

GOA UNIVERSITY
Taleigao Plateau, Goa 403 206

MINUTES

of the 6th Meeting of the Standing Committee of
X ACADEMIC COUNCIL

Day & Date

Thursday, 11th May, 2023
Monday, 15th May, 2023
&
Monday, 22nd May, 2023

Time

10.00 a.m.

Conference Hall
Administrative Block
Goa University

D 3.3	<p>Minutes of the Board of Studies in Social Work meeting held on 03.04.2023.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Social Work meeting held on 03.04.2023.</p> <p>The Chairperson was requested to incorporate the various suggestions made by the members together with the following:</p> <ol style="list-style-type: none"> 1. Number of hours and Credits of the Programme to be properly specified. 2. Course Codes of the Programmes to be revised. 3. Under AE Course, English to be retained, MIL to be deleted in Semester I and Semester II. 4. Minor Course should be of 4 Credits. 5. Course SWK-142 Social Work Practicum, title of the Course to be verified. 6. Course SWK-308 to be indicated as Project in Semester VI. 7. Pedagogy for the Course to be included. <p align="center">(Action: Assistant Registrar Academic – PG)</p>
D 3.4	<p>Minutes of the Board of Studies in Portuguese meeting held on 13.04.2023 and 15.04.2023.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Portuguese meeting held on 13.04.2023 and 15.04.2023.</p> <p>The Chairperson was requested to incorporate the various suggestions made by the members together with the following:</p> <ol style="list-style-type: none"> 1. Course Codes of the Programmes to be verified. 2. Under AE Course English subject to be specified in place of Portuguese in Semester I and Semester II. 3. The links provided under References to be checked and uniform format to be followed for Reference/Readings indicating the year of publication, name of the publisher etc. 4. SE Courses shall be of 1 Credit of Theory and 2 Credits of Practical components. 5. Additional MC and SE Courses to be included in Semester I and Semester II. <p align="center">(Action: Assistant Registrar Academic – PG)</p>
D 3.5	<p>Minutes of the Board of Studies in French meeting held on the 13.04.2023 and 15.04.2023.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in French meeting held on the 13.04.2023 and 15.04.2023 with the suggestion to shift the Course FRE 131 to SE Course and Course FRE 141 to be shifted to MC.</p> <p align="center">(Action: Assistant Registrar Academic – PG)</p>
D 3.6	<p>Minutes of the Board of Studies in Biotechnology meeting held on 11.04.2023.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Biotechnology meeting held on 11.04.2023.</p> <p>The Chairperson was requested to incorporate the various suggestions/modifications made by the members together with the following:</p> <ol style="list-style-type: none"> 1. Exit Course to be included at the end of the First Year and Second Year. 2. Under AE Course English to be retained, MIL to be deleted in Semester I and

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PRELIMINARY AGENDA

For the 6th Meeting of the Standing Committee of

X ACADEMIC COUNCIL

Day & Date

Thursday, 11th May 2023

Time

10.00 a.m.

Venue
Council Hall
Administrative Block
Goa University

	<p>Part C.</p> <p>i. Recommendations regarding preparation and publication of selection of reading material in the subject or group of subjects and the names of the persons recommended for appointment to make the selection: NA</p> <p>Part D</p> <p>i. Recommendations regarding general academic requirements in the Departments of University or affiliated colleges: NA</p> <p>ii. Recommendations of the Academic Audit Committee and status thereof: NA</p> <p>Part E.</p> <p>i. Recommendations of the text books for the course of study at undergraduate level: Suggestions incorporated in the 4-year BSW syllabus for Semsters I and II.</p> <p>ii. Recommendations of the text books for the course of study at post graduate level: NA</p> <p>Part F.</p> <p>The important recommendations of the BoS in Social Work at its meeting held on 3 April 2023 (Full day) and subsequently by email are placed for approval of Academic Council as mentioned below:</p> <p><u>Important points for consideration/approval of Academic Council</u></p> <p>a) The Programme Structure for the 4-Year BSW Programme drawn up as per NEP 2020.</p> <p>b) The complete syllabus for Semesters I and II of the 4-Year BSW Programme (Annexure I Refer page No. 90)</p> <p>Date: 11th April 2023 Place: Goa University</p> <p style="text-align: right;">Sd/- Signature of the Chairperson</p> <p>Part G. The Remarks of the Dean of the Faculty</p> <p>i) The minutes are in order</p> <p>ii) The minutes may be placed before the Academic Council with remarks if any.</p> <p>iii) May be recommended for approval of Academic Council.</p> <p>iv) Special remarks if any.</p> <p>Date: 11th April 2023 Place: Goa University</p> <p style="text-align: right;">Sd/- Signature of the Dean (Back to Index)</p>
D 3.4	<p>Minutes of the Board of Studies in Portuguese meeting held on 13.04.2023 and 15.04.2023.</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 Board members discussed the new subjects for Four Year BA Portuguese</p>

(Honours) Programme, Semesters 1 – 8 ([Annexure I](#) Refer page No. 119) as per the format of the National Education Policy (NEP) and decided on the following papers for the First Year of the along with their course codes: ([Annexure II](#) Refer page No.121)

- 1) “Portuguese Language and Culture in the World” (POR-100) as the Major, to be taught bilingually.
- 2) “Portuguese for Beginners” (POR-111) and “Elementary Portuguese” (POR-112) as the Minors.
- 3) “Portugal through the Centuries” (POR-131) as the Multidisciplinary Course.
- 4) “Conversational Portuguese for Travel & Tourism” (POR-141) as the Skill Enhancement Course.
- 5) “Portuguese: Getting Started” (POR-151) and “Portuguese: Moving Ahead” (POR-152) as the Ability Enhancement Courses for foreign students.

The course titles of the papers to be offered in Semesters 3 – 8 were also decided.

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

- 1) The VRPP courses offered under the J. H. da Cunha Rivara Chair were revised in order to assure compatibility with ordinance OA-35. Six of them were approved as Generic Electives to be offered in Semester 3 of MA Part II, and allotted course codes POR – 627 to POR – 632. ([Annexure III](#) Refer page No.137)

Part B

- i) Scheme of Examinations at the undergraduate level.NIL
- 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 to make the selection.NIL

Part D

Recommendation regarding general academic requirements in the Departments of University or affiliated colleges: NIL

Part E

- i) Recommendations of text books for the courses of study at undergraduate level: NIL
- ii) Recommendations of text books for the courses of study at postgraduate level: NIL

Part F

Important points for consideration/ approval of Academic Council:

1. The Programme Structure of the 4 Year Undergraduate Programme

	<p>2. The Syllabus for the First Year (Sem 1 &2) of the Four Year UG Programme</p> <p>3. The six VRPP Courses for Academic Year 2023 onwards under the J. H. Cunha Rivara Chair, proposed by the Board of Studies, three courses i.e.</p> <ol style="list-style-type: none"> 1) Ethnography of Musical Practices in Goa 2) Language Contact in South Asia and the role of Portuguese, & 3) Methods of Language Documentation, have revised course codes <p>Three courses were proposed after deliberations for the semester 3 of M.A.</p> <ol style="list-style-type: none"> 4) Heritage(s) of Portuguese Influence: Insights on the Indian Ocean Shores, 5) Introduction to Socio-Linguistics, & 6) Women as go-betweens in processes of empire building (1500-1700): Between cooperation and resistance; <p>Date: 15th April 2023.</p> <p style="text-align: right;">Sd/- Signature of the Chairperson</p> <p>Part G: Remarks of the Dean, Faculty of Languages and Literature:</p> <ol style="list-style-type: none"> i) The minutes are in order. ii) The minutes may be placed before the Academic Council. iii) May be recommended for approval by the Academic Council. <p>Date: 15th April 2023.</p> <p style="text-align: right;">Sd/- Dean, Sheno Goembab School of Languages and Literature (Back to Index)</p>
D 3.5	<p>Minutes of the Board of Studies in French meeting held on the 13.04.2023 and 15.04.2023.</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 Board members discussed the new subjects for Four Year Undergraduate Programme in French and the syllabus for the First Year (, Semesters 1 & 2,) as per the format of the National Education Policy (NEP) and decided on the following courses along with their course codes for the UG Programme</p> <p>The Board of Studies also deliberated and decided on the syllabus for the following courses for the First Year of the Undergraduate Programme.</p> <ol style="list-style-type: none"> 1) “Discovering French Language and Culture through sounds and images “ (FRE-100) as the Major Course, to be taught bilingually in both semesters. 2) “French for Beginners” (FRE-111) as the Minor Course. 3) “Essential French for Travel ” (FRE-131) and “Frenchness in popular culture “ (FRE-132) as the Multidisciplinary Courses. 4) “Initiation to French for Science and Technology ” (FRE-141) and “ Intercultural Communication Competence“ (FRE- 142) are the Skill Enhancement Courses. 5) “French Language: Getting Started” (FRE-151) and “French Language: Moving Ahead (A1.1)” (FRE-152) as the Ability Enhancement Courses for foreign students. <p>The course titles of the papers to be offered in Semesters 3 – 8 were also</p>

D 3.4 Minutes of the Board of Studies in Portuguese meeting held on 13.04.2023 and 15.04.2023.

Annexure I

STRUCTURE FOR 4 YEAR U.G. PROGRAMME IN PORTUGUESE

		COURSE CODE	CREDITS	SEM 1		COURSE CODE	CREDITS	SEM 2
1st Year	MAJOR 1	POR-100	4	PORTUGUESE LANGUAGE & CULTURE IN THE WORLD	MAJOR 2	POR-100	4	PORTUGUESE LANGUAGE & CULTURE IN THE WORLD
	MINOR 1	POR-111	4	PORTUGUESE FOR BEGINNERS	MINOR 1	POR-111	4	PORTUGUESE FOR BEGINNERS
	MINOR 2	POR-112	4	ELEMENTARY PORTUGUESE	MINOR 2	POR-112	4	ELEMENTARY PORTUGUESE
	SEC	POR-141	3	CONVERSATIONAL PORTUGUESE FOR TRAVEL & TOURISM	SEC	POR-141	3	CONVERSATIONAL PORTUGUESE FOR TRAVEL & TOURISM
	MC	POR-131	3	PORTUGAL THROUGH THE CENTURIES (ENGLISH)	MC	POR-131	3	PORTUGAL THROUGH THE CENTURIES (ENGLISH)
	AEC	POR-151	2	PORTUGUESE: GETTING STARTED	AEC	POR-152	2	PORTUGUESE: MOVING AHEAD
	VAC		2		VAC		2	
	VAC		2		VAC		2	
2nd Year	MAJOR 3		4	LISTENING COMPREHENSION & ORAL INTERACTION	MAJOR 5		4	READING COMPREHENSION & WRITTEN PRODUCTION
					MAJOR 6		4	BASIC CONCEPTS OF PORTUGUESE LINGUISTICS
	MAJOR 4		4	ELEMENTS OF PORTUGUESE CULTURE	MAJOR 7		4	MODERN PERSPECTIVES OF PORTUGUESE CIVILIZATION
					MAJOR 8		2	WRITING PRACTICE
	MINOR 3		4	PORTUGUESE LANGUAGE A1.2	MINOR 4 (V)		4	PORTUGUESE LANGUAGE A2.1
	SEC		3	AUDIO-VISUAL PRODUCTION	-		-	
	MC		3	INTRODUCTION TO PORTUGUESE CULTURE (ENGLISH)	-		-	

	AEC		2	PORTUGUESE: CHANGING GEAR	AEC		2	PORTUGUESE: LEVELING UP
3rd Year	MAJOR 9		4	SHORT NARRATIVES IN PORTUGUESE	MAJOR 13		4	BRAZIL: HISTORY, LITERATURE & SOCIETY
	MAJOR 10		4	LUSO-AFRO-BRAZILIAN STUDIES	MAJOR 14		4	ANALYSIS & INTERPRETATION OF LITERARY TEXTS
	MAJOR 11		4	BASIC CONCEPTS IN TRANSLATION	MAJOR 15		4	LEGAL & COMMERCIAL TRANSLATION
	MAJOR 12		2	PORTUGUESE HERITAGE IN GOA	MAJOR 16		2	WOMEN WRITERS IN PORTUGUESE
	MINOR 5(V)		4	PORTUGUESE LANGUAGE A2.2	MINOR 6(V)		4	CREATIVE WRITING
	INTERNSHIP		2		PROJECT		2	
4th Year	MAJOR 17		4	PORTUGUESE LITERATURE: FROM ITS ORIGIN TO ROMANTICISM	MAJOR 21		4	PORTUGUESE LITERATURE: FROM REALISM TO CONTEMPORANEITY
	MAJOR 18		4	GOAN LITERATURE IN PORTUGUESE	MAJOR 22		4	MULTIMEDIA & TECHNICAL TRANSLATION
	MAJOR 19		4	BRAZILIAN LITERATURE: FROM MODERNISM TO CONTEMPORARY	MAJOR 23		4	DIDACTICS & METHODOLOGY OF TEACHING PORTUGUESE
	MAJOR 20		4	GENERAL & PORTUGUESE LINGUISTICS	MAJOR 24		4	AFRICAN LITERATURE IN PORTUGUESE
	MINOR 7(V)		4	PORTUGUESE LANGUAGE B1.1	MINOR 8(V)		4	PORTUGUESE LANGUAGE B1.2

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Annexure II

Name of the Programme: B.A. PORTUGUESE (HONOURS)

Course Code: POR - 100

Title of the Course: PORTUGUESE LANGUAGE & CULTURE IN THE WORLD

Number of Credits: 4

Effective from AY: 2023-24

Pre-requisites for the Course:	Any student pursuing his/her undergraduate program in Portuguese at Goa University or an affiliated college is eligible to take the course as a Major paper.	
Course Objectives:	To develop linguistic and communicative competencies in Portuguese through the study of selected texts, short videos and activities, as well as written and oral tasks; to offer a view of contemporary life and culture in Portuguese-speaking countries; to promote and develop critical intercultural awareness.	
Content:	<p>Module 1 Portuguese as a Pluricentric language: an introduction to the Lusophone world; the gateways: CPLP (Community of Portuguese Speaking Countries) and PALOPs (Portuguese Speaking African Countries); discovering the lusophone world: food, football e family</p> <p>Getting to know Portugal:</p> <ul style="list-style-type: none"> • Visiting Lisbon (landmarks, monuments etc.) • Fado • Portuguese cuisine/ the making of a Portuguese dish/ Porto wine • CR7 - a global icon <p>Module 2 Getting to know Brazil:</p> <ul style="list-style-type: none"> • “<i>Brasil, terra de samba e pandeiro</i>” - musical expressions • Carnival and <i>Festa Junina</i> • Brazilian and Afro-Brazilian cuisine • “<i>E aí, beleza?</i>” – greetings • “<i>Jeitinho brasileiro</i>”- problem-solving • Beliefs and superstitions • Cordel and popular dances <p>Module 3 Getting to know Angola</p> <ul style="list-style-type: none"> • On a cruise in Lobito and in Luanda, two Angolan cities • The Giant <i>Palanca Negra</i> (cultural landmarks); an Angolan musician; Kizomba & Kuduro <p>Getting to know Mozambique</p> <ul style="list-style-type: none"> • the value of the “<i>capulana</i>”; clothing in Mozambique 	<p>No of hours</p> <p>15</p> <p>15</p> <p>15</p>

	<ul style="list-style-type: none"> • Seafood; “matapa” with peanuts and other traditional dishes • “Moçambicanismos” (typical expressions in Mozambican Portuguese); the “Lobolo” (wedding) <p>Getting to know Cape Verde and São Tomé & Príncipe</p> <ul style="list-style-type: none"> • Customs and traditions in Cape Verde and São Tomé • Cultural activities in Cape Verde; Cape Verdean music and reading of poetry • Traditional Cape Verdean dishes <p>Module 4</p> <p>Getting to know Guinea-Bissau</p> <ul style="list-style-type: none"> • “Nimba”: a wood sculpture • “Kusunde” (a traditional dance form) • A day at the Bandim market <p>Getting to know East Timor</p> <ul style="list-style-type: none"> • Traditional Timorese dances • The importance of the “Tais” (garment) • Timorese short stories • Timorese products <p>Getting to know Goa:</p> <ul style="list-style-type: none"> • <i>São João</i>: then and now • The <i>Mandó</i>: the ethno-cultural star of Goa 	15
Pedagogy:	<ul style="list-style-type: none"> • Lectures • Reading short poems and texts • Group discussions and activities • Video screening for language/content exposure • Team-based projects • Assessment activities 	
References/ Readings:	<p><i>Novo Atlas da Língua Portuguesa</i>, José Paulo Esperança; Luís Reto; Fernando Luís Machado, , 2ª edição, Imprensa Nacional Casa de Moeda, 2018.</p> <p>Fontão, Elizabeth/Coudry, Pierre. <i>Fala Brasil</i> - Livro do aluno. 17ª Ed. Editora Pontes.</p> <p>Emma Eberlein O.F.Lima . <i>Novo Avenida Brasil 1</i> - Curso Básico de Português. Editora EPU. 2008.</p> <p><i>Falas Português? Níveis A1-A2: Juvenil, Ensino Português no Estrangeiro: Iniciação</i>; Luísa Bacelar; Sónia Junqueira, Porto Editora.</p> <p><i>Falas Português? Níveis A1-A2: Juvenil, Ensino Português no Estrangeiro: Iniciação, Caderno de Atividades</i>, Porto Editora.</p> <p><i>Falas Português? Nível B1(Book and CD)</i>, by Susete Albino and Manuel Castro, Porto Editora.</p> <p><i>Português XXI Nível 1</i> (Livro do Aluno e CD), by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers & Distributors Pvt. Ltd., India.</p> <p><i>Português XXI Nível 1</i> - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal;</p>	

	<p>published by Goyal Publishers & Distributors Pvt. Ltd., India José Pereira; Micael Martins; Antonio Costa, <i>Song of Goa</i>, Aryan Books International, 2000. Francisco Colaço; <i>Artful Mando Dancing</i>, 41^o Festival de Mandó, Goa Cultural and Social Centre. Agapito de Miranda; <i>Songs from Goa</i>. https://ppple.org/unidade-didatica/ https://www.cplp.org/id-2604.aspx https://www.youtube.com/watch?v=K5r1f3G4S6A https://www.youtube.com/watch?v=zbFS7DzDVMc https://www.youtube.com/watch?v=tJ2mc0dE2TU https://www.youtube.com/watch?v=3eG8q-Fp4X0&list=PLxxw3yFA3T-gDVXoECVQhxK5OZL4qyz6D https://www.youtube.com/watch?v=uxFPqHWiLzg&list=PLxxw3yFA3T-gDVXoECVQhxK5OZL4qyz6D&index=2 https://www.youtube.com/watch?v=Cn2T9IYiJyY&list=PLxxw3yFA3T-gDVXoECVQhxK5OZL4qyz6D&index=8</p>
Course Outcomes:	<p>At the end of this course, students will be:</p> <ul style="list-style-type: none"> - able to identify the differences among the varieties of the Portuguese language concerning linguistic and cultural diversity; - capable of developing basic interpretive and intercultural skills; - equipped with Portuguese communicative competencies, enhanced by cross-cultural communication awareness; - capable of interacting with people from different Portuguese-speaking countries on a specific range of cultural topics. - encouraged to acknowledge the similarities and differences between their own culture and those of the countries represented in the course, thus developing empathy, tolerance and critical awareness towards different markers of cultural identity.

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Name of the Programme: B.A. PORTUGUESE (HONOURS)

Course Code: POR-111

Title of the Course: PORTUGUESE FOR BEGINNERS

Number of Credits: 4

Effective from AY: 2023-24

<u>Pre-requisites for the course:</u>	Any student pursuing his/ her undergraduate program in Portuguese at Goa University or an affiliated college and has not studied Portuguese before at School or Higher Secondary level is eligible to take the course as a Minor paper.	
<u>Objectives:</u>	<ul style="list-style-type: none"> • To focus on developing the students' basic written and aural/ oral communicative competence in Portuguese. 	
<u>Content:</u>	<p>THEMES:</p> <p>1. Personal Identification</p> <ul style="list-style-type: none"> • Own name; surname; diminutive • Place, date of birth, age 	12 hours

	<ul style="list-style-type: none"> • Nationality • Address 	
	2. People <ul style="list-style-type: none"> • Physical description/ parts of the body • Clothing • Describing peoples' personalities • Actions (Getting up, standing up, etc) • Personal objects 	12 hours
	3. Relations with family and friends <ul style="list-style-type: none"> • Family, relatives, social relations • Festivals • Health and hygiene • Food o Meals, food items, drinks o Utensils 	12 hours
	4. School and Education <ul style="list-style-type: none"> • School and other educational places • Teachers and other instructors • Timetable and school-related material • Vocabulary used in the classroom 	12 hours
	5. Leisure <ul style="list-style-type: none"> • Reading, watching TV, going to the cinema, listening to music, games and sports • Holidays 	
	ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION 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.	12 hours
	READING COMPREHENSION Familiar names, words, and very simple sentences, for example on notices and posters, or in catalogues. Short, simple messages on postcards.	
	WRITING SKILLS	

	<p>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</p> <ul style="list-style-type: none"> - Basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. - Pronunciation: alphabet; explanation of Portuguese pronunciation going into all the nuances and varying sounds involved (vowels, consonants and nasal sounds); - Introduction to the basic rules of sentences structure; - Articles; Nouns: Gender and plural endings of nouns; - Pronouns: Personal pronouns / Subject pronouns; - Adjectives: Agreement of adjectives with Nouns / Plural of Adjectives; - Negative and Interrogative forms; - Verbs: Paradigm of three regular conjugations / Irregular Verbs; Present Tense and Past Definite; Imperative. - Introduction to the use of Prepositions - Vocabulary: acquisition of day-to-day practical vocabulary concerning social life, transportation and nature. 	
<u>Pedagogy:</u>	<ul style="list-style-type: none"> • Lectures, seminars, presentations • Communicative approach and teaching-learning process based on classroom tasks. 	
<u>References/ Readings:</u>	<ul style="list-style-type: none"> • Português XXI Nível 1 (Livro do Aluno e CD), by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers & Distributors Pvt. Ltd., India • Português XXI Nível 1 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers & Distributors Pvt. Ltd., India <p> https://www.youtube.com/watch?v=K5r1f3G4S6A https://www.youtube.com/watch?v=zbFS7DzDVMc https://www.youtube.com/watch?v=tJ2mc0dE2TU </p>	
<u>Learning Outcomes</u>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • understand the basic lexical and grammatical structures and their uses in written and oral communication. • read for information using material of appropriate complexity and length. • listen for information developing study skills: using audio and video aids. • understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • interact verbally in a simple way provided the other person talks slowly 	

	and clearly.
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Name of the Programme: B.A. PORTUGUESE (HONOURS)

Course Code: POR - 112

Title of the Course: ELEMENTARY PORTUGUESE

Number of Credits: 4

Effective from AY: 2023-24

Pre-requisites for the course:	Any student pursuing his/ her undergraduate program in Portuguese at Goa University or an affiliated college having basic knowledge of Portuguese is eligible to take the course as a Minor paper.	
Course Objectives:	<ul style="list-style-type: none"> To focus on developing the students' basic written and aural/ oral communicative competence in Portuguese. 	
Content:	THEMES:	
	1. Information and entertainment <ul style="list-style-type: none"> Means of social communication Technology (internet...) 	12 hrs
	2. Places you know/visit <ul style="list-style-type: none"> From the country where you live (geography and urban or rural spaces) to Portugal Home (rooms, furniture) From the bookstore to the pharmacy, from the cafeteria to the supermarket 	14 hrs
	3. Travel and means of transport <ul style="list-style-type: none"> On a daily basis On vacation 	12 hrs
	4. Environment <ul style="list-style-type: none"> Seasons and weather Flora and Fauna Conservation of nature 	12 hrs
	5. Portuguese-speaking countries <ul style="list-style-type: none"> Identification 	10 hrs

	<ul style="list-style-type: none"> Location <p>ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION</p> <p>Reading, conversation skills and interaction.</p> <p>Interaction in a simple way.</p> <p>Questions in areas of immediate need or on very familiar topics.</p> <p>Sentences to describe where I live and people I know.</p> <p>Familiar words and 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, posters, or catalogues.</p> <p>Short, simple messages on postcards.</p> <p>WRITING SKILLS</p> <p>Personal details in written form; simple postcard.</p> <p>Numbers and dates, name, nationality, address, age, date of birth.</p> <p>Filling out a hotel registration form or other forms. Copy out single words or short texts presented in standard printed form.</p> <p>GRAMMAR AND VOCABULARY</p> <ul style="list-style-type: none"> - Basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. - Pronunciation: alphabet; explanation of Portuguese pronunciation going into all the nuances and varying sounds involved (vowels, consonants and nasal sounds); - Introduction to the basic rules of sentences structure; - Articles; Nouns: Gender and plural endings of nouns; - Pronouns: Personal pronouns / Subject pronouns; - Adjectives: Agreement of adjectives with Nouns / Plural of Adjectives; - Negative and Interrogative forms; - Verbs: Paradigm of three regular conjugations / Irregular Verbs; Present Tense and Past Definite; Imperative. - Introduction to the use of Prepositions - Vocabulary: acquisition of day-to-day practical vocabulary concerning social life, transportation and nature. 	
<u>Pedagogy:</u>	<ul style="list-style-type: none"> Lectures, seminars, presentations. Communicative approach and teaching-learning process based on 	

	classroom tasks.
<u>References/ Readings</u>	<p>- Português XXI, Nível 1 (Livro do Aluno e CD), by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers & Distributors Pvt. Ltd., India</p> <p>- Português XXI Nível 1 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers & Distributors Pvt. Ltd., India</p>
<u>Other sources</u>	<p>https://www.youtube.com/watch?v=3eG8g-Fp4X0&list=PLxxw3yFA3T-gDVXoECVQhxK5OZL4qyz6D</p> <p>https://www.youtube.com/watch?v=Cn2T9IYiJyY&list=PLxxw3yFA3T-gDVXoECVQhxK5OZL4qyz6D&index=8</p> <p>https://www.youtube.com/watch?v=uxFPgHWiLzg&list=PLxxw3yFA3T-gDVXoECVQhxK5OZL4qyz6D&index=2</p> <p>https://www.youtube.com/watch?v=tJ2mcOdE2TU</p> <p>https://www.youtube.com/watch?v=zbFS7DzDVMc</p>
<u>Course Outcomes</u>	<p>At the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • understand the basic lexical and grammatical structures and their uses in written and oral communication. • read for information using material of appropriate complexity and length. • listen for information developing study skills: using audio and video aids. • understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete type. • interact verbally in a simple way, provided the other person talks slowly and clearly.

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Programme: B.A. PORTUGUESE (HONOURS) Course

Code: POR-141

Title of the Course: CONVERSATIONAL PORTUGUESE FOR TRAVEL AND TOURISM

Number of credits: 03

Effective from AY: 2023-2024

Pre-requisite:	Any student pursuing his/her undergraduate programme in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take this Skill Enhancement Course.	
Objectives:	<ul style="list-style-type: none"> - To develop basic conversational skills in the field of travel and tourism; - To express oneself in situations involving travel and tourism in a simple, clear and coherent way; - To apply common Portuguese phrases and expressions; - To learn appropriate vocabulary; - To be able to engage in simple dialogues/conversations; - To effectively use Portuguese sentence construction; - To equip the student with adequate communication skills in European as well as Brazilian Portuguese 	

Content:	<p>Module 1: <i>Personal information</i></p> <ul style="list-style-type: none"> - Greetings and salutations - Numbers; Time; parts of the day, week; meals - Nationalities 	15 hrs
	<p>Module 2: <i>Travel itinerary</i></p> <ul style="list-style-type: none"> - Making travel plans and hotel reservations - Asking and giving directions - Describing places - Ordering food & drink, vocabulary of restaurant tableware, expressing tastes and preferences - Activities - Climate, weather: clothing - Modes of transport and payment - Resolution of issues; expressing displeasure 	20 hrs
	<p>Module 3 - Common travel phrases in European and Brazilian Portuguese</p>	10 hrs
<u>Pedagogy:</u>	<ul style="list-style-type: none"> - Lectures - Use of audiovisual media, glossaries, dictionaries and other linguistic reference databases - Role-play and simulation 	
<u>References/ Readings:</u>	<ul style="list-style-type: none"> • Tavares, Ana - <i>Português XXI Nível 1</i> (book and CD), LIDEL, Lisboa-Portugal; • Tavares, Ana - <i>Português XXI Nível 1 - Caderno de Exercícios</i> (segundo o novo Acordo Ortográfico), LIDEL, Lisboa-Portugal. • Oliveira, Carla; Coelho, Maria Luísa & Ballmann, Maria José (2006) <i>Aprender Português. Curso Inicial de Língua Portuguesa Para Estrangeiros. Níveis Iniciais A1/A2</i>, Lisboa: Texto Editores. • <i>Brazilian Portuguese Phrase Book</i> - Grizzly Publishing Co. ISBN: 9781952395581, 9781952395581 • Ferreira, Fernanda - <i>The Everything Brazilian Portuguese Phrase Book</i>, . ISBN: 9781440555275 • Lexus (2006) - <i>The Rough Guide Phrasebook</i>, Rough Guides ISBN: 9781843536314, 9781843536314 • Yuki Yoshi Kamimura, Robert Landon, Anabela de Azevedo Teixeira Sobrinho (2018) - <i>Portuguese Phrasebook & Dictionary</i>, Lonely Planet - ISBN: 978-1786574626 	

<u>Learning outcomes:</u>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • Produce basic dialogues related to travel and tourism; • Write and speak using short sentences in Portuguese; • Use fundamental Portuguese grammatical structures in oral communication; • Employ adequate vocabulary in basic discourses relating to travel and tourism; • Apply appropriate expressions and phrases in European as well as Brazilian Portuguese;
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Name of the Programme: B. A PORTUGUESE (HONOURS)

Course Code: POR - 131

Title of the Course: PORTUGAL THROUGH THE CENTURIES

Number of Credits: 3

Effective from AY: 2023-24

Pre-requisites for the Course:	Any student pursuing his/ her undergraduate programme at Goa University or an affiliated college, is eligible to take this Multidisciplinary Course.	
Course Objectives:	<ul style="list-style-type: none"> • To read, understand and discuss texts or essays related to the History of Portugal. 	
Content:	<p>Module 1: Medieval Portugal</p> <ol style="list-style-type: none"> 1. The beginnings: The Burgundy Dynasty (till 1383). 2. The tragic love story of Prince Pedro and Inês de Castro. 3. The Battle of Aljubarrota and the Aviz Dynasty <p>Module 2: The Discoveries</p> <ol style="list-style-type: none"> 1. The pioneers of the Discoveries during the Aviz Dynasty 2. Famous explorers and adventurers 3. Apogee and decline of the Portuguese Empire <p>Module 3: The Modern Era</p> <ol style="list-style-type: none"> 1. From Marquês de Pombal to the Liberal Wars 2. The English Ultimatum and the downfall of the Monarchy 3. The Estado Novo and the Colonial War 4. The Carnation Revolution 	<p>No of hours</p> <p>15</p> <p>15</p> <p>15</p>
Pedagogy:	<ul style="list-style-type: none"> • Lectures • Reading short texts on Portuguese history • Group discussions and activities • Video screenings 	
References/	<ul style="list-style-type: none"> • História de Portugal (3 Vols), by A. Oliveira Marques, Lisboa, 1990 	

Readings:	<ul style="list-style-type: none"> • História de Portugal (8 Vols.), by José Mattoso, Lisboa, 2001 • Birmingham, David, A Concise History of Portugal, Cambridge University Press, 2014 • Bethencourt, Francisco & Chaudhuri, Kirti (ed.), História da Expansão Portuguesa, Lisboa, 1998 • Dicionário de História de Portugal, by Joel Serrão, Lisboa 1987 • Saraiva, José Hermano, História Concisa de Portugal, Lisboa, 1999
Course Outcomes:	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> • cultural contributions to Portuguese society along the centuries; • different periods of the History of Portugal; • the evolution and characteristics of Portuguese society • the personalities who shaped the history of Portugal

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Name of the Programme: B. A PORTUGUESE (HONOURS)

Course Code: POR - 151

Title of the Course: PORTUGUESE: GETTING STARTED

Number of Credits: 2

Effective from AY: 2023-24

Pre-requisites for the Course:	Any foreign student pursuing his/her undergraduate program at Goa University or an affiliated college is eligible to take this as an Ability Enhancement Course.	
Course Objectives:	<ul style="list-style-type: none"> • To enable students to achieve competency in a foreign language with special emphasis on communication, reading and writing skills. 	
Content:	<p>Module 1:</p> <p><i>Portugal</i></p> <ul style="list-style-type: none"> • Prior knowledge of Portugal and its language • Some cultural markers of Portugal and my country <p><i>Making new friends</i></p> <ul style="list-style-type: none"> • Personal identification: Own name; surname; diminutive • Greetings/farewell • Numbers • Place, date of birth, age • Nationality • Address <p>Module 2:</p>	No of hours 2

	<p><i>People</i></p> <ul style="list-style-type: none"> Physical description/ parts of the body Clothing Describing peoples' personalities Actions (Getting up, standing up, etc.) Personal objects 	8
	<p>Module 3:</p> <p><i>Relations with family and friends</i></p> <ul style="list-style-type: none"> Family, relatives, social relations Festivals Health and hygiene Food Meals, food items, drinks Utensils 	10
	<p>ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION</p> <p>Reading, conversation skills and interaction.</p> <p>Interaction in a simple way. Questions in areas of immediate need or on very familiar topics.</p> <p>Sentences to describe where I live and people I know.</p> <p>Familiar words and basic phrases concerning myself, my family and my immediate concrete surroundings.</p> <p>READING COMPREHENSION</p> <p>Familiar names, words, and very simple sentences, for example, on notices, posters, or catalogues.</p> <p>Short, simple messages on postcards.</p> <p>WRITING SKILLS</p> <p>Personal details in written form; simple postcard.</p> <p>Numbers and dates, name, nationality, address, age, date of birth. Filling out a hotel registration form or other forms. Copy out single words or short texts presented in standard printed form.</p> <p>GRAMMAR</p>	10
	AND	

	<p>VOCABULARY</p> <ul style="list-style-type: none"> - Basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. - Pronunciation: alphabet; explanation of Portuguese pronunciation going into all the nuances and varying sounds involved (vowels, consonants and nasal sounds); - Introduction to the basic rules of sentences structure; - Articles; Nouns: Gender and plural endings of nouns; - Pronouns: Personal pronouns / Subject pronouns; - Adjectives: Agreement of adjectives with Nouns / Plural of Adjectives; - Negative and Interrogative forms; - Verbs: Paradigm of three regular conjugations / Irregular Verbs; Present Tense and Past Definite; Imperative. - Introduction to the use of Prepositions - Vocabulary: acquisition of day-to-day practical vocabulary concerning social life, transportation and nature. 	
Pedagogy:	<ul style="list-style-type: none"> • Lectures • Presentations • Video screening for language/content exposure • Assessment activities • Group discussions and activities 	
References/ Readings:	<p><i>Falas Português? Níveis A1-A2: Juvenil, Ensino Português no Estrangeiro: Iniciação; Luísa Bacelar; Sónia Junqueira, Porto Editora.</i></p> <p><i>Falas Português? Níveis A1-A2: Juvenil, Ensino Português no Estrangeiro: Iniciação, Caderno de Atividades, Porto Editora.</i></p> <p><i>Português XXI Nível 1 (Livro do Aluno e CD), by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers & Distributors Pvt. Ltd., India</i></p> <p><i>Português XXI Nível 1 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers & Distributors Pvt. Ltd., India</i></p>	
<u>Other sources</u>	<p>https://www.youtube.com/watch?v=uxFPqHWiLzg&list=PLxxw3yFA3T-gDVXoECVQhxK5OZL4qyz6D&index=2</p>	
Course Outcomes:	<p>At the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • understand the basic lexical and grammatical structures and their uses in written and oral communication. • read for information using material of appropriate complexity and length. • listen for information developing study skills: using audio and video aids. • understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete type. 	

	<ul style="list-style-type: none"> interact verbally in a simple way, provided the other person talks slowly and clearly.
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Name of the Programme: B. A PORTUGUESE (HONOURS)

Course Code: POR - 152

Title of the Course: PORTUGUESE: MOVING AHEAD

Number of Credits: 2

Effective from AY: 2023-24

Pre-requisites for the Course:	Any foreign student pursuing his/her undergraduate program at Goa University or an affiliated college is eligible to take this as an Ability Enhancement Course.	
Course Objectives:	<ul style="list-style-type: none"> To enable students to achieve competency in a foreign language with special emphasis on communication, reading and writing skills. 	
Content:	<p>Module 1: <i>School and Education</i></p> <ul style="list-style-type: none"> School/spaces Educational agents Timetables and curricular subjects Classroom language School furniture and material <p>Module 2: <i>Leisure</i></p> <ul style="list-style-type: none"> In daily life (playing (how; with whom), reading, watching TV, going to the movies, listening to music, sports, games, etc) On vacation (beach, countryside, travel ...) <p>Module 3: Weather</p> <ul style="list-style-type: none"> Time Months of the Year Seasons Festivals <p>ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION</p> <p>- Reading, conversation skills and interaction.</p>	<p>No of hours</p> <p>10</p> <p>10</p> <p>10</p>

	<p>- Interaction in a simple way. Questions in areas of immediate need or on very familiar topics.</p> <p>- Sentences to describe where I live and people I know.</p> <p>- Familiar words and basic phrases concerning myself, my family and immediate concrete surroundings.</p> <p>READING</p> <p>COMPREHENSION</p> <p>- Familiar names, words, and very simple sentences, for example, on notices, posters, or catalogues.</p> <p>- Short, simple messages on postcards.</p> <p>WRITING SKILLS</p> <p>Personal details in written form; simple postcard.</p> <p>Numbers and dates, name, nationality, address, age, date of birth. Filling out a hotel registration form or other forms.</p> <p>Copy out single words or short texts presented in standard printed form.</p> <p>GRAMMAR AND VOCABULARY</p> <p>- Basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</p> <p>- Pronunciation: alphabet; explanation of Portuguese pronunciation going into all the nuances and varying sounds involved (vowels, consonants and nasal sounds);</p> <p>- Introduction to the basic rules of sentences structure;</p> <p>- Articles; Nouns: Gender and plural endings of nouns;</p> <p>- Pronouns: Personal pronouns / Subject pronouns;</p> <p>- Adjectives: Agreement of adjectives with Nouns / Plural of Adjectives;</p> <p>- Negative and Interrogative forms;</p> <p>- Verbs: Paradigm of three regular conjugations / Irregular Verbs; Present Tense and Past Definite; Imperative.</p> <p>- Introduction to the use of Prepositions</p> <p>- Vocabulary: acquisition of day-to-day practical vocabulary concerning social life, transportation and nature.</p>	
Pedagogy:	<ul style="list-style-type: none"> • Lectures • Presentations • Video screening for language/content exposure • Assessment activities • Group discussions and activities 	
References/ Readings:	<p><i>Falas Português? Níveis A1-A2: Juvenil, Ensino Português no Estrangeiro: Iniciação; Luísa Bacelar; Sónia Junqueira, Porto Editora.</i></p> <p><i>Falas Português? Níveis A1-A2: Juvenil, Ensino Português no Estrangeiro: Iniciação, Caderno de Atividades, Porto Editora.</i></p>	

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

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Annexure III

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

Pre-requisites for the Course:	Students must register for the Masters programme in any discipline having cleared the ranking test.	
Course Objectives:	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.	
Content:	1. Heritage/ heritages: international concepts and debates; the specificity of the Heritage(s) of Portuguese Influence. 2. European cultural matrixes on an Atlantic-Mediterranean periphery; the arts in a global market appeal framework. 3. The learning in building a first global Empire: factories, fortification, cities. 4. Catholic architecture. 5. Goa's Hindu architecture. 6. The breakup of the 1st Portuguese Empire and the dawn of Goa's identity.	No. of hours 15
Pedagogy:	<ul style="list-style-type: none"> • Lectures. • Analysis and discussion of processes that aim to inform and stimulate cross-reading between the present Portuguese territory and those spaces and cultures. • 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. • Seminar discussion based on students answers to questions previously addressed by the professor. 	
References/ Readings:	GOMES, Paulo Varela (2011), <i>Whitewash, red stone. A history of church architecture in Goa</i> . New Delhi: Yoda Press LOPES, Nuno, 2022. <i>The Heritage of Defence: Goa 1510-1660</i> . Goa: Goa 1556 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 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 https://journals.openedition.org/rccs/6864 ROSSA, Walter (2022a), Myth as the catalyst of a cultural heritage-building process: the case of Goa. <i>Portuguese Literary & Cultural Studies</i> , ed. M. B. Jerónimo, A. M. Klobucka, e W. Rossa, 36/37. Dartmouth: Tagus Press: 81-105	

	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
Course Outcomes:	At the end of the course, student will be able to: - have an awareness of cultural heritage post-colonial theory. - manage cultural heritage as a tool of reconciliation and peace-building processes. - critically reflect on the history of the Portuguese Colonial Empire. - recognize the cultural specificity of Goa.

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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

<u>Prerequisites for the course:</u>	Students must register for the Masters programme in any discipline having cleared the ranking test.	
<u>Objective:</u>	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. 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.	

<u>Content:</u>	<p>Module 1- Domains and social meaning of variation 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.</p> <p>Module 2 - Vernacular and standard varieties 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.</p> <p>Module 3 - Linguistic attitudes^{[1][1] [SEP]} 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.</p> <p>Module 4 - Sociolinguistic variables 1^{[1][1] [SEP]} 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.</p> <p>Module 5 - Sociolinguistic variables 2^{[1][1] [SEP]} This module explores the relationship between gender and linguistic variation, presenting studies which operationalise this variable in sociolinguistic research.</p> <p>Module 6 - Sociolinguistic variation and language change 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.</p>	<p>2.5 hrs</p> <p>2.5 hrs</p> <p>2.5 hrs</p> <p>2.5 hrs</p> <p>2.5 hrs</p> <p>2.5 hrs</p>
<u>Pedagogy:</u>	<p>This course involves a combination of in-class discussions and at home readings. For most sessions, a 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.</p> <p>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.</p>	
<u>References/ Readings:</u>	G. Sankoff, and H. Blondeau, "Language change across the lifespan: /r/ in Montreal French", <i>Language</i> , vol. 83, no. 3: 560-588, 2007.	

	<p>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.</p> <p>P. Auer, 2011, "Dialects vs. standard: A typology of scenarios in Europe", in <i>The languages and linguistics of Europe</i>, B. Kortmann & J. Van der Auwera (eds.), 485-500. Berlin/Boston: Mouton de Gruyter, 2011.</p> <p>R. Lakoff, "Language and woman's place", <i>Language in Society</i>, vol. 2, no. 1: 45-80, 1973.</p> <p>W. Labov, "The social motivation of a sound change", <i>Word</i>, vol. 19, no. 3: 273-309, 1963.</p>	
<u>Learning outcomes:</u>	<p>By the end of the course, the student is expected to:</p> <ul style="list-style-type: none"> - be aware of the various ways in which linguistic variation operates; - develop the capacity to critically assess linguistic attitudes and policies; - understand the ways in which macrosocial variables and communicative context shape speakers' linguistic choices; - understand the relationship between socially-conditioned synchronic variation and linguistic change over time. 	

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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

Pre-requisites for the Course:	Students must register for the Masters programme in any discipline having cleared the ranking test.	
Course Objectives:	<p>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.</p> <p>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.</p>	
Content:	<p>A. Gender studies and the plurality of gender concepts</p> <p>B. European women</p> <p>1. Women who stay. Women's roles in economy, society and family in maritime communities</p>	<p>No of hours</p> <p>15</p>

	<p>2. Crossing the ocean. Female presence on board</p> <p>3. Women as colonisers</p> <p>C. Autochthone women in colonial societies</p> <p>1. Women's roles in family and society</p> <p>2. Women as intermediaries in politics and diplomacy</p> <p>3. Women and economic agency</p> <p>4. Women as drivers of knowledge exchange</p>	
Pedagogy:	<p>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. Practical analysis of case studies.</p> <p>Tutorials will sustain theoretical and methodological choices.</p>	
References/ Readings:	<p>Edited books</p> <p>A.Polónia, C. Antunes, eds., <i>Mechanisms of Global Empire Building in the First Global Age</i>, Porto: CITCEM/ Afrontamento, 2017. ISBN: 9789723615494. https://ler.letras.up.pt/uploads/ficheiros/16653.pdf</p> <p>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.</p> <p>Book chapters</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
Course Outcomes:	<p>By the end of the course, the student is expected to:</p> <ul style="list-style-type: none"> - To develop scientific sensibility to issues of gender, alterity and multiculturalism; - To deepen a critical mind, taking into account the complexity of issues around colonial empires; - To submit, in a dialectical approach, historical perspectives arising from European and non-European worlds; - 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; - To develop cognitive skills and provide conceptual and operational tools essential to dynamic and critical learning; 	

	- To support and guide autonomous learning strategies.
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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

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

	<p>Frith, Simon (1996) "Music and identity", in Stuart Hall and Paul du Gay (eds) (1996)</p> <p><i>Questions of Cultural Identity</i>. London: Sage Publications. (19-36)</p> <p>Lassiter, Eric (2005) "Collaborative Ethnography and Public Anthropology". In <i>Current Anthropology</i>. Vol 46(1). 83-106</p> <p>Rice, Timothy (2013) <i>Ethnomusicology: A very short introduction</i>. Oxford: Oxford University press.</p> <p>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)</p> <p>Sardo, Susana (2018) "Shared Research Practices on and about music: toward decolonizing colonial ethnomusicology". In Josep Martí and Sara Revilla Gútiérrez (eds) <i>Making Music, Making Society</i>. Cambridge: Cambridge Scholars Publishing. 217-238.</p> <p>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)</p> <p>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 migração</i>. No 7. (p. 57-72).</p> <p>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)</p> <p>Discography:</p> <p><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.</p> <p>http://www.indiastudies.org/ethnomusicology/collections/</p> <p><i>Goean Pautoch</i> (1997) pelo grupo de música goesa residente em Lisboa Ekvat. Lisboa: Tradisom, CNCDP.</p> <p>http://www.tradisom.com/catalogo/ekvat-2013-goean-pautoch</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"> - history and theory of ethnomusicology - shared musical practices in Goa - various processes related to musical practices in Goa - music in relation to migration, folklorization and tourism 	

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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

<u>Prerequisites for the course:</u>	Students must register for the Masters programme in any discipline having cleared the ranking test.	
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<u>Objective:</u>	<p>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.</p> <p>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.</p>	
<u>Content:</u>	<p>Session 1- Introduction to language documentation</p> <p>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:</p> <ul style="list-style-type: none"> - The contraction of the world’s linguistic diversity; - Language documentation and language preservation; - Specific programmes and opportunities for documentation. <p>Session 2 - Ethical aspects of documentation</p> <p>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.</p> <p>Session 3 - Linguistic fieldwork</p> <p>In most cases, language documentation presupposes the conduction of fieldwork, often in locations and among 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"> - The Observer’s Paradox; 	<p>2 hrs</p> <p>2 hrs</p> <p>2 hrs</p>

	<ul style="list-style-type: none"> - Various fieldwork tasks; - Interview and elicitation sessions; - Collaborative work and training. <p>Session 4 - Audio and video recording^[11]_[SEP]</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"> - Appropriate equipment; - Maintenance of equipment; - File formats; - Resolutions, light and noise. <p>Session 5 – Data-collection practice^[11]_[SEP]</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>Session 6 - Processing language data</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>Session 7 - Processing language data</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>2 hrs</p> <p>3 hrs</p> <p>2 hrs</p> <p>2 hrs</p>
<u>Pedagogy:</u>	<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> <p>Assessment will be based on participation in class, completion of all the practical assignments, and the production of a short research plan.</p>	

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

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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

<u>Prerequisites for the course:</u>	Students must register for the Masters programme in any discipline having cleared the ranking test.	
<u>Objective:</u>	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)	

	<p>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>	
<u>Content:</u>	<p>Module 1- INTRODUCTION TO LANGUAGE CONTACT</p> <ul style="list-style-type: none"> - The mechanisms underlying language contact; - Language contact, language change and linguistic taxonomy; - Contact phenomena and types of outcomes; - The concept of <i>Sprachbund</i> or linguistic area; - The processes of linguistic convergence and metatypy. <p>Module 2 - PIDGINS AND CREOLES</p> <ul style="list-style-type: none"> • The key concepts of contact linguistics. • The formation of pidgin and creole languages, including the theories that have been put forward to explain the process. • The distribution of these languages around the world and in South Asia, and some of their characteristics. <p>Module 3 - PORTUGUESE IN ASIA</p> <ul style="list-style-type: none"> - The chronology of the implantation of Portuguese in Asia; - The sociolinguistic contexts which it produced or interacted with; - The role of Portuguese as an Asian <i>lingua franca</i>; - Non-prototypical instances of Portuguese implantation; - Mutual lexical borrowings; - The formation of Asian varieties of Portuguese; - Toponymy. <p>Module 4 - THE INDO-PORTUGUESE CREOLES</p> <ul style="list-style-type: none"> - The state of current documentation; - Major linguistic characteristics; - Diversity and clustering; - Evidence of linguistic diffusion; - Language change and linguistic conservatism; - The issue of convergence towards the neighbouring languages; 	<p>4 hrs</p> <p>4 hrs</p> <p>4 hrs</p> <p>3 hrs</p>

	- The reconstitution of sociolinguistic variation and stratification.	
<u>Pedagogy:</u>	<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>	
<u>References/ Readings:</u>	<p>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.</p> <p>I. Smith, "Pidgins, creoles and Bazaar Hindi", in <i>Language in South Asia</i>, Braj B. Kachru, Yamuna Kachru & S.N. Sridhar (eds.), 253-268. Cambridge: Cambridge University Press, 2008.</p> <p>I. Wheritt, "Portuguese loanwords in Konkani", <i>Hispania</i>, vol. 72, no. 4: 873-881, 1989.</p> <p>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</p>	
<u>Learning outcomes:</u>	<p>By the end of the course, the student is expected to:</p> <ul style="list-style-type: none"> a) be able to recognize different processes of contact-induced linguistic change and their varied outcomes in highly multilingual settings; b) be aware of the significance of sociohistorical factors in conditioning the effects of linguistic contact; c) understand the extent of language contact in South Asia and the role this region had in shaping the theorisation of linguistic contact; d) 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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