

GOA UNIVERSITY
Taleigao Plateau, Goa 403 206

UPDATED FINAL AGENDA

For the 5th Meeting of the

X ACADEMIC COUNCIL

Day & Date

30th and 31st July, 2021

Time

10.30 a.m.

Venue

Online via Google Meet

	<p>c)Recommendation regarding preparation and publication/ selection of reading material & name of the person recommended: Printed Psychology Practicum Handbook / Manual for UG Psychology Faculty to ensure standardization & scientific temper. Persons recommended: The BoS in Psychology with chairperson Prof. Janet Fernandes, St. Xavier’s College, Mapusa-Goa.</p> <p>d) Recommendation regarding general academic requirements: The department of Psychology in each college to have a psychology laboratory to conduct practicum for psychology students.</p> <p>Encl.: Annexure I & II</p> <p>Date: 20th July 2021. Place: Panaji – Goa</p> <p style="text-align: right;">Prof. Janet Fernandes e de Souza Signature of Chairperson</p> <p>Part G: The remark of the Dean of Faculty.</p> <ol style="list-style-type: none"> i. The minutes are in order. ii. The minutes may be placed before the Academic Council with remarks if any. iii. May be recommended for approval of Academic Council. iv. Special remarks if any. <p>Date: 22 July 2021 Place: Taleigao-Goa</p> <p style="text-align: right;">SD/- Signature of the Dean</p> <p style="text-align: right;">(Back to Index)</p>
D 3.21	<p>Minutes of the Board of Studies in Portuguese Meeting held on the 10th of July 2021</p> <p>PART A</p> <p>i) Recommendations regarding the course of study in the subject or group of subjects at the undergraduate level.</p> <p>The BoS members discussed the proposed syllabus for Third Year B.A (Honours) for the upcoming Academic Year 2021-22, which was approved at the D.C Meeting, held online on 25th May 2021. The members recommended that the content of the papers, definitions, modules and subtopics need to be defined very clearly in the syllabus, and to simplify the content of the papers for the level of Third Year B.A students. It was agreed that this would also be useful for other teachers who would have to teach the subjects in future.</p> <p>The following recommendations were suggested by the BoS for the Third Year B.A subjects described in detail at Annexure I (Refer page no 285)</p> <ol style="list-style-type: none"> 1) <u>UPRC-105 ‘Portuguese Linguistics I’</u>: may be renamed to ‘Introduction to

Portuguese Linguistics', with a module of Phonetics and Morphology.

- 2) UPRE-102 'Art Appreciation': it was recommended that the concept of 'Art' be clearly defined in the context of this subject.
- 3) UPRE-103 'Introduction to the Theory of Translation and Interpretation': to drop the component of Interpretation and rename the paper to 'Introduction to Translation'.
- 4) UPRC-108 'Portuguese Linguistics II': It was felt that this paper is not needed for T.Y.B.A. It can instead be introduced at M.A level.
- 5) UPRC-109 'Goan Literature in the Context of Lusophone Cultures': it was suggested that this paper needs to be more specific in its nomenclature, such as 'Introduction to Lusophone Studies', or with a mention of Goan Diaspora in the title.
- 6) UPRC-110 'Indo-Portuguese Studies II': it was suggested that a module on Indo-Portuguese cuisine of Goa be included in this paper.
- 7) UPRE-105 'Technical Translation': it was felt that technical and scientific translations may in fact be more suitable at postgraduate level, as this paper could focus on introducing translation terminology of different fields, the problem of translating the same word(s) in different contexts, and 'pragmatic texts', including legal and judicial texts.

ii) Recommendations regarding the course of study in the subject or group of subjects at the postgraduate level.

The BoS members felt that with the development and evolution of the undergraduate course, the syllabus and subjects at postgraduate level would need to be relooked and rethought, in order to bring them in sync with the undergraduate courses, and ensure a smooth progression from UG to PG level.

PART B

i) Scheme of Examinations at the undergraduate level.

The BoS members suggested that paper patterns and model question papers be prepared for every paper at the outset, in order to ensure further clarity with regard to the material to be taught in the subjects, and to ease the process for the eventual Third Year B.A examination.

ii) Panel of examiners for different examinations at the undergraduate level.

NIL

iii) Scheme of Examinations at the postgraduate level.

NIL

iv) Panel of examiners for different examinations at the postgraduate level.

NIL

PART C

Recommendation regarding preparation and publication of selection of reading material in any subject or group of subjects and name of persons recommended for appointment

	<p>to make the selection.</p> <p style="text-align: right;">NIL</p> <p>PART D Recommendation regarding general academic requirements in the Departments of University or affiliated colleges:</p> <p style="text-align: right;">NIL</p> <p>PART E</p> <p style="padding-left: 40px;">i) Recommendations of text books for the courses of study at undergraduate level:</p> <p style="text-align: right;">NIL</p> <p style="padding-left: 40px;">ii) Recommendations of text books for the courses of study at postgraduate level:</p> <p style="text-align: right;">NIL</p> <p>PART F Important points for consideration/ approval of Academic Council: The BoS members recommended that only the fifth semester and its papers be put up before the upcoming Academic Council. The sixth semester and its papers may be put up at the next Academic Council.</p> <p>The meeting ended with closing remarks by Dr. Anthony Viegas, H.O.D Portuguese and Chairman, BoS Department of Portuguese and Lusophone Studies.</p> <p>Date: 10th July 2021.</p> <p style="text-align: right;">Sd/- Signature of the Chairman</p> <p>PART G: Remarks of the Dean, Faculty of Languages and Literature:</p> <p style="padding-left: 40px;">i) The minutes are in order.</p> <p style="padding-left: 40px;">ii) The minutes may be placed before the Academic Council.</p> <p style="padding-left: 40px;">iii) May be recommended for approval by the Academic Council.</p> <p>Date: 14th July 2021.</p> <p style="text-align: right;">Sd/- Dean, Faculty of Languages and Literature (Back to Index)</p>
D 3.22	<p>Minutes of the Board of Studies in Zoology meeting.</p> <p>Part A.</p> <p style="padding-left: 40px;">i. Recommendations regarding courses of study in the subject or group of subjects at the undergraduate level:</p> <ul style="list-style-type: none"> • BoS approved and recommend some minor changes in some courses of SYBSc (ZOC-103, ZOC 104) and TYBSc (ZOC 105, ZOC 108 and ZOC 110 ZOS 104) syllabus from 2021-22 academic year.

	<p>2. ClassicalConditioning 3. OperantConditioning 4. CognitiveLearning 5. ObservationalLearning (Experiments,principlesandapplications)</p> <p>Unit 4: Memory 11 HOURS</p> <p>1. StagesofMemory:Encoding,Storage, Retrieval 2. MethodsofRetention:Recall,Recognition,Relearning 3. ModelsofMemory:Levelsofprocessing,ParallelDistributedProcessing,Informati on ProcessingModel. 4. Forgetting:ForgettingCurve,Decaytheory,InterferenceTheory, ways to enhance memory.</p>
Pedagogy	Lecture method, PPT, Videos & other ICT tools
Text Books/Refer ence books	<p style="text-align: center;"><u>Books for Reference:</u></p> <p>1. Santrock, J. W. (2006). Psychology : Essentials 2. New Delhi: Tata McGraw-HillPublishingCompany Limited. 2. Ciccarelli,S.K.,&Meyer,G.E.(2015).Psychology.India:Pearson India.4thEdition.</p> <p>Suggested Readings:</p> <p>1. Nolen–Hoeksema,Fredrickson,Loftus,Wagenaar.(2014).AtkinsonandHilgard’s: Psychologyanintroduction.NewDelhi:CengageLearningIndiaPrivateLimited. 2. Baron,R.A.(2012).Psychology.(5thEd.).NewDelhi,India:PearsonPrenticeHall. 3. Wade,C.,&Tavris,C.(2007). Psychology(8thEd.).NewDelhi:PearsonPrenticeHall. 4. Lahey, B. (2008). Psychology an introduction. (10th Ed.). Tata Mc Graw HillHigher Education. 5. Rathus,S.A.(2002).Psychologyinthe newmillenium.(8thEd.).USA: Harcourt CollegePublishers.</p>
Learning Outcomes	<ul style="list-style-type: none"> • Knowledge of basic concepts, theories & research in psychology. • Recognize applied aspects of psychology in everyday life.

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D 3.21 Minutes of the Board of Studies in Portuguese Meeting held on the 10th of July 2021

Annexure I

DEPARTMENT OF PORTUGUESE AND LUSOPHONE STUDIES

**B.A. (HONOURS) IN PORTUGUESE
T.Y.B.A
SEMESTER V**

UPRC 105	INTRODUCTION TO PORTUGUESE LINGUISTICS - I
UPRC 106	ANALYSIS & INTERPRETATION OF LITERARY TEXT
UPRC 107	INDO-PORTUGUESE STUDIES - I
UPRE 101	CONTEMPORARY PORTUGUESE SOCIETY
UPRE 102	ART APPRECIATION
UPRE 103	INTRODUCTION TO TRANSLATION

SEMESTER VI

UPRC 108	INTRODUCTION TO PORTUGUESE LINGUISTICS – II
UPRC 109	GOAN LITERATURE IN THE CONTEXT OF LUSOPHONE CULTURES
UPRC 110	INDO-PORTUGUESE STUDIES - II
UPRE 104	LUSOPHONE WOMEN WRITERS
UPRE 105	LEGAL AND COMMERCIAL TRANSLATION
UPRP	PROJECT

Programme: B.A. PORTUGUESE (HONOURS) Course Code:

UPRC 105

Title of the Course: INTRODUCTION TO PORTUGUESE LINGUISTICS I Number of Credits: 4

Effective from AY: 2021-2022

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none"> - To recognize language as a system that essentially aims to establish communication between people. - To distinguish verbal language from non-verbal language, language and speech. - To reflect on how the language works. Acquire linguistic awareness and metalinguistic knowledge that allows the development of other skills and knowledge, exercising communicative activities in Portuguese appropriate to the situations. - To apprehend knowledge that allows the development of competence (linguistic, discursive / textual, sociolinguistic and strategic) at the various levels of Language / Grammar (semantic, pragmatic, lexical, syntactic and phonetic). - To recognize norm and linguistic variation in the Portuguese-speaking space. 	
<u>Content:</u>	<ul style="list-style-type: none"> ● Module 1: The levels and units of the linguistic system; language, communication, language and speech. Phonetics and phonology (sounds and phonemes, prosody and phonological processes). ● Module 2: Language, linguistic community, linguistic variation and standardization; Morphology: grammatical categories, constituents and morphological processes of word formation. ● Module 3: The sentence and wording elements; coordination and subordination; sentence order and syntactic organization. ● Module 4: Lexicology and lexicography; lexical and phrasal semantics. 	<div>15 hours</div> <div>15 hours</div> <div>15 hours</div> <div>15 hours</div>

<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Presentation of teaching material by the teacher. - Use of teaching records, glossaries, dictionaries and other linguistic reference bases for the execution of oriented tasks. - Reading and critical analysis of texts, minutes, articles on issues related to the language's functioning. - Practice and reflection on the structure and functioning of the language in order to deepen and systematize previously acquired knowledge. - Conducting practical exercises to verify the acquisition of knowledge in terms of grammatical content that support the lexical, morphological, syntactic and phonological choices that underlie the semantic-pragmatic options. 	
<p><u>References/Readings:</u></p>	<ul style="list-style-type: none"> • Vilela, M., (1999). <i>Gramática da Língua Portuguesa</i>. Coimbra: Almedina. • Faria, I.H., (Org.)(1996). <i>Introdução à Linguística Geral e Portuguesa</i>. Lisboa: Caminho • Amorim, C. & Sousa, C. (2009). <i>Gramática da Língua Portuguesa - 3º Ciclo do Ensino Básico e Ensino Secundário</i>. Porto: Areal Editores. • Castelo Branco, M.I., (1984), «Pequeno Curso de Língua Portuguesa», Lisboa, Edições da Fundação Calouste Gulbenkian. • Cunha, C. e L.F.L. Cintra (1984), <i>Nova Gramática do Português Contemporâneo</i>, Lisboa, Edições Sá da Costa. • http://www.malhatlantica.pt/jorgefborges/index.html • http://www.priberam.pt/dlpo/gramatica/gram21.html • http://www.ciberduvidas.com/body.html 	
<p><u>Learning outcome:</u></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • describe the mechanisms of the functioning of the Portuguese language. • understand linguistic variations. • distinguish grammar from linguistics. • master the most basic theoretical concepts of linguistics in order to describe the Portuguese language. • understand and apply grammatical rules. 	

Programme: B.A. PORTUGUESE (HONOURS) Course

Code: UPRC 106

Title of the Course: ANALYSIS AND INTERPRETATION OF LITERARY TEXT

Number of Credits: 4

Effective from AY: 2021-2022

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none"> To acquire theoretical and practical knowledge that allows the approach of literary text, as a communicative utterance and semiotic system, through reading, analysis and interpretation To recognize the marks of literalness in written utterances. To foster a richer written production and adjust to communicative intentionality. To relate in the literary text the stylistic-formal resources with the semantic and significant implications of writing mechanisms. 	
<u>Content:</u>	<ul style="list-style-type: none"> Module 1: The boundaries of literary text; Module 2: The natural modes or forms of Module 3: The modes of presentation of the narrative text: the description of spaces and characterization of characters; order of narrative sequences and diegetic plans; the narrative point of view. Module 4: The lyrical text: main properties of the lyrical poem; expression, poetics and metaphor. 	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>

<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> • Presentation of teaching material by the teacher. • Reading selected literary texts (functional, recreational, analytical and critical). • Viewing and listening exercises. • Production of oral answers/comments (oral strategies) and written (following whenever possible the phases of planning, textualising and reviewing). – Workshop of writing practice. • Video poems' production. • Preparation of autonomous research activities. 	
<p><u>References/Readings:</u></p>	<ul style="list-style-type: none"> • Carmelo, L., (2005). <i>Manual de Escrita Criativa</i>. Lisboa: Publicações Europa-América • Reis, Carlos, (1997). <i>O Conhecimento da Literatura</i>. Coimbra, Almedina. • Guerra da Cal, E., (1981). <i>Língua e Estilo em Eça de Queirós</i>. Coimbra, Almedina. • Varga, A.K., (1981). <i>Teoria de Literatura</i>. Lisboa, Editorial Presença. • Real, M., (2001). <i>Geração de 90 – Romance e Sociedade no Portugal Contemporâneo</i>. Lisboa, Campo das Letras. • Júdice, Nuno, (1997). <i>Viagem por um Século da Literatura Portuguesa</i>. Lisboa, Relógio d'Água. • http://ecrits-vains.com/atelier/atelier.htm • http://www.instituto-camoes.pt/ • http://www.terravista.pt/clubes/poesia.php • http://www.citi.pt/cultura/literatura 	
<p><u>Learning outcome</u> :</p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> - Identify the distinctive literary text's characteristics. - To recognise the stylistic processes of literary written expression. - Produce texts according to the various typologies and literary intentions. <p style="text-align: right;">(Back to Index)(Back to Agenda)</p>	

Programme: B.A. PORTUGUESE (HONOURS)

Course Code: UPRC 107

Title of the course: INDO-PORTUGUESE STUDIES I

Number of credits: 4

Effective From AY: 2021-22

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ol style="list-style-type: none"> 1. To develop and comprehend the base of the Indo-Portuguese society in Goa. 2. To develop and strengthen the capacity of comprehension and oral and written expression. 3. To reflect on the different aspects of Portuguese influence in relation to Goa. 4. To acquire knowledge in the context of history in relation to the appearance of a literary production. 5. To comprehend the role of language, as a factor of social cohesion. 	
<u>Content:</u>	<p>Module 1</p> <ul style="list-style-type: none"> - An overview of Pre-Portuguese Goa. - History of the Portuguese presence in Goa and its influence - <i>Reino de Bisnaga e Sultanato de Bijapur.</i> <p>Module 2</p> <ul style="list-style-type: none"> - Evolution of the language. - Concept of Indo-Portuguese <p>Module 3</p> <ul style="list-style-type: none"> - The role of the church as a decisive factor, prominent clergy/priests and their work. - The different genres of Goan literature written in Portuguese. <p>Module 4</p> <ul style="list-style-type: none"> - The key themes of Indo Portuguese literature - Important contributors towards this rich and diverse literature. 	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>
<u>Pedagogy:</u>	<ul style="list-style-type: none"> - Lectures - Reading of relevant essays and texts. 	-

<u>References/Readings:</u>	<ul style="list-style-type: none"> - Avelar, Pedro (2012). <i>A História de Goa</i>. Alfragide: Texto Editores. - Dias, Filinto Cristo, <i>Esboço da História da Literatura Indo-Portuguesa</i>, by Bastorá-Goa, Tipografia Rangel, 1963. - Devi, Vimala & Seabra, Manuel, <i>A Literatura Indo-Portuguesa</i>, Lisboa, Junta de Investigações do Ultramar, 1971, 2 vols. - Miranda, Eufemiano de Jesus, <i>Oriente e Ocidente na Literatura Goesa</i>, Goa, 1556, Panjim, 2012 - <i>Dicionário de Literatura Goesa</i>, by Manuel da Costa, A., Macau, Instituto Cultural de Macau & Fundação Oriente; <p>https://core.ac.uk/download/pdf/55635685.pdf</p>	
<u>Learning outcomes:</u>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> - Goa's history: pre-Portuguese and Goa after 1510 - The evolution of Goan society over a period of 451 years. - The history that influenced the Indo-Portuguese thematic. - Important literary works produced by Goans in the Portuguese Language. 	

Programme: B.A. PORTUGUESE (Honours) Course

Code: UPRE 101

Title of the Course: CONTEMPORARY PORTUGUESE SOCIETY Number of

Credits: 4

Effective from AY: 2021-2022

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a discipline specific elective paper.	
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<u>Objectives:</u>	<ul style="list-style-type: none"> • To characterize social and demographic evolution in Portugal. • To relate the historical periods of Portuguese social evolution with the national and international cultural and political context. • To identify the stratification of Portuguese society. • To interpret the processes of social change and globalization that structure contemporary societies. • To relate the problems of contemporary Portuguese society with long-term economic and social dynamics. • To characterize the social participation in economy, politics, administration, culture and contemporary public life. 	
<u>Content:</u>	<p>- Module 1 - Social and Demographic Panorama of Portugal: From Medieval society to Constitutional Monarchy; from Liberalism to Republican Revolution; Portuguese society and the Dictatorship; social evolution following the end of the Empire and the integration into the European Union.</p> <p>Module 2 - Portuguese society in the <i>Estado Novo</i> dictatorship: Concept of traditional family; political instruments implemented on the society; emigration and the Colonial War</p>	<p>15 hours</p> <p>15 hours</p>
	<p>- Module 3 - Portugal Post-25th April 1974: the social ambience in the 1960s and in the Revolutionary Period (1974 – 76); the <i>retornados</i> (returnees) and new migratory waves from Eastern Europe.</p> <p>- Module 4 - Portugal in the European Union: political, economic and social organization; social, ethnic and religious minorities in Portugal today; the Portuguese diaspora in modern times; art, education and culture in the 21st century.</p>	<p>15 hours</p> <p>15 hours</p>

<u>Pedagogy:</u>	<ul style="list-style-type: none"> • Presentation of teaching material by the teacher. • Reading selected literary texts (functional, recreational, analytical and critical). • Viewing and listening exercises. • Production of oral answers/comments (oral strategies) and written (following whenever possible the phases of planning, textualising and reviewing). – Workshop of writing practice. • Preparation of autonomous research activities. 	
<u>References/Readings:</u>	<ul style="list-style-type: none"> • Mourão, Alda & Rodrigues, M.F. (2017). <i>História e Cultura Portuguesas - Guia para Estudantes de PLE</i>. Instituto Politécnico de Macau. • <i>Retrato de Portugal. Factos e Acontecimentos</i> (Coord. António Reis) (2007). Lisboa: Instituto Camões/ Portugal.Temas e Debates. • <i>Portugal, um Retrato Social</i> (org. António Barreto & Joana Pontes). Edição: Público. 7CDs. • Pinto, António (Coord.) (2005). <i>Portugal Contemporâneo. Lisboa: Dom Quixote</i>. • <i>Mónica, Maria Filomena (2018). Vida Moderna. Lisboa, Quetzal</i>. • Santos, Boaventura Sousa (2002). “Onze teses por ocasião de mais uma descoberta de Portugal” in <i>Pela Mão de Alice - o Social e o Político na Pós-Modernidade</i>. Porto: Edições Afrontamento, 8ª edição, pp.49-68. 	
<u>Learning outcome</u> :	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> - Understand the social, economic and political organisation throughout Portuguese history. - Define social trends in Portugal and their fixation in the territory. - Explain stratification, social classes and social mobility in Portugal. - Identify and comment on social participation in public life, politics, administration, education, arts and culture. - Understand the processes of social change in the contemporary world. 	

Programme: B.A. PORTUGUESE (HONOURS)

Course Code: UPRE 102

Title of the Course: ART APPRECIATION

Number of Credits: 4

Effective from AY: 2021-2022

Prerequisites:	Any student pursuing his/her undergraduate programme in Portuguese (Hons.) at Goa University or an affiliated college is eligible to take the course as a discipline specific elective paper.	
Objectives:	<ul style="list-style-type: none">- To engage students with aesthetics and artistic world,- To recognize art, and creative expression, as a fundamental part of any culture,- To sensitize students to the diverse artistic heritages in Goa, India and the diverse territories with historical Portuguese presence,- To develop in students novel ways of understanding and analysis of cultural expressions. <p style="text-align: right;">(Back to Index)(Back to Agenda)</p>	

Content:	<p>Module I Introduction: what is art, heritage and culture. Defining concepts. Art and craft, exploring art as culture with social sciences: what distinguishes fine art from craft? How can we see craftsmanship as art?</p> <p>Module II The artistic diversity of the world: brief introduction to the architecture and fine arts of Asia, Africa, Oceania, America and Europe (from antiquity to the 20th century) and their different sensibilities and intentions; objects - Chinese porcelain, Middle Eastern carpets, Southern European tiles and ceramics, African ivory and bronze, Southern Asian textiles, Southern American garments, Oceania maritime maps, Australian dream maps.</p> <p>Module III The aesthetics of places with Portuguese influence: South America, South Asia, Eastern Africa, Southeast Asia, Macao and Timor: architecture and decorative arts, hybrid forms (Indo-Portuguese, Afro-Portuguese, Indo-Afro-Portuguese, Luso-brazilian).</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p>
	<p>Module IV Goa as research field: monuments, spaces: religious structures (temples, mosques, churches); urban spaces (historical neighbourhood of Fontainhas, several villages' settlements; military architecture: forts of Reis Magos and of Rama; domestic spaces: Goan houses, Catholic and Hindu; houses' objects and family stories. Heritage as artistic and cultural appreciation: Goan heritage as important: Adivasi ecological knowledge; khazans and agriculture; traditional craftsmanship as weaving, fishing, metal work.</p>	15 hours
Pedagogy:	<ul style="list-style-type: none"> - Lectures, - Readings and class debates, - Research and analysis of websites and online projects, virtual visits to worldwide museums, in-person field trips to nearby places such as Museum of Christian Art (Old Goa) or heritage buildings (forts, churches, houses), when possible. 	15 hours
Reference Books:	<p>Gombrich, E.H., 1960. <i>A História da Arte</i>. Phaidon, Lisboa. Berger, John, 2008. <i>Modos de Ver</i>. Antígona, Lisboa. Tanizaki, Junichiro, 2001. <i>Elogio da Sombra</i>. Relógio d'Água, Lisboa. www.artsandculture.google.com www.unesco.org</p>	15 hours

Learning Outcomes:	By the end of the course, students will be able to: 1. Understand and appreciate the basics of artistic expression across cultures. 2. Briefly analyse cultural expressions and art objects. 3. Be more sensitive towards creativity and culture in a global perspective.	
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Programme: B.A. in PORTUGUESE (HONOURS)

Course Code: UPRE 103

Title of the Course: INTRODUCTION TO TRANSLATION

Number of Credits: 4

Effective from AY: 2021-22

Prerequisites for the course:	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a discipline specific elective paper.	
Objectives:	<ul style="list-style-type: none"> - To be familiar with the history, approaches and strategies of translation. - To know the various problems associated with translations. - To clearly understand the contexts in translating - To know the role of a translator - To learn translation procedures as well as techniques of adjustment - To understand the inter-relations between language and culture in the process of translation - To translate short passages of non-literary texts 	
Content:	Module 1. - Introduction to translation - History, approaches and strategies.	15 hours
	Module 2. - The role of the translator as the producer of texts.	15 hours
	Module 3. - Terminology in translation.	15 hours
	Module 4. - Translation of non-literary texts	15 hours
Pedagogy:	<ul style="list-style-type: none"> - Lectures - Reading of non-literary texts in Portuguese with reflection and application of concepts. - Translation of short passages/texts 	

References/Reading:	<ul style="list-style-type: none"> - Campos, Geir; O que é tradução, Editora São Paulo, Editora Brasiliense (1986) - Nida, Eugene A.; Towards a Science of Translating, Leiden, J. E. Brill, (1964) - Bassnett, Susan; Translation Studies, London & New York, Routledge (2014) - Baker, Mona (1992), In Other Words: A Coursebook on Translation. London and New York: Routledge - Nida, Eugene A.; The Theory and Practice of Translation, Leiden, J. E. Brill (1982) - Vilela, Mário. (1994), Tradução e Análise Contrastiva: Teoria e Aplicação, Lisboa, Caminho, 1994. - Snell-Hornby, Mary; Translation Studies. An Integrated Approach, John Benjamins, 1988 - Gentzler, Edwin; Contemporary Translation Theories, Routledge, 1993 	
Learning Outcomes:	<p>At the end of this course students will:</p> <ul style="list-style-type: none"> - be able to understand the different strategies and approaches adopted by translators, - be able to understand the role of a translator in the translation process; - familiarize with the various challenges faced by translators and the strategies that are used by professional translators to overcome these challenges, - be able to understand the importance of terminology in translation - be able to translate short passages of non-literary texts 	

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Programme: B.A. PORTUGUESE (HONOURS) Course

Code: UPRC 108

Title of the Course: INTRODUCTION TO PORTUGUESE LINGUISTICS II Number of

Credits: 4

Effective from AY: 2021-2022

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a discipline specific elective paper.	
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<p><u>Objectives:</u></p>	<ul style="list-style-type: none"> ● To recognise language as a system that aims essentially to establish communication between people. ● To reflect on the functioning of the language. ● To acquire a linguistic awareness and a metalinguistic knowledge that allows the development of other skills and knowledge, exercising communicative activities in Portuguese language appropriate to the situations. ● To acquire knowledge that allows the development of competence (linguistic, discursive/textual, sociolinguistic and strategic) at the various levels of Language/Grammar (semantic, pragmatic, lexical, syntactic and phonetic). ● To develop linguistic and discursive/textual skills through the knowledge of contents related to the semantic and pragmatic dimension of language. 	
<p><u>Content:</u></p>	<ul style="list-style-type: none"> ● Module 1: Definition of discourse and text; the notion of context, deixis, presupposition, implicature and inference. ● Module 2: Topic, theme and commentary; textual cohesion and coherence. ● Module 3: The theory of speech acts; the elements of conversation and linguistic interaction. ● Module 4: Textual prototypes and speech types; phonology: the prosodic level and phonological processes. 	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>

<u>Pedagogy:</u>	<ul style="list-style-type: none">● Presentation of teaching material by the teacher.● Reading and critical analysis of texts, minutes, articles on issues of the scope of the functioning of the language.● Production of statements (written or oral) demonstrating illocution, cohesion or textual coherence.● Practice and reflection on the structure and functioning of the language in order to deepen and systematize the previously acquired knowledge.● Production of exemplifying utterances of different textual typologies.● Comment and review of textual productions once the formal elements are identified in the phonic, morphological, synthetic, lexical, semantic and pragmatic planes.	
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<p><u>References/Readings:</u></p>	<ul style="list-style-type: none"> ● Vilela, M., (1999). <i>Gramática da Língua Portuguesa</i>. Coimbra: Almedina. ● Faria, I.H., (Org.)(1996). <i>Introdução à Linguística Geral e Portuguesa</i>. Lisboa: Caminho ● Amorim, C. & Sousa, C. (2009). <i>Gramática da Língua Portuguesa - 3º Ciclo do Ensino Básico e Ensino Secundário</i>. Porto: Areal Editores. ● Cunha, C. e L.F.L. Cintra (1984), <i>Nova Gramática do Português Contemporâneo</i>, Lisboa, Edições Sá da Costa. ● Searle, J.R., (1969), <i>Speech Acts. An Essay in the Philosophy of Language</i>, Cambridge, Cambridge University. Press. ● Austin, J.L., (1952), <i>How to do Things with Words</i>, Oxford, Oxford University Press. ● http://www.malhatlantica.pt/jorgefborges/index.html ● http://www.priberam.pt/dlpo/gramatica/gram21.html ● http://www.ciberduvidas.com/body.html 	
<p><u>Learning outcome</u> :</p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> - Describe the mechanisms of the functioning of the Portuguese language. - Understand language variations. - Distinguish grammar from linguistics. - Master the most basic theoretical concepts of linguistics in order to describe the Portuguese language. - Understand and apply grammatical rules. - Master more safely and rigorously the mechanisms of understanding and oral expression. 	

Programme: B.A. PORTUGUESE (Honours) Course

Code: UPRC 109

Title of the Course: GOAN LITERATURE IN THE CONTEXT OF THE LUSOPHONE CULTURES

Number of Credits: 4

Effective from AY:2021-2022

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a discipline specific elective paper.	
<u>Objectives:</u>	<ul style="list-style-type: none"> • To recognize lusophone space as a universe of multicultural sharing. • To identify the main geographical, historical and cultural references of the countries that make up the “Community of Portuguese Speaking Countries” (CPLP). • To contact with authors of the Lusophone cultural heritage. • To produce a Portfolio on Lusophone cultures. • To relate the literature and other manifestations of Goan Culture with Lusophone cultures. 	
<u>Content:</u>	<ul style="list-style-type: none"> ● Module 1: The history and geography of Lusophone countries; The CPLP (Community of Portuguese-speaking Countries) and challenges in the 21st century. ● Module 2: The writers and literature in Portuguese language: selection of literary texts that are the most representative of the countries that continue to be a part of the CPLP ● Module 3: Goan literature in Portuguese. ● Module 4: The various forms of art in the Lusophone World: Plastic arts, performing arts, music, architecture, fashion and design. 	15 hours 15 hours 15 hours 15 hours

<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> ● Presentation of teaching material by the teacher. ● Reading selected literary texts (functional, recreational, analytical and critical). - READING and WORKSHEET. ● Viewing and listening exercise. ● Production of oral answers/comments (oral strategies) and written (following whenever possible the phases of planning, textualisation and review). – Workshop Of Writing Practice. ● Production of a <i>Portefolio</i>. ● Preparation of autonomous research activities. 	
<p><u>References/Readings:</u></p>	<ul style="list-style-type: none"> ● Dicionário Temático da Lusofonia, Lisboa, Texto Editora, 2005 ● Manuel da Costa, A., Dicionário de Literatura Goesa, Macau, Instituto Cultural de Macau & Fundação Oriente. ● Lopes da Costa, E.M., (2005). Ditose Reditos – Provérbios da Lusofonia, Paulinas / Instituto de Estudos de Literatura Tradicional. ● Dicionário Houaiss, Sinónimos e Antónimos, Lisboa, Círculo de Leitores, 2007 ● Agualusa, J.E., (2003), Nação Crioula, Lisboa, Público ● Meireles, C., (1982), Giroflê, Giroflá, São Paulo, Moderna. ● Couto, Mia (1992), Terra Sonâmbula, Lisboa, Caminho. ● Andrade, M. (1976/1979), Antologia temática de poesia africana,, I e II, Lisboa, Sá da Costa. <ul style="list-style-type: none"> ● Said, E., (2004), Orientalismo, Lisboa, Cotovia. <ul style="list-style-type: none"> ● Freyre, G., (1998), Casa-Grande & Sanzala, Rio de Janeiro, Editora Record ● Passos, J. (2012). Literatura goesa em português nos séculos XIX e XX - Perspetivas pós-coloniais e revisão crítica. Vila Nova de Famalicão: Editora Húmus. <ul style="list-style-type: none"> ● Miranda, E.J. (2012). Oriente e Ocidente na literatura goesa: realidade, ficção, história e imaginação. Saligão: Goa 1556 ● http://www.instituto-camoes.pt/ ● http://www2.uol.com.br/machadodeassis/ ● http://www.cplp.org/Default.aspx ● http://www.vidaslusofonas.pt/ 	

<u>Learning outcome</u> :	At the end of this course students will be able to: <ul style="list-style-type: none"> - Identify facts and most prominent protagonists of the artistic panorama and culture within the Lusophone space. - Comment critically on cultural events within the CPLP. - Establish affinities and parallels between Goa literature and Lusophone cultural and literary expressions. - Identify prominent authors and works of Goan literature in Portuguese. - Interpret some unavoidable works of Goa literature. 	
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Programme: B.A. PORTUGUESE (Honours)

Course Code: UPRC 110

Title of the Course: INDO-PORTUGUESE STUDIES II

Number of Credits: 4

Effective from AY: 2021-22

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a core paper.
<u>Objectives:</u>	<ol style="list-style-type: none"> 1. To develop and strengthen the capacity of comprehension of oral & written expression. 2. To comprehend and reflect on the key aspects of Portuguese influence in relation to Goa. 3. To develop aesthetic sensibilities of Portuguese influence in relation to Goa's music, architecture, cuisine, artistic and cultural tradition. 4. To develop and understand social life and customs of Goan society. <p style="text-align: right;">(Back to Index)(Back to Agenda)</p>

<p><u>Content:</u></p>	<p>Module 1 (15 hrs)</p> <ul style="list-style-type: none"> - The characteristics of Indo-Portuguese architecture in Goa. - Goan visual artists. <p>Module 2 (15 hrs)</p> <ul style="list-style-type: none"> - Trade and flora and its impact on Indian cuisine - Goan portuguese cuisine - Garcia de Orta and his “<i>Colóquios dos Simples</i>” <p>Module 3 (15 hrs)</p> <ul style="list-style-type: none"> - Goan Portuguese musical expressions - Dance - Performative arts <p>Module 4 (15 hrs)</p> <ul style="list-style-type: none"> - Traditional games and religious practices in Goa. - Goa’s traditional and cultural festivals.
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Lectures - Reading of relevant texts, and learning through audio-visual aids. - Webinars on related topics. - Culinary workshops. - Field trips to heritage sites.
<p><u>References/Readings:</u></p>	<ul style="list-style-type: none"> - Pandit, Heta, <i>Houses of Goa</i>, King Street Press, 1999 - Pandit, Heta, <i>Grinding Stories – Songs from Goa</i>, 2019 - Gomes, Paulo Varela (2011). <i>Whitewash, red stone: A History of Church Architecture in Goa</i>. Yoda Press. - Pereira, Jose, <i>Churches of Goa</i>, Fordham University, 2002 - Costa, Maria de Lourdes B da, <i>Remembering Goa</i>, 2007 - Costa, Maria de Lourdes B da, <i>Games that we played: Traditional Goan sports</i>, 2012 - Silveira, Angelo, <i>Lived Heritage shared Space</i>, 2008 - Gracias, Fátima, <i>Cozinha de Goa: The History and Tradition of Goan Food</i>, Goa 1556 - Pereira, Jose, <i>India and Portugal: Cultural Interactions</i>; Marg Publications, 2001 - Pereira, Martins, Costa; <i>Song of Goa: Mandos of Yearning</i>; 2000 - Ketteringham, Anne; <i>Vamona Navelcar: An Artist of Three Continents</i>. Reality Premedia Service, 2013. https://itsgoa.com/angelo-da-fonseca-unique-goan-catholic-artist-1902-1967/ https://www.livemint.com/mint-lounge/features/the-indispensable-modernist-francis-newton-souza-11585310147169.html https://www.bbc.com/news/world-asia-india-36220327 https://digitalq.arquivos.pt/details?id=4614066

<u>Learning Outcomes:</u>	<p><i>At the end of this course students will have gained knowledge of:</i></p> <ul style="list-style-type: none"> - The principal Indo-Portuguese architectural and heritage sites. - Goa's rich art and cultural diversity, which is a blend of the East and West, thereby making it so distinct. - Goa's diverse gastronomical wonders. - Gained an understanding of the unique Goan traditions, practices and festivals.
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Programme: B.A. PORTUGUESE (Honours)

Course Code: UPRE 104

Title of the Course: LUSOPHONE WOMEN WRITERS

Number of Credits: 4

Effective from AY: 2021-22

<u>Prerequisites</u>	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a discipline specific elective paper.
<u>Objectives</u>	<p>Through this course, students will learn how gender roles develop and how women's views of themselves are reflected in their writing.</p> <ul style="list-style-type: none"> - To identify a few women writers who have influenced thinking in the Lusophone sphere - To read poems, essays and short stories in Portuguese that showcase literature from the Lusophone world; Portugal, Goa, Brasil, Angola and Mozambique written by women. - To reflect on the various perspectives and themes they touched upon. - To understand how women's literary expression has been shaped by history, culture, and their experiences.
<u>Content</u>	<p>Module 3 Essays (15hrs)</p> <p>Readings to be picked from these texts.</p> <ul style="list-style-type: none"> - <i>A Mulher Indo-Portuguesa</i> by Propécia Correia Afonso - <i>Quarto de Despejo</i> by Carolina Maria de Jesus - <i>Da Índia com Amor</i> by Júlia Nery (extracts of the novel

	<p>Module 4 Poetry (15hrs) Readings to be picked from these:</p> <ul style="list-style-type: none"> - <i>Poemas Escolhidos</i> by Eunice de Souza - <i>Destino: poemas</i> by Judite Beatriz de Sousa - <i>Poesia Africana</i> by Alda Lara - <i>Súria</i> by Vimala Devi - <i>Uma antologia poética</i> by Cecília Meireles
<u>Pedagogy</u>	<ul style="list-style-type: none"> - Lectures - Research and read essays. <ul style="list-style-type: none"> - Reading of selected texts. - Audio-visual inputs.
<u>Text Books/Reference Books:</u>	<ul style="list-style-type: none"> ● Faria e Ataíde Lobo, Beatriz da Conceição, <i>A Vida, O Herald, O Académico</i> ● Gaitondé, Edila, <i>As Maçãs Azuis</i>. Lisboa: Editorial Tágide (<i>Prosa</i>) ● Gersão, Teolinda (2007). <i>A Mulher que Prendeu a Chuva e outras histórias</i>. Sextante Editora. ● Devi, Vimala (2003), <i>Monção</i>, Dédalo ● Correia Afonso, Propécia, Boletim Instituto Vasco da Gama ● Nery, Júlia (2012). <i>Da Índia com Amor</i>. Sextante Editora (Romance histórico) ● Gersão, Teolinda (2007). <i>A Mulher que Prendeu a Chuva e outras histórias</i>. Sextante Editora. ● Andresen, Sophia de Mello Breyner (2019). <i>História da Terra e do Mar</i>. Porto: Porto Editora. ● De Souza, Eunice (2001). <i>Poemas Escolhidos</i>. Edição bilingue (Tradução portuguesa por Ana Luísa Amaral) Edições Cotovia/Fundação Oriente, Série Oriente. ● Sousa, Judite Beatriz de (1955). <i>Destino: poemas</i>. Goa: Imprensa Nacional

Recommended sites:	<ul style="list-style-type: none"> • Biblioteca Digital Instituto Camões http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html • CPLP - Comunidade dos Países de Língua Portuguesa http://www.cplp.or • https://cesa.rc.iseg.ulisboa.pt/nilus/pais/portugal/ • https://brasilecola.uol.com.br/literatura/carolina-maria-jesus.htm • https://www.lusofoniapoetica.com/angola/alda-lara • https://www.portugues.com.br/literatura/poemas-cecilia-meireles.html
<u>Learning Outcomes</u>	<p><i>At the end of this course the students will be able</i></p> <ul style="list-style-type: none"> - To analyse literary texts through the gender perspective. - To understand the use of women's writing and its influence in the community. - To acquire knowledge of the different themes and aspects that the women writers touched upon. - To demonstrate the ability to read carefully and express ideas effectively.

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Programme:B.A. in PORTUGUESE

Course Code: UPRE 105

Title of the Course:LEGAL AND COMMERCIAL TRANSLATION

Number of Credits:4

Effective from AY: 2021-22

Prerequisites for the course:	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a discipline specific elective paper.	
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Objective:	<ul style="list-style-type: none"> - To translate various legal and commercial texts paying special attention to terminology, phraseology, information structure, register and style from source to target language; - To carefully select and make effective use of the multiple resources used by professional translators; - To be able to read, transcribe and translate documents in paleography 	
Content:	Module 1. - Commercial translation Module 2. - Legal translation Module 3. - Paleography Module 4. - Common, standard legal documentation in Portuguese language available in Goa	15 hours 15 hours 15 hours 15 hours
Pedagogy:	<ul style="list-style-type: none"> - In-class work will be based on translations of commercial and legal documents - The guided discovery on how to deal with these translation projects, from the pre-translation and research phase to the production and post-translation phase, will then serve as a model for students' own projects in other fields. - Translation exercises from various types of texts. - Reading, transcribing and translating standard legal documents available in Goa. 	
References/Readings:	<ul style="list-style-type: none"> - Byrne, Jody (2006); Technical Translation - Usability Strategies for translating technical documentation, Dordrecht, Springer. - Shirodkar, P. P. (1997); Portuguese Paleography - Wright, Sue Allen and Wright, Jr., Leland D. (1993); Scientific and Technical Translation, Amsterdam/Philadelphia, John Benjamins Publishing Company - Barbosa, Heloisa Gonçalves – Procedimentos Técnicos Da Tradução: Uma Nova Proposta. Campinas, Sp. Pontes, 1990, Reeditada Recentemente. 	
Learning Outcomes:	At the end of this course students will be: <ul style="list-style-type: none"> - able to translate from and to Portuguese various types of commercial and legal texts paying special attention to terminology, phraseology, information structure, register and style; - able to select and make effective use of the multiple resources used by professional translators; - familiar with various common, standard legal documents in Portuguese language available in Goa and to be able to read, transcribe and translate the same. 	

UPRC 105 – Portuguese Linguistics I
No. of credits- 04
TYBA Semester-End Examination (SEE)- 80 points- 2 hrs

PAPER PATTERN

Question 1 : 16 marks

Short answers on Module 1 &2. Provide choice of questions. 4 out of 6 (**4X4=16 marks**)
The assessment of the oral component will be done at the end of the written component.

Question 2 : 16 marks

Short answers on Module 3 &4. Provide choice of questions. 4 out of 6 (**4X4=16 marks**)

Question 3 : 12 marks

Descriptive answers on themes in Module 1. Provide choice of questions. Either/or option.
The assessment of the oral component will be done at the end of the written component.

Question 4 : 12 marks

Descriptive answers on themes in Module 2. Provide choice of questions. Either/or option.

Question 5 : 12 marks

Descriptive answers on themes in Module 3. Provide choice of questions. Either/or option.

Question 6 : 12 marks

Descriptive answers on grammar topics covered in Module 4. Provide choice of questions. Either/or option.

UPRC 105 – Portuguese Linguistics I ISA pattern
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ISA 1- Written Test - 10 marks

ISA 2- Listening or speaking test - 10 marks

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