edições Afrontamento, Porto, 2013.
<p><u>Other sources</u></p>	<ul style="list-style-type: none"> - Barthes, Roland; <i>Mitologias</i>, Lisboa, Edições 70, 1975. - Deleuze, G.; <i>Dialogues</i>, Paris, Flammarion, 1977. - Derrida, J.; <i>Desconstrucción y pragmatismo</i>; Paidós, Buenos Aires, Barcelona, México, 1996. - Foucault, Michel. <i>Of Other Spaces: Utopias and Heterotopias</i>, 1967. - Genette, G.; <i>Palimpsestes – la littérature au second degré</i>, Paris, Seuil, 1982.
<p><u>Learning Outcomes:</u></p>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> - the foundations of Semiotics in literary currents. - the concept of Literature, the object of Theory, the relationship between Literature and reality. - the relation between Literature and other areas of knowledge. - the incidences of the Theory(s) and its diffusion; its questioning by Anglophone feminisms, the post-colonial contexts, globalisation, cultural studies and European decentering.

Semester IV**Title of the Course: Foreign Language Acquisition****Course Code:** POR-604**Number of Credits:** 4**Effective from AY:** 2023-24

<u>Prerequisites for the course:</u>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<u>Objectives:</u>	<ul style="list-style-type: none"> - To develop in students the necessary critical spirit, based on the knowledge transmitted and the reflections carried out - to be able to exercise their teaching skills in the best way as Portuguese teachers. 	
<u>Content:</u>	<p>MODULE 1: Noções básicas sobre a importância do estudo da Psicologia, da Psicologia da Linguagem e da Psicolinguística na docência das línguas estrangeiras.</p> <p>MODULE 2: Aquisição e aprendizagem: sua caracterização e enquadramento do ensino das línguas.</p> <p>MODULE 3: Distinção entre Língua Segunda, Língua Adicional, Língua Estrangeira e Língua de Herança.</p> <p>MODULE 4: Caracterização dos contextos de bilinguismo e plurilinguismo.</p> <p>MODULE 5: Léxico, bilinguismo, aquisição e ensino de L2; a abordagem generativa, a abordagem funcional, a abordagem cognitiva.</p> <p>MODULE 6: Os períodos críticos normalmente considerados na aquisição/aprendizagem de L2: A aquisição de L1 versus aquisição L2, Implicações contextuais e fisiológicas dessa aquisição/aprendizagem e do modo como se pode processar; A língua dominante do bilíngue e o que pode representar em termos de articulação e de memória operatória.</p> <p>MODULE 7: A influência da proficiência em L1 sobre a proficiência em L2.</p>	<p>8 hours</p> <p>6 hours</p> <p>6 hours</p> <p>10 hours</p> <p>10 hours</p> <p>14 hours</p> <p>6 hours</p>
<u>Pedagogy:</u>	Lectures, seminars, presentations.	

<p><u>References/ Readings</u></p>	<ul style="list-style-type: none"> - Albert, M. L.; Obler, L. K.; The bilingual brain. Neuropsychological and neurolinguistic aspects of bilingualism. Academic Press, 1978. - Bizarro, Rosa: Português Língua não Materna: Investigação e Ensino. Lidel, 2013. - Ellis, R.; The study of second language acquisition. Oxford University Press, 1994. - Grosjean, F.; Another view of bilingualism. In: Harris, R. J. (ed.) – Cognitive processing in bilinguals, pp. 51-62., North Holland-Elsevier, 1992. - Leiria, Isabel; Léxico, aquisição e ensino do Português Europeu língua não maternal. Fundação Calouste Gulbenkian, 2006. - Palij, M.; Aaronson, D.; The role of language background in cognitive processing. In: Harris, R. J. (ed.) Cognitive processing in bilinguals, pp. 63-87., North Holland-Elsevier, 1992. <p><u>Other sources</u></p> <ul style="list-style-type: none"> - Pinto, Maria da Graça L. Castro; Desenvolvimento e distúrbios da linguagem. Porto Editora, 1994. - Pinto, Maria da Graça L. Castro; O plurilinguismo: um trunfo? 2013 (Revista Letras de Hoje. PUCRS, 2013). - Pinto, Maria da Graça L. Castro; Bilinguismo e cognição. Como explicar os desempenhos em tarefas de repetição de dígitos e de frases? 2013 (In: M. A. Moreira; R. Bizarro; C. Flores (Orgs.), Português Língua Não Materna: Investigação e Ensino, Lidel, pp.47-68.).
<p><u>Learning Outcomes:</u></p>	<p>At the end of this course students will have gained knowledge:</p> <ul style="list-style-type: none"> - To be able to understand the challenges of foreign language acquisition - Effectively conduct language teaching - The psychological and cognitive implications of acquiring a foreign language. - The influences and interferences of other languages in the acquisition/learning of a foreign language.

Title of the Course: Pessoa Studies

Course Code: POR-605

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<u>Objectives:</u>	<ul style="list-style-type: none">- To specify the degree of critical depth with which Pessoa analysed the national and European cultural context that shaped the end of the 19th century and the beginning of the 20th century.- To judge the specificity of Fernando Pessoa's literary practice, with regard to its aesthetic representation of a multiplicity of trends.- To comment on the problem of Pessoa's isms.- To evaluate the ideological-literary discursivity and the pragmatic reach of the Orpheu magazine.- To recognize the literary and ideological context that sometimes brings together, sometimes individualises the main representatives of the Orpheu Generation.	
<u>Content:</u>	<p>MODULE 1: Um tempo de pluralidade(s). Finais do Séc. XIX e início do Séc. XX: contextualização histórica; ruturas e pluralidades.</p> <p>MODULE 2: O processo estético-literário de Fernando Pessoa. Breves notas biográficas; os <i>ismos</i> pessoanos; autoconsciência e entendimento do real; o auto de produção estético-literário.</p> <p>MODULE 3: Heteronímia: pluridiscursividade estético-ideológica. O heterónimo; o <i>drama em gente</i> pessoano; as explicações da heteronímia.</p> <p>MODULE 4. Fernando Pessoa e a Geração de Orpheu. Timbre de modernidade em Portugal; Portugal em questão; duplicidade e pluridiscursividade literárias; os Órficos; perfil ideológico-literário; dissolução do grupo de Orpheu;</p> <p>MODULE 5. “Integração” e “Desintegração”: o Eu e os Outros. Abdicação e Indiferença; vontade individual e vontade coletiva; confronto e articulação com o sujeito coletivo; do Orpheu à Presença.</p> <p>MODULE 6. Pluralidade, Identidade e Totalidade. Em demanda da totalidade; perfeição relativa; permanência</p>	<p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p>

	desejada de um legado artístico-literário; Fernando Pessoa sujeito de exceção;	
<u>Pedagogy:</u>	<ul style="list-style-type: none"> - Lectures - Research and reading of essays. 	
<u>References/ Readings</u>	<ul style="list-style-type: none"> - BERARDINELLI, Cleonice. «A Geração de 70 e a Geração de Orpheu», <i>Estudos de Literatura Portuguesa</i>, Lisboa, Imprensa Nacional - Casa da Moeda, pp.159-179, 1985. - COELHO, Jacinto do Prado. <i>Diversidade e unidade em Fernando Pessoa</i>, 9a ed., Lisboa, Editorial Verbo, 1987. - GUIMARÃES, Fernando. <i>Simbolismo, Modernismo e Vanguardas</i>, Lisboa, Imprensa Nacional - Casa da Moeda, 1982. - LISBOA, Eugénio. <i>Poesia Portuguesa: do Orpheu ao Neo-Realismo</i>, Lisboa, ICALP, 1980. - LOURENÇO, Eduardo. <i>O Canto do Signo. Existência e Literatura (1957-1993)</i>, Lisboa, Editorial Presença, 1994. - PEREIRA, J. C. Seabra. <i>Do fim de século ao tempo do Orpheu</i>, Coimbra, Livraria Almedina, 1979. - PERRONE-MOISÉS, Leyla. <i>Fernando Pessoa. Aquém do eu, além do outro</i>, São Paulo, Martins Fontes Editora, 1982. 	
<u>Other sources</u>	<ul style="list-style-type: none"> - PIZARRO, Jerónimo. <i>Ler Pessoa</i>, Lisboa, Editora Tinta da China, 2013. - QUADROS, António. «Introdução» a PESSOA, Fernando, <i>Obras de Fernando Pessoa</i> [Organização, introduções e notas de António Quadros], Porto, Lello & Irmão Editores, Vol.II, pp.7-67, 1986. - SIMÕES, João Gaspar. <i>Vida e obra de Fernando Pessoa</i>, 5a ed., Lisboa, Publicações D. Quixote, 1987. - VILA MAIOR, Dionísio. <i>Fernando Pessoa: heteronímia e dialogismo — O contributo de Mikhaïl Bakhtine</i>, Coimbra, Livraria Almedina, 1994. - ZENITH, Richard. <i>Pessoa. Uma biografia</i>, Lisboa, Quetzal Editores, 2022. - BERARDINELLI, Cleonice. <i>Estudos de Literatura Portuguesa</i>, Lisboa, Imprensa Nacional - Casa da Moeda, 1985. - CARLOS, Luís Adriano. «Poesia moderna e dissolução», in <i>Revista da Faculdade de Letras do Porto, Línguas e Literaturas</i>, II, VI, pp.249-261, 1989. - COELHO, Jacinto do Prado. <i>Dicionário de Literatura - Literatura Portuguesa, Literatura Brasileira, Literatura Galega, Estilística Literária</i>, 5 vols., Porto, Figueirinhas, 1981. - COELHO, Jacinto do Prado. <i>Originalidade da literatura portuguesa</i>, 3a ed., Lisboa, Instituto de Cultura e Língua Portuguesa, 1992. - GUIMARÃES, Fernando. <i>O Modernismo Português e a sua Poética</i>, Porto, Lello Editores, 1999. - <i>Orpheu 1</i>, 4a reed., Lisboa, Ática, 1984. 	

	<ul style="list-style-type: none">- <i>Orpheu 2</i>, 3a reed., Lisboa, Ática, 1984- <i>Orpheu 3</i>, Lisboa, Ática, 1984- https://www.casafernandopessoa.pt/pt/cfp
<u>Learning Outcomes:</u>	<p>At the end of this course students will have gained:</p> <ul style="list-style-type: none">- knowledge of a generic view of the Pessoaan production- The ability to develop different work proposals on the theme of the “Subject” in Fernando Pessoa's production- The ability to delineate nuclear lines of reading that delimit the problem of a Pessoaan subject, who, with such a multifaceted poetic and theoretical-programmatic production, sought to achieve a form of essential totality.

Title of the Course: Camonian Studies

Course Code: POR-606

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<u>Objectives:</u>	<ul style="list-style-type: none">- To situate Camões' work in the historical-cultural context of his time, in a movement of continuity and transgression in relation to the aesthetic-ideological precepts of classicism.- To critically analyse Camões' literary expression, considering the aesthetic tension resulting from canonical obedience in the face of innovation, originality and modernity of his literary, moral and philosophical discourse.- To interpret the receptivity of Camonian work in multiple historical and cultural contexts.	
<u>Content:</u>	MODULE 1. Camões e o seu tempo: Vida e obra; a época renascentista; humanismo e classicismo; tradição e modernidade.	10 hours
	MODULE 2. Camões, lírico: Lirismo tradicional; lírica de arte maior e moralista. Dantismo, Petrarquismo e Platonismo.	16 hours
	MODULE 3. Camões, épico: Modelos clássicos e <i>Os Lusíadas</i> ; os planos narrativos e os episódios líricos; mitologia e religiosidade.	16 hours
	MODULE 4. Camões, dramaturgo e epístolas: <i>Auto do Filomeno</i> e as Cartas.	10 hours
	MODULE 5. A receção camoniana na literatura europeia.	8 hours
<u>Pedagogy:</u>	Lectures, seminars, presentations.	

Title of the Course: Orientalism in accounts, chronicles and travelogues in Portuguese

Course Code: POR-607

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<u>Objectives:</u>	<ul style="list-style-type: none">- To identify and read the works written by Portuguese travellers during the Portuguese overseas expansion.- To understand the characteristics of Portuguese travelogues.- To read the accounts of Portuguese travellers to Goa- To discuss the connections between Portuguese travelogues of the Discovery Age and modern-day accounts	
<u>Content:</u>	<p>MODULE 1: <i>Orientalism</i> by Edward Said. Definitions and contexts.</p> <p>MODULE 2: Background of the Portuguese overseas expansion; Chronicles, travelogues and historiography related to the marine voyages; the first chroniclers of the Discoveries: Álvaro Velho and Pero Vaz de Caminha; other Portuguese chroniclers of the Discovery Age – Duarte Pacheco Pereira, António Tenreiro, D. João de Castro.</p> <p>MODULE 3: João de Barros – <i>Décadas da Ásia</i>; Fernão Mendes Pinto – <i>Peregrinação</i>; Bernardo Gomes de Brito - <i>História Trágico-Marítima</i>.</p> <p>MODULE 4: Travellers who wrote about Goa and India; François de Pyrard, António Tabucchi – <i>O Nocturno Indiano</i>.</p> <p>MODULE 5: Portuguese Literature of Voyages of the Modern Age: Eça de Queirós – <i>De Port Said a Suez</i>; Almeida Faria – <i>O Murmúrio do Mundo</i>; Raquel Ochoa – <i>A Casa-Comboio</i></p>	<p>8 hours</p> <p>12 hours</p> <p>12 hours</p> <p>14 hours</p> <p>14 hours</p>
<u>Pedagogy:</u>	<ul style="list-style-type: none">- Lectures, seminars, presentations.- Research and reading of essays about different issues concerning the History of Portuguese Literature.- Reading of selected literary texts (functional, recreational, analytical e critical).	

<p><u>References / Readings</u></p>	<ul style="list-style-type: none"> - Saraiva, António José and Lopes, Óscar. <i>História da Literatura Portuguesa</i>, Porto, 1987. - Serrão, Joaquim Veríssimo. <i>Cronistas do Século XV posteriores a Fernão Lopes</i>- ICLP, Lisboa, 1990. - <i>Descobrimientos, Expansão e Identidade Nacional</i>, Instituto de História e Teoria das ideias, Coimbra, 1992. - <i>História Trágico-Marítima</i>, Lisboa, 1967. - Fernão Mendes Pinto. <i>Peregrinação</i>. Lisboa, 1990. - Buescu, Maria Leonor Carvalhão. <i>Aspectos da Herança Clássica na Cultura Portuguesa</i>, ICALP, Lisboa, 1992. - Faria, Almeida. <i>O Murmúrio do Mundo</i>, Rio de Janeiro: Tinta-da-China Brasil, 2013. <p>Said, Edward. <i>Orientalism: Western Concepts of the Orient</i>. Vintage, 2013.</p>
<p><u>Learning Outcomes:</u></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> - Identify and read the works written by Portuguese travellers during the Portuguese overseas expansion. - Understand the characteristics of Portuguese travelogues. - Discuss the connections between Portuguese travelogues of the Discovery Age and modern-day accounts.

Title of the Course: Performative Arts in Teaching Portuguese

Course Code: POR-608

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<u>Objectives:</u>	<ul style="list-style-type: none">- To adhere to the term ‘performative’ in the context of Second Language education that values: aesthetic form [performative]; performance [performative]; the concept of ‘performatives’ in Linguistics as well as to train, teach, shape [performative].- To highlight the bridging character of the pedagogy of drama-based teaching in foreign and second language teaching-learning including the literatures and cultures associated with these languages and introduce the major techniques and curricular structures of educational drama in the classroom.- To develop the linguistic and communicative competencies of language learners through the performative arts, not limited to theatre-related work, but the interplay between body and language in general.- to foster the development of affective, ludic, expressive and cognitive capabilities of students, generating sensitivity to aesthetic values.- To promote the acquisition of fluency of Portuguese oral language skills in learners.- To target the principal language skills voice projection, vocabulary, dialoguing or narrative discourse, story construction, and story recall.- To recognise the importance of collaborative work in the Portuguese teaching-learning process.	
<u>Content:</u>	MODULE 1: Spoken word performances: poetry and songs. Read aloud with expression and emotion, discuss the connotation, choral reading and echo reading, recite or perform.	10 hours
	MODULE 2: Read a story: identify and discuss characters and their actions, perform using Reader’s theatre.	10 hours
	MODULE 3: Tell a story: Storytelling with different voice modulations, Role play and improvisation in communicative situations.	10 hours

	MODULE 4: Perform a story: Convert a short story narrative to a dramatic text and perform on stage.	30 hours
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Lectures, seminars, presentations. - Workshop with a theatre specialist. - Stage performances <p>For Semester End Assessment, student will have to write a class session plan for a Portuguese Foreign Language class using performative arts as a pedagogy tool. The paper should not exceed 10 pages (double-spaced, 12-point Times New Roman font with 1inch margins) and be presented in class.</p>	
<p><u>References/ Readings</u></p>	<ul style="list-style-type: none"> - Bird, J., Donelan, K., & Sinclair, C. <i>Drama: Social dreaming in the 21st Century</i>. In C., 2017. - Brauer Gerd: <i>Body and Language: Intercultural Learning Through Drama: 3 (Advances in Foreign and Second Language Pedagogy)</i>, 2002. - Colebrook, Claire: <i>Foreword</i>. In: "Byron, Experience (Hrsg.): Performing Interdisciplinarity. Working across disciplinary boundaries through an active aesthetic". London/New York: Routledge, X, 2018. - Louvel, Liliane; <i>Texte/Image: Images à lire, textes à voir</i>, Presses universitaires de Rennes, 2016. - Marini-Maio, N., Ryan-Scheutz, C.(Eds.) <i>Dramatic Interactions: Teaching Languages, Literatures, and Cultures through Theater —Theoretical Approaches and Classroom Practices</i> Cambridge Scholars Publishing, 2011. - Neelands, Jonothan. <i>Learning Through Imagined Experience (Teaching English in the National Curriculum S.)</i>, 1992. - Ostern, Anna-Lena, & Knudsen, K.N. (Eds.) <i>Performative Approaches in Arts Education: Artful Teaching, Learning and Research</i>. Routledge, 2019. - Raum, Elizabeth: <i>Song and Dance: A Journey Through Musical Theatre (Culture in Action)</i>, Raintree Publishers; UK, 2010. - Schewe, Manfred & Woodhouse, Fionn: <i>Performative Foreign Language Didactics in Progress: About Still Images and the Teacher as 'Formmeister' (Form Master)</i>. In: <i>Scenario XII/1</i>, 53-69, 2018. - Vygotsky, Lev S. <i>Play and its role in the mental development of the child</i>. <i>Soviet Psychology</i>, 5(3): 6–18, 1967. - UNESCO Roadmap for Arts Education, 2006 http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_RoadMap_en.pdf - https://doi.org/10.33178/scenario.7.1.2 	

<https://journals.ucc.ie/index.php/scenario/article/view/scenario-12-1-4>

Learning Outcomes:

At the end of this course students will be able to:

- consciously embody language to convey emotion.
- use target-language theatre production and performance to foster language learning and to help students experience the target language in a new and profound way.
- approach dramatic texts innovatively to address important aspects of foreign language learning such as oral proficiency and communication, intercultural competence, motivation in foreign language study, and the effects of verbal and non-verbal self-expression in the foreign language.
- explore innovative ways to facilitate the greater incorporation of theatrical texts and performative techniques in foreign language courses at every level.

foster new types of collaboration and communication between and among colleagues and teachers.

Title of the Course: Contact Linguistics

Course Code: POR–609

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<u>Objectives:</u>	<ul style="list-style-type: none">- to examine the mechanisms and outcomes of language contact by surveying cases around the globe from the past and present.- focus attention on common processes of language contact such as lexical-borrowing and code-switching as well as language death and the emergence of entirely new linguistic systems.- investigate whether certain levels of linguistic structure are more susceptible to contact-induced language change than others.- compare language contact within bilingual and multilingual communities.- determine the inevitable extent of universal language contact and understand each contact situation uniquely as a complex interaction of social, political, linguistic, and historical factors.	
<u>Content:</u>	<p>MODULE 1: language contact: The concept of <i>Sprachbund</i> or linguistic area, Types of contact situations, contact phenomena and types of contact outcomes.</p> <p>MODULE 2: language shift & lexical borrowing: speech community and community of practice, maintenance, shift, creation. basics of borrowing, social motivations for lexical borrowing, products of lexical borrowing, phonological and morphological integration of loanwords.</p> <p>MODULE 3: structural diffusion: linguistic convergence and metatypy in a linguistic area, direct borrowing of structural features, social contexts of structural convergence, constraints on syntactic diffusion.</p> <p>MODULE 4: language mixing: defining code-shifting, social motivations for code-shifting, structural constraints on code-shifting, bilingual mixed languages, Group 2nd language acquisition & shift: L1 influence on SLA Simplification in SLA, L1 Attrition and Death.</p> <p>MODULE 5: Pidgins & pidginization: Social contexts of formation, theories to explain the process, distribution around the world, and structural characteristics of pidgins.</p>	8 hours 8 hours 8 hours 8 hours 8 hours

	<p>MODULE 6: Creoles & creolization: Defining creoles; Sociohistorical background to creole formation; Aspects of creole grammar; The emergence of radical creoles; Mechanisms, constraints, and principles in creole formation; decreolization. Portuguese-lexified creoles.</p> <p>MODULE 7: Linguistic Impact of Portuguese in Goa</p>	<p>10 hours</p> <p>10 hours</p>
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Lectures, seminars, presentations. - Research and reading of essays. - Case studies. 	
<p><u>References/ Readings</u></p>	<ul style="list-style-type: none"> - Winford, Donald. 2003. An Introduction to Contact Linguistics. Wiley-Blackwell. - Bickerton, Derek. 2008. Bastard Tongues. Hill and Wang - Adamou, Evangelia, M. Yaron (Eds.). 2023. The Routledge Handbook of Language Contact (Routledge Handbooks in Linguistics) - Holm, John. 2008. Languages in Contact: The Partial Restructuring of Vernaculars - Holm, John. 2000. An Introduction to Pidgins and Creoles (Cambridge Textbooks in Linguistics). - Holm, John. 1989. Pidgins and Creoles: Volume 2, Reference Survey (Cambridge Language Surveys) 	
<p><u>Learning Outcomes:</u></p>	<p>At the end of this course students will learn:</p> <ul style="list-style-type: none"> - To understand basic concepts in contact linguistics. - To assess patterns of contact-induced linguistic variation and change. - To identify, describe, and explain mechanisms of language contact. - To demonstrate a knowledge of language contact situations around the world. <p>To critique current theoretical and methodical trends in the study of pidgins and creoles.</p>	

Semester III

Title of the Course: History of Portugal

Course Code: POR-621

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Student must have completed two semesters of the Masters programme at Goa University in any discipline. The course will be offered in English for students of other disciplines.	
<u>Objectives:</u>	- To read, understand and discuss texts or essays related to the evolution of Portuguese society and its history; To identify the most important characteristic aspects of Portuguese society and its importance in the world.	
<u>Content:</u>	<p>MODULE 1: The early epoch: the origins and development of Portugal (12th to 14th Century)</p> <p>MODULE 2: The Revolution of 1383-1385 and its importance; the Dynasty D´Avis.</p> <p>MODULE 3: The Portuguese overseas expansion and the Renaissance period.</p> <p>MODULE 4: Apogee and Decline of the Portuguese Three-dimensional Empire.</p> <p>MODULE 5: Absolutism and Enlightened Despotism; the Constitutional Monarchy and the Republican Revolution (1910).</p> <p>MODULE 6: The Estado Novo and dictatorship during the 20th Century.</p> <p>MODULE 7: The Revolution of April 1974 and the end of the Portuguese Empire; Portugal and the European Union.</p>	<p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>8 hours</p> <p>8 hours</p> <p>8 hours</p> <p>6 hours</p>
<u>Pedagogy:</u>	- Lectures, seminars, presentations. Research and reading of essays about different issues concerning the History of Portugal.	
<u>References/ Readings:</u>	<ul style="list-style-type: none"> - <i>História de Portugal</i> (3 Vols), by A. Oliveira Marques, Lisboa, 1990 - <i>História de Portugal</i> (8 Vols.), by José Mattoso, Lisboa, 2001 - Birmingham, David, <i>A Concise History of Portugal</i>, Cambridge University Press, 2014 	
<u>Other sources:</u>	- Leston, Mário, , <i>Demografia e Modernidade, Família e Transição Democrática em Portugal</i>	

	<ul style="list-style-type: none"> - <i>Dicionário de História de Portugal</i>, by Joel Serrão, Lisboa 1987 - Saraiva, José Hermano, <i>História Concisa de Portugal</i>, Lisboa, 1999 - Ribeiro, Orlando, <i>Introduções Geográficas à História de Portugal</i>, Lisboa, 2001 - Pinto, António Costa, <i>Portugal Contemporâneo</i>, D. Quixote, Lisboa, 2005 - Martins, Guilherme Oliveira, <i>Portugal, Institutions and Facts</i>, Lisboa, 1991 - Brito, Raquel Soeiro de, <i>Portugal, Perfil Geográfico</i>, Lisboa, 1997 - Bethencourt, Francisco & Chaudhuri, Kirti (ed.), <i>História da Expansão Portuguesa</i>, Lisboa, 1998
<p><u>Learning Outcomes:</u></p>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> - cultural contributions to Portuguese society along the centuries; - different periods of the History of Portugal; - the evolution and characteristics of Portuguese society.

Title of the Course: Portuguese Cinema

Course Code: POR-622

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Student must have completed two semesters of the Masters programme at Goa University in any discipline The course will be offered in English for students of other disciplines.	
<u>Objectives:</u>	- To read, understand and discuss texts or essays related to the evolution of Portuguese Cinema. To identify the most important characteristic aspects of Portuguese Cinema.	
<u>Content:</u>	<p>MODULE 1: Introduction to the Portuguese society and environment in its relation to the Portuguese Cinema: characterization and evolution; The Early Epoch.</p> <p>MODULE 2: The Modernists and Cinema; the arrival of the sound-film and the experiment of the cinema as an industry.</p> <p>MODULE 3: Cinema in the 40's: characters and solutions; <i>Comédia à Portuguesa</i> in the Golden Age of Portuguese Cinema.</p> <p>MODULE 4: The French Nouvelle Vague and Portuguese <i>Cinema Novo</i>.</p> <p>MODULE 5: Contemporary films and directors.</p>	<p>8 hours</p> <p>10 hours</p> <p>14 hours</p> <p>14 hours</p> <p>14 hours</p>
<u>Pedagogy:</u>	<ul style="list-style-type: none"> - Lectures, seminars, presentations. - Research and reading of essays about different issues concerning the History of Portuguese Cinema. - Analysis and appreciation of different films (with subtitles in English) directed by the most famous directors like Manoel de Oliveira, João César Monteiro, Pedro Costa, Miguel Gomes or José Salavisa 	
<u>References/ Readings</u>	<ul style="list-style-type: none"> - Costa, João Bérnard da, <i>Stories of the Cinema</i>, Lisboa, 1991. - Reis, António, <i>A Portrait of Portugal – Facts and Events</i>, Temas e Debates, Lisboa, 2007 - Coelho, Eduardo Prado, <i>Vinte Anos de Cinema Português – 1962 – 1982</i>, ICALP, Lisboa, 1983 - <i>Dicionário do Cinema Português</i>, Caminho, Lisboa, 1994 - <i>História de Portugal</i> (3 Vols), by A. Oliveira Marques, Lisboa, 1990 	
<u>Other sources</u>		
<u>Learning</u>	At the end of this course students will have gained knowledge of:	

Outcomes

- the cultural contributions to Portuguese Cinema;
- the different periods of evolution of Portuguese Cinema;
- the characteristics of different works in each period of the evolution of Portuguese Cinema: impact and trends.

Title of the Course: Portugal in the Context of the European Union

Course Code: POR-623

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Student must have completed two semesters of the Masters programme at Goa University in any discipline. The course will be offered in English for students of other disciplines.	
<u>Objectives:</u>	- To read, understand and discuss texts or essays related to the evolution and different issues of Portuguese and European culture. To understand and compare different internal and external aspects of Portuguese culture and its relation with the rest of the world, with particular reference to the European Union.	
<u>Content:</u>	MODULE 1: Introduction to Portuguese society in its relation to European history: characterization and evolution.	10 hours
	MODULE 2: Europe and the world: from early times to present days.	10 hours
	MODULE 3: Portugal and its Empire: importance and significance within Europe.	10 hours
	MODULE 4: Portugal and Democracy.	10 hours
	MODULE 5: The European Union.	10 hours
	MODULE 6: Portugal and the European Union: facts and issues.	10 hours
<u>Pedagogy:</u>	- Lectures, seminars, presentations. - Research and reading of essays about different issues concerning the recent History of Portugal. - Oral and written questions and commentaries.	
<u>References/ Readings:</u>	- Soares, Mário, <i>Português e Europeu</i> , Lisboa, Temas e Debates, 2001 - Barroso, Durão, <i>Uma Certa Ideia de Europa</i> , Lisboa, Gradiva, 1999 - Pinto, António Costa, <i>Portugal Contemporâneo</i> , Sequitur, 2000	
<u>Other sources</u>	http://institutdelors.eu/?lang=en https://europa.eu/european-union/index_en	
<u>Learning Outcomes</u>	At the end of this course students will have gained knowledge of: - different periods of the evolution of Portuguese society, culture and	

	<p>its contemporary trends;</p> <ul style="list-style-type: none">- the characteristics of Portuguese society and culture;- the history of Europe: main periods and evolution along the centuries;- characteristics and trends within the European Union
--	--

Title of the Course: Portuguese Art

Course Code: POR-624

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Student must have completed two semesters of the Masters programme at Goa University in any discipline. The course will be offered in English for students of other disciplines.	
<u>Objectives:</u>	<ul style="list-style-type: none">- To read, understand and discuss texts or essays related to the evolution of Portuguese Art.- To identify the most important characteristic aspects of Portuguese Architecture, Painting and Sculptures.	
<u>Content:</u>	<p>MODULE 1: Introduction to the Portuguese society and environment in its relation to the Portuguese Art: characterization and evolution.</p> <p>MODULE 2: The Iberian context and heritage; the Romanic, and the Gothic: characteristics and evolution.</p> <p>MODULE 3: Manueline Style, Mannerism and Baroque (1490-1780); the Fine Arts, painting, sculpture and the tiles.</p> <p>MODULE 4: The Neo-Classicism to the End of 20th. Century; courses of Modernity: Romanticism, Pre-Naturalism and the Vanguards.</p> <p>MODULE 5: Recent trends in Architecture, Visual Arts and Performing Arts in Portugal.</p> <p>MODULE 6: Portuguese Environment: urbanism and models.</p>	<p>6 hours</p> <p>12 hours</p> <p>12 hours</p> <p>12 hours</p> <p>8 hours</p> <p>10 hours</p>
<u>Pedagogy:</u>	<ul style="list-style-type: none">- Lectures, seminars, presentations.- Research and reading of essays about different issues concerning the History of Portuguese Art and its manifestations.	
<u>References/ Readings:</u>	<ul style="list-style-type: none">- <i>History of Plastic Arts</i>, by Maria Adelaide Miranda, Vitor Serrao, J.A.Gomes Machado & Raquel Henriques da Silva, INCM, 1991- Melo, Alexandre, <i>Art and Artists in Portugal</i>, Instituto Camoes, Lisboa, 2007- Reis, António, <i>A Portrait of Portugal – Facts and Events</i>, Temas e Debates, Lisboa, 2007	
<u>Other sources:</u>	<ul style="list-style-type: none">- Augusto-França, José, <i>A Arte em Portugal no Século XX (1910-1961)</i>, Lisboa, 1974- Dias, Pedro, <i>A Arquitectura Manuelina</i>, Lisboa, 1988	

	<ul style="list-style-type: none"> - Augusto-França, José, <i>Lisboa Pombalina e o Iluminismo</i>, Lisboa, 1965 - Augusto-França, José, <i>O Modernismo na Arte Portuguesa</i>, Lisboa, 1970 - Augusto-França, José, <i>A Arte Portuguesa de Oitocentos</i>, Lisboa, 1974 - Gonçalves, Rui Mário, <i>A Pintura e a Escultura em Portugal (1940-1980)</i>, Lisboa, 1980 - <i>História de Portugal</i> (3 Vols), by A. Oliveira Marques, Lisboa, 1990 - <i>História da Arte em Portugal</i>, Publicações Alfa, Lisboa, 1986
<p><u>Learning Outcomes:</u></p>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> - cultural contributions to Portuguese Art; - different periods of the evolution of Portuguese Art; - the characteristics of different works in each period of the evolution of Portuguese Art from Middle Ages to present times: Architecture, Painting and Sculpture.

Title of the Course: Portuguese Language I (A1.1)

Course Code: POR-625

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Student must have completed two semesters of the Masters programme at Goa University in any discipline other than Portuguese having no prior knowledge of Portuguese.	
<u>Objectives:</u>	<ul style="list-style-type: none">- To focus on developing the students' written and aural/oral communicative competence in Portuguese (including fluency, grammatical and lexical accuracy and range)- To facilitate the students' ability to establish and maintain effective social and working relations with Portuguese speakers.	
<u>Content:</u>	TEMAS/THEMES: 1. Identidade (Personal Identification) <ul style="list-style-type: none">• Nome próprio; apelido; diminutivo• Lugar e data de nascimento / idade• Nacionalidade• Endereço 2. Pessoas (People) <ul style="list-style-type: none">• Caracterização física / partes do corpo (olhos, cabelos...)• Vestuário; calçado• Características da personalidade (simpático, alegre, tímido...)• Ações (realizadas com o corpo: levantar-se...)• Objetos pessoais 3. Vida familiar e social (Relations with relatives and friends) <ul style="list-style-type: none">• Relações familiares e sociais (pai... amigo)• Festas (celebrações)• Saúde e higiene• Refeiçõeso Alimentos e bebidaso Objetos / utensílioso Espaçoso Hábitos familiares (comidas típicas, horários...) 4. Educação (School and Education) <ul style="list-style-type: none">• Escola / espaços• Agentes educativos• Horários e matérias curriculares• Linguagem própria do funcionamento da aula• Mobiliário e material escolar	12 hours 12 hours 12 hours 12 hours

	<p>5. Lazer (Leisure)</p> <ul style="list-style-type: none"> • No quotidiano (brincar (como; com quem), ler, ver televisão, ir ao cinema, ouvir música ... desportos, jogos...) • Nas férias (praia, campo, viagem ...) <p>ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION</p> <p>Reading, conversation skills and interaction.</p> <p>Interaction in a simple way. Questions in areas of immediate need or on very familiar topics.</p> <p>Sentences to describe where I live and people I know.</p> <p>Familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings.</p> <p>READING COMPREHENSION</p> <p>Familiar names, words, and very simple, sentences, for example on notices and posters, or in catalogues.</p> <p>Short, simple messages on postcards.</p> <p>WRITING SKILLS</p> <p>Personal details in written form; simple postcard.</p> <p>Numbers and dates, own name, nationality, address, age, date of birth. Filling a hotel registration form or other forms. Copy out single words or short texts presented in standard printed form.</p> <p>GRAMMAR AND VOCABULARY</p> <ul style="list-style-type: none"> - Basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. - Pronunciation: alphabet; explanation of Portuguese pronunciation going into all the nuances and varying sounds involved (vowels, consonants and nasal sounds); - Introduction to the basic rules of sentences structure; - Articles; Nouns: Gender and plural endings of nouns; - Pronouns: Personal pronouns / Subject pronouns; - Adjectives: Agreement of adjectives with Nouns / Plural of Adjectives; - Negative and Interrogative forms; - Verbs: Paradigm of three regular conjugations / Irregular Verbs; Present Tense and Past Definite; Imperative. - Introduction to the use of Prepositions - Vocabulary: acquisition of day to day practical vocabulary concerning social life, transportation and nature. 	12 hours
--	--	----------

<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Lectures, seminars, presentations. - Communicative approach and teaching-learning process based on classroom tasks.
<p><u>References/ Readings</u></p> <p><u>Other sources</u></p>	<ul style="list-style-type: none"> - <i>Português XXI Nível 1</i> (Livro do Aluno e CD), by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers & Distributors Pvt. Ltd., India - <i>Português XXI Nível 1 - Caderno de Exercícios</i> (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers & Distributors Pvt. Ltd., India <p>www.youtube.com</p>
<p><u>Learning Outcomes</u></p>	<p>At the end of this course students will able to:</p> <ul style="list-style-type: none"> - understand the basic lexical and grammatical structures and their uses in written and oral communication. - read for information using material of appropriate complexity and length. - listen for information developing study skills: using audio and video aids. - understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. - introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. - interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Title of the Course: Portuguese Language II (A1.2)

Course Code: POR-626

Number of Credits: 4

Effective from AY: 2023-24

<u>Prerequisites for the course:</u>	Student must have completed two semesters of the Masters programme at Goa University in any discipline other than Portuguese having done basic course in Portuguese.	
<u>Objectives:</u>	- To focus on developing the students' written and aural/oral communicative competence in Portuguese (including fluency, grammatical and lexical accuracy and range) To facilitate the students' ability to establish and maintain effective social and working relations with Portuguese speakers.	
<u>Content:</u>	<p>TEMAS/THEMES:</p> <ol style="list-style-type: none">1. Informação e diversão<ul style="list-style-type: none">• Meios de comunicação social• Tecnologia (internet...)2. Lugares que se conhecem / se frequentam<ul style="list-style-type: none">• Do país em que se vive (geografia e espaços urbanos ou rústicos) a Portugal• Casa de habitação (divisões, mobiliário)• Da livraria à farmácia, da cantina ao supermercado3. Deslocações e meios de transporte<ul style="list-style-type: none">• No dia-a-dia• Nas férias4. Ambiente<ul style="list-style-type: none">• Estações do ano e tempo atmosférico• Fauna e flora• Proteção da natureza5. Países de língua portuguesa<ul style="list-style-type: none">• Identificação• Localização <p>ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION</p> <p>Reading, conversation skills and interaction. Interaction in a simple way. Questions in areas of immediate need or on very familiar topics. Sentences to describe where I live and people I know. Familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings.</p> <p>READING COMPREHENSION</p> <p>Familiar names, words, and very simple, sentences, for</p>	12 hours 14 hours 12 hours 12 hours 10 hours

	<p>example on notices and posters, or in catalogues. Short, simple messages on postcards.</p> <p>WRITING SKILLS Personal details in written form Simple postcard. Numbers and dates, own name, nationality, address, age, date of birth. Filling a hotel registration form or other forms. Copy out single words or short texts presented in standard printed form.</p> <p>GRAMMAR AND VOCABULARY - Intensive reading of selected simple texts in order to master the language in terms of pronunciation and comprehension of different contexts; - Verbs: Present tense; Past Definite and Imperfect; Imperative - Adverbs and Comparisons of Adjectives and Adverbs; Prepositions; - Conjunctions - acquaintance with the basic conjunctions in order to facilitate the use of complete sentences; - Vocabulary - acquisition of practical vocabulary concerning community services, recreation and sports, agriculture and forestry, trades, crafts and industry; - Intensive grammar exercises, vocabulary & conversation, exemplifying a correct use of grammar structures.</p>	
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Lectures, seminars, presentations. - Communicative approach and teaching-learning process based on classroom tasks. 	
<p><u>References/ Readings</u></p> <p><u>Other sources</u></p>	<ul style="list-style-type: none"> - <i>Português XXI Nível 1</i> (Livro do Aluno e CD), by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers & Distributors Pvt. Ltd., India - <i>Português XXI Nível 1 - Caderno de Exercícios</i> (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers & Distributors Pvt. Ltd., India <p>www.youtube.com</p>	
<p><u>Learning Outcomes</u></p>	<p>At the end of this course students will able to:</p> <ul style="list-style-type: none"> - understand the basic lexical and grammatical structures and their 	

uses in written and oral communication.

- read for information using material of appropriate complexity and length.
- listen for information developing study skills: using audio and video aids.
- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- interact in a simple way provided the other person talks slowly and clearly and is prepared to help.