

**DEPARTMENT OF PORTUGUESE AND LUSOPHONE STUDIES**

**B.A. (HONOURS) IN PORTUGUESE**

**T.Y.B.A**

**SEMESTER V**

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

**SEMESTER VI**

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

**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**

<b><u>Prerequisites:</u></b>	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.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"><li>- To recognize language as a system that essentially aims to establish communication between people.</li><li>- To distinguish verbal language from non-verbal language, language and speech.</li><li>- 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.</li><li>- 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).</li><li>- To recognize norm and linguistic variation in the Portuguese- speaking space.</li></ul>	
<b><u>Content:</u></b>	<ul style="list-style-type: none"><li>● <b>Module 1:</b> The levels and units of the linguistic system; language, communication, language and speech. Phonetics and phonology (sounds and phonemes, prosody and phonological processes).</li><li>● <b>Module 2:</b> Language, linguistic community, linguistic variation and standardization; Morphology: grammatical categories, constituents and morphological processes of word formation.</li><li>● <b>Module 3:</b> The sentence and wording elements; coordination and subordination; sentence order and syntactic organization.</li><li>● <b>Module 4:</b> Lexicology and lexicography; lexical and phrasal semantics.</li></ul>	<div>15 hours</div> <div>15 hours</div> <div>15 hours</div> <div>15 hours</div>

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

**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**

<b><u>Prerequisites:</u></b>	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.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"><li>● 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</li><li>● To recognize the marks of literalness in written utterances.</li><li>● To foster a richer written production and adjust to communicative intentionality.</li><li>● To relate in the literary text the stylistic-formal resources with the semantic and significant implications of writing mechanisms.</li></ul>	
<b><u>Content:</u></b>	<ul style="list-style-type: none"><li>● <b>Module 1:</b> The boundaries of literary text; the specificities of literary language.</li><li>● <b>Module 2:</b> The natural modes or forms of literature.</li><li>● <b>Module 3:</b> 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.</li><li>● <b>Module 4:</b> The lyrical text: main properties of the lyrical poem; expression, poetics and metaphor.</li></ul>	<div>15 hours</div> <div>15 hours</div> <div>15 hours</div> <div>15 hours</div>

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

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

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

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

**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**

<b><u>Prerequisites:</u></b>	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.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"><li>• To characterize social and demographic evolution in Portugal.</li><li>• To relate the historical periods of Portuguese social evolution with the national and international cultural and political context.</li><li>• To identify the stratification of Portuguese society.</li><li>• To interpret the processes of social change and globalization that structure contemporary societies.</li><li>• To relate the problems of contemporary Portuguese society with long-term economic and social dynamics.</li><li>• To characterize the social participation in economy, politics, administration, culture and contemporary public life.</li></ul>	





<p><b><u>References/Readings:</u></b></p>	<ul style="list-style-type: none"> <li>• Mourão, Alda &amp; Rodrigues, M.F. (2017). <i>História e Cultura Portuguesas - Guia para Estudantes de PLE</i>. Instituto Politécnico de Macau.</li> <li>• <i>Retrato de Portugal. Factos e Acontecimentos</i> (Coord. António Reis) (2007). Lisboa: Instituto Camões/Portugal.Temas e Debates.</li> <li>• <i>Portugal, um Retrato Social</i> (org. António Barreto &amp; Joana Pontes). Edição: Público. 7CDs.</li> <li>• Pinto, António (Coord.) (2005). <i>Portugal Contemporâneo</i>. Lisboa: Dom Quixote.</li> <li>• Mónica, Maria Filomena (2018). <i>Vida Moderna</i>. Lisboa, Quetzal.</li> <li>• 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.</li> </ul>	
<p><b><u>Learning outcome:</u></b></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>- Understand the social, economic and political organisation throughout Portuguese history.</li> <li>- Define social trends in Portugal and their fixation in the territory.</li> <li>- Explain stratification, social classes and social mobility in Portugal.</li> <li>- Identify and comment on social participation in public life, politics, administration, education, arts and culture.</li> <li>- Understand the processes of social change in the contemporary world.</li> </ul>	

**Programme: B.A. PORTUGUESE (HONOURS)**

**Course Code: UPRE 102**

**Title of the Course: ART APPRECIATION**

**Number of Credits: 4**

**Effective from AY: 2021-2022**

<b>Prerequisites:</b>	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.	
<b>Objectives:</b>	<ul style="list-style-type: none"><li>- To engage students with aesthetics and artistic world,</li><li>- To recognize art, and creative expression, as a fundamental part of any culture,</li><li>- To sensitize students to the diverse artistic heritages in Goa, India and the diverse territories with historical Portuguese presence,</li><li>- To develop in students novel ways of understanding and analysis of cultural expressions.</li></ul>	

<b>Content:</b>	<p><b>Module I</b> 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><b>Module II</b> 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><b>Module III</b> 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><b>Module IV</b> 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>	<p>15 hours</p>

<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>- Lectures,</li> <li>- Readings and class debates,</li> <li>- 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.</li> </ul>	15 hours
<b>Reference Books:</b>	<p>Gombrich, E.H., 1960. <i>A História da Arte</i>. Phaidon, Lisboa.</p> <p>Berger, John, 2008. <i>Modos de Ver</i>. Antígona, Lisboa.</p> <p>Tanizaki, Junichiro, 2001. <i>Elogio da Sombra</i>. Relógio d'Água, Lisboa.</p> <p><a href="http://www.artsandculture.google.com">www.artsandculture.google.com</a></p> <p><a href="http://www.unesco.org">www.unesco.org</a></p>	15 hours
<b>Learning Outcomes:</b>	<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and appreciate the basics of artistic expression across cultures.</li> <li>2. Briefly analyse cultural expressions and art objects.</li> <li>3. Be more sensitive towards creativity and culture in a global perspective.</li> </ol>	

**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**

<b>Prerequisites for the course:</b>	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.	
<b>Objectives:</b>	<ul style="list-style-type: none"><li>- To be familiar with the history, approaches and strategies of translation.</li><li>- To know the various problems associated with translations.</li><li>- To clearly understand the contexts in translating</li><li>- To know the role of a translator</li><li>- To learn translation procedures as well as techniques of adjustment</li><li>- To understand the inter-relations between language and culture in the process of translation</li><li>- To translate short passages of non-literary texts</li></ul>	
<b>Content:</b>	<b>Module 1.</b> - Introduction to translation - History, approaches and strategies.	15 hours
	<b>Module 2.</b> - The role of the translator as the producer of texts.	15 hours
	<b>Module 3.</b> - Terminology in translation.	15 hours
	<b>Module 4.</b> - Translation of non-literary texts	15 hours
<b>Pedagogy:</b>	<ul style="list-style-type: none"><li>- Lectures</li><li>- Reading of non-literary texts in Portuguese with reflection and application of concepts.</li><li>- Translation of short passages/texts</li></ul>	

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

**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**

<b><u>Prerequisites:</u></b>	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.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"><li>● To recognise language as a system that aims essentially to establish communication between people.</li><li>● To reflect on the functioning of the language.</li><li>● 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.</li><li>● 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).</li><li>● To develop linguistic and discursive/textual skills through the knowledge of contents related to the semantic and pragmatic dimension of language.</li></ul>	



<p><b><u>Content:</u></b></p>	<ul style="list-style-type: none"> <li>● <b>Module 1:</b> Definition of discourse and text; the notion of context, deixis, presupposition, implicature and inference.</li> <li>● <b>Module 2:</b> Topic, theme and commentary; textual cohesion and coherence.</li> <li>● <b>Module 3:</b> The theory of speech acts; the elements of conversation and linguistic interaction.</li> <li>● <b>Module 4:</b> Textual prototypes and speech types; phonology: the prosodic level and phonological processes.</li> </ul>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>
<p><b><u>Pedagogy:</u></b></p>	<ul style="list-style-type: none"> <li>● Presentation of teaching material by the teacher.</li> <li>● Reading and critical analysis of texts, minutes, articles on issues of the scope of the functioning of the language.</li> <li>● Production of statements (written or oral) demonstrating illocution, cohesion or textual coherence.</li> <li>● Practice and reflection on the structure and functioning of the language in order to deepen and systematize the previously acquired knowledge.</li> <li>● Production of exemplifying utterances of different textual typologies.</li> <li>● Comment and review of textual productions once the formal elements are identified in the phonic, morphological, synthetic, lexical, semantic and pragmatic planes.</li> </ul>	

<p><b><u>References/Readings:</u></b></p>	<ul style="list-style-type: none"> <li>• Vilela, M., (1999). <i>Gramática da Língua Portuguesa</i>. Coimbra: Almedina.</li> <li>• Faria, I.H., (Org.)(1996). <i>Introdução à Linguística Geral e Portuguesa</i>. Lisboa: Caminho</li> <li>• Amorim, C. &amp; Sousa, C. (2009). <i>Gramática da Língua Portuguesa - 3º Ciclo do Ensino Básico e Ensino Secundário</i>. Porto: Areal Editores.</li> <li>• Cunha, C. e L.F.L. Cintra (1984), <i>Nova Gramática do Português Contemporâneo</i>, Lisboa, Edições Sá da Costa.</li> <li>• Searle, J.R., (1969), <i>Speech Acts. An Essay in the Philosophy of Language</i>, Cambridge, Cambridge University. Press.</li> <li>• Austin, J.L., (1952), <i>How to do Things with Words</i>, Oxford, Oxford University Press.</li> <li>• <a href="http://www.malhatlantica.pt/jorgefborges/index.html">http://www.malhatlantica.pt/jorgefborges/index.html</a></li> <li>• <a href="http://www.priberam.pt/dlpo/gramatica/gram21.html">http://www.priberam.pt/dlpo/gramatica/gram21.html</a></li> <li>• <a href="http://www.ciberduvidas.com/body.html">http://www.ciberduvidas.com/body.html</a></li> </ul>	
<p><b><u>Learning outcome:</u></b></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>- Describe the mechanisms of the functioning of the Portuguese language.</li> <li>- Understand language variations.</li> <li>- Distinguish grammar from linguistics.</li> <li>- Master the most basic theoretical concepts of linguistics in order to describe the Portuguese language.</li> <li>- Understand and apply grammatical rules.</li> <li>- Master more safely and rigorously the mechanisms of understanding and oral expression.</li> </ul>	

**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**

<b><u>Prerequisites:</u></b>	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.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"><li>• To recognize lusophone space as a universe of multicultural sharing.</li><li>• To identify the main geographical, historical and cultural references of the countries that make up the “Community of Portuguese Speaking Countries” (CPLP).</li><li>• To contact with authors of the Lusophone cultural heritage.</li><li>• To produce a Portfolio on Lusophone cultures.</li><li>• To relate the literature and other manifestations of Goan Culture with Lusophone cultures.</li></ul>	
<b><u>Content:</u></b>	<ul style="list-style-type: none"><li>● <b>Module 1:</b> The history and geography of Lusophone countries; The CPLP (Community of Portuguese-speaking Countries) and challenges in the 21st century.</li><li>● <b>Module 2:</b> 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</li><li>● <b>Module 3:</b> Goan literature in Portuguese.</li><li>● <b>Module 4:</b> The various forms of art in the Lusophone World: Plastic arts, performing arts, music, architecture, fashion and design.</li></ul>	<div>15 hours</div> <div>15 hours</div> <div>15 hours</div> <div>15 hours</div>

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

	<p><i>literatura goesa: realidade, ficção, história e imaginação.</i> Saligão: Goa 1556</p> <ul style="list-style-type: none"> <li>• <a href="http://www.instituto-camoes.pt/">http://www.instituto-camoes.pt/</a></li> <li>• <a href="http://www2.uol.com.br/machadodeassis/">http://www2.uol.com.br/machadodeassis/</a></li> <li>• <a href="http://www.cplp.org/Default.aspx">http://www.cplp.org/Default.aspx</a></li> <li>• <a href="http://www.vidaslusofonas.pt/">http://www.vidaslusofonas.pt/</a></li> </ul>	
<p><b><u>Learning outcome:</u></b></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>- Identify facts and most prominent protagonists of the artistic panorama and culture within the Lusophone space.</li> <li>- Comment critically on cultural events within the CPLP.</li> <li>- Establish affinities and parallels between Goa literature and Lusophone cultural and literary expressions.</li> <li>- Identify prominent authors and works of Goan literature in Portuguese.</li> <li>- Interpret some unavoidable works of Goa literature.</li> </ul>	

**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**

<b><u>Prerequisites:</u></b>	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.
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"><li>1. To develop and strengthen the capacity of comprehension of oral &amp; written expression.</li><li>2. To comprehend and reflect on the key aspects of Portuguese influence in relation to Goa.</li><li>3. To develop aesthetic sensibilities of Portuguese influence in relation to Goa's music, architecture, cuisine, artistic and cultural tradition.</li><li>4. To develop and understand social life and customs of Goan society.</li></ol>
<b><u>Content:</u></b>	<p><b>Module 1 (15 hrs)</b></p> <ul style="list-style-type: none"><li>- The characteristics of Indo-Portuguese architecture in Goa.</li><li>- Goan visual artists.</li></ul> <p><b>Module 2 (15 hrs)</b></p> <ul style="list-style-type: none"><li>- Trade and flora and its impact on Indian cuisine</li><li>- Goan portuguese cuisine</li><li>- Garcia de Orta and his "<i>Colóquios dos Simples</i>"</li></ul> <p><b>Module 3 (15 hrs)</b></p> <ul style="list-style-type: none"><li>- Goan Portuguese musical expressions</li><li>- Dance</li><li>- Performative arts</li></ul> <p><b>Module 4 (15 hrs)</b></p> <ul style="list-style-type: none"><li>- Traditional games and religious practices in Goa.</li><li>- Goa's traditional and cultural festivals.</li></ul>

<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Reading of relevant texts, and learning through audio-visual aids.</li> <li>- Webinars on related topics.</li> <li>- Culinary workshops.</li> <li>- Field trips to heritage sites.</li> </ul>
<b><u>References/Readings:</u></b>	<ul style="list-style-type: none"> <li>- Pandit, Heta, <i>Houses of Goa</i>, King Street Press, 1999</li> <li>- Pandit, Heta, <i>Grinding Stories – Songs from Goa</i>, 2019</li> <li>- Gomes, Paulo Varela (2011). <i>Whitewash, red stone: A History of Church Architecture in Goa</i>. Yoda Press.</li> <li>- Pereira, Jose, <i>Churches of Goa</i>, Fordham University, 2002</li> <li>- Costa, Maria de Lourdes B da, <i>Remembering Goa</i>, 2007</li> <li>- Costa, Maria de Lourdes B da, <i>Games that we played: Traditional Goan sports</i>, 2012</li> <li>- Silveira, Angelo, <i>Lived Heritage shared Space</i>, 2008</li> <li>- Gracias, Fátima, <i>Cozinha de Goa: The History and Tradition of Goan Food</i>, Goa 1556</li> <li>- Pereira, Jose, <i>India and Portugal: Cultural Interactions</i>; Marg Publications, 2001</li> <li>- Pereira, Martins, Costa; <i>Song of Goa: Mandos of Yearning</i>; 2000</li> <li>- Ketteringham, Anne; <i>Vamona Navelcar: An Artist of Three Continents</i>. Reality Premedia Service, 2013.</li> <li><a href="https://itsgoa.com/angelo-da-fonseca-unique-goan-catholic-artist-1902-1967/">https://itsgoa.com/angelo-da-fonseca-unique-goan-catholic-artist-1902-1967/</a></li> <li><a href="https://www.livemint.com/mint-lounge/features/the-indispensable-modernist-francis-newton-souza-11585310147169.html">https://www.livemint.com/mint-lounge/features/the-indispensable-modernist-francis-newton-souza-11585310147169.html</a></li> <li><a href="https://www.bbc.com/news/world-asia-india-36220327">https://www.bbc.com/news/world-asia-india-36220327</a></li> <li><a href="https://digitalq.arquivos.pt/details?id=4614066">https://digitalq.arquivos.pt/details?id=4614066</a></li> </ul>
<b><u>Learning Outcomes:</u></b>	<p><i>At the end of this course students will have gained knowledge of:</i></p> <ul style="list-style-type: none"> <li>- The principal Indo-Portuguese architectural and heritage sites.</li> <li>- Goa's rich art and cultural diversity, which is a blend of the East and West, thereby making it so distinct.</li> <li>- Goa's diverse gastronomical wonders.</li> <li>- Gained an understanding of the unique Goan traditions, practices and festivals.</li> </ul>

**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**

<b><u>Prerequisites</u></b>	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.
<b><u>Objectives</u></b>	<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"><li>- To identify a few women writers who have influenced thinking in the Lusophone sphere</li><li>- 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.</li><li>- To reflect on the various perspectives and themes they touched upon.</li><li>- To understand how women's literary expression has been shaped by history, culture, and their experiences.</li></ul>



<p><b><u>Content</u></b></p>	<p><b>Module 3 Essays (15hrs)</b></p> <p>Readings to be picked from these texts.</p> <ul style="list-style-type: none"> <li>- <i>A Mulher Indo-Portuguesa</i> by Propércia Correia Afonso</li> <li>- <i>Quarto de Despejo</i> by Carolina Maria de Jesus</li> <li>- <i>Da Índia com Amor</i> by Júlia Nery (extracts of the novel)</li> </ul>
	<p><b>Module 4 Poetry (15hrs)</b></p> <p>Readings to be picked from these:</p> <ul style="list-style-type: none"> <li>- <i>Poemas Escolhidos</i> by Eunice de Souza</li> <li>- <i>Destino: poemas</i> by Judite Beatriz de Sousa</li> <li>- <i>Poesia Africana</i> by Alda Lara</li> <li>- <i>Súria</i> by Vimala Devi</li> <li>- <i>Uma antologia poética</i> by Cecília Meireles</li> </ul>
<p><b><u>Pedagogy</u></b></p>	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Research and read essays.</li> <li>- Reading of selected texts.</li> <li>- Audio-visual inputs.</li> </ul>
<p><b><u>Text Books/Reference Books:</u></b></p>	<ul style="list-style-type: none"> <li>● Faria e Ataíde Lobo, Beatriz da Conceição, <i>A Vida, O Heraldo, O Académico</i></li> <li>● Gaitondé, Edila, <i>As Maçãs Azuis</i>. Lisboa: Editorial Tágide (<i>Prosa</i>)</li> <li>● Gersão, Teolinda (2007). <i>A Mulher que Prendeu a Chuva e outras histórias</i>. Sextante Editora.</li> <li>● Devi, Vimala (2003), <i>Monção</i>, Dédalo</li> <li>● Correia Afonso, Propércia, Boletim Instituto Vasco da Gama</li> <li>● Nery, Júlia (2012). <i>Da Índia com Amor</i>. Sextante Editora (Romance histórico)</li> <li>● Gersão, Teolinda (2007). <i>A Mulher que Prendeu a Chuva e outras histórias</i>. Sextante Editora.</li> <li>● Andresen, Sophia de Mello Breyner (2019). <i>História da Terra e do Mar</i>. Porto: Porto Editora.</li> </ul>

	<ul style="list-style-type: none"> <li>De Souza, Eunice (2001). <i>Poemas Escolhidos</i>. Edição bilíngue (Tradução portuguesa por Ana Luísa Amaral) Edições Cotovia/Fundação Oriente, Série Oriente.</li> <li>Sousa, Judite Beatriz de (1955). <i>Destino: poemas</i>. Goa: Imprensa Nacional</li> </ul>
<b>Recommended sites:</b>	<ul style="list-style-type: none"> <li>Biblioteca Digital Instituto Camões</li> </ul> <p><a href="http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html">http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html</a></p> <ul style="list-style-type: none"> <li>CPLP - Comunidade dos Países de Língua Portuguesa</li> </ul> <p><a href="http://www.cplp.or">http://www.cplp.or</a></p> <p><a href="https://cesa.rc.iseg.ulisboa.pt/nilus/pais/portugal/">https://cesa.rc.iseg.ulisboa.pt/nilus/pais/portugal/</a></p> <ul style="list-style-type: none"> <li><a href="https://brasilecola.uol.com.br/literatura/carolina-maria-jesus.htm">https://brasilecola.uol.com.br/literatura/carolina-maria-jesus.htm</a></li> <li><a href="https://www.lusofoniapoetica.com/angola/alda-lara">https://www.lusofoniapoetica.com/angola/alda-lara</a></li> <li><a href="https://www.portugues.com.br/literatura/poemas-cecilia-meireles.html">https://www.portugues.com.br/literatura/poemas-cecilia-meireles.html</a></li> </ul>
<b><u>Learning Outcomes</u></b>	<p><i>At the end of this course the students will be able</i></p> <ul style="list-style-type: none"> <li>- To analyse literary texts through the gender perspective.</li> <li>- To understand the use of women's writing and its influence in the community.</li> <li>- To acquire knowledge of the different themes and aspects that the women writers touched upon.</li> <li>- To demonstrate the ability to read carefully and express ideas effectively.</li> </ul>

**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**

<b>Prerequisites for the course:</b>	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.	
<b>Objective:</b>	<ul style="list-style-type: none"><li>- To translate various legal and commercial texts paying special attention to terminology, phraseology, information structure, register and style from source to target language;</li><li>- To carefully select and make effective use of the multiple resources used by professional translators;</li><li>- To be able to read, transcribe and translate documents in paleography</li></ul>	
<b>Content:</b>	<b>Module 1.</b> - Commercial translation <b>Module 2.</b> - Legal translation <b>Module 3.</b> - Paleography <b>Module 4.</b> - Common, standard legal documentation in Portuguese language available in Goa	15 hours 15 hours 15 hours 15 hours

<b>Pedagogy:</b>	<ul style="list-style-type: none"> <li>- In-class work will be based on translations of commercial and legal documents</li> <li>- The guided discovery on how to deal with these translation projects, from the pre-translation and research phase to the production and post-translation phase, will then serve as a model for students' own projects in other fields.</li> <li>- Translation exercises from various types of texts.</li> <li>- Reading, transcribing and translating standard legal documents available in Goa.</li> </ul>	
<b>References/Readings:</b>	<ul style="list-style-type: none"> <li>- Byrne, Jody (2006); Technical Translation - Usability Strategies for translating technical documentation, Dordrecht, Springer.</li> <li>- Shirodkar, P. P. (1997); Portuguese Paleography</li> <li>- Wright, Sue Allen and Wright, Jr., Leland D. (1993); Scientific and Technical Translation, Amsterdam/Philadelphia, John Benjamins Publishing Company</li> <li>- Barbosa, Heloisa Gonçalves – Procedimentos Técnicos Da Tradução: Uma Nova Proposta. Campinas, Sp. Pontes, 1990, Reeditada Recentemente.</li> </ul>	
<b>Learning Outcomes:</b>	<p>At the end of this course students will be:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- able to select and make effective use of the multiple resources used by professional translators;</li> <li>- familiar with various common, standard legal documents in Portuguese language available in Goa and to be able to read, transcribe and translate the same.</li> </ul>	

**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.

<b>UPRC 105 – Portuguese Linguistics I</b> <b>ISA pattern</b>
<b>ISA 1- Written Test - 10 marks</b>
<b>ISA 2- Listening or speaking test - 10 marks</b>