

# गोंय विद्यापीठ

ताळगांव पठार,

गोंय - ४०३ २०६

फोन : +९१-८६६९६०९०४८



(Accredited by NAAC)

## Goa University

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GU/Acad –PG/BoS -NEP/2025/808

Date: 25.02.2025

### CIRCULAR

Ref. No.: GU/Acad –PG/BoS -NEP/2023/79/3 dated 25.05.2023

In supersession to the above referred Circular, the approved syllabus of the **Master of Arts in Portuguese** Programme is enclosed with following changes:

- Added Research Specific Elective (RSE) Courses and Generic Elective Courses for Semester III.
- Added Portuguese for Competitive Exams [Caple – Deple] Course

The Dean/Vice Deans of the Shenoi 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 V. Lawande)  
Deputy Registrar – Academic

To,

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

Copy to:

1. The Chairperson, BOS 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

<b>Semester I</b>		
<b>Course Code</b>	<b>Name of the Course</b>	<b>Credits</b>
<b>Discipline Specific Core (DSC) Courses</b>		
<a href="#"><u>POR-500</u></a>	General & Portuguese Linguistics	4
<a href="#"><u>POR-501</u></a>	History of Portuguese Language	4
<a href="#"><u>POR-502</u></a>	Introduction to Literary Studies	4
<a href="#"><u>POR-503</u></a>	Portuguese Literature I	4
<b>Discipline Specific Elective (DSE) Courses</b>		
<a href="#"><u>POR-521</u></a>	Multimedia and Technical Translation	4
<a href="#"><u>POR-522</u></a>	Application of Writing Techniques	4
<a href="#"><u>POR-523</u></a>	Introduction to Portuguese Culture	4

<b>Semester II</b>		
<b>Course Code</b>	<b>Name of the Course</b>	<b>Credits</b>
<b>Discipline Specific Core (DSC) Courses</b>		
<a href="#"><u>POR-504</u></a>	Portuguese Literature II	4
<a href="#"><u>POR-505</u></a>	Goan Literature in Portuguese Language	4
<a href="#"><u>POR-506</u></a>	Brazilian Literature	4
<a href="#"><u>POR-507</u></a>	Writing and Oral Communication Skills	4
<b>Discipline Specific Elective (DSE) Courses</b>		
<a href="#"><u>POR-524</u></a>	Didactics & Methodology of Teaching Portuguese as a Foreign Language	4
<a href="#"><u>POR-525</u></a>	Advanced Writing Techniques	4
<a href="#"><u>POR-526</u></a>	Literary Translation	4
<a href="#"><u>POR-527</u></a>	African Literature in Portuguese	4

<b>Semester III</b>		
<b>Course Code</b>	<b>Name of the course</b>	<b>Credits</b>
<b>Research Specific Elective (RSE) Courses</b>		
<a href="#"><u>POR-600</u></a>	Academic Writing & Research Methodology <b>(DELETED)</b>	4
<a href="#"><u>POR-601</u></a>	Fieldwork & Language Documentation	4
<a href="#"><u>POR-602</u></a>	Applied Linguistics in Foreign Language Teaching	4
<a href="#"><u>POR-603</u></a>	Semiotics and new trends of Literary Analysis	4
<a href="#"><u>POR-610</u></a>	Academic Writing (Escrita Académica)	4
<a href="#"><u>POR-611</u></a>	Research Methodology	4
<b>Generic Elective (GE) Courses</b>		
<a href="#"><u>POR-621</u></a>	History of Portugal	4
<a href="#"><u>POR-622</u></a>	Portuguese Cinema	4
<a href="#"><u>POR-623</u></a>	Portugal in the Context of the European Union	4
<a href="#"><u>POR-624</u></a>	Portuguese Art	4
<a href="#"><u>POR-625</u></a>	Portuguese Language I	4
<a href="#"><u>POR-626</u></a>	Portuguese Language II	4
<a href="#"><u>POR-627</u></a>	Heritage(S) of Portuguese Influence: Insights on the Indian Ocean Shores	1
<a href="#"><u>POR-628</u></a>	Introduction to Sociolinguistics	1
<a href="#"><u>POR-629</u></a>	Women As Go-Betweens in Processes of Empire Building, (1500-1700) - Between Cooperation and Resistance	1
<a href="#"><u>POR-630</u></a>	Ethnography of Musical Practices in Goa	1
<a href="#"><u>POR-631</u></a>	Methods of Language Documentation	1
<a href="#"><u>POR-632</u></a>	Language Contact in South Asia and the Role of Portuguese	1
<a href="#"><u>POR-633</u></a>	An Introduction to the Fado	1

<b>Semester IV</b>		
<b>Course Code</b>	<b>Name of the course</b>	<b>Credits</b>
<b>Research Specific Elective Course (RSE)</b>		
<a href="#"><u>POR-604</u></a>	Foreign Language Acquisition	4
<a href="#"><u>POR-605</u></a>	Pessoan Studies	4
<a href="#"><u>POR-606</u></a>	Camonian Studies	4
<a href="#"><u>POR-607</u></a>	Orientalism in accounts, chronicles, and travelogues in Portuguese	4
<a href="#"><u>POR-608</u></a>	Performative Arts in Teaching Portuguese	4
<a href="#"><u>POR-609</u></a>	Contact Linguistics	4
<b>Discipline Specific Dissertation (DSD)</b>		
POR-DST	Dissertation	16

[Portuguese for Competitive Exams \[Caple – Deple\]](#)

## Discipline Specific Core (DSC) Courses

### Semester I

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : General & Portuguese Linguistics  
**Course Code** : POR-500  
**Number of Credits** : 4  
**Effective from AY** : 2022-23

<b>Pre-requisites for the Course:</b>	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.	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To recognize the language as a system that aims essentially to establish communication between people.</li> <li>2. To distinguish between verbal and non-verbal language, grammar and speech.</li> <li>3. To study the structure of the language and grammar.</li> <li>4. 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.</li> <li>5. 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).</li> </ol>	
<b>Content:</b>	1. Linguistics and verbal language: Linguistics and Semiotics.	<b>8 hours</b>
	2. Major linguistics schools of thought: Structuralism, Functionalism, Generativism, Cognitivism; The Prague School and The London School.	<b>12 hours</b>
	3. Levels of linguistic analysis <ol style="list-style-type: none"> <li>a. Phonetics, Phonology and Prosody</li> <li>b. Morphology</li> <li>c. Syntax</li> <li>d. Semantics</li> <li>e. Pragmatics</li> </ol>	<b>24 hours</b>
	4. Cognitive Linguistics	<b>6 hours</b>
	5. Norm and linguistic variation, dialect, idiolects, sociolects and the varieties of Portuguese across space, time and social stratus	<b>10 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Research and reading of essays about different issues concerning Portuguese Linguistics.</li> <li>• Weekly written exercises.</li> </ul>	
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Faria, I.H., (Org.) (1996), Introdução à Linguística Geral e Portuguesa, Lisboa, Caminho</li> <li>2. Searle, J.R., (1969), Speech Acts. An Essay in the Philosophy of Language, Cambridge, Cambridge University. Press.</li> </ol>	

<p><b>Other sources:</b></p>	<ol style="list-style-type: none"> <li>3. Cunha, C. e L.F.L. Cintra (1984), Nova Gramática do Português Contemporâneo, Lisboa, Edições Sá da Costa.</li> <li>4. Austin, J.L., (1952), How to do Things with Words, Oxford, Oxford University Press.</li> <li>5. Cuesta, Pilar Vasquez &amp; M.A. Mendes da Luz (1971), Gramática da Língua Portuguesa, Lisboa, Edições 70</li> <li>6. Lakoff, George &amp; Mark Johnson (2000), Metaphors we live by, Chicago, University of Chicago Press</li> <li>7. Mateus, Maria Helena Mira, et al. Gramática da língua portuguesa. 7. ed, Caminho, 2006.</li> <li>8. Raposo, Eduardo Paiva, et al. Gramática do português. Fundação Calouste Gulbenkian, Volume I, 2020</li> <li>9. Lopes, Ana Cristina M., and Graça Maria Rio-Torto. Semântica. Caminho, 2007.</li> <li>10. Ducrot, O. &amp; Todorov, T. Dicionário das Ciências da Linguagem. D. Quixote, Lisboa, 1982</li> <li>11. Estudos de Sintaxe-Semântica e Pragmática do Português, by Joaquim Fonseca, Porto, 1993</li> <li>12. Fonética, Fonologia e Morfologia do Português, Universidade Aberta, 1991</li> <li>13. Sintaxe e Semântica do Português, Universidade Aberta, Lisboa, 1991</li> <li>14. Dicionário de Termos Linguísticos, by Maria Francisca Xavier e Maria Helena Mateus, Edições Cosmos, 1990</li> <li>15. Lexicologia do Português, by Mário Vilela, Almedina, Coimbra, 1994</li> <li>16. Gramática da Língua Portuguesa, by Mário Vilela, Almedina, Coimbra, 1999</li> <li>17. Gramática e Estudos de Pragmática-Estudos de Linguística Geral, by Fernanda Irene Fonseca, Porto Editora, Porto, 1994</li> <li>18. Introdução à Fonética do Português, by Maria Raquel Delgado Martins, Caminho, Lisboa, 1998</li> <li>19. Eliseu, André. Sintaxe do português. Caminho, 2008. Lima, José Pinto de. Pragmática Linguística. Editorial Caminho, 2006.</li> </ol>
<p><b>Course Outcomes:</b></p>	<p>At the end of this course students will have gained knowledge of:</p> <ol style="list-style-type: none"> <li>1. the lexical and grammatical structures and their uses in oral communication at an advanced level;</li> <li>2. different concepts within the phonetic a morphological system of the Portuguese language;</li> <li>3. complex syntactic and semantic functions in Portuguese;</li> <li>4. complex structures used in literary texts, prose and poetry, and in essays.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : History of Portuguese Language  
**Course Code** : POR-501  
**Number of Credits** : 4  
**Effective from AY** : 2022-23

<b>Prerequisites for the course:</b>	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.	
<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. reading, understanding and discussing texts or essays related to the origin and evolution of Portuguese language.</li> <li>2. identifying the most characteristic aspects of Portuguese language;</li> <li>3. understanding and comparing different internal and external aspects of Portuguese language within CPLP (Comunidade dos Países de Língua Portuguesa);</li> <li>4. acquire the ability (techniques and methods) to interpret the most important writings of Portuguese from 16th century tradition;</li> </ol>	
<b>Content:</b>	<ul style="list-style-type: none"> <li>• The roots of Portuguese; Substrates and pre-Latin and post-Latin periods.</li> </ul>	<b>10 hours</b>
	<ul style="list-style-type: none"> <li>• From Latin to the first texts in Portuguese (13<sup>th</sup> century): historical events; phonetic evolution from Latin; evolution of the grammatical structures and vocabulary.</li> </ul>	<b>14 hours</b>
	<ul style="list-style-type: none"> <li>• European Portuguese: autonomy and evolution since 14<sup>th</sup> century; Portuguese language as the official language of Portugal and its first written grammar.</li> </ul>	<b>14 hours</b>
	<ul style="list-style-type: none"> <li>• Elementary concepts of Palaeography.</li> </ul>	<b>10 hours</b>
	<ul style="list-style-type: none"> <li>• The standardization of Portuguese; the two phases of Modern Portuguese (from 16<sup>th</sup> to 18<sup>th</sup> century and 19<sup>th</sup> and 20<sup>th</sup> centuries).</li> </ul>	<b>12 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Research and reading of essays about the history and evolution of Portuguese language.</li> </ul>	
<b>References/Readings</b>	<ol style="list-style-type: none"> <li>1. Teyssier, Paul, <i>História da Língua Portuguesa</i>, Sá da Costa Editora, Lisboa.</li> <li>2. Neto, Serafim da Silva, <i>História da Língua Portuguesa</i>, MEC/Presença, Rio de Janeiro.</li> <li>3. “Pequeno Curso de Língua Portuguesa”, by Maria Inês Castelo Branco, Lisboa</li> </ol>	
<b>Other sources</b>	<ol style="list-style-type: none"> <li>1. Cunha, Celso &amp; Cintra, Lindley, <i>Gramática do Português Contemporâneo</i>, Edições Sá da Costa, Lisboa</li> <li>2. Machado, José Pedro, <i>Dicionário Etimológico da Língua Portuguesa</i>, Editora Confluência, Lisboa, 1977</li> <li>3. <i>Dicionário de Língua Portuguesa</i>, Academia das Ciências de Lisboa, Lisboa;</li> </ol>	
<b>Course Outcomes</b>	At the end of this course students will have gained knowledge of: <ol style="list-style-type: none"> <li>1. the origin of Portuguese language;</li> <li>2. the cultural contributions to Portuguese language along the centuries;</li> </ol>	

	<ol style="list-style-type: none"><li>3. the history and evolution of Portuguese language;</li><li>4. the cultural diversity that the Portuguese language entails as the official language of eight countries and as a language spoken worldwide.</li></ol>
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**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Introduction to Literary Studies  
**Course Code** : POR-502  
**Number of Credits** : 4  
**Effective from AY** : 2022-23

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. to identify the most characteristic aspects of Lusophone literature and culture (including those of Brazil, Portugal and Lusophone Africa).</li> <li>3. 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.</li> <li>4. to recognize the indicators of literature in a written text.</li> <li>5. to encourage quality productive written work adjusted to communicative intentionality.</li> <li>6. to relate figures of speech in the literary text with semantic and meaningful implications of the writing process.</li> </ol>	
<b>Content:</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<b>12 hours</b>
	<ul style="list-style-type: none"> <li>• Literary Language and Literary Texts; semiotics in literature</li> </ul>	<b>8 hours</b>
	<ul style="list-style-type: none"> <li>• Poetry: creativity and factors; the lyric text: the main properties of the poem; poetic expression and metaphor</li> </ul>	<b>8 hours</b>
	<ul style="list-style-type: none"> <li>• Literary narrative: diegesis and mimesis, levels and categories; the narrator's point of view</li> </ul>	<b>8 hours</b>
	<ul style="list-style-type: none"> <li>• Short narratives: theories, structure and main characteristics</li> </ul>	<b>8 hours</b>
	<ul style="list-style-type: none"> <li>• Dramatic literature; genres (comedy, tragedy), dramatic structure; literature intended for theatrical performances, intersemiotic translation as adaptation</li> </ul>	<b>8 hours</b>
	<ul style="list-style-type: none"> <li>• Literary evolution, periods and trends: Classicism, Romanticism, Realism, Modernism and Post-Modernism</li> </ul>	<b>4 hours</b>
	<ul style="list-style-type: none"> <li>• Introduction to Reception Theory: works and writers and their relation with the readers and the public</li> </ul>	<b>4 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Reading of literary and theoretical texts in Portuguese: criticism and application of concepts.</li> <li>• Presentation of working material by the teacher.</li> <li>• Reading of selected literary texts. (Functional, recreational, analytical and critical).</li> <li>• Audio-visual comprehension exercises.</li> </ul>	

<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. Reis, Carlos, (1997), O Conhecimento da Literatura, Coimbra, Almedina.</li> <li>2. Reis, Carlos, (1997), Técnica e Análise Textual, Coimbra, Almedina.</li> <li>3. Frye, N., (1977), The Anatomy of Criticism, Four Essays, New Jersey, Princeton University Press.</li> <li>4. Piglia, Ricardo. “Novas teses sobre o conto”. In: Formas breves. São Paulo: Companhia das letras; 2004.</li> <li>5. O último leitor. São Paulo: Companhia das Letras, 2006.</li> </ol>
<b>Other sources</b>	<ol style="list-style-type: none"> <li>1. Victor Aguiar e Silva (1965), Teoria da Literatura, Coimbra, Almedina.</li> <li>2. Luís Carmelo (2003), Semiótica, uma Introdução, Lisboa</li> <li>3. António José Saraiva and Óscar Lopes (1987), História da Literatura Portuguesa, Porto.</li> <li>4. A Poética, by Aristóteles, Lisboa, Fundação Calouste Gulbenkian, 2002</li> <li>5. História da Literatura Portuguesa (7 Vols.), Alpha Editora, Lisboa, 1987</li> <li>6. Auerbach, Erick. Mimesis. A representação da realidade na literatura ocidental. São Paulo: Perspectiva, 1971.</li> <li>7. Barthes, Roland. Inéditos. Vol. I – teoria. São Paulo: Martins Fontes, 2004.</li> <li>8. O prazer do texto. São Paulo: Perspectiva, 2006.</li> <li>9. Iser, Wolfgang. “A interação do texto com o leitor”. A literatura e o leitor. Rio de Janeiro: Paz e Terra, 1979.</li> <li>10. O ato da leitura. São Paulo: Ed. 34, 1999.</li> </ol>
<b>Course Outcomes</b>	<p>At the end of this course students will have gained knowledge of:</p> <ol style="list-style-type: none"> <li>1. concepts of literary texts and works; aesthetics and styles of the literary language; literary categories in prose and poetry;</li> <li>2. literary periods: characterization and dynamics;</li> <li>3. complex structures used in literary texts, prose and poetry, and in essays.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Portuguese Literature I  
**Course Code** : POR-503  
**Number of Credits** : 4  
**Effective from AY** : 2022-23

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. reading, understanding and discussing texts or essays related to the Portuguese Literature;</li> <li>2. identifying the most important characteristic aspects of Portuguese literature and culture.</li> <li>3. Reading and analysing Literary texts (poetry and prose).</li> </ol>	
<b>Content:</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>4 hours</b>
	<ul style="list-style-type: none"> <li>• The medieval Galician-Portuguese lyrics and Medieval prose; Crónicas by Fernão Lopes, the Demanda do Santo Graal and the novels of chivalry, Leal Conselheiro.</li> </ul>	<b>10 hours</b>
	<ul style="list-style-type: none"> <li>• The Renaissance period: the theatre of Gil Vicente, Luís de Camões and the Epic poem of “Lusiads”.</li> </ul>	<b>8 hours</b>
	<ul style="list-style-type: none"> <li>• From the tradition to the Renaissance poetry: Redondilhas, Cantigas and Vilancetes, Medida Nova, sonnets of Camões, Sá de Miranda and António Ferreira.</li> </ul>	<b>8 hours</b>
	<ul style="list-style-type: none"> <li>• Baroque prose and poetry: Cultism and Conceptism in Padre António Vieira</li> </ul>	<b>6 hours</b>
	<ul style="list-style-type: none"> <li>• Contours of the Portuguese Poetry in the Neo- Classicism; the Arcádia Lusitana; Bocage and pre- Romantic poets.</li> </ul>	<b>6 hours</b>
	<ul style="list-style-type: none"> <li>• The importance of Almeida Garrett and Alexandre Herculano in Portuguese Romanticism.</li> </ul>	<b>8 hours</b>
	<ul style="list-style-type: none"> <li>• Camilo Castelo Branco and the Ultra-Romantics’ Generation.</li> </ul>	<b>10 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Research and reading of essays about different issues concerning the History of Portuguese Literature.</li> <li>• Presentation of material by the teacher.</li> <li>• Reading of selected literary texts (functional, recreational, analytical e critical).</li> <li>• Audio-visual comprehension exercises.</li> <li>• Oral and written questions and commentaries.</li> <li>• Research and reading of essays about different issues concerning Portuguese Literature.</li> <li>• Reading of Portuguese poems and texts in prose.</li> </ul>	
<b>References/Re</b>	1. Saraiva, António José and Lopes, Óscar, História da Literatura	

<p><b>adings</b></p> <p><b>Other sources</b></p>	<p>Portuguesa, Porto, 1987</p> <p>2. Buescu, Maria Leonor Carvalhão, História da Literatura, Lisboa, 1991</p> <p>3. Martinho, Fernando &amp; others, Literatura Portuguesa do Século XX, Lisboa, 2004</p> <p>4. Sermão da Sexagésima by P. António Vieira</p> <p>5. Viagens na Minha Terra by Almeida Garrett</p> <p>6. A novel of Camilo Castelo Branco or another work of late Romanticism (to be selected)</p> <p>7. História da Literatura Portuguesa (7 Vols.), Alpha Editora, Lisboa, 1987</p> <p>8. Dicionário da Literatura Portuguesa, by José Pedro Machado, Lisboa 1987</p> <p>9. Perspectiva Histórica da Poesia Portuguesa, by João Gaspar Simões, Lisboa, 1976</p> <p>10. <a href="http://www.instituto-camoes.pt/">http://www.instituto-camoes.pt/</a></p>
<p><b>Course Outcomes</b></p>	<p>At the end of this course students will have gained knowledge of:</p> <p>1. Historical and cultural contributions to Portuguese Literature along the centuries;</p> <p>2. different periods of the evolution of Portuguese Literature; the characteristics of literary works namely during the Pre- Renaissance, Classicism and Romanticism in Portugal.</p>

## Semester II

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Portuguese Literature II  
**Course Code** : POR-504  
**Number of Credits** : 4  
**Effective from AY** : 2022-23

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	1. reading, understanding and discussing texts or essays related to the Portuguese Literature; 2. identifying the most important characteristic aspects of Portuguese literature and culture. 3. reading and analyzing literary texts (poetry and prose).	
<b>Content:</b>	1) Main works and authors of Realism and Naturalism: Eça de Queirós, Antero de Quental, Guerra Junqueiro.	<b>12 hours</b>
	2) Literature of social criticism; Cesário Verde and the “Parnassians”.	<b>8 hours</b>
	3) The tendencies of turn of the century: Neo-Romanticism, Saudosismo, Decadentismo.	<b>6 hours</b>
	4) Camilo Pessanha and the Symbolism in Portugal.	<b>6 hours</b>
	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.	<b>12 hours</b>
	6) The Neo-realist prose and poetry in the Novo Cancioneiro.	<b>8 hours</b>
	7) Mário Cesariny, Alexandre O’Neil and other surrealists in Portugal.	<b>4 hours</b>
	8) Contemporary trends: the Revolution of April 25 <sup>th</sup> and impact in literature; José Saramago as the Nobel Prize winner and its importance; Perspectives for the XXI Century.	<b>4 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"><li>• Lectures</li><li>• Research and reading of essays about different issues concerning the History of Portuguese Literature.</li><li>• Presentation of material by the teacher.</li><li>• Reading of selected literary texts (functional, recreational, analytical e critical).</li><li>• Audio-visual comprehension exercises.</li><li>• Oral and written questions and commentaries.</li><li>• Preparation for research activities.</li><li>• Research and reading of essays about different issues concerning Portuguese Literature.</li><li>• Reading of Portuguese poems and texts in prose</li></ul>	
<b>References/Readings</b>	1. Saraiva, António José and Lopes, Óscar, História da Literatura Portuguesa, Porto, 1987 2. Buescu, Maria Leonor Carvalho, História da Literatura, Lisboa, 1991 3. Martinho, Fernando & others, Literatura Portuguesa do Século XX ,	

<b>Other sources</b>	<p>Lisboa, 2004</p> <ol style="list-style-type: none"> <li>4. História da Literatura Portuguesa (7 Vols.), Alpha Editora, Lisboa, 1987</li> <li>5. Dicionário da Literatura Portuguesa, by José Pedro Machado, Lisboa 1987</li> <li>6. Perspectiva Histórica da Poesia Portuguesa, by João Gaspar Simões, Lisboa, 1976</li> <li>7. <a href="http://www.instituto-camoes.pt/">http://www.instituto-camoes.pt/</a></li> </ol>
<b>Course Outcomes</b>	<p>At the end of this course students will have gained knowledge of:</p> <ol style="list-style-type: none"> <li>1. cultural contributions to Contemporary Portuguese Literature;</li> <li>2. different periods of the evolution of Portuguese Literature; the characteristics of literary works namely during the from Realism/Naturalism to Modernism in Portugal.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Goan Literature in Portuguese Language  
**Course Code** : POR-505  
**Number of Credits** : 4  
**Effective from AY** : 2022-23

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	1. reading, understanding and discussing literary texts produced by Portuguese speaking writers of Indian origin in different contexts such as novels, short tales and essays; 2. understanding and comparing different internal and external cultural aspects of the CPLP (Comunidade dos Países de Língua Portuguesa).	
<b>Content:</b>	<ul style="list-style-type: none"> <li>A brief history of pre-Portuguese Goa and 451 years of Portuguese rule.</li> </ul>	<b>4 hours</b>
	<ul style="list-style-type: none"> <li>Indo-Portuguese Literature: identity, concepts and models;</li> </ul>	<b>4 hours</b>
	<ul style="list-style-type: none"> <li>Goan literature in Portuguese: first texts from 16<sup>th</sup> Century to 19<sup>th</sup> century.</li> </ul>	<b>10 hours</b>
	<ul style="list-style-type: none"> <li>Personalities who made an invaluable contribution. J.H da Cunha Rivara Tomás Ribeiro Mons. Sebastião Rodolfo Dalgado</li> </ul>	<b>6 hours</b>
	<ul style="list-style-type: none"> <li>Prose (short stories): José da Silva Coelho Laxmanrao Sardessai Vimala Devi Epitácio Pais</li> </ul>	<b>10 hours</b>
	<ul style="list-style-type: none"> <li>Poetry: 19<sup>th</sup> &amp; 20<sup>th</sup> century. Paulino Dias Nascimento Mendonça Mariano Gracias Adeodato Barreto Laxmanrao Sardessai Vimala Devi</li> </ul>	<b>8 hours</b>
	<ul style="list-style-type: none"> <li>Drama: Ananta Rau Sardessai Xavierito Coelho</li> </ul>	<b>6 hours</b>
	<ul style="list-style-type: none"> <li>Goan literature in Portuguese in the 19<sup>th</sup> &amp; 20<sup>th</sup> century</li> </ul>	<b>12 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>Lectures</li> <li>Research and reading of essays about different issues concerning Indo-Portuguese Literature in Portuguese.</li> <li>Reading of selected novels and poems.</li> </ul>	
<b>References/Readings</b>	1. Dias, Filinto Cristo, <i>Esboço da História da Literatura Indo-Portuguesa</i> , by Bastorá-Goa, Tipografia Rangel, 1963. 2. Devi, Vimala & Seabra, Manuel, <i>A Literatura Indo-Portuguesa</i> , Lisboa, Junta de Investigações do Ultramar, 1971, 2 vols.	

<b>Other sources</b>	<p>3. Miranda, Eufemiano de Jesus, <i>Oriente e Ocidente na Literatura Portuguesa</i>, Goa, 1556, Panjim, 2012</p> <p>1. <i>Dicionário de Literatura Goesa</i>, by Manuel da Costa, A., Macau, Instituto Cultural de Macau &amp; Fundação Oriente;</p> <p>2. Cunha, António Maria da, <i>A Índia Antiga e Moderna</i>, Nova Goa, 1935.</p> <p>3. Pope, Ethel M., <i>India in Portuguese Literature</i>, New Delhi, Asian Educational Series, 1989.</p> <p>4. Said, Eduard, <i>Orientalismo</i>, Lisboa, Cotovia, 2003</p>
<b>Course Outcomes</b>	<p>At the end of this course students will have gained knowledge of:</p> <p>1. 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;</p> <p>2. literary works produced by Goans in Portuguese Language.</p>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Brazilian Literature  
**Course Code** : POR-506  
**Number of Credits** : 4  
**Effective from AY** : 2022-23

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. to read, understand and discuss literary texts produced by Brazilian writers in different contexts such as novels, short tales and poems;</li> <li>2. 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.</li> <li>3. to develop a critical understanding of literary and theoretical texts and essays and the history of Brazilian Literature.</li> <li>4. to understand and compare different internal and external cultural aspects of Brazil as a member of the CPLP (Comunidade dos Países de Língua Portuguesa).</li> </ol>	
<b>Content:</b>	1. Introduction to the History of Brazil;	6 hours
	2. History of Brazilian Literature: the colonial period;	4 hours
	3. Barroco e Arcadismo	10 hours
	4. Romantismo e Realismo; Independence and identity;	14 hours
	5. Modernism and Postmodernism;	14 hours
	6. Contemporary trends.	12 hours
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Research and reading of essays about different issues concerning the History of Brazil and Brazilian Literature.</li> <li>• Presentation of material by the teacher.</li> <li>• Reading of selected literary texts (functional, recreational, analytical e critical).</li> <li>• Audio-visual comprehension exercises.</li> </ul> <p>Oral and written questions and commentaries (Taking into account the following stages: planning, drafting and revision).</p> <ul style="list-style-type: none"> <li>• Research and reading of essays about different issues concerning Brazilian Literature</li> <li>• Reading of poems and texts in prose</li> </ul> <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>	
<b>References/Readings</b>	<ol style="list-style-type: none"> <li>1. Moisés, Massaud, <i>A Literatura Brasileira Através dos Textos</i>, Cultrix, São Paulo, 2012</li> <li>2. Bosi, Alfredo, <i>História Concisa da Literatura Brasileira</i>, Cultrix, São Paulo, 2006</li> </ol>	
<b>Other sources</b>	<ol style="list-style-type: none"> <li>3. Trigo, Salvato, <i>Ensaio de Literatura Comparada Afro-Luso-Brasileira</i>, Vega, Lisboa, 1985</li> </ol>	

	<p>4. Neves, João Alves das, <i>As Relações Literárias de Portugal com o Brasil</i>, ICALP, Lisboa, 1992</p> <p>5. Schwarcz, L. M., &amp; Starling, H. M. M. (2015). <i>Brasil:uma biografia</i>. São Paulo: Companhia das Letras.</p>
<b>Course Outcomes</b>	<p>At the end of this course students will have gained knowledge of:</p> <ol style="list-style-type: none"> <li>1. concepts, varieties and diversification of social and cultural aspects among Portuguese Speaking Countries;</li> <li>2. the most characteristic aspects of Brazilian culture; literary works produced in Brazil.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Writing and Oral Communication Skills  
**Course Code** : POR-507  
**Number of Credits** : 4  
**Effective from AY** : 2022-23

<b>Prerequisites for the course:</b>	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.	
<b>Objective:</b>	1. understand various types of texts 2. acquire writing techniques suitable to various types of texts. 3. understand writing as a medium of communication and various modes of enunciation. 4. recognize the modalities and the intentionality of the text.	
<b>Content:</b>	1. Communication: <ul style="list-style-type: none"> <li>• Communicative act – interactive act</li> <li>• Components of the communicative act</li> <li>• Factors depending on the communicative act</li> <li>• Functions of communication</li> </ul>	<b>10 hours</b>
	2. Communication and written expression: <ul style="list-style-type: none"> <li>• Steps in the drafting of a passage: planning; selection; editing;</li> <li>• grammatical aspects of writing: orthography; punctuation, among others;</li> <li>• Principles consisting the text: coherence and cohesion;</li> <li>• Structure of some technical, scientific and administrative texts: summary; report; press note; briefing, commercial letter and others.</li> </ul>	<b>10 hours</b>
	3. Text and discourse: <ol style="list-style-type: none"> <li>1. Types of discourses</li> <li>2. Heterogeneous texts</li> <li>3. Textual types: narrative, descriptive, argumentative, explanatory</li> </ol>	<b>12 hours</b>
	4. Modes of enunciation: direct, recorded, reported	<b>8 hours</b>
	5. Norm and Use	<b>8 hours</b>
	6. Varieties and differentiation of spoken languages	<b>6 hours</b>
	7. Oral and written languages	<b>6 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Presentation of pedagogic material by the teacher.</li> <li>• Writing and production of statements; rework texts (narrative or descriptive) on the same theme with another point of view.</li> <li>• Produce texts of specific formats.</li> <li>• Take notes and summarize.</li> </ul>	
<b>References/Readings</b> <b>Other sources</b>	1. The essential bibliography consists of dictionaries, grammars and handbooks in Portuguese. 2. Biblioteca Digital Instituto Camões <a href="http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-">http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-</a>	

	<a href="#">camoes.html</a> 3. Porto Editora – Infopédia <a href="http://www.infopedia.pt/default.jsp?qsFiltro=14">http://www.infopedia.pt/default.jsp?qsFiltro=14</a>
<b>Course Outcomes</b>	At the end of this course students will have gained knowledge to: <ol style="list-style-type: none"> <li>1. understand various types of texts;</li> <li>2. acquire writing techniques suitable to various types of texts.</li> </ol>

## Discipline Specific Elective (DSE) Courses

### Semester I

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Multimedia and Technical Translation – Theory and Practice  
**Course Code** : POR-521  
**Number of Credits** : 4  
**Effective from AY** : 2022-23

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. 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</li> <li>2. to carefully select and make effective use of the multiple resources used by professional translators</li> <li>3. 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</li> <li>4. be familiar with the professional subtitling process and the different steps it involves</li> <li>5. be able to locate and use the multiple resources available for subtitles on the Internet</li> <li>6. practice the language and technical skills needed to subtitle an audio-visual programme</li> </ol>	
<b>Content:</b>	1. Theory of Technical Translation: specificity of technical translation; referential, terminological, pragmatic and textual equivalences.	<b>12 hours</b>
	2. The translator as the producer of texts.	<b>12 hours</b>
	3. Scientific and technical translation.	<b>12 hours</b>
	4. The semiotics of audio-visual texts.	<b>12 hours</b>
	5. Audio-visual translation for TV, cinema and DVD: subtitling, dubbing, voice-over, simultaneous interpreting for TV.	<b>12 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Translation exercises from various types of texts.</li> <li>• Audio-visuals documents for simultaneous translation.</li> <li>• Subtitling an audio-visual programme.</li> <li>• 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).</li> </ul>	

<p><b>References/ Readings</b></p>	<ol style="list-style-type: none"> <li>1. Vilela, Mário. (1994), <i>Tradução e Análise Contrastiva: Teoria e Aplicação</i>, Lisboa, Caminho, 1994.</li> <li>2. Snell-Homby, Mary; <i>Translation Studies. An Integrated Approach</i>, John Benjamins, 1988</li> <li>3. Gentzler, Edwin; <i>Contemporary Translation Theories</i>, Routledge, 1993</li> <li>4. Diaz Cintas, Jorge and Aloine Remael; <i>Audiovisual Translation: Subtitling</i>, Manchester: St. Jerome Publishing, 2007.</li> </ol>
<p><b>Other sources</b></p>	<ol style="list-style-type: none"> <li>1. Hartley, P., (1992), <i>Manual Multilingue de Correspondência Comercial</i>, Lisboa, edições CETOP</li> <li>2. Franco, A. C. (1997)"Cultura, Língua, Sociedade, Tradução.". In: <i>Atas das III Jornadas de Tradução: Tradução, Cultura, Sociedade</i>. Porto: ISAI.</li> <li>3. Santos, A. N., (1997), <i>Novos Dicionários de Expressões Idiomáticas</i>, Lisboa, Edições João Sá da Costa.</li> <li>4. Baker, Mona (1992), <i>In Other Words: A Course book on Translation</i>. London and New York: Routledge.</li> <li>5. <i>Subtitling Workshop</i></li> </ol>
<p><b>Course Outcomes</b></p>	<p>At the end of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. translate from and to Portuguese various types of scientific and technical texts paying special attention to terminology, phraseology, information structure, register and style;</li> <li>2. select and make effective use of the multiple resources used by professional translators;</li> <li>3. be familiar with the professional subtitling process and the different steps it involves;</li> <li>4. locate and use the multiple resources available for subtitles on the Internet;</li> <li>5. produce adequate inter-lingual subtitles of an audio-visual programme on the basis of its purpose, type and audience.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Application of Writing Techniques  
**Course Code** : POR-522  
**Number of Credits** : 4  
**Effective from AY** : 2022-23

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. To develop written skills on various types of texts: academic texts, legal and multipurpose texts, journalistic, diary and personal writing.</li> <li>2. 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.</li> <li>3. 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.</li> </ol>	
<b>Contents:</b>	1. Short narrative texts (action reports, activities, experiences).	<b>12 hours</b>
	2. Short descriptive texts (descriptions of people, places, reactions, habits, plans and preparations); comics, subtitles.	<b>12 hours</b>
	3. Biographies (short) - The epistolary and diary genre; vacation postcards, e-mails, invitations.	<b>8 hours</b>
	4. News and other informative texts (interviews, reports and opinion articles).	<b>8 hours</b>
	5. Menus, recipes, instruction books; Reports, schemes, tables.	<b>8 hours</b>
	6. Summaries, minutes of meetings, invitations, notices, notes and messages.	<b>6 hours</b>
	7. Formal registration letters, requests, forms	<b>6 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Writing practice taking into account: the specificity of the text, the theme and communicative intentionality, the recipient and the type of text.</li> <li>• Answering questionnaires.</li> <li>• Produce original statements of dialogical, narrative, descriptive, injunctive or expository sequences.</li> <li>• Produce texts of a specific format.</li> <li>• Summarise texts and construct a self-dictionary.</li> </ul>	
<b>References/Readings</b>	<ol style="list-style-type: none"> <li>1. Norton, C. (2001). <i>Os Mecanismos da Escrita Criativa</i>. Lisboa, Temas e Debates.</li> <li>2. Nascimento, Zacarias &amp; Pinto, José Manuel de Castro (2005). <i>A Dinâmica da Escrita</i>. Lisboa, Plátano Editora.</li> <li>3. Eco, U. (1991). <i>Como se Faz uma Tese em Ciências Humanas</i> (5a ed.). Lisboa, Editorial Presença.</li> <li>4. Almeida, L. S. de. (2017). <i>Como escrever (Tudo) em português correto: Dicas E conselhos práticos para escrever 20 tipos de texto</i>. Manuscrito.</li> <li>5. Sequeira Arminda Sá Moreira B. (2013). <i>Correspondência em Português: Comunique de Forma Eficiente</i>. Porto Editora.</li> </ol>	

<b>Other sources</b>	<ol style="list-style-type: none"> <li>1. Monteiro, Deolinda &amp; Pessoa, Beatriz (1993) <i>Guia Prático dos Verbos Portugueses</i>, ed. 2002, Lisboa:Lidel.</li> <li>2. Caseiro, Manuela &amp; Ventura, Helena (2011) <i>Guia Prático de Verbos com Preposições</i>, Lisboa: Lidel.</li> <li>3. Biblioteca Digital Instituto Camões <a href="http://cvc.institutocamoes.pt/conhecer/biblioteca-digital_camoes.html">http://cvc.institutocamoes.pt/conhecer/biblioteca-digital_camoes.html</a></li> <li>4. CPLP - Comunidade dos Países de Língua Portuguesa <a href="http://www.cplp.org">http://www.cplp.org</a></li> <li>5. Porto Editora - Infopédia <a href="http://www.infopedia.pt/default.jsp?qsFiltro=14">http://www.infopedia.pt/default.jsp?qsFiltro=14</a></li> </ol>
<b>Course Outcomes</b>	<p>At the end of this Course the students will be able to:</p> <ol style="list-style-type: none"> <li>1. fill forms and responding to simple questionnaires; produce biographical texts; write texts reporting events and personal experiences with descriptions;</li> <li>2. produce fiction and non-fiction narratives incorporating detailed descriptions;</li> <li>3. present, in writing, ideas clearly and concisely, avoiding ambiguity or redundancy.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Introduction to Portuguese Culture  
**Course Code** : POR-523  
**Number of Credits** : 4  
**Effective from AY** : 2022-23

<b>Prerequisites for the course:</b>	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.	
<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. acquainted with the main cultural, artistic and civilizational manifestation in Portugal in contemporary times.</li> <li>3. To understand cultural manifestations of modern times with relation to Portuguese historical heritage.</li> <li>4. To synthesize new and contemporary values emerging after 25th April 1974 and followed by its European integration.</li> <li>5. To understand the promotion of good relationships among peoples and the intercultural dialogue.</li> <li>6. To identify the main protagonists, works and events that marked Portuguese culture in the last 50 years.</li> </ol>	
<b>Content:</b>	1. Introduction: Geography and Population; the genesis of the Portuguese nation: territory, foundation of the kingdom and settlement.	<b>8 hours</b>
	2. Humanism and the Renaissance in Portugal at the time of the Discoveries.	<b>6 hours</b>
	3. The Iberianism and the Restoration; the myths of sebastianism and the Fifth Empire.	<b>6 hours</b>
	4. Enlightened Despotism and the Pombaline reforms.	<b>4 hours</b>
	5. The French invasion; the Romanticism and the liberalism in Portugal; absolutist monarchy, the Human Rights and the new Constitution.	<b>6 hours</b>
	6. The 70's generation and other political-cultural quarrels at the end of the 19th century.	<b>6 hours</b>
	7. The 20th Century Portugal: State and Politics	<b>6 hours</b>
	8. Portugal as a European Nation: the geo-political aspects and the external politics.	<b>6 hours</b>
	9. The society and its values: the social and the cultural values; the myths and the identity; Being Portuguese.	<b>6 hours</b>
	10. Contemporary representations of Portuguese culture: Language, Literature, Art, Science and other important features and artistic events.	<b>6 hours</b>
<b>Pedagogy:</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Research and reading of essays about different issues concerning the History of Portuguese Culture.</li> <li>3. Presentation of material by the teacher.</li> </ol>	

	<ol style="list-style-type: none"> <li>4. Reading of selected texts.</li> <li>5. Audiovisual inputs on Portuguese Culture</li> </ol>
<b>References/Readings</b>	<ol style="list-style-type: none"> <li>1. Reis, A., (Coord.), (2007), Retrato de Portugal – Factos e Acontecimentos, Lisboa, Temas e Debates</li> <li>2. Melo, A., (2007), Arte e Artistas em Portugal, Lisboa, Bertrand Editora.</li> <li>3. Telo, António J., (2007), História Contemporânea de Portugal, vol 1, Lisboa, Editorial Presença.</li> <li>4. Mourão, Alda &amp; Rodrigues, M.F. (2017), História e Cultura Portuguesas para alunos de PLE. Macau, Instituto Politécnico de Macau.</li> <li>5. Saraiva, A.J., (1985) A Cultura em Portugal – Teoria e História, livro I (Introdução Geral), Lisboa, Bertrand Editora.</li> </ol>
<b>Other sources</b>	<ol style="list-style-type: none"> <li>6. Lourenço, Eduardo. O Labirinto da Saudade. pp.117- 159.</li> <li>7. Pinto, António Costa, Portugal Contemporâneo, D.Quixote, 2000</li> <li>8. Sousa Santos, Boaventura, Pela Mão de Alice, Porto, Edições Afrontamento, 1994</li> <li>9. Martins, Guilherme Oliveira, Portugal, Institutions and Facts, Lisboa, 1991</li> <li>10. Ribeiro, Orlando, Introduções Geográficas à História de Portugal, Lisboa, 2001</li> <li>11. Brito, Raquel Soeiro de, Portugal, Perfil Geográfico, Lisboa, 1997</li> <li>12. História de Portugal (3 Vols), by A. Oliveira Marques, Lisboa, 1990</li> <li>13. Dicionário da História de Portugal (5 Vols.), by José Mattoso, 1985</li> <li>14. Dicionário da Literatura Portuguesa, by José Pedro Machado, Lisboa 1987</li> </ol>
<b>Course Outcomes</b>	<p>At the end of this course students will have gained knowledge of:</p> <ol style="list-style-type: none"> <li>1. the distinct periods of evolution of Portuguese culture and the contemporary trends;</li> <li>2. the most important characteristics of Portuguese culture.</li> </ol>

## Semester II

**Name of the Programme** : M.A. Portuguese  
**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

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

	<ul style="list-style-type: none"> <li>• Preparation for research activities.</li> <li>• Lesson Planning and Practical teaching.</li> </ul>
<b>References/Readings</b>	<ol style="list-style-type: none"> <li>1. AAVV., (2000), <i>Didáctica da Língua e da Literatura</i>, Coimbra, Almedina.</li> <li>2. Guislan, G., (1990), <i>Didáctica e Comunicação</i>, Porto,Edições Asa.</li> </ol>
<b>Other sources</b>	<ol style="list-style-type: none"> <li>3. Carvalho, Rómulo de, (1985), <i>A História do Ensino em Portugal</i>, Lisboa, Fundação Calouste Gulbenkian</li> <li>4. Faria, I.H., (Org.)(1996), <i>Introdução à Linguística Geral e Portuguesa</i>, Lisboa, Caminho</li> <li>5. Fonseca, F. I., (Org.) (2001), <i>A Linguística na formação do professor de Português</i>, Porto, CLUP.</li> <li>6. Pedro, E.R. (1992), <i>O Discurso na Aula</i>, Lisboa,Caminho.</li> <li>7. O Ensino-Aprendizagem do Português. Teoria e Práticas, Braga, Universidade do Minho.</li> <li>8. Cerroloza, M (1999), <i>Cómo Trabajar con Libros de Texto</i>, Madrid, Edelsa GD</li> <li>9. Willis, J., (1996), <i>A Framework for Task-based Learning</i>, Cambridge, Cambridge University Press.</li> <li>10. Ellis, R., (1997), <i>The Second Language Acquisition</i>, Oxford, Oxford University Press.</li> </ol>
<b>Course Outcomes</b>	<p>At the end of this course students will have gained knowledge of:</p> <ol style="list-style-type: none"> <li>1. the theory and practical work that forms the basis of different methodologies used in the teaching of foreign languages.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Advanced Writing Techniques  
**Course Code** : POR-525  
**Number of Credits** : 4  
**Effective from AY** : 2022-23

<b>Prerequisites for the course:</b>	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.	
<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. To develop written skills on various types of texts: academic texts, legal and multipurpose texts, journalistic, diary and personal writing.</li> <li>2. 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.</li> <li>3. 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.</li> </ol>	
<b>Content:</b>	1. Narrative structure and the conversation flows; interviews, the lines of the dramatic text.	<b>8 hours</b>
	2. News, reports, accounts. Biographies (excerpts), diaries, letters of informal record (consolidation)	<b>8 hours</b>
	3. The descriptive structure; application forms, school forms, encyclopaedias, maps, summaries, reports, diaries, biographies.	<b>8 hours</b>
	4. The injunctive structure; notices, circulars, invitations, instructions for use (on product labels and packaging)	<b>8 hours</b>
	5. The argumentative structure; advertising texts, opinion articles (current affairs and topics of interest: sports, travel / leisure, cultural events...)	<b>10 hours</b>
	6. The expository structure; informative / expository texts from various sources (textbooks, curriculum, magazines on current affairs), scientific and technical articles (excerpts).	<b>10 hours</b>
	7. The literary text (brief notions); prose, poetry and theatre. Formal aspects of literary genres: short stories, biographies, dramatic text, lyric text.	<b>8 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Presentation of pedagogic material by the teacher.</li> <li>• Writing and production of statements; rework texts (narrative or descriptive) on the same theme with another point of view.</li> <li>• Produce texts of specific formats.</li> <li>• Take notes and summarize.</li> </ul>	
<b>References/Readings</b>	<ol style="list-style-type: none"> <li>1. Norton, C. (2001). <i>Os Mecanismos da Escrita Criativa</i>. Lisboa, Temas e Debates.</li> <li>2. Nascimento, Zacarias &amp; Pinto, José Manuel de Castro (2005). <i>A Dinâmica da Escrita</i>. Lisboa, Plátano Editora.</li> <li>3. Eco, U. (1991). <i>Como se Faz uma Tese em Ciências Humanas</i> (5a ed.).</li> </ol>	

<b>Other sources</b>	<p>Lisboa, Editorial Presença.</p> <p>4. Almeida, L. S. de. (2017). <i>Como escrever (Tudo) em Português Correto: Dicas E conselhos práticos para escrever 20 tipos de texto</i>. Manuscrito.</p> <p>5. Monteiro, Deolinda &amp; Pessoa, Beatriz (1993) <i>Guia Prático dos Verbos Portugueses</i>, ed. 2002, Lisboa: Lidel.</p> <p>6. Caseiro, Manuela &amp; Ventura, Helena (2011) <i>Guia Prático de Verbos com Preposições</i>, Lisboa: Lidel.</p> <p>7. Biblioteca Digital Instituto Camões  <a href="http://cvc.institutocamoes.pt/conhecer/biblioteca-digital_camoes.html">http://cvc.institutocamoes.pt/conhecer/biblioteca-digital_camoes.html</a></p> <p>8. CPLP - Comunidade dos Países de Língua Portuguesa  <a href="http://www.cplp.org">http://www.cplp.org</a></p> <p>9. Porto Editora - Infopédia  <a href="http://www.infopedia.pt/default.jsp?qsFiltro=14">http://www.infopedia.pt/default.jsp?qsFiltro=14</a></p>
<b>Course Outcomes</b>	<p>At the end of this Course the students:</p> <ol style="list-style-type: none"> <li>1. 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;</li> <li>2. will have the ability to summarise texts; write texts with narrative, descriptive, argumentative and explicative structures;</li> <li>3. write texts of various type (summaries, convocations, minutes and technical or scientific reports);</li> <li>4. present in writing, ideas clearly and concisely, avoiding ambiguity or redundancy.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Literary Translation  
**Course Code** : POR-526  
**Number of Credits** : 4  
**Effective from AY** : 2022-23

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. To be introduced to the theory and practice of translating literature, with emphasis on short fiction, drama and poetry</li> <li>2. To learn about different approaches to literary translation as well as a variety of techniques and strategies used by literary translators in their works</li> <li>3. To read and discuss different translations of the same literary work by comparing excerpts</li> <li>4. To explore and develop stylistic and creative skills through practice in literary translation</li> <li>5. To reflect on translatability, fidelity, invisibility and power relations affecting the translation process.</li> </ol>	
<b>Content:</b>	<ol style="list-style-type: none"> <li>1. What is Literary Translation?</li> <li>2. Introduction to the history of Literary Translation</li> <li>3. Translation theory: (in)fidelity and the translator's (in)visibility</li> <li>4. Language and Style in Literary Translation</li> <li>5. Special problems in Literary Translation</li> <li>6. Sociocultural elements in Literary Translation</li> <li>7. Translating prose</li> <li>8. Translating drama</li> <li>9. Translating poetry</li> </ol>	<p>4 hours</p> <p>4 hours</p> <p>12 hours</p> <p>4 hours</p> <p>4 hours</p> <p>4 hours</p> <p>12 hours</p> <p>4 hours</p> <p>12 hours</p>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Presentation of pedagogic material by the teacher</li> <li>• Reading of literary works in Portuguese and different translations to English of the same texts</li> <li>• Translation of selected texts and excerpts from Portuguese to English and their native languages</li> <li>• Comparison of texts and justification of choices</li> <li>• Writing and production of statements; rework texts (narrative or descriptive) on the same theme with another point of view</li> <li>• Production of texts in specific formats</li> <li>• Taking notes and summarizing</li> <li>• Oral presentations by the students</li> </ul>	
<b>References/Readings</b>	<ol style="list-style-type: none"> <li>1. Arrojo, Rosemary. <a href="#">A tradução passada a limpo e a visibilidade do tradutor</a>, <a href="#">Trabalhos em Linguística Aplicada: v. 19 (1992)</a>.</li> <li>2. Landers, Clifford. Literary Translation: A Practical Guide, Cromwell Press Ltd. England. Part I. Fundamentals, 2001.</li> <li>3. Landers, Clifford. Literary Translation: A Practical Guide, Cromwell Press Ltd. England. Part II. Techniques, 2001.</li> </ol>	

<p><b>Other sources</b></p>	<ol style="list-style-type: none"> <li>4. 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.).</li> <li>5. Venuti, Lawrence. <i>The Translator's Invisibility: A History of Translation</i>. London and New York: Routledge, 2007.</li> <li>6. Campos, Haroldo. "Da tradução como criação e como crítica". In: <i>Metalinguagem &amp; Outras Metas</i>. São Paulo: Perspectiva, 2006.</li> <li>7. Castro, Olga; ERGUN, Emek (orgs.). <i>Feminist translation studies: Local and transnational perspectives</i>. London: Routledge, 2017.</li> <li>8. Cesar, Ana Cristina. <i>Crítica e tradução</i>. São Paulo: Companhia das Letras, 2016.</li> <li>9. Faleiros, Álvaro. <i>Traduzir o poema</i>. São Paulo: Ateliê Editorial, 2012.</li> <li>10. Galindo, Caetano W.; Costa, Walter Carlos. Paulo Henriques Britto: Entrevista. Curitiba: Medusa, 2019. 168 p.</li> <li>11. Meschonnic, Henri. <i>Poética do traduzir</i>. Trad. Jerusa Pires Ferreira e Suely Fenerich. São Paulo: Perspectiva, 2010.</li> <li>12. Paes, José Paulo. <i>Tradução: a ponte necessária – aspectos e problemas na arte de traduzir</i>. São Paulo: Editora Ática, 1990.</li> <li>13. Paz, Octavio. <i>Tradução: Literatura e literalidade</i>. Belo Horizonte: FALE/UFMG, 2009.</li> </ol>
<p><b>Course Outcomes</b></p>	<p>At the end of this Course the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Compare original literary texts in Portuguese and their translated versions assessing their qualities and areas to improve;</li> <li>2. familiarize themselves with basic translation theories and practice, the most usual problems that appear in literary translation, as well as techniques and strategies;</li> <li>3. learn to adequately use dictionaries and other materials, as well as make use of various sources that will contribute to their future translation work.</li> </ol>

**Name of the Programme : M.A. Portuguese**  
**Title of the Course : African Literature in Portuguese**  
**Course Code : POR-527**

**Number of Credits: 4**

**Effective from AY: 2022-23**

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. reading, understanding and discussing literary texts produced by African writers in different contexts such as novels, short tales.</li> <li>2. understanding and comparing different internal and external cultural aspects of the CPLP (Comunidade dos Países de Língua Portuguesa)</li> </ol>	
<b>Content:</b>	<ol style="list-style-type: none"> <li>1. Introduction to the Cultures of the PALOPs;</li> <li>2. Language and Literature in Africa: issues and contexts;</li> <li>3. African Literature in Portuguese: identity and models;</li> <li>4. Emerging African Literatures in Portuguese: formation and evolution in Angola, Mozambique, Cabo Verde, Guiné-Bissau and São Tomé e Príncipe;</li> <li>5. Prose</li> <li>6. Poetry and Drama</li> </ol>	<p><b>6 hours</b></p> <p><b>6 hours</b></p> <p><b>8 hours</b></p> <p><b>12 hours</b></p> <p><b>14 hours</b></p> <p><b>14 hours</b></p>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Research and reading of essays on different issues concerning African Literature in Portuguese.</li> <li>• Presentation of material by the teacher.</li> <li>• Reading of selected literary texts (functional, recreational, analytical e critical).</li> <li>• Audio-visual comprehension exercises.</li> <li>• Oral and written questions and commentaries (Taking into account the following stages: planning, drafting and revision).</li> <li>• Preparation for research activities.</li> <li>• Reading of poems and texts in prose: Reading of novels and poems: <ol style="list-style-type: none"> <li>1. Terra Morta, Castro Soromenho;</li> <li>2. A Vida Verdadeira de Domingos Xavier, Luandino Vieira;</li> <li>3. Regresso Adiado, Manuel Rui;</li> <li>4. Jaime Bunda e a Morte do Americano, Pepetela;</li> <li>5. Nós Matámos o Cão Tinhoso, Luís Bernardo Honwana;</li> <li>6. A Varanda do Frangipani, Mia Couto;</li> <li>7. O Testamento do Sr. Nepumoceno da Silva Araújo, Germano de Almeida;</li> <li>8. Antologia Temática da Poesia Africana, Mário de Andrade.</li> </ol> </li> </ul>	
<b>References/Readings</b>	<ol style="list-style-type: none"> <li>1. Ferreira, Manuel, <i>Literaturas Africanas de Expressão Portuguesa</i> (2 Vols.), ICALP, Lisboa, 1977</li> <li>2. Laranjeira, Pires, <i>Literaturas Africanas de Expressão Portuguesa</i>, Universidade Aberta, Lisboa, 1995</li> <li>3. Laranjeira, Pires, <i>Ensaio Afro Literários</i>, Novo Imbondeiro, Lisboa, Coimbra, 2001</li> </ol>	

<b>Other sources</b>	<ol style="list-style-type: none"> <li>4. Salinas Portugal, Francisco, <i>Entre Próspero e Caliban</i>, Edicions Laiovento, Galiza, 1999.</li> <li>5. Ki-Zerbo, <i>História de Africa</i>, D. Quixote, Lisboa, 1990</li> <li>6. Laranjeira, Pires, <i>A Negritude Africana de Língua Portuguesa</i>, Porto, 1995</li> <li>7. Laranjeira, Pires, <i>Estudos sobre Literaturas das Nações Africanas de Língua Portuguesa</i>, Lisboa, 1980</li> <li>8. Mata, Inocência, <i>Literatura Angolana: Silêncios e Falas de Uma Voz Inquieta</i>, Lisboa, 2001</li> <li>9. Trigo, Salvato, <i>Ensaio de Literatura Comparada Afro-Luso-Brasileira</i>, Vega, Lisboa, 1985</li> <li>10. <i>Dicionário de Literaturas Africanas de Língua Portuguesa</i>, Caminho, Lisboa, 1998</li> </ol>
<b>Course Outcomes</b>	<p>At the end of this course students will have gained knowledge of:</p> <ol style="list-style-type: none"> <li>1. concepts, varieties and diversification of social and cultural aspects among Portuguese Speaking Countries;</li> <li>2. the most characteristic aspects of the cultures of the African Portuguese Speaking Countries;</li> <li>3. literary works produced in Angola, Moçambique, Cabo Verde, Guiné-Bissau and São Tomé e Príncipe.</li> </ol>

## Research Specific Elective (RSE) Courses

### Semester III

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Fieldwork & Language Documentation  
**Course Code** : POR-601  
**Number of Credits** : 4  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>to appraise students with the present linguistic situation and its consequences for global linguistic ecology</li> <li>to learn various aspects of linguistic fieldwork and the ethics and practicalities involved</li> <li>to elicit data from a native speaker using appropriate elicitation techniques</li> <li>to achieve a cultural and ethnographic understanding of language in addition to the lexical knowledge and grammatical structure from the data elicited</li> <li>to present the data and analysis in a coherent, well-argued way.</li> </ul>	
<b>Content:</b>	MODULE 1: Assessing language vitality, tools for a documentation project: hardware and software	<b>4 hours</b>
	MODULE 2: Ethics of linguistic fieldwork: how to conduct a sociolinguistic survey, data elicitation techniques	<b>4 hours</b>
	MODULE 3: describing structure of language: Grammatical Categories; Case System; Inflection, Derivation and Compounding; Word Order	<b>12 hours</b>
	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	<b>24 hours</b>
	MODULE 5: creating metadata and integrating video and audio using ELAN	<b>6 hours</b>
	MODULE 6: Writing grant proposals to document a language	<b>10 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>Lectures</li> </ul>	

	<ul style="list-style-type: none"> <li>• Research and reading of essays</li> <li>• Short weekly assignments</li> </ul> <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>
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. Abbi, Anvita. (2001). A Manual of Linguistic Field work and Structures of Indian Languages. Muenchen: Lincom Europa.</li> <li>2. Bower, Claire. 2017. <i>Linguistic fieldwork: A practical guide</i>. New York, NY: Palgrave MacMillan.</li> <li>3. Chelliah, Shobhana &amp; William de Reuse. 2011. Handbook of Descriptive Linguistic Fieldwork. Dordrecht: Springer.</li> <li>4. 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.</li> <li>5. Gippert, Jost, Nikolaus Himmelmann &amp; Ulrike Mosel. 2006. Essentials of Language Documentation. Berlin: Mouton de Gruyter.</li> <li>6. Kibrik, Alexander. E. (1977). The Methodology of Field Investigations in Linguistics. Mouton: The Hague-Paris.</li> <li>7. Masica, C.P. (1986). Defining a Linguistic Area: South Asia. Chicago: The University of Chicago Press.</li> <li>8. Thieberger, Nicholas. 2012. The Oxford Handbook of Linguistic Fieldwork. Oxford: Oxford University Press. Vaux, Bert and Justin Cooper. (1999).</li> <li>9. Introduction to Linguistic Field Methods. Muenchen: Lincom Europa.</li> <li>10. Campbell, L. (2022) <i>Linguist on the Loose: Adventures and Misadventures in Fieldwork</i>. Edinburgh University Press</li> <li>11. Payne, Thomas E. 1997. Describing Morphosyntax: A Guide for Field Linguists. Cambridge, UK: Cambridge University Press.</li> </ol>
<b>Course Outcomes:</b>	<p>At the end of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. work on documentation projects, handling both practical issues such as planning, and ethical and ideological issues;</li> <li>2. plan and record natural speech of consultants in the field, and carry out linguistic analysis;</li> <li>3. process digital audio files using specialised software for the purpose of linguistic analysis, archiving, etc;</li> <li>4. perform basic phonetic and phonological, morphological, syntactic and discourse/conversational analytical transcriptions and analyses of recorded material.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**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

<b>Prerequisites for the course:</b>	Students must have completed the first two semesters of the Portuguese M.A. programme.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. To allow students to develop an awareness of the most influential theories, methods and findings in the field of Applied Linguistics;</li> <li>2. To introduce selected language concepts, theories and elements which are relevant to language teaching and learning;</li> <li>3. To critically evaluate their relevance and implications for language education;</li> <li>4. To understand how language users (including language learners and bilingual speakers) process language.</li> </ol>	
<b>Content:</b>	MODULE 1: Fundamental concepts of Applied Linguistics: Theoretical Linguistics v/s Applied Linguistics, application of linguistics to “non-disciplinary” linguistics.	<b>08 hours</b>
	MODULE 2: Introduction to Foreign Language Acquisition: Bilingualism/multilingualism; cognitive aspects of foreign language acquisition; transfer, interference, interlanguage, fossilization, translanguaging.	<b>12 hours</b>
	MODULE 3: Sociolinguistics and the role of the Portuguese language teacher: theory and practice.	<b>08 hours</b>
	MODULE 4: Education and intercultural communication in language teaching and learning.	<b>10 hours</b>
	MODULE 5: Literature in language teaching and learning.	<b>10 hours</b>
	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.	<b>12 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures, seminars, presentations.</li> <li>• Research and reading of essays, academic papers and book chapters on different topics concerning Applied Linguistics and Additional Language Teaching and Learning</li> <li>• Participation and discussion (interactive approach)</li> <li>• Weekly written assignments (summary of articles/ academic papers; reaction papers)</li> </ul>	
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. MILLER, I. K. Formação de professores de línguas: da 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.</li> <li>2. 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.</li> </ol>	

**Other sources**

3. \_\_\_\_\_ (Org.) *Linguística aplicada e modernidade recente*. São Paulo: Parábola Editorial, 2013.
4. PENNYCOOK, A. Uma linguística aplicada transgressiva. In: MOITA LOPES, L. P (Org.) *Por uma Linguística Aplicada Indisciplinar*. São Paulo: Parábola, 2006, p. 67-84.
5. ZEICHNER, K. M. Uma agenda de pesquisa para a formação docente. *Formação Docente*, v. 1, n. 1, ago./dez. 2009.
6. 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.
7. \_\_\_\_\_. 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.
8. \_\_\_\_\_. *Relações entre pesquisa universitária e sociedade: leitura, produção e professor pesquisador*. *Linguagem & Ensino (UCPel. Impreso)*, v. V. 13, p. 121-138, 2010
9. GUIL, M.F. *Contos da África anglófona: uma proposta para o desenvolvimento da Competência Intercultural Crítica na formação de professores de inglês no Brasil*
10. 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.
11. SELINKER, L. 'Interlanguage'. *International Review of Applied Linguistics* 10. 1972, pp. 209-131.
12. VYGOTSKY, L. S. *Thought and language*. Cambridge. Mass.: The MIT Press, 1962 (Translated by E. Hanfmann and G. Vakar).
13. Paltridge, B. and Phakiti, A. (eds) (2015). *Research Methods in Applied Linguistics: A Practical Resource*. London, UK: Bloomsbury Publishing.
14. Denzin, N.K. and Lincoln, Y.S. (eds) (2003). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: SAGE Publications.
15. BAKHTIN, M. *Estética da criação verbal*. Trad. P. Bezerra. 4. ed. São Paulo: Martins Fontes, 2003.
16. 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.
17. HALL, S. *A identidade cultural na pós-modernidade*. 7. ed. Tradução T.

	<p>T. da Silva; G. L. Louro. Rio de Janeiro: DP&amp;A, 2003. LIBÂNEO, J. C. Didática. 22. ed. São Paulo: Cortez, 1994</p> <p>18. <a href="http://www.sjsu.edu/faculty/masucci/InterpretingQualitativeData.pdf">http://www.sjsu.edu/faculty/masucci/InterpretingQualitativeData.pdf</a></p>
<p><b>Course Outcomes:</b></p>	<p>At the end of this course students will have gained knowledge of:</p> <ol style="list-style-type: none"> <li>1. The main recent ideas about language teaching and learning;</li> <li>2. How to conduct research that is applicable to their language classrooms as potential Portuguese teachers;</li> <li>3. Language-related and social topics that are important, but sometimes problematic, with respect to foreign language education;</li> <li>4. How to develop a critical understanding of the key issues and theoretical constructs surrounding intercultural communication;</li> <li>5. How to engage critically with academic and language teaching publications;</li> <li>6. How to formulate critical and balanced arguments orally and in writing.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Semiotics and New Trends of Literary Analysis  
**Course Code** : POR-603  
**Number of Credits** : 4  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. To recognize the foundations of Semiotics in literary currents.</li> <li>2. To reflect on: the concept of Literature, the object of Theory, the relationship between Literature and reality.</li> <li>3. To establish inter and transdisciplinary reflection between Literature and other areas of knowledge.</li> <li>4. 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.</li> </ol>	
<b>Content:</b>	MODULE 1. Definição e tradição semiótica; correntes fundadoras: Pierce, Husserl, Saussure e Hjelmslev.	<b>10 hours</b>
	MODULE 2. Signo e significação; significação <i>versus</i> comunicação.	<b>10 hours</b>
	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.	<b>14 hours</b>
	MODULE 4: As abordagens geocêntricas da teoria literária; do <i>linguistic turn</i> ao <i>spatial turn</i> ; a geocrítica, a geopoética e a ecocrítica.	<b>12 hours</b>
	MODULE 5: <i>O Cânone Ocidental</i> de Bloom e a <i>World Literature</i> ; estudos pós-coloniais, e os <i>gender studies</i> .	<b>14 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures, seminars, presentations.</li> <li>• Research and reading of essays about different issues concerning literary theory and analysis.</li> </ul>	
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. Barthes, Roland; <i>L'aventure Sémiologique</i>, Paris, ed. Seuil, 1985.</li> <li>2. Carmelo, Luís; <i>Semiótica – Uma Introdução</i>; Lisboa, Publicações Europa-América, 2003.</li> <li>3. Cahoone, Lawrence (ed.). <i>From Modernism to Postmodernism: An Anthology</i>, Oxford: Blackwell, 1996.</li> <li>4. David Lodge and Nigel Wood (ed.). <i>Modern Criticism and Theory. A Reader</i>, Third Edition, Harlow: Pearson/Longman, 2008.</li> <li>5. Robert com Davis and Ronald Schleifer (ed.). <i>Contemporary Literary Criticism: Literary and Cultural Studies</i>, Fourth Edition, New York:</li> </ol>	

<p><b>Other sources</b></p>	<p>Longman, 1998.</p> <ol style="list-style-type: none"> <li>6. Varga, Kibédi A. <i>Teoria da Literatura</i>. Editorial Presença, 1981.</li> <li>7. Westphal, Bertrand. <i>A Geocrítica: Real, Ficção, Espaço</i>. Edições Afrontamento, Porto, 2013.</li> <li>8. Barthes, Roland; <i>Mitologias</i>, Lisboa, Edições 70, 1975.</li> <li>9. Deleuze, G.; <i>Dialogues</i>, Paris, Flammarion, 1977.</li> <li>10. Derrida, J.; <i>Desconstrucción y pragmatismo</i>; Paidós, Buenos Aires, Barcelona, México, 1996.</li> <li>11. Foucault, Michel. <i>Of Other Spaces: Utopias and Heterotopias</i>, 1967.</li> <li>12. Genette, G.; <i>Palimpsestes – la littérature au second degré</i>, Paris, Seuil, 1982.</li> </ol>
<p><b>Course Outcomes:</b></p>	<p>At the end of this course students will have gained knowledge of:</p> <ol style="list-style-type: none"> <li>1. the foundations of Semiotics in literary currents.</li> <li>2. the concept of Literature, the object of Theory, the relationship between Literature and reality.</li> <li>3. the relation between Literature and other areas of knowledge.</li> <li>4. the incidences of the Theory(s) and its diffusion; its questioning by Anglophone feminisms, the post-colonial contexts, globalisation, cultural studies and European decentering.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Course Code** : POR-610  
**Title of the Course** : Academic Writing (Escrita Académica)  
**Number of Credits** : 4  
**Effective from AY** : 2025-26

<b>Prerequisites for the course:</b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. to introduce students to diverse modes of academic production (articles, books, presentations, reports);</li> <li>2. Develop specific writing skills within the parameters of different academic genres</li> <li>3. to develop skills in academic writing and critical reading to improve strategies of textual organization, data exposition and construction of argumentation.</li> <li>4. to teach the steps of the rigorous editing process;</li> <li>5. to prepare students to avoid plagiarism and other malpractices in academic production</li> </ol>	
<b>Content:</b>	Module 1: - Introduction to the elementary structure of a scientific text; organization of ideas, - The diverse modes of presenting and discussing research and research methodologies (text, multimedia, presentation);	15 hours
	Module 2: - Developing the skills of critical reading; - Literature Review – Process, Online databases, Tools, Review Paper Writing	15 hours
	Module 3: - The rules of academic writing: structure, content, bibliography; - MLA style: referencing and citation - Research Ethics – Types of Plagiarism, Detection tools and how to cite and avoid Plagiarism	15 hours
	Module 4: - Structuring thesis proposals; - Open Educational Resources - Journal and Author Metrics	15 hrs
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures and class discussions</li> <li>• Individual assignments (reading and writing)</li> <li>• Class presentations and peer-review process</li> <li>• If possible, attend one or more talks as an exercise for summarizing information.</li> </ul>	
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. <b>Bailey</b>, Stephen, 2011. <i>Academic Writing. A Handbook for International Students</i>. Routledge, London and New York.</li> <li>2. <b>Blanpain</b>, Kristin, 2006. <i>Academic Writing in the Humanities and Social Sciences</i>. Acco, Leuven</li> <li>3. <b>Eco</b>, Humberto (2015), <i>Como se faz uma tese em Ciências</i>, Editorial Presença, Lisboa.</li> <li>4. <b>Azevedo</b>, Mário (2004), <i>Teses, relatórios e trabalhos escolares</i>.</li> </ol>	

	<p>Universidade Católica Editora. Lisboa.</p> <ol style="list-style-type: none"> <li>5. <b>Ceia</b>, Carlos (2000). Normas para apresentação de trabalhos científicos. Editorial Presença. Lisboa</li> <li>6. <b>Eco</b>, Humberto, 2015. <i>How to write a thesis</i>. MIT Press, Massachusetts.</li> <li>7. <b>Henly</b>, Susan. "Finding the right journal to disseminate your research." <i>Nursing Research</i>, Wolters Kluwer Health Inc, November-December 2014, <a href="http://journals.lww.com/nursingresearchonline/Fulltext/2014/11000/Finding_the_Right_Journal_to_Disseminate_Your.1.aspx?WT.mc_id=HPxADx20100319xMP">journals.lww.com/nursingresearchonline/Fulltext/2014/11000/Finding_the_Right_Journal_to_Disseminate_Your.1.aspx?WT.mc_id=HPxADx20100319xMP</a>.</li> <li>8. Modern Language Association. <i>MLA Handbook Eighth Edition</i>. <a href="https://style.mla.org/">https://style.mla.org/</a></li> <li>9. "Open Educational Resources". Wikipedia, Wikimedia Foundation, 15 March 2021, <a href="https://en.wikipedia.org/wiki/Open_educational_resources">en.wikipedia.org/wiki/Open_educational_resources</a>.</li> <li>10. <b>Pappas</b>, Christopher. "Top 10 Free Plagiarism Detection Tools for eLearning Professionals". <i>eLearning Industry</i>, 18 November 2013, <a href="http://elearningindustry.com/top-10-freeplagiarism-detection-tools-for-teachers">elearningindustry.com/top-10-freeplagiarism-detection-tools-for-teachers</a>.</li> <li>11. <b>Pinto</b>, Maria da Graça L. Castro. A escrita: uma prática movida pela busca da melhor adequação da <i>execução</i> à <i>intenção</i>. <b>Revista Observatório</b>, v. 4, n. 4, p. 763-792, 2018. <a href="https://repositorio-aberto.up.pt/handle/10216/112546">https://repositorio-aberto.up.pt/handle/10216/112546</a></li> <li>12. <b>Pinto</b>, Maria da Graça Lisboa Castro. A escrita académica: um jogo de forças entre a geração de ideias e a sua concretização. <b>Signo</b>, v. 41, n. nesp, p. 53-71, 2016. <a href="http://flup.up.pt/A_escrita_academica:_um_jogo_de_forças_entre_a_geração_de_ideias_e_a_sua_concretização">FLUP - A escrita académica: um jogo de forças entre a geração de ideias e a sua concretização</a></li> </ol>
<p><b>Course outcomes:</b></p>	<p>At the end of the course, students will:</p> <ol style="list-style-type: none"> <li>1. develop skills in academic writing</li> <li>2. be able to edit their academic work</li> <li>3. develop the requisite competencies to avoid plagiarism in academic writing</li> <li>4. improve strategies of textual organization, data exposition and construction of argumentation</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Course Code** : POR-611  
**Title of the Course** : Research Methodology  
**Number of Credits** : 4  
**Effective from AY** : 2025-26

<b>Prerequisites for the course:</b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. To be acquainted with the fundamentals of scientific research.</li> <li>2. To problematize the logic of the social processes of production of scientific knowledge.</li> <li>3. To characterize and apply different theoretical-methodological devices of scientific production in the social sciences.</li> <li>4. To apply and critically analyze different instruments for collecting and processing information, inserting them in the other dimensions of research.</li> </ol>	
<b>Content:</b>	MODULE 1: Stages of scientific investigation. Structure of a scientific text, diverse modes of presenting and discussing research and research methodologies, critical reading. Research Paradigms and Methodologies.	<b>15 hours</b>
	MODULE 2: Taking notes and collecting materials. thesis statement, working outline, preparing samples, and revising the outline and drafts. Methods and techniques for data collection (desk research, observation techniques, surveys, case studies).	<b>15 hours</b>
	MODULE 3: Research: literary and scientific research, research philosophy, preliminary study, viable topic choice, primary and secondary sources. Analysis and interpretation of results (content analysis, parametric and non-parametric techniques).	<b>15 hours</b>
	MODULE 4: Modern academic libraries, printed and electronic research sources including web sources, digital library sources, identifying the suitable sources, and compiling a working bibliography.	<b>15 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures and class discussions</li> <li>• Individual assignments</li> <li>• Class presentations and peer-review process</li> <li>• attending one or more talks to summarize information.</li> </ul>	
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. <b>Azevedo</b>, Mário (2004), Teses, relatórios e trabalhos escolares. Universidade Católica Editora. Lisboa</li> <li>2. <b>Bailey</b>, Stephen, 2011. <i>Academic Writing. A Handbook for International Students</i>. Routledge, London and New York.</li> <li>3. <b>Blanpain</b>, Kristin, 2006. <i>Academic Writing in the Humanities and Social Sciences</i>. Acco, Leuven.</li> <li>4. <b>Ceia</b>, Carlos (2000). Normas para apresentação de trabalhos científicos. Editorial Presença. Lisboa</li> <li>5. <b>Coutinho</b>, Clara Pereira (2023). <i>Metodologia em Ciências Sociais e</i></li> </ol>	

	<p><i>Humanas</i> - Teoria e Prática. Livraria Almedina, Coimbra, 2ª edição.</p> <p>6. <b>Eco</b>, Humberto (2015), Como se faz uma tese em Ciências Humanas. Editorial presença. Lisboa</p> <p>7. <b>Sousa</b>, G. V. (1998); Metodologia da investigação, redacção e apresentação de trabalhos científicos, Livraria Civilização Editora. Lisboa</p>
<b>Course Outcomes</b>	<p>At the end of the course, students will:</p> <ol style="list-style-type: none"> <li>1. develop academic critical reading skills</li> <li>2. be able to prepare grant and project proposals</li> <li>3. be able to submit academic texts under international standard peer-review process</li> <li>4. be able to conduct research.</li> </ol>

**Semester IV**

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Foreign Language Acquisition  
**Course Code** : POR-604  
**Number of Credits** : 4  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. To develop in students the necessary critical spirit, based on the knowledge transmitted and the reflections carried out</li> <li>2. to be able to exercise their teaching skills in the best way as Portuguese teachers.</li> </ol>	
<b>Content:</b>	MODULE 1: Noções básicas sobre a importância do estudo da Psicologia, da Psicologia da Linguagem e da Psicolinguística na docência das línguas estrangeiras.	<b>8 hours</b>
	MODULE 2: Aquisição e aprendizagem: sua caracterização e enquadramento do ensino das línguas.	<b>6 hours</b>
	MODULE 3: Distinção entre Língua Segunda, Língua Adicional, Língua Estrangeira e Língua de Herança.	<b>6 hours</b>
	MODULE 4: Caracterização dos contextos de bilinguismo e plurilinguismo.	<b>10 hours</b>
	MODULE 5: Léxico, bilinguismo, aquisição e ensino de L2; a abordagem generativa, a abordagem funcional, a abordagem cognitiva.	<b>10 hours</b>
	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.	<b>14 hours</b>
	MODULE 7: A influência da proficiência em L1 sobre a proficiência em L2.	<b>6 hours</b>
<b>Pedagogy:</b>	Lectures, seminars, presentations.	
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. Albert, M. L.; Obler, L. K.; The bilingual brain. Neuropsychological and neurolinguistic aspects of bilingualism. Academic Press, 1978.</li> <li>2. Bizarro, Rosa: Português Língua não Materna: Investigação e Ensino. Lidel, 2013.</li> <li>3. Ellis, R.; The study of second language acquisition. Oxford University Press, 1994.</li> </ol>	

<p><b>Other sources</b></p>	<ol style="list-style-type: none"> <li>4. Grosjean, F.; Another view of bilingualism. In: Harris, R. J. (ed.) – Cognitive processing in bilinguals, pp. 51-62., North Holland-Elsevier, 1992.</li> <li>5. Leiria, Isabel; Léxico, aquisição e ensino do Português Europeu língua não maternal. Fundação Calouste Gulbenkian, 2006.</li> <li>6. 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.</li> <li>7. Pinto, Maria da Graça L. Castro; Desenvolvimento e distúrbios da linguagem. Porto Editora, 1994.</li> <li>8. Pinto, Maria da Graça L. Castro; O plurilinguismo: um trunfo? 2013 (Revista Letras de Hoje. PUCRS, 2013).</li> <li>9. 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.).</li> </ol>
<p><b>Course Outcomes:</b></p>	<p>At the end of this course students will have gained knowledge:</p> <ol style="list-style-type: none"> <li>1. To be able to understand the challenges of foreign language acquisition</li> <li>2. Effectively conduct language teaching</li> <li>3. The psychological and cognitive implications of acquiring a foreign language.</li> <li>4. The influences and interferences of other languages in the acquisition/learning of a foreign language.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Pessoa Studies  
**Course Code** : POR-605  
**Number of Credits** : 4  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. To judge the specificity of Fernando Pessoa's literary practice, with regard to its aesthetic representation of a multiplicity of trends.</li> <li>3. To comment on the problem of Pessoa's isms.</li> <li>4. To evaluate the ideological-literary discursivity and the pragmatic reach of the Orpheu magazine.</li> <li>5. To recognize the literary and ideological context that sometimes brings together, sometimes individualises the main representatives of the Orpheu Generation.</li> </ol>	
<b>Content:</b>	MODULE 1: Um tempo de pluralidade(s). Finais do Séc. XIX e início do Séc. XX: contextualização histórica; ruturas e pluralidades.	<b>10 hours</b>
	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.	<b>10 hours</b>
	MODULE 3: Heteronímia: pluridiscursividade estético-ideológica. O heterónimo; o <i>drama em gente</i> pessoano; as explicações da heteronímia.	<b>10 hours</b>
	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;	<b>10 hours</b>
	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.	<b>10 hours</b>
	MODULE 6. Pluralidade, Identidade e Totalidade. Em demanda da totalidade; perfeição relativa; permanência desejada de um legado artístico-literário; Fernando Pessoa sujeito de exceção;	<b>10 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Research and reading of essays.</li> </ul>	

<p><b>References/ Readings</b></p>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. COELHO, Jacinto do Prado. <i>Diversidade e unidade em Fernando Pessoa</i>, 9a ed., Lisboa, Editorial Verbo, 1987.</li> <li>3. GUIMARÃES, Fernando. <i>Simbolismo, Modernismo e Vanguardas</i>, Lisboa, Imprensa Nacional - Casa da Moeda, 1982.</li> <li>4. LISBOA, Eugénio. <i>Poesia Portuguesa: do Orpheu ao Neo-Realismo</i>, Lisboa, ICALP, 1980.</li> <li>5. LOURENÇO, Eduardo. <i>O Canto do Signo. Existência e Literatura (1957-1993)</i>, Lisboa, Editorial Presença, 1994.</li> <li>6. PEREIRA, J. C. Seabra. <i>Do fim de século ao tempo do Orpheu</i>, Coimbra, Livraria Almedina, 1979.</li> <li>7. PERRONE-MOISÉS, Leyla. <i>Fernando Pessoa. Aquém do eu, além do outro</i>, São Paulo, Martins Fontes Editora, 1982.</li> </ol> <p><b>Other sources</b></p> <ol style="list-style-type: none"> <li>8. PIZARRO, Jerónimo. <i>Ler Pessoa</i>, Lisboa, Editora Tinta da China, 2013.</li> <li>9. QUADROS, António. «Introdução» a PESSOA, Fernando, <i>Obras de Fernando Pessoa</i> [Organização, introduções e notas de António Quadros], Porto, Lello &amp; Irmão Editores, Vol.II, pp.7-67, 1986.</li> <li>10. SIMÕES, João Gaspar. <i>Vida e obra de Fernando Pessoa</i>, 5a ed., Lisboa, Publicações D. Quixote, 1987.</li> <li>11. VILA MAIOR, Dionísio. <i>Fernando Pessoa: heteronímia e dialogismo — O contributo de Mikhail Bakhtine</i>, Coimbra, Livraria Almedina, 1994.</li> <li>12. ZENITH, Richard. <i>Pessoa. Uma biografia</i>, Lisboa, Quetzal Editores, 2022.</li> <li>13. BERARDINELLI, Cleonice. <i>Estudos de Literatura Portuguesa</i>, Lisboa, Imprensa Nacional - Casa da Moeda, 1985.</li> <li>14. 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.</li> <li>15. COELHO, Jacinto do Prado. <i>Dicionário de Literatura - Literatura Portuguesa, Literatura Brasileira, Literatura Galega, Estilística Literária</i>, 5 vols., Porto, Figueirinhas, 1981.</li> <li>16. COELHO, Jacinto do Prado. <i>Originalidade da literatura portuguesa</i>, 3a ed., Lisboa, Instituto de Cultura e Língua Portuguesa, 1992.</li> <li>17. GUIMARÃES, Fernando. <i>O Modernismo Português e a sua Poética</i>, Porto, Lello Editores, 1999.</li> <li>18. <i>Orpheu 1</i>, 4a reed., Lisboa, Ática, 1984.</li> <li>19. <i>Orpheu 2</i>, 3a reed., Lisboa, Ática, 1984</li> <li>20. <i>Orpheu 3</i>, Lisboa, Ática, 1984</li> <li>21. <a href="https://www.casafernandopessoa.pt/pt/cfp">https://www.casafernandopessoa.pt/pt/cfp</a></li> </ol>
<p><b>Course Outcomes:</b></p>	<p>At the end of this course students will have gained:</p> <ol style="list-style-type: none"> <li>1. knowledge of a generic view of the Pessoaan production</li> <li>2. The ability to develop different work proposals on the theme of the “Subject” in Fernando Pessoa's production</li> <li>3. The ability to delineate nuclear lines of reading that delimit the problem of a Pessoaan subject, who, with such a multifaceted poetic and</li> </ol>

	theoretical-programmatic production, sought to achieve a form of essential totality.
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**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Camonian Studies  
**Course Code** : POR-606  
**Number of Credits** : 4  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. To interpret the receptivity of Camonian work in multiple historical and cultural contexts.</li> </ol>	
<b>Content:</b>	MODULE 1. Camões e o seu tempo: Vida e obra; a época renascentista; humanismo e classicismo; tradição e modernidade.	<b>10 hours</b>
	MODULE 2. Camões, lírico: Lirismo tradicional; lírica de arte maior e moralista. Dantismo, Petrarquismo e Platonismo.	<b>16 hours</b>
	MODULE 3. Camões, épico: Modelos clássicos e <i>Os Lusíadas</i> ; os planos narrativos e os episódios líricos; mitologia e religiosidade.	<b>16 hours</b>
	MODULE 4. Camões, dramaturgo e epístolas: <i>Auto do Filomeno</i> e as Cartas.	<b>10 hours</b>
	MODULE 5. A receção camoniana na literatura europeia.	<b>8 hours</b>
<b>Pedagogy:</b>	Lectures, seminars, presentations.	
<b>References / Readings</b>	<ol style="list-style-type: none"> <li>1. Braga, Teófilo. <i>Camões, Época e Vida</i>. Porto, Liv. Chardo, 1907.</li> <li>2. Burton, Richard F. <i>Camoens: His life and his Lusíadas</i>. London, 1881.</li> <li>3. Cidade, Hernâni. <i>Lições de Cultura e Literatura Portuguesas</i>, vol.I. Coimbra Editora, 1951.</li> <li>4. Cidade, Hernâni. <i>Luís de Camões. O Épico</i>. Lisboa, Editorial Presença, 1985.</li> <li>5. Macedo, Hélder and Earle, Thomas (ed.). <i>Luís de Camões: a global poet for today</i>. Bilingual edition, Lisbon poets &amp; Co., 2019.</li> <li>6. Valverde, José Figueira. <i>Camões</i>. Livraria Almedina, Coimbra, 1982.</li> </ol>	
<b>Other sources</b>	<ol style="list-style-type: none"> <li>7. Alonso, Dâmaso. <i>La recepción de "Os Lusíadas" em Espanha</i>. Madrid, 1972.</li> <li>8. Beau, Albin Eduard. <i>Goethe e a Cultura Portuguesa</i>. "Biblos", XXV, 1949.</li> </ol>	

	<ol style="list-style-type: none"> <li>9. Azevedo, R. Ávila de. <i>O Culto de Camões em França no primeiro quartel do séc.XIX</i>. “Arq. do Centro Cultural Português”, Paris, 1972.</li> <li>10. Cardim, Luiz. <i>Projeção de Camões nas letras inglesas</i>. Editorial “Inquérito”, Lda., Lisboa.</li> <li>11. Salgado Júnior, António. <i>Camões e “Sóbolos Rios”</i>. Aveiro, 1936.</li> <li>12. Vasconcelos, Miguel Ribeiro de. <i>Documentos relativos à família de Vaz de Camoens</i>. Coimbra, Instituto, 1855.</li> <li>13. Valverde, José Figueira. <i>La ascendencia pontevedresa de Camoens</i>. Pontevedra, 1968.</li> <li>14. Centro Interuniversitário de Estudos Camonianos, Universidade de Coimbra <a href="https://www.uc.pt/iii/ciec">https://www.uc.pt/iii/ciec</a></li> </ol>
<p><b>Course Outcomes:</b></p>	<p>At the end of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. situate Camões' work in the historical-cultural context of his time, in relation to the aesthetic-ideological precepts of classicism.</li> <li>2. 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.</li> <li>3. interpret the receptivity of Camonian work in multiple historical and cultural contexts.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**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

<b>Prerequisites for the course:</b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. To identify and read the works written by Portuguese travellers during the Portuguese overseas expansion.</li> <li>2. To understand the characteristics of Portuguese travelogues.</li> <li>3. To read the accounts of Portuguese travellers to Goa</li> <li>4. To discuss the connections between Portuguese travelogues of the Discovery Age and modern-day accounts</li> </ol>	
<b>Content:</b>	MODULE 1: <i>Orientalism</i> by Edward Said. Definitions and contexts.	<b>8 hours</b>
	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.	<b>12 hours</b>
	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> .	<b>12 hours</b>
	MODULE 4: Travellers who wrote about Goa and India; François de Pyrard, António Tabucchi – <i>O Nocturno Indiano</i> .	<b>14 hours</b>
	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>	<b>14 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures, seminars, presentations.</li> <li>• Research and reading of essays about different issues concerning the History of Portuguese Literature.</li> <li>• Reading of selected literary texts (functional, recreational, analytical e critical).</li> </ul>	
<b>References / Readings</b>	<ol style="list-style-type: none"> <li>1. Saraiva, António José and Lopes, Óscar. <i>História da Literatura Portuguesa</i>, Porto, 1987.</li> <li>2. Serrão, Joaquim Veríssimo. <i>Cronistas do Século XV posteriores a Fernão Lopes</i>- ICLP, Lisboa, 1990.</li> <li>3. <i>Descobrimientos, Expansão e Identidade Nacional</i>, Instituto de História e Teoria das ideias, Coimbra, 1992.</li> </ol>	

	<ol style="list-style-type: none"> <li>4. <i>História Trágico-Marítima</i>, Lisboa, 1967.</li> <li>5. Fernão Mendes Pinto. <i>Peregrinação</i>. Lisboa, 1990.</li> <li>6. Buescu, Maria Leonor Carvalhão. <i>Aspectos da Herança Clássica na Cultura Portuguesa</i>, ICALP, Lisboa, 1992.</li> <li>7. Faria, Almeida. <i>O Murmúrio do Mundo</i>, Rio de Janeiro: Tinta-da-China Brasil, 2013.</li> <li>8. Said, Edward. <i>Orientalism: Western Concepts of the Orient</i>. Vintage, 2013.</li> </ol>
<p><b>Course Outcomes:</b></p>	<p>At the end of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and read the works written by Portuguese travellers during the Portuguese overseas expansion.</li> <li>2. Understand the characteristics of Portuguese travelogues.</li> <li>3. Discuss the connections between Portuguese travelogues of the Discovery Age and modern-day accounts.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Performative Arts in Teaching Portuguese  
**Course Code** : POR-608  
**Number of Credits** : 4  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. 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].</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. to foster the development of affective, ludic, expressive and cognitive capabilities of students, generating sensitivity to aesthetic values.</li> <li>5. To promote the acquisition of fluency of Portuguese oral language skills in learners.</li> <li>6. To target the principal language skills voice projection, vocabulary, dialoguing or narrative discourse, story construction, and story recall.</li> <li>7. To recognise the importance of collaborative work in the Portuguese teaching-learning process.</li> </ol>	
<b>Content:</b>	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.	<b>10 hours</b>
	MODULE 2: Read a story: identify and discuss characters and their actions, perform using Reader's theatre.	<b>10 hours</b>
	MODULE 3: Tell a story: Storytelling with different voice modulations, Role play and improvisation in communicative situations.	<b>10 hours</b>
	MODULE 4: Perform a story: Convert a short story narrative to a dramatic text and perform on stage.	<b>30 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures, seminars, presentations.</li> <li>• Workshop with a theatre specialist.</li> <li>• Stage performances</li> </ul> <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</p>	

	<p>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><b>References/ Readings</b></p>	<ol style="list-style-type: none"> <li>1. Bird, J., Donelan, K., &amp; Sinclair, C. <i>Drama: Social dreaming in the 21st Century</i>. In C., 2017.</li> <li>2. Brauer Gerd: <i>Body and Language: Intercultural Learning Through Drama: 3 (Advances in Foreign and Second Language Pedagogy)</i>, 2002.</li> <li>3. 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.</li> <li>4. Louvel, Liliane; <i>Texte/Image: Images à lire, textes à voir</i>, Presses universitaires de Rennes, 2016.</li> <li>5. 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.</li> <li>6. Neelands, Jonothan. <i>Learning Through Imagined Experience (Teaching English in the National Curriculum S.)</i>, 1992.</li> <li>7. Ostern, Anna-Lena, &amp; Knudsen, K.N. (Eds.) <i>Performative Approaches in Arts Education: Artful Teaching, Learning and Research</i>. Routledge, 2019.</li> <li>8. Raum, Elizabeth: <i>Song and Dance: A Journey Through Musical Theatre (Culture in Action)</i>, Raintree Publishers; UK, 2010.</li> <li>9. Schewe, Manfred &amp; 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.</li> <li>10. 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.</li> <li>11. UNESCO Roadmap for Arts Education, 2006 <a href="http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_RoadMap_en.pdf">http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_RoadMap_en.pdf</a></li> <li>12. <a href="https://doi.org/10.33178/scenario.7.1.2">https://doi.org/10.33178/scenario.7.1.2</a></li> <li>13. <a href="https://journals.ucc.ie/index.php/scenario/article/view/scenario-12-1-4">https://journals.ucc.ie/index.php/scenario/article/view/scenario-12-1-4</a></li> </ol>
<p><b>Course Outcomes:</b></p>	<p>At the end of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. consciously embody language to convey emotion.</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. explore innovative ways to facilitate the greater incorporation of theatrical texts and performative techniques in foreign language</li> </ol>

	<p>courses at every level.</p> <p>5. foster new types of collaboration and communication between and among colleagues and teachers.</p>
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**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Contact Linguistics  
**Course Code** : POR-609  
**Number of Credits** : 4  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. to examine the mechanisms and outcomes of language contact by surveying cases around the globe from the past and present.</li> <li>2. 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.</li> <li>3. investigate whether certain levels of linguistic structure are more susceptible to contact-induced language change than others.</li> <li>4. compare language contact within bilingual and multilingual communities.</li> <li>5. 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.</li> </ol>	
<b>Content:</b>	MODULE 1: language contact: The concept of <i>Sprachbund</i> or linguistic area, Types of contact situations, contact phenomena and types of contact outcomes.	<b>8 hours</b>
	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.	<b>8 hours</b>
	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.	<b>8 hours</b>
	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.	<b>8 hours</b>
	MODULE 5: Pidgins & pidginization: Social contexts of formation, theories to explain the process, distribution around the world, and structural characteristics of pidgins.	<b>8 hours</b>
	MODULE 6: Creoles & creolization: Defining creoles; Sociohistorical background to creole formation; Aspects of creole grammar; The	<b>10 hours</b>

	emergence of radical creoles; Mechanisms, constraints, and principles in creole formation; decreolization. Portuguese-lexified creoles.	
	MODULE 7: Linguistic Impact of Portuguese in Goa	<b>10 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures, seminars, presentations.</li> <li>• Research and reading of essays.</li> <li>• Case studies.</li> </ul>	
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. Winford, Donald. 2003. An Introduction to Contact Linguistics. Wiley-Blackwell.</li> <li>2. Bickerton, Derek. 2008. Bastard Tongues. Hill and Wang</li> <li>3. Adamou, Evangelia, M. Yaron (Eds.). 2023. The Routledge Handbook of Language Contact (Routledge Handbooks in Linguistics)</li> <li>4. Holm, John. 2008. Languages in Contact: The Partial Restructuring of Vernaculars</li> <li>5. Holm, John. 2000. An Introduction to Pidgins and Creoles (Cambridge Textbooks in Linguistics).</li> <li>6. Holm, John. 1989. Pidgins and Creoles: Volume 2, Reference Survey (Cambridge Language Surveys)</li> </ol>	
<b>Course Outcomes:</b>	<p>At the end of this course students will learn:</p> <ol style="list-style-type: none"> <li>1. To understand basic concepts in contact linguistics.</li> <li>2. To assess patterns of contact-induced linguistic variation and change.</li> <li>3. To identify, describe, and explain mechanisms of language contact.</li> <li>4. To demonstrate a knowledge of language contact situations around the world.</li> <li>5. To critique current theoretical and methodical trends in the study of pidgins and creoles.</li> </ol>	

**Semester III****Name of the Programme : M.A. Portuguese****Title of the Course: History of Portugal****Course Code: POR-621****Number of Credits: 4****Effective from AY: 2023-24**

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>To read, understand and discuss texts or essays related to the evolution of Portuguese society and its history;</li> <li>To identify the most important characteristic aspects of Portuguese society and its importance in the world.</li> </ol>	
<b>Content:</b>	MODULE 1: The early epoch: the origins and development of Portugal (12 <sup>th</sup> to 14 <sup>th</sup> Century)	<b>10 hours</b>
	MODULE 2: The Revolution of 1383-1385 and its importance; the Dynasty D'Ávis.	<b>10 hours</b>
	MODULE 3: The Portuguese overseas expansion and the Renaissance period.	<b>10 hours</b>
	MODULE 4: Apogee and Decline of the Portuguese Three-dimensional Empire.	<b>8 hours</b>
	MODULE 5: Absolutism and Enlightened Despotism; the Constitutional Monarchy and the Republican Revolution (1910).	<b>8 hours</b>
	MODULE 6: The Estado Novo and dictatorship during the 20th Century.	<b>8 hours</b>
	MODULE 7: The Revolution of April 1974 and the end of the Portuguese Empire; Portugal and the European Union.	<b>6 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>Lectures, seminars, presentations.</li> <li>Research and reading of essays about different issues concerning the History of Portugal.</li> </ul>	
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li><i>História de Portugal</i> (3 Vols), by A. Oliveira Marques, Lisboa, 1990</li> <li><i>História de Portugal</i> (8 Vols.), by José Mattoso, Lisboa, 2001</li> <li>Birmingham, David, <i>A Concise History of Portugal</i>, Cambridge University Press, 2014</li> <li>Leston, Mário, , <i>Demografia e Modernidade, Família e Transição Democrática em Portugal</i></li> <li><i>Dicionário de História de Portugal</i>, by Joel Serrão, Lisboa 1987</li> <li>Saraiva, José Hermano, <i>História Concisa de Portugal</i>, Lisboa, 1999</li> <li>Ribeiro, Orlando, <i>Introduções Geográficas à História de Portugal</i>, Lisboa, 2001</li> <li>Pinto, António Costa, <i>Portugal Contemporâneo</i>, D. Quixote, Lisboa, 2005</li> <li>Martins, Guilherme Oliveira, <i>Portugal, Institutions and Facts</i>, Lisboa, 1991</li> <li>Brito, Raquel Soeiro de, <i>Portugal, Perfil Geográfico</i>, Lisboa, 1997</li> <li>Bethencourt, Francisco &amp; Chaudhuri, Kirti (ed.), <i>História da Expansão</i></li> </ol>	
<b>Other sources:</b>		

	<i>Portuguesa, Lisboa, 1998</i>
<b>Course Outcomes:</b>	At the end of this course students will have gained knowledge of: <ol style="list-style-type: none"><li>1. cultural contributions to Portuguese society along the centuries;</li><li>2. different periods of the History of Portugal;</li><li>3. the evolution and characteristics of Portuguese society.</li></ol>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Portuguese Cinema  
**Course Code** : POR-622  
**Number of Credits** : 4  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	1. To read, understand and discuss texts or essays related to the evolution of Portuguese Cinema. 2. To identify the most important characteristic aspects of Portuguese Cinema.	
<b>Content:</b>	MODULE 1: Introduction to the Portuguese society and environment in its relation to the Portuguese Cinema: characterization and evolution; The Early Epoch.	<b>8 hours</b>
	MODULE 2: The Modernists and Cinema; the arrival of the sound-film and the experiment of the cinema as an industry.	<b>10 hours</b>
	MODULE 3: Cinema in the 40's: characters and solutions; <i>Comédia à Portuguesa</i> in the Golden Age of Portuguese Cinema.	<b>14 hours</b>
	MODULE 4: The French Nouvelle Vague and Portuguese <i>Cinema Novo</i> .	<b>14 hours</b>
	MODULE 5: Contemporary films and directors.	<b>14 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures, seminars, presentations.</li> <li>• Research and reading of essays about different issues concerning the History of Portuguese Cinema.</li> <li>• 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</li> </ul>	
<b>References/ Readings</b>	1. Costa, João Bernard da, <i>Stories of the Cinema</i> , Lisboa, 1991. 2. Reis, António, <i>A Portrait of Portugal – Facts and Events</i> , Temas e Debates, Lisboa, 2007 3. Coelho, Eduardo Prado, <i>Vinte Anos de Cinema Português – 1962 – 1982</i> , ICALP, Lisboa, 1983 4. <i>Dicionário do Cinema Português</i> , Caminho, Lisboa, 1994 5. <i>História de Portugal</i> (3 Vols), by A. Oliveira Marques, Lisboa, 1990	
<b>Other sources</b>		
<b>Course Outcomes</b>	At the end of this course students will have gained knowledge of: <ol style="list-style-type: none"> <li>1. the cultural contributions to Portuguese Cinema;</li> <li>2. the different periods of evolution of Portuguese Cinema;</li> <li>3. the characteristics of different works in each period of the evolution of Portuguese Cinema: impact and trends.</li> </ol>	

**Name of the Programme** : M.A. Portuguese  
**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

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>To read, understand and discuss texts or essays related to the evolution and different issues of Portuguese and European culture.</li> <li>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.</li> </ol>	
<b>Content:</b>	MODULE 1: Introduction to Portuguese society in its relation to European history: characterization and evolution.	<b>10 hours</b>
	MODULE 2: Europe and the world: from early times to present days.	<b>10 hours</b>
	MODULE 3: Portugal and its Empire: importance and significance within Europe.	<b>10 hours</b>
	MODULE 4: Portugal and Democracy.	<b>10 hours</b>
	MODULE 5: The European Union.	<b>10 hours</b>
	MODULE 6: Portugal and the European Union: facts and issues.	<b>10 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>Lectures, seminars, presentations.</li> <li>Research and reading of essays about different issues concerning the recent History of Portugal.</li> <li>Oral and written questions and commentaries.</li> </ul>	
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>Soares, Mário, <i>Português e Europeu</i>, Lisboa, Temas e Debates, 2001</li> <li>Barroso, Duão, <i>Uma Certa Ideia de Europa</i>, Lisboa, Gradiva, 1999</li> <li>Pinto, António Costa, <i>Portugal Contemporâneo</i>, Sequitur, 2000</li> </ol>	
<b>Other sources</b>	<ol style="list-style-type: none"> <li><a href="http://institutdelors.eu/?lang=en">http://institutdelors.eu/?lang=en</a></li> <li><a href="https://europa.eu/european-union/index_en">https://europa.eu/european-union/index_en</a></li> </ol>	
<b>Course Outcomes</b>	At the end of this course students will have gained knowledge of: <ol style="list-style-type: none"> <li>different periods of the evolution of Portuguese society, culture and its contemporary trends;</li> <li>the characteristics of Portuguese society and culture;</li> <li>the history of Europe: main periods and evolution along the centuries;</li> <li>characteristics and trends within the European Union</li> </ol>	

Name of the Programme : M.A. Portuguese

Title of the Course : Portuguese Art

Course Code : POR-624

Number of Credits : 4

Effective from AY : 2023-24

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	<ul style="list-style-type: none"><li>To read, understand and discuss texts or essays related to the evolution of Portuguese Art.</li><li>To identify the most important characteristic aspects of Portuguese Architecture, Painting and Sculptures.</li></ul>	
<b>Content:</b>	MODULE 1: Introduction to the Portuguese society and environment in its relation to the Portuguese Art: characterization and evolution.	<b>6 hours</b>
	MODULE 2: The Iberian context and heritage; the Romanic, and the Gothic: characteristics and evolution.	<b>12 hours</b>
	MODULE 3: Manueline Style, Mannerism and Baroque (1490-1780); the Fine Arts, painting, sculpture and the tiles.	<b>12 hours</b>
	MODULE 4: The Neo-Classicism to the End of 20th. Century; courses of Modernity: Romanticism, Pre-Naturalism and the Vanguards.	<b>12 hours</b>
	MODULE 5: Recent trends in Architecture, Visual Arts and Performing Arts in Portugal.	<b>8 hours</b>
	MODULE 6: Portuguese Environment: urbanism and models.	<b>10 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"><li>Lectures, seminars, presentations.</li><li>Research and reading of essays about different issues concerning the History of Portuguese Art and its manifestations.</li></ul>	
<b>References/ Readings:</b>	<ol style="list-style-type: none"><li><i>History of Plastic Arts</i>, by Maria Adelaide Miranda, Vitor Serrao, J.A.Gomes Machado &amp; Raquel Henriques da Silva, INCM, 1991</li><li>Melo, Alexandre, <i>Art and Artists in Portugal</i>, Instituto Camoes, Lisboa, 2007</li><li>Reis, António, <i>A Portrait of Portugal – Facts and Events</i>, Temas e Debates, Lisboa, 2007</li><li>Augusto-França, José, <i>A Arte em Portugal no Século XX (1910-1961)</i>, Lisboa, 1974</li></ol>	
<b>Other sources:</b>	<ol style="list-style-type: none"><li>Dias, Pedro, <i>A Arquitectura Manuelina</i>, Lisboa, 1988</li><li>Augusto-França, José, <i>Lisboa Pombalina e o Iluminismo</i>, Lisboa, 1965</li><li>Augusto-França, José, <i>O Modernismo na Arte Portuguesa</i>, Lisboa, 1970</li><li>Augusto-França, José, <i>A Arte Portuguesa de Oitocentos</i>, Lisboa, 1974</li><li>Gonçalves, Rui Mário, <i>A Pintura e a Escultura em Portugal (1940-1980)</i>, Lisboa, 1980</li><li><i>História de Portugal</i> (3 Vols), by A. Oliveira Marques, Lisboa, 1990</li><li><i>História da Arte em Portugal</i>, Publicações Alfa, Lisboa, 1986</li></ol>	
<b>Course Outcomes:</b>	At the end of this course students will have gained knowledge of: <ol style="list-style-type: none"><li>cultural contributions to Portuguese Art;</li><li>different periods of the evolution of Portuguese Art;</li></ol>	

	3. the characteristics of different works in each period of the evolution of Portuguese Art from Middle Ages to present times: Architecture, Painting and Sculpture.
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**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Portuguese Language I (A1.1)  
**Course Code** : POR-625  
**Number of Credits** : 4  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	1. To focus on developing the students' written and aural/oral communicative competence in Portuguese (including fluency, grammatical and lexical accuracy and range) 2. To facilitate the students' ability to establish and maintain effective social and working relations with Portuguese speakers.	
<b>Content:</b>	<p>TEMAS/THEMES:</p> <p>1. Identidade (Personal Identification)</p> <ul style="list-style-type: none"> <li>• Nome próprio; apelido; diminutivo</li> <li>• Lugar e data de nascimento / idade</li> <li>• Nacionalidade</li> <li>• Endereço</li> </ul> <p>2. Pessoas (People)</p> <ul style="list-style-type: none"> <li>• Caracterização física / partes do corpo (olhos, cabelos...)</li> <li>• Vestuário; calçado</li> <li>• Características da personalidade (simpático, alegre, tímido...)</li> <li>• Ações (realizadas com o corpo: levantar-se...)</li> <li>• Objetos pessoais</li> </ul> <p>3. Vida familiar e social (Relations with relatives and friends)</p> <ul style="list-style-type: none"> <li>• Relações familiares e sociais (pai... amigo)</li> <li>• Festas (celebrações)</li> <li>• Saúde e higiene</li> <li>• Refeições</li> <li>o Alimentos e bebidas</li> <li>o Objetos / utensílios</li> <li>o Espaços</li> <li>o Hábitos familiares (comidas típicas, horários...)</li> </ul> <p>4. Educação (School and Education)</p> <ul style="list-style-type: none"> <li>• Escola / espaços</li> <li>• Agentes educativos</li> <li>• Horários e matérias curriculares</li> <li>• Linguagem própria do funcionamento da aula</li> <li>• Mobiliário e material escolar</li> </ul> <p>5. Lazer (Leisure)</p>	<p>12 hours</p> <p>12 hours</p> <p>12 hours</p> <p>12 hours</p> <p>12 hours</p>

	<ul style="list-style-type: none"> <li>• No quotidiano (brincar (como; com quem), ler, ver televisão, ir ao cinema, ouvir música ... desportos, jogos...)</li> <li>• Nas férias (praia, campo, viagem ...)</li> </ul> <p><b>ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION</b>  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><b>READING COMPREHENSION</b>  Familiar names, words, and very simple, sentences, for example on notices and posters, or in catalogues.  Short, simple messages on postcards.</p> <p><b>WRITING SKILLS</b>  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><b>GRAMMAR AND VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</li> <li>- Pronunciation: alphabet; explanation of Portuguese pronunciation going into all the nuances and varying sounds involved (vowels, consonants and nasal sounds);</li> <li>- Introduction to the basic rules of sentences structure;</li> <li>- Articles; Nouns: Gender and plural endings of nouns;</li> <li>- Pronouns: Personal pronouns / Subject pronouns;</li> <li>- Adjectives: Agreement of adjectives with Nouns / Plural of Adjectives;</li> <li>- Negative and Interrogative forms;</li> <li>- Verbs: Paradigm of three regular conjugations / Irregular Verbs; Present Tense and Past Definite; Imperative.</li> <li>- Introduction to the use of Prepositions</li> <li>- Vocabulary: acquisition of day to day practical vocabulary concerning social life, transportation and nature.</li> </ul>	
<p><b>Pedagogy:</b></p>	<ul style="list-style-type: none"> <li>• Lectures, seminars, presentations.</li> <li>• Communicative approach and teaching-learning process based on classroom tasks.</li> </ul>	

<p><b>References/ Readings</b></p>	<ol style="list-style-type: none"> <li>1. <b>Português XXI Nível 1</b> (Livro do Aluno e CD), by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers &amp; Distributors Pvt. Ltd., India</li> <li>2. <b>Português XXI Nível 1 - Caderno de Exercícios</b> (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers &amp; Distributors Pvt. Ltd., India</li> </ol>
<p><b>Other sources</b></p>	<p><a href="http://www.youtube.com">www.youtube.com</a></p>
<p><b>Course Outcomes</b></p>	<p>At the end of this course students will able to:</p> <ol style="list-style-type: none"> <li>1. understand the basic lexical and grammatical structures and their uses in written and oral communication.</li> <li>2. read for information using material of appropriate complexity and length.</li> <li>3. listen for information developing study skills: using audio and video aids.</li> <li>4. understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>5. 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.</li> <li>6. interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> </ol>

**Name of the Programme** : M.A. Portuguese  
**Title of the Course** : Portuguese Language II (A1.2)  
**Course Code** : POR-626  
**Number of Credits** : 4  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	1. To focus on developing the students' written and aural/oral communicative competence in Portuguese (including fluency, grammatical and lexical accuracy and range) 2. To facilitate the students' ability to establish and maintain effective social and working relations with Portuguese speakers.	
<b>Content:</b>	<p>TEMAS/THEMES:</p> <ol style="list-style-type: none"> <li>1. Informação e diversão           <ul style="list-style-type: none"> <li>• Meios de comunicação social</li> <li>• Tecnologia (internet...)</li> </ul> </li> <li>2. Lugares que se conhecem / se frequentam           <ul style="list-style-type: none"> <li>• Do país em que se vive (geografia e espaços urbanos ou rústicos) a Portugal</li> <li>• Casa de habitação (divisões, mobiliário)</li> <li>• Da livraria à farmácia, da cantina ao supermercado</li> </ul> </li> <li>3. Deslocações e meios de transporte           <ul style="list-style-type: none"> <li>• No dia-a-dia</li> <li>• Nas férias</li> </ul> </li> <li>4. Ambiente           <ul style="list-style-type: none"> <li>• Estações do ano e tempo atmosférico</li> <li>• Fauna e flora</li> <li>• Proteção da natureza</li> </ul> </li> <li>5. Países de língua portuguesa           <ul style="list-style-type: none"> <li>• Identificação</li> <li>• Localização</li> </ul> </li> </ol> <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 example on notices and posters, or in catalogues.</p>	<p>12 hours</p> <p>14 hours</p> <p>12 hours</p> <p>12 hours</p> <p>10 hours</p>

	<p>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 &amp; conversation, exemplifying a correct use of grammar structures.</p>	
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures, seminars, presentations.</li> <li>• Communicative approach and teaching-learning process based on classroom tasks.</li> </ul>	
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. <i>Português XXI Nível 1</i> (Livro do Aluno e CD), by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers &amp; Distributors Pvt. Ltd., India</li> <li>2. <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 &amp; Distributors Pvt. Ltd., India</li> </ol>	
<b>Other sources</b>	<a href="http://www.youtube.com">www.youtube.com</a>	
<b>Course Outcomes</b>	<p>At the end of this course students will able to:</p> <ol style="list-style-type: none"> <li>1. understand the basic lexical and grammatical structures and their uses in written and oral communication.</li> <li>2. read for information using material of appropriate complexity and length.</li> <li>3. listen for information developing study skills: using audio and video aids.</li> <li>4. understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>5. introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she</li> </ol>	

	knows and things he/she has. 6. interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
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**Name of the Programme** : VRPP - Cunha Rivara Chair  
**Course Code** : POR-627  
**Title of the Course** : Heritage(S) Of Portuguese Influence: Insights on the Indian Ocean Shores  
**Number of Credits** : 1  
**Effective from AY** : 2023-24

<b>Pre-requisites for the Course:</b>	Students must register for the Masters programme in any discipline having cleared the ranking test.	
<b>Course Objectives:</b>	To provide a comprehensive and critical immersion into the contexts, processes and outcomes of diverse forms of cultural interaction due to the former Portuguese presence (colonial, commercial, religious) in the Indian Ocean.	
<b>Content:</b>	<ol style="list-style-type: none"> <li>1. Heritage/ heritages: international concepts and debates; the specificity of the Heritage(s) of Portuguese Influence.</li> <li>2. European cultural matrixes on an Atlantic-Mediterranean periphery; the arts in a global market appeal framework.</li> <li>3. The learning in building a first global Empire: factories, fortification, cities.</li> <li>4. Catholic architecture.</li> <li>5. Goa's Hindu architecture.</li> <li>6. The breakup of the 1st Portuguese Empire and the dawn of Goa's identity.</li> </ol>	<b>15 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Lectures.</li> <li>• Analysis and discussion of processes that aim to inform and stimulate cross-reading between the present Portuguese territory and those spaces and cultures.</li> <li>• Case studies on different artistic expressions such as textiles, ceramics, furniture and cabinet making which will allow students to contact with specific items in their particular contexts.</li> <li>• Seminar discussion based on students answers to questions previously addressed by the professor.</li> </ul>	
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. GOMES, Paulo Varela (2011), <i>Whitewash, red stone. A history of church architecture in Goa</i>. New Delhi: Yoda Press</li> <li>2. LOPES, Nuno, 2022. <i>The Heritage of Defence: Goa 1510-1660</i>. Goa: Goa 1556</li> <li>3. MATTOSO, José (dir.); ROSSA, Walter (coord.) (2010), <i>Portuguese Heritage Around the World: architecture and urbanism</i>. Asia and Oceania. Lisboa: Calouste Gulbenkian Foundation. 2011</li> <li>4. PINTO, Rochelle; MENDIRATTA, Sidh; ROSSA, Walter (org.), 2018. Dossier Portuguese colonialism in Goa: Nineteenth-Century perspectives. <i>Revista Crítica de Ciências Sociais</i>, 115. Coimbra: Centro de Estudos Sociais da Universidade de Coimbra <a href="https://journals.openedition.org/rccs/6864">https://journals.openedition.org/rccs/6864</a></li> <li>5. ROSSA, Walter (2022a), Myth as the catalyst of a cultural heritage-building process: the case of Goa. <i>Portuguese Literary &amp; Cultural Studies</i>, ed. M. B. Jerónimo, A. M. Klobucka, e W. Rossa, 36/37. Dartmouth: Tagus Press: 81-105</li> </ol>	

	6. ROSSA, Walter (2022b), The Goan cultural heritage of Portuguese influence in a global context. <i>Traces in the Sea: Asian-Portuguese Interactions</i> , ed. Robert Newman e Delfim Correia da Silva. Lisboa e Coimbra: Camões e Imprensa da Universidade de Coimbra: 121-156
<b>Course Outcomes:</b>	<p>At the end of the course, student will be able to:</p> <ol style="list-style-type: none"> <li>1. have an awareness of cultural heritage post-colonial theory.</li> <li>2. manage cultural heritage as a tool of reconciliation and peace-building processes.</li> <li>3. critically reflect on the history of the Portuguese Colonial Empire.</li> <li>4. recognize the cultural specificity of Goa.</li> </ol>

**Name of the Programme** : VRPP - CUNHA RIVARA CHAIR  
**Course Code** : POR-628  
**Title of the Course** : Introduction to Sociolinguistics  
**Number of Credits** : 1  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	Students must register for the Masters programme in any discipline having cleared the ranking test.	
<b>Objective:</b>	<p>Linguistic variation is a feature of any living language and operates along various different axes. Sociolinguistics is the sub-discipline of Linguistics which approaches language use in relation to social categories and social constructs, thereby revealing the social meaning attached to linguistic variation.</p> <p>In this course, we will introduce the core objectives of Sociolinguistics, observe certain essential sociolinguistic studies, and explore some of its most robust conclusions, including the impact of macro-social categories (such as age, gender, socioeconomic class, etc.) and of social structures (such as different types of social networks) on the linguistic behaviour of both individuals and communities.</p>	
<b>Content:</b>	<b>Module 1- Domains and social meaning of variation</b> In this module, we will introduce the various types of linguistic variation and explore in what ways each of them can have a social reading and function as a social marker.	<b>2.5 hours</b>
	<b>Module 2 - Vernacular and standard varieties</b> In this module, we will explain the distinction between standard and non-standard (i.e., vernacular) varieties of a language and expand on the mechanisms by which linguistic standard norms are produced and diffused.	<b>2.5 hours</b>
	<b>Module 3 - Linguistic attitudes</b> <sup>[L]</sup> <sub>[SEP]</sub> This module is dedicated to the study of how different linguistic variants elicit different attitudes and evaluations of prestige (implicit or explicit) from members of society, and how that may in turn condition processes of linguistic change.	<b>2.5 hours</b>
	<b>Module 4 - Sociolinguistic variables 1</b> <sup>[L]</sup> <sub>[SEP]</sub> This module explores the relationship between social class and linguistic variation as well as the relevance of communicative contexts for speakers' linguistic behaviour, presenting studies which operationalise these variables in sociolinguistic research	<b>2.5 hours</b>
	<b>Module 5 - Sociolinguistic variables 2</b> <sup>[L]</sup> <sub>[SEP]</sub> This module explores the relationship between gender and linguistic variation, presenting studies which operationalise this variable in sociolinguistic research.	<b>2.5 hours</b>
	<b>Module 6 - Sociolinguistic variation and language change</b> In this module, we begin with a reflection on the relevance of age as a sociolinguistic variable to explore wider issues relating with diachronic language change.	<b>2.5 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>This course involves a combination of in-class discussions and at home readings. For most sessions, a required reading will be</li> </ul>	

	<p>assigned, along with a question sheet which will guide the students in identifying the key points in the text and will also be used as a template for the discussion of the texts in class.</p> <ul style="list-style-type: none"> <li>• Classes are expected to be highly participative, with active discussions and debates concerning data presented by the professor and often prompted by relevant multimedia materials.</li> <li>• Assessment will be based on participation in class and a test taken at the end of the course to verify the extent to which information has been assimilated.</li> </ul>
<p><b>References/ Readings:</b></p>	<ol style="list-style-type: none"> <li>1. G. Sankoff, and H. Blondeau, "Language change across the lifespan: /r/ in Montreal French", <i>Language</i>, vol. 83, no. 3: 560-588, 2007.</li> <li>2. N. L. Shin and R. Otheguy, "Social class and gender impacting change in bilingual settings: Spanish subject pronoun use in New York", <i>Language in Society</i>, vol. 42, no. 4: 429-452, 2003.</li> <li>3. P. Auer, 2011, "Dialects vs. standard: A typology of scenarios in Europe", in <i>The languages and linguistics of Europe</i>, B. Kortmann &amp; J. Van der Auwera (eds.), 485-500. Berlin/Boston: Mouton de Gruyter, 2011.</li> <li>4. R. Lakoff, "Language and woman's place", <i>Language in Society</i>, vol. 2, no. 1: 45-80, 1973.</li> <li>5. W. Labov, "The social motivation of a sound change", <i>Word</i>, vol. 19, no. 3: 273-309, 1963.</li> </ol>
<p><b>Course outcomes:</b></p>	<p>By the end of the course, the student is expected to:</p> <ol style="list-style-type: none"> <li>1. be aware of the various ways in which linguistic variation operates;</li> <li>2. develop the capacity to critically assess linguistic attitudes and policies;</li> <li>3. understand the ways in which macrosocial variables and communicative context shape speakers' linguistic choices;</li> <li>4. understand the relationship between socially-conditioned synchronic variation and linguistic change over time.</li> </ol>

**Name of the Programme** : V.R.P.P.- CUNHA RIVARA CHAIR  
**Course Code** : POR-629  
**Title of the Course** : Women as Go-Betweens In Processes Of Empire Building, (1500-1700) - Between Cooperation And Resistance  
**Number of Credits** : 1  
**Effective from AY** : 2023-24

<b>Pre-requisites for the Course:</b>	Students must register for the Masters programme in any discipline having cleared the ranking test.	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. The course aims to fill a significant gap in both post-colonial studies and gender studies by analyzing the performances of women who acted as intermediaries between worlds in a context where assimilation and confrontation were inevitable.</li> <li>2. It aims at providing a gendered approach to processes of empire building, in a comparative perspective between Asia, Africa, and Brazil under Portuguese colonial influence.</li> </ol>	
<b>Content:</b>	<ol style="list-style-type: none"> <li>A. Gender studies and the plurality of gender concepts</li> <li>B. European women               <ol style="list-style-type: none"> <li>1. Women who stay. Women's roles in economy, society and family in maritime communities</li> <li>2. Crossing the ocean. Female presence on board</li> <li>3. Women as colonisers</li> </ol> </li> <li>C. Autochthone women in colonial societies               <ol style="list-style-type: none"> <li>1. Women's roles in family and society</li> <li>2. Women as intermediaries in politics and diplomacy</li> <li>3. Women and economic agency</li> <li>4. Women as drivers of knowledge exchange</li> </ol> </li> </ol>	<b>15 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>• Power point presentations with theoretical synthesis followed by debates and critical discussion of the subjects under analysis, to allow students to take sustained positions towards historiographical concepts and syntheses.</li> <li>• Practical analysis of case studies.</li> <li>• Tutorials will sustain theoretical and methodological choices.</li> </ul>	
<b>References/ Readings:</b>	<p><b>Edited books</b></p> <ol style="list-style-type: none"> <li>1. A.Polónia, C. Antunes, eds., <i>Mechanisms of Global Empire Building in the First Global Age</i>, Porto: CITCEM/ Afrontamento, 2017. ISBN: 9789723615494. <a href="https://ler.letras.up.pt/uploads/ficheiros/16653.pdf">https://ler.letras.up.pt/uploads/ficheiros/16653.pdf</a></li> <li>2. A.Polónia, C. Antunes, eds., <i>Beyond Empires: Global, Self-Organizing, Cross-imperial networks, 1500-1800</i>. Leiden: Brill, 2016. ISBN: 978-90-04-30415.</li> </ol> <p><b>Book chapters</b></p> <ol style="list-style-type: none"> <li>1. A.Polónia; R. Capelão, "Women and Gender in the Portuguese Overseas Empire. Society, Economy and Politics, 16th-17th centuries". In F. Bethencourt, ed., <i>Gendering the Portuguese Speaking World</i>, edit. Bettencourt, Francisco, Leiden: Brill, 2021, 71-101.</li> </ol>	

	<ol style="list-style-type: none"> <li>2. A.Polónia; R. Capelão, "Women as Go-Betweens in Processes of Cultural Encounters: The Portuguese Overseas Empire Case Study (1500-1700)" in A.Polónia, G. Conceição, F. Bracht, eds., <i>Connecting worlds: Production and Circulation of Knowledge in the First Global Age</i>, Newcastle: Cambridge Scholars, 2018. ISBN (10): 1-5275-0912-5 ISBN (13): 978-1-5275-0912-2.</li> <li>3. A.Polónia; R. Capelão, "Les femmes et l'expansion maritime portugaise. Femmes entrepreneuses au Portugal et outre-mer au XVIe siècle". In B. Michon, Bernard; N. Dufournaud,, eds. <i>Femmes et négoce dans les ports européens. Fin du Moyen Âge - XIXe siècle</i>, Bruxelles: Peter Lang, 2018, 45-64.</li> <li>4. A.Polónia; R. Capelão, "Connecting worlds. Women as intermediaries in the Portuguese Overseas Empire". In T. Bühner, Tanja; F. Eichmann, Förster, Stig; B. Stuchtey, eds., <i>Cooperation and Empire. Local Realities of Global Processes</i>, Oxford: Berghahn Books, 2017, 58-89.</li> </ol>
<b>Course Outcomes:</b>	<p>By the end of the course, the student is expected to:</p> <ol style="list-style-type: none"> <li>1. To develop scientific sensibility to issues of gender, alterity and multiculturality;</li> <li>2. To deepen a critical mind, taking into account the complexity of issues around colonial empires;</li> <li>3. To submit, in a dialectical approach, historical perspectives arising from European and non-European worlds;</li> <li>4. To develop the perception of a universe in motion in the early modern age, to be able to better explain processes of interculturality and globalization;</li> <li>5. To develop cognitive skills and provide conceptual and operational tools essential to dynamic and critical learning;</li> <li>6. To support and guide autonomous learning strategies.</li> </ol>

**Name of the Programme** : VRPP – CUNHA RIVARA CHAIR  
**Course Code** : POR-630  
**Title of the Course** : Ethnography of Musical Practices in Goa  
**Number of Credits** : 1  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	Students must register for the Masters programme in any discipline having cleared the ranking test.	
<b>Objective:</b>	1. This course intends to be a space to unveil musical practices and processes in Goa through ethnography. 2. This course will focus on ethnography as the main tool for describing and analyzing music and dance in Goa.	
<b>Content:</b>	<b>Module 1</b> <ul style="list-style-type: none"> <li>Introduction to ethnomusicology (history and theory) preliminary discussions of different phenomena related to music using ethnomusicological framework.</li> <li>Ethnomusicology as a field of studies within Social Sciences, Arts and Humanities.</li> <li>Main concepts for studying Ethnomusicology: Music, Culture, Identity, Ethnicity, Gender.</li> </ul>	<b>5 hours</b>
	<b>Module 2</b> <ul style="list-style-type: none"> <li>Ethnography and Shared Research Practices</li> <li>Introducing ethnography as a research tool applied to the study of musical practices and processes.</li> <li>Shared Research Practices combined with ethnography.</li> </ul>	<b>5 hours</b>
	<b>Module 3</b> <ul style="list-style-type: none"> <li>Musical Practices in Goa - Analyses of case studies</li> <li>Different processes related to musical practices in Goa.</li> <li>Music and migration (the case of Goans abroad), music and folklorization (Mando Festival) and music and tourism (music and tourism industry)</li> <li>Collective ethnography in context.</li> </ul>	<b>5 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>this course will include theoretical and practical components in order to offer the student the basic means for their future work</li> <li>Sessions will include a short expository component followed by a collective discussion of a given bibliography, discography and film documentaries.</li> <li>Short exercises of ethnography</li> <li>Lectures.</li> <li>Based on an interdisciplinary approach inherent to the framework of ethnomusicology, this course will focus on ethnography as the main tool for describing and analyzing music and dance in Goa. It will include theoretical and practical components in order to offer the student the basic means for their future work.</li> </ul>	
<b>References/ Readings:</b>	1. Blacking, John (1976) <i>How Musical is Man?</i> London: Faber Cohen, Sarah (1993) "Ethnography and Popular Music Studies". In <i>Popular Musici</i> . Vol 12(2). 123-138.	

	<ol style="list-style-type: none"> <li>2. Frith, Simon (1996) "Music and identity", in Stuart Hall and Paul du Gay (eds) (1996)</li> <li>3. <i>Questions of Cultural Identity</i>. London: Sage Publications. (19-36)</li> <li>4. Lassiter, Eric (2005) "Collaborative Ethnography and Public Anthropology". In <i>Current Anthropology</i>. Vol 46(1). 83-106.</li> <li>5. Rice, Timothy (2013) <i>Ethnomusicology: A very short introduction</i>. Oxford: Oxford University press.</li> <li>6. Sardo, Susana (2022) "Lusossonia: Postcolonial Cartographies of Sounds and Memories" in Newman, Robert and Silva, Delfim Correia (eds). <i>Traces on the Sea: Portuguese Interaction with Asia</i>. Coimbra: Imprensa da Universidade de Coimbra. (157-188)</li> <li>7. Sardo, Susana (2018) "Shared Research Practices on and about music: toward decolonizing colonial ethnomusicology". In Josep Martí and Sara Revilla Gútiéz (eds) <i>Making Music, Making Society</i>. Cambridge: Cambridge Scholars Publishing. 217-238.</li> <li>8. Sardo, Susana (2016) "Ethnomusicology and its Sisyphus. Inter-knowledge, dialogue and prudence for a disciplinary (re)classification". In Regine Algayer- Kaufmann (ed) <i>World Music Studies</i>, Berlin: Logos Verlag. (149-166)</li> <li>9. Sardo, Susana (2011) "'Proud to be a Goan'. Colonial Memories, Post-colonial identities: Music and goan diáspora" In <i>Migrações: Revista do Observatório Nacional para a Imigração</i>. No 7. (p. 57-72).</li> <li>10. Sardo, Susana (2007) "Searching for you in Goa: Music and identity in Casa de Goa, Lisbon". In <i>Oriente</i>, Lisboa: Fundação Oriente. (98-117)</li> <li>10. <b>Discography:</b></li> <li>11. <i>The Family Mando</i> (2015) – 2 CDs based on Susana Sardo fieldwork in Goa (1987 - 1992). New Delhi: Archive and Research Centre for Ethnomusicology. <a href="http://www.indiastudies.org/ethnomusicology/collections/">http://www.indiastudies.org/ethnomusicology/collections/</a></li> <li>12. <i>Goean Pautoch</i> (1997) pelo grupo de música goesa residente em Lisboa Ekvat. Lisboa: Tradisom, CNCDP. <a href="http://www.tradisom.com/catalogo/ekvat-2013-goean-pautoch">http://www.tradisom.com/catalogo/ekvat-2013-goean-pautoch</a></li> </ol>
<p><b>Course outcomes:</b></p>	<p>At the end of this course, students will have gained knowledge of:</p> <ol style="list-style-type: none"> <li>1. history and theory of ethnomusicology</li> <li>2. shared musical practices in Goa</li> <li>3. various processes related to musical practices in Goa</li> <li>4. music in relation to migration, folklorization and tourism</li> </ol>

**Name of the Programme** : VRPP - CUNHA RIVARA CHAIR  
**Course Code** : POR-631  
**Title of the Course** : **Methods of Language Documentation**  
**Number of Credits** : 1  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	Students must register for the Masters programme in any discipline having cleared the ranking test.	
<b>Objective:</b>	<ol style="list-style-type: none"> <li>1. Language documentation refers to the collection and treatment of language samples, be it for purposes of the preservation of knowledge, specific research agendas, the development of educational resources, or many others. Documentation is very often linked to linguistic description – the production of descriptive works such as grammars or dictionaries –, of which it is often the necessary first step. Currently, with a growing conscience of the rapid decline in the world’s linguistic diversity and of the fluidity in the linguistic repertoire of many communities, as well as the rapid development of the Digital Humanities, the impetus for documentation and archiving has become more urgent.</li> <li>2. This course will equip students with the essential tools to carry out linguistic documentation that is both coherent and useful, while at the same time safeguarding the integrity of the participants’ intellectual property and responding to other ethical concerns. It will introduce tools and develop skills which are useful for research in Linguistics but also for the study of other disciplines of the Humanities and Social Sciences, including Anthropology, History, Sociology, Education, and Musicology.</li> </ol>	
<b>Content:</b>	<b>Session 1- Introduction to language documentation</b> This class introduces the history and objectives of linguistic documentation and the constitution of digital linguistic corpora, and the reasons behind the current focus on this research practice. Topics covered include: - The contraction of the world’s linguistic diversity; - Language documentation and language preservation; - Specific programmes and opportunities for documentation.	<b>2 hours</b>
	<b>Session 2 - Ethical aspects of documentation</b> Any research dealing with human knowledge and practice needs to ensure the willingness of the participants to collaborate and to have their contributions made accessible to others. Therefore, it is essential to obtain informed consent from all participants. In this class, we will discuss the ethical issues that arise when doing linguistic documentation, the ethical limitations imposed on data collection and dissemination, as well as the need to ensure that the community’s interests and needs are combined with the researcher’s own interests.	<b>2 hours</b>
	<b>Session 3 - Linguistic fieldwork</b> In most cases, language documentation presupposes the conduction of fieldwork, often in locations and among	<b>2 hours</b>

	<p>communities very distant from those of the researcher. While the success of fieldwork depends, to a large extent, on engagement, common sense and sharp observation, there are certain techniques and skills that can be trained in order to ensure proper and effective data collection. Topics covered include:</p> <ul style="list-style-type: none"> <li>- The Observer’s Paradox;</li> <li>- Various fieldwork tasks;</li> <li>- Interview and elicitation sessions;</li> <li>- Collaborative work and training.</li> </ul>	
	<p><b>Session 4 - Audio and video recording</b><sup>[L1]</sup><sub>[SEP]</sub></p> <p>In this class, we will focus on the equipment used for audio and video recording of language and learn the basic techniques to ensure good quality results in a fieldwork setting. Students will have a chance to practice in the classroom. Issues covered include:</p> <ul style="list-style-type: none"> <li>- Appropriate equipment;</li> <li>- Maintenance of equipment;</li> <li>- File formats;</li> <li>- Resolutions, light and noise.</li> </ul>	<p><b>2 hours</b></p>
	<p><b>Session 5 – Data-collection practice</b><sup>[L1]</sup><sub>[SEP]</sub></p> <p>This is a practical class in which students will apply the technical knowledge they acquired in the previous sessions to a real-world situation. The class will be conducted outside the classroom and students are expected to approach informants and obtain audio and/or video recordings of conversations. The resulting materials will then be discussed in class, to identify possible difficulties and solutions to them.</p>	<p><b>3 hours</b></p>
	<p><b>Session 6 - Processing language data</b></p> <p>In this class, we will learn how to process the recordings made in the field. We will train how to copy the audio and/or video files to the computer, how to transform them, and how to prepare them for transcription and annotation. We will introduce common software used in linguistic documentation, including ELAN and FLEx.</p>	<p><b>2 hours</b></p>
	<p><b>Session 7 - Processing language data</b></p> <p>In this class, students will use ELAN and FLEx to produce a short annotated/glossed linguistic corpus, using either their own recordings or others provided by the instructor.</p>	<p><b>2 hours</b></p>
<p><b>Pedagogy:</b></p>	<p>This course involves a combination of in-class discussion, at home readings and practical tutorial work. Classes are expected to be highly participative and students will be required to complete practical tasks, including collecting real linguistic data and processing it to constitute a short annotation corpus of linguistic documentation. Students will also be encouraged to envisage a research project involving language documentation, to become familiar with the considerations that go into applying for research funding in this area.</p>	

	Assessment will be based on participation in class, completion of all the practical assignments, and the production of a short research plan.
<b>References/ Readings:</b>	<p>Readings – a selection of chapters (provided by the instructor) from:</p> <ol style="list-style-type: none"> <li>1. J. Gippert, N. Himmelmann and U. Mosel, <i>Essentials of Language Documentation</i>. Berlin: Mouton de Gruyter, 2006.</li> <li>2. N. Thieberger, <i>The Oxford Handbook of Linguistic Fieldwork</i>. Oxford: Oxford University Press, 2012.</li> <li>3. S. Chelliah and W. de Reuse, <i>Handbook of Descriptive Linguistic Fieldwork</i>. Dordrecht: Springer, 2011.</li> </ol> <p>Software:</p> <ul style="list-style-type: none"> <li>- Audacity: <a href="http://www.audacityteam.org/download/">http://www.audacityteam.org/download/</a></li> <li>- Transcriber: <a href="http://trans.sourceforge.net/en/presentation.php">http://trans.sourceforge.net/en/presentation.php</a></li> <li>- FLex: <a href="http://fieldworks.sil.org/flex/">http://fieldworks.sil.org/flex/</a></li> <li>- HandBrake: <a href="https://handbrake.fr/downloads.php">https://handbrake.fr/downloads.php</a></li> <li>- Avidemux: <a href="http://fixounet.free.fr/avidemux/download.html">http://fixounet.free.fr/avidemux/download.html</a></li> <li>- ELAN: <a href="https://tla.mpi.nl/tools/tla-tools/elan/">https://tla.mpi.nl/tools/tla-tools/elan/</a></li> </ul>
<b>Course outcomes:</b>	<p>By the end of the course, the student is expected to:</p> <ol style="list-style-type: none"> <li>1. understand what constitutes a modern linguistic documentation and what it is used for in research;</li> <li>2. be able to conduct effective fieldwork and collect video and audio recordings of linguistic data;</li> <li>3. be able to transcribe and annotate linguistic data to build a solid linguistic corpus;</li> <li>4. understand the ethical constraints on linguistic fieldwork and language documentation, and be able to ensure ethical research in this domain.</li> </ol>

**Name of the Programme** : VRPP - CUNHA RIVARA CHAIR  
**Course Code** : POR-632  
**Title of the Course** : Language Contact in South Asia And The Role Of Portuguese  
**Number of Credits** : 1  
**Effective from AY** : 2023-24

<b>Prerequisites for the course:</b>	Students must register for the Masters programme in any discipline having cleared the ranking test.	
<b>Objective:</b>	<p>South Asia has been central in the development of some of the most important concepts in contact linguistics - including those of convergence, creolisation and linguistic areas – and remains a hotbed of multilingualism and intense linguistic contact. The arrival of the Portuguese language in the early 16th century constituted an addition to an already extremely diverse linguistic landscape, but one that had far-reaching effects (not least because, as the first European colonial language to gain a foothold in Asia, it impacted on those that followed) which are not always properly understood.</p> <p>This course begins with an introduction of the basic concepts of contact linguistics, all the while exploring processes of contact-induced linguistic change involving South Asian languages. It then focuses on the impact of the establishment of Portuguese in the region, in terms of the mutual transfers with its preceding South Asian languages, the establishment of new varieties of Portuguese, as well as the formation and historical trajectory of Portuguese-lexified pidgins and creoles. We will read some of the classical texts on the topics covered, and comment on current debates.</p>	
<b>Content:</b>	<b>Module 1- INTRODUCTION TO LANGUAGE CONTACT</b> <ul style="list-style-type: none"> <li>- The mechanisms underlying language contact;</li> <li>- Language contact, language change and linguistic taxonomy;</li> <li>- Contact phenomena and types of outcomes;</li> <li>- The concept of <i>Sprachbund</i> or linguistic area;</li> <li>- The processes of linguistic convergence and metatypy.</li> </ul>	<b>4 hours</b>
	<b>Module 2 - PIDGINS AND CREOLES</b> <ul style="list-style-type: none"> <li>• The key concepts of contact linguistics.</li> <li>• The formation of pidgin and creole languages, including the theories that have been put forward to explain the process.</li> <li>• The distribution of these languages around the world and in South Asia, and some of their characteristics.</li> </ul>	<b>4 hours</b>
	<b>Module 3 - PORTUGUESE IN ASIA</b> <ul style="list-style-type: none"> <li>- The chronology of the implantation of Portuguese in Asia;</li> <li>- The sociolinguistic contexts which it produced or interacted with;</li> <li>- The role of Portuguese as an Asian <i>lingua franca</i>;</li> <li>- Non-prototypical instances of Portuguese implantation;</li> </ul>	<b>4 hours</b>

	<ul style="list-style-type: none"> <li>- Mutual lexical borrowings;</li> <li>- The formation of Asian varieties of Portuguese;</li> <li>- Toponymy.</li> </ul>	
	<b>Module 4 - THE INDO-PORTUGUESE CREOLES</b> <ul style="list-style-type: none"> <li>- The state of current documentation;</li> <li>- Major linguistic characteristics;</li> <li>- Diversity and clustering;</li> <li>- Evidence of linguistic diffusion;</li> <li>- Language change and linguistic conservatism;</li> <li>- The issue of convergence towards the neighbouring languages;</li> <li>- The reconstitution of sociolinguistic variation and stratification.</li> </ul>	<b>3 hours</b>
<b>Pedagogy:</b>	<p>This course involves a combination of in-class discussions and at home readings. For each session, at least one required reading will be assigned, along with a question sheet which will guide the students in identifying the key points in the text and will also be used as a template for the discussion of the texts in class.</p> <p>Classes are expected to be highly participative, with active discussions and debates concerning data presented by the professor and often prompted by relevant multimedia materials. Students will also be asked to search for specific types of data outside of class and share it with the group in class.</p> <p>Assessment will be based on participation (in class and in completing assigned tasks and readings) and a test taken at the end of the course to verify the extent to which information has been assimilated.</p>	
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. H. C. Cardoso, "Factoring sociolinguistic variation into the history of Indo-Portuguese", <i>Revista de Crioulos de Base Lexical Portuguesa e Espanhola</i>, vol. 5: 87-114, 2014.</li> <li>2. I. Smith, "Pidgins, creoles and Bazaar Hindi", in <i>Language in South Asia</i>, Braj B. Kachru, Yamuna Kachru &amp; S.N. Sridhar (eds.), 253-268. Cambridge: Cambridge University Press, 2008.</li> <li>3. I. Wheritt, "Portuguese loanwords in Konkani", <i>Hispania</i>, vol. 72, no. 4: 873-881, 1989.</li> <li>4. J. Gumperz and R. Wilson, "Convergence and creolization: A case from the Indo-Aryan/Dravidian border in India", in <i>Pidginization and Creolization of Languages</i>, D.H. Hymes (ed.), 151-67. Cambridge: Cambridge University Press, 1971</li> </ol>	
<b>Course outcomes:</b>	<p>By the end of the course, the student is expected to:</p> <ol style="list-style-type: none"> <li>1. be able to recognize different processes of contact-induced linguistic change and their varied outcomes in highly multilingual settings;</li> <li>2. be aware of the significance of sociohistorical factors in conditioning the effects of linguistic contact;</li> <li>3. understand the extent of language contact in South Asia and the role this region had in shaping the theorisation of linguistic contact;</li> </ol>	

	4. understand the impact of Portuguese on the South Asian linguistic ecology, identifying what is already known and what remains to be researched.
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**Name of the Programme** : VRPP - ANTHONY GONSALVES CHAIR IN WESTERN MUSIC  
**Course Code** : POR 633  
**Title of the Course** : An Introduction to the Fado  
**Number of Credits** : 1  
**Effective from AY** : 2024-2025

<b>Prerequisites for the course:</b>	Students must register for the Masters programme in any discipline having cleared the ranking test.	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>To introduce students to the history and cultural significance of Fado in Goa, tracing its origins from the late 1800s to the present.</li> <li>To explore the influence of world music on Fado, examining its interactions with diverse musical traditions.</li> <li>To highlight the importance of preserving and promoting Fado as part of Goa's musical heritage for future generations in Goa and India.</li> <li>To make Fado accessible to all students, regardless of their prior knowledge of the Portuguese language or musical background.</li> </ol>	
<b>Content:</b>	<p><b>Module 1 - Fado: it's origin</b></p> <p><b>1.1 - Concept of Fado.</b> (Theory 1 hr)          Definition, Categorization, Nature of Fado. Theories of origin of Fado. Influences from Brazil, Africa, Arabic world and Portugal itself.</p> <p><b>1.2 - Growth of the Fado ( Portugal and Goa)</b> (Theory 1 hr)          Growth and decline through the centuries. Social and political influences and controls, Comparative study of the growth of Fado in Portugal and History of Fado in Goa.</p> <p><b>1.3 - Introduction Lisbon style Fado.</b> (Practicum 1 hr)          Background and importance, meaning and gist of the poem with translation, pronunciation, singing and practice of the Lisbon style fado.</p>	<b>3 hours</b>
	<p><b>Module 2 - Types and Styles</b></p> <p><b>2.1 - Types, styles and themes of Fado.</b> (Theory 1 hr)          Traditional classification, Fado Canção, modern Fado, Lisbon style, Coimbra style, common themes of fado.</p> <p><b>2.2 - Practice of Lisbon style fado</b> (Practicum 1 hr)          Clarification of doubts on pronunciation practice and group singing.</p> <p><b>2.3 Introduction to Coimbra style Fado.</b> (Theory 1 hr)          Background and importance, meaning of the poem with translation, pronunciation, singing and practice of the Coimbra style Fado.</p>	<b>3 hours</b>
	<p><b>Module 3 - Amalia, the Queen</b></p> <p><b>3.1 - Various Components of the Fado</b> (Theory 1 hr)          The instruments that accompany the Fado, names, structure and role of each instrument. Casa de fado, meaning and importance, layout and decor. Fadista, meaning and usage of the term.</p> <p><b>3.2 - Important Exponents of the Fado.</b> (Theory 1 hr)</p> <ul style="list-style-type: none"> <li>• Maria Severa - Life story, Count of Vimioso, A Severa -</li> </ul>	<b>3 hours</b>

	<p>The movie.</p> <ul style="list-style-type: none"> <li>Amalia Rodrigues - Life story, International career and her influence on the folksong.</li> </ul> <p><b>3.3 - Practice of Coimbra style fado.</b> (Practicum 1hr)  Explanations and pronunciation of second fado, practice and group singing.</p>	
	<p><b>Module 4 - The Journey of the Fado</b></p> <p><b>4.1-</b> Recognition by UNESCO, Fado in cinema (Theory 1hr)  <b>4.2 -</b> Modern Fado, Variation, Festivals. (Theory 1 hr)  <b>4.3 -</b> Practice of two fados - Lisbon and Coimbra Style (Practicum - 1 hr)</p>	<b>3 hours</b>
	<p><b>Module 5 - Evaluation</b></p> <p><b>5.1 - Professional singing practice session of both Fados with accompanying musician</b> (Practicum 1 hr)  Encourage individual singing. Final clarifications before evaluation.</p> <p><b>5.2 - Written Evaluation</b> (Theory 1 hr)  Students will answer an exam based on the topics covered in the modules.</p> <p><b>5.3 - Oral evaluation</b> (Practicum 1 hr)  Students will sing either one or both of the fados taught in the course. They will be accompanied by a musician.</p>	<b>3 hours</b>
<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>Lectures</li> <li>Presentations of the different types of fado</li> <li>Audio-visual presentations</li> <li>Workshops with accompanying musicians</li> </ul>	
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>Gouveia, D. (2010). <i>Ao Fado Tudo se Canta?</i> D. G. Edições. Lisboa.</li> <li>Noronha, J. <i>et al</i> (2008) <i>My Song, Ma Chanson, o Meu Canto</i> - Manoharrai Sardessai. Goa</li> <li>Osório, J. M. (2005). <i>Todos os Fados</i>. Ed. impresa Editora Lda. Lisboa.</li> <li>Régio, J. (1941). <i>Fado</i>. Arménio Amado Editor- Coimbra.</li> <li>Santos, V.P. (1992). <i>Amália, Uma estranha forma de Vida</i>. Verbo.Portugal</li> <li>Santos, V.P ( 2014). <i>O Fado da tua Voz - Amália e os Poetas</i>. Bertrand Editora. Lisboa.</li> <li>Vários. (2008). <i>Fado Sempre! Ontem, Hoje e Amanhã</i>. Difference Entertainment Lda. Portugal.</li> </ol>	
<b>Course outcomes:</b>	<p>At the end of this course, students will be able</p> <ol style="list-style-type: none"> <li>To describe the historical roots of Fado and its introduction to Goa.</li> <li>To identify key musical elements of Fado.</li> <li>To engage with Fado music through listening, discussion, and introductory performance techniques.</li> <li>To interpret and appreciate Fado lyrics and themes, even without prior Portuguese language proficiency.</li> </ol>	

## PORTUGUESE FOR COMPETITIVE EXAMS [CAPLE – DEPLE]

Effective from AY: 2024-25

<b>Pre-requisites for the Course:</b>	Students registered for TYBA in Portuguese or MA.in Portuguese.	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To prepare the student for the Portuguese Foreign Language Assessment and Certification Center (CAPLE) test that assesses and certifies written and oral skills of Portuguese as a foreign language (PLE) in non-native speakers.</li> <li>2. To provide a comprehensive as well as systematic approach for students to attain the Diploma Elementar de Português Língua Estrangeira (DEPLE) certification corresponding to the B1 level of the Council of Europe's Common European Framework of Reference for Languages guidelines.</li> <li>3. To provide the grammatical and lexical structures necessary for adequate understanding and production of the written and oral texts whereby students are able to interact in a range of everyday communication, work and study situations that require mostly predictable language use.</li> <li>4. To achieve an overall balanced competence in all four components of foreign language assessment: Reading Comprehension, Written Production and Interaction, Oral Comprehension and Oral Production and Interaction.</li> <li>5. To add value to the existing Portuguese graduate and post-graduate programmes through CAPLE certification that facilitates the mobility of citizens in a globalized world, be it for overseas education, access to an academic career or employment, acquisition of citizenship, etc.</li> </ol>	
<b>Content:</b>	<b>Unit 1: Reading Comprehension component</b> Global understanding of texts such as: advertisements, articles and news from newspapers, magazines and brochures, medication dosages, how to use products, letters, and reports. Detailed understanding of a text taken from the written press. Matching, true/false, or multiple-choice items are used.	<b>10 hours</b>
	<b>Unit 2: Written Production and Interaction component:</b> Production of texts reporting events, describing situations, expressing opinions or asking/giving information or a letter (personal or addressed to an institution), Production of a message/postcard.	<b>10 hours</b>
	<b>Unit 3: Oral Comprehension and Oral Production and Interaction Component:</b> Listening to dialogues, informative radio texts (news, weather, cultural broadcasting) or others asking/giving instructions, information or evaluating tasks). Multiple choice, matching, true/false items are used; interaction between candidates regarding personal identification; simulation of communication situations in the professional or educational domain; interaction between candidates based on a stimulus given.	<b>10 hours</b>
	<b>Unit 4: Practice tests</b>	<b>10 hours</b>

<b>Pedagogy:</b>	The course manual followed during lectures will be accompanied by curated course materials, live examples, audios, videos, discussion and practice tests.
<b>References/ Readings:</b>	<ol style="list-style-type: none"> <li>1. Pascoal, J.L. and Oliveira, T.B. (2019) <i>Exames de Português Caple-ul: Ciple, DEPLE, diple</i>. Lisboa: Lidel.</li> <li>2. Tavares, Ana (2017) <i>Português XXI Nível 3 (Livro do Aluno e CD)</i>, LIDEL, Lisboa-Portugal; Goyal Publishers &amp; Distributors Pvt. Ltd., India</li> <li>3. Tavares, Ana (2017) <i>Português XXI Nível 3 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico)</i>, LIDEL, Lisboa-Portugal; Goyal Publishers &amp; Distributors Pvt. Ltd., India.</li> </ol>
<b>Course Outcomes:</b>	<p>At the end of the course, the student will be able:</p> <ol style="list-style-type: none"> <li>1. To interact in a range of everyday communication, work and study situations that require mostly predictable language use</li> <li>2. To use grammatical and lexical structures necessary for adequate understanding and production of written and oral texts</li> <li>3. To attain the International Diploma Elementar de Português Língua Estrangeira (DEPLE) certification corresponding to level B1 of the Council of Europe's Common European Framework of Reference for Languages guidelines.</li> <li>4. To gain access to overseas education, an academic career or employment in other Lusophone nations.</li> </ol>