



CIRCULAR

Ref. No.: GU/Acad –PG/BoS -NEP/2025-26/212 dated 02.07.2025

In supersession to the above referred Circular, the structure and syllabus of Semester III and IV of the **Master of Arts in Portuguese** Programme comprising the RSE and GE Courses were approved by the Standing Committee of the Academic Council in its meeting held 24th & 25th November 2025. Further, DSVE Courses were approved by the Academic Council in its meeting held on 24th April, 12th & 13th May 2026 is attached.

The Syllabus of Semester I and II approved earlier by the Academic Council in its meeting held on 13th & 14th June 2025 is also attached.

The Dean & Vice-Dean (Academic) of the Sheno Goembab School of Languages and Literature are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)
Deputy Registrar – Academic

To,

1. The Dean, Sheno Goembab School of Languages and Literature, Goa University.
2. The Vice-Dean (Academic), Sheno Goembab School of Languages and Literature, Goa University.

Copy to:

1. Chairperson, BoS in Portuguese, Goa University.
2. Programme Director, M.A. Portuguese, Goa University.
3. Controller of Examinations, Goa University.
4. Assistant Registrar Examinations (PG), Goa University.
5. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

GOA UNIVERSITY

MASTER OF ARTS IN PORTUGUESE AND LUSOPHONE STUDIES

(Effective from the Academic Year 2025-26)

ABOUT THE PROGRAMME

The Discipline of Portuguese and Lusophone Studies, the only one of its kind in the country, offers a Graduate and Postgraduate Programme in Portuguese Literature and Culture. Indo-Portuguese Studies is a major thrust area of the Discipline. Other allied areas of study with a focus on student training and employability include Translation Studies, Teaching Portuguese as a foreign Language and Research.

PROGRAMME SPECIFIC OUTCOMES (PSO)

PSO 1	Acquire and demonstrate advanced oral and written competence in Portuguese, including through the study of the language in literary and non-literary texts.
PSO 2	Understand theoretical contributions to literature produced in Portuguese and critically analyse current debates in the Lusophone cultural production through historical, cultural, and literary movements.
PSO 3	Acquire holistic knowledge and skills required in an evolving global space, such as Intellectual Property and scientific research.
PSO 4	Acquire theoretical and practical knowledge to approach literary texts, considered as a communicative discourse and a semiotic system.
PSO 5	Attain and apply literary and technical translation skills using different resources/ tools and techniques.
PSO 6	Become equipped with theoretical and practical methodologies and approaches for the teaching and learning of Portuguese as a foreign/ additional language.

PROGRAMME STRUCTURE

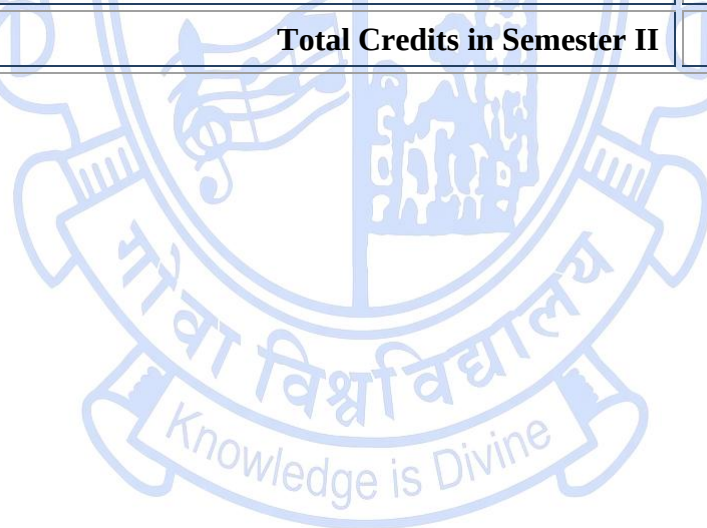
Master of Arts in Portuguese

Effective from Academic Year 2025-26

Bridge Course			
Sr. No.	Course Code	Title of the Course	Credits
1	POR-1000	Bridge course B1	2

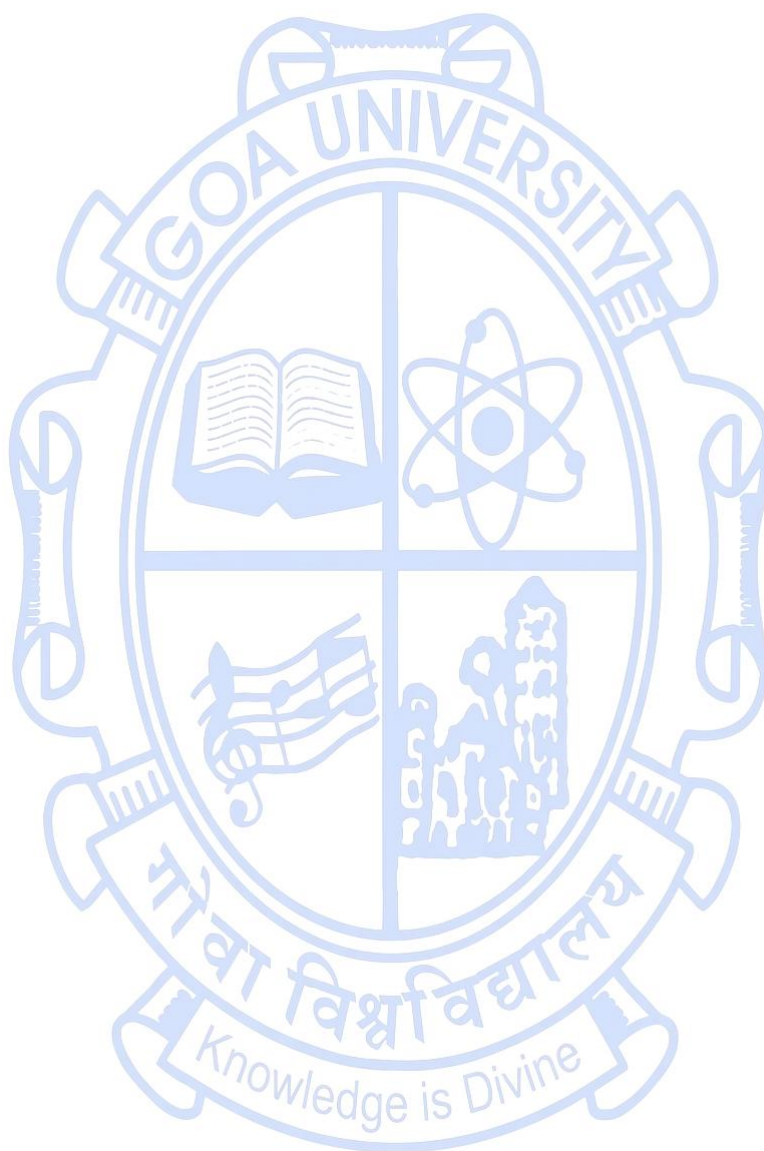
SEMESTER I				
Discipline Specific Core (DSC) Courses (16 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	POR-5000	Portugal - From the roots to the Republican period	4	400
2	POR-5001	History of the Portuguese Language	4	400
3	POR-5002	General & Portuguese Linguistics	4	400
4	POR-5003	Portuguese Literature 1	4	400
Total Credits for DSC Courses in Semester I			16	
Discipline Specific Elective (DSE) Course (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	POR-5201	Decoding Literature	4	400
2	POR-5203	The Theory and Practice of Literary Translation	4	400
3	POR-5205	Linguistic Variants of Portuguese: Brazilian & African	4	400
Total Credits for DSE Courses in Semester I			4	
Total Credits in Semester I			20	

SEMESTER II				
Discipline Specific Core (DSC) Courses (16 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	POR-5004	Portuguese Literature 2	4	500
2	POR-5005	Goan Literature in the Portuguese Language	4	500
3	POR-5006	Specialized Translation and Subtitling	4	500
4	POR-5007	Culture Studies of the Lusophone World	4	500
Total Credits for DSC Courses in Semester II			16	
Discipline Specific Elective (DSE) Courses (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	POR-5202	Professional Writing Proficiency	4	400
2	POR-5204	Brazilian Literature: From Early Traveller Accounts to Post-Modernism	4	400
3	POR-5206	African Literature in Portuguese	4	400
Total Credits for DSE Courses in Semester II			4	
Total Credits in Semester II			20	



SEMESTER III				
Research Specific Elective (RSE) Courses (12 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	POR-6000	Metodologia de Investigação / Research Methodology	4	500
2	POR-6001	Escrita Académica / Academic Writing	4	500
3	POR-6002	Semiótica e Novas Tendências na Análise Literária / Semiotics and New Trends in Literary Analysis	4	500
4	POR-6003	Estudos Camonianos / Camonian Studies	4	500
5	POR-6004	Imprensa Periódica Colonial de Goa: 1821-1961 / Goan Colonial Periodical Press: 1821-1961	4	500
6	POR-6005	Orientalismo(s) em Relatos, Crónicas, Diários de viagem e Literatura em Português / Orientalism(s) in Accounts, Chronicles, Travelogues and Literature in Portuguese	4	500
Total Credits for RSE Courses in Semester III			12	
Discipline Specific Vocational Elective (DSVE) Courses (8 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	POR-6401	Didática e Metodologia do Ensino de Português como Língua Estrangeira / Didactics & Methodology of Teaching Portuguese as a Foreign Language	4	500
2	POR-6402	Escrita criativa de não-ficção /Creative non-fiction writing	4	500
3	POR-6403	Português profissional para comunicação empresarial / Professional Portuguese for Business Communication	4	500
Total Credits for DSVE Courses in Semester III			8	
Total Credits in Semester III			20	

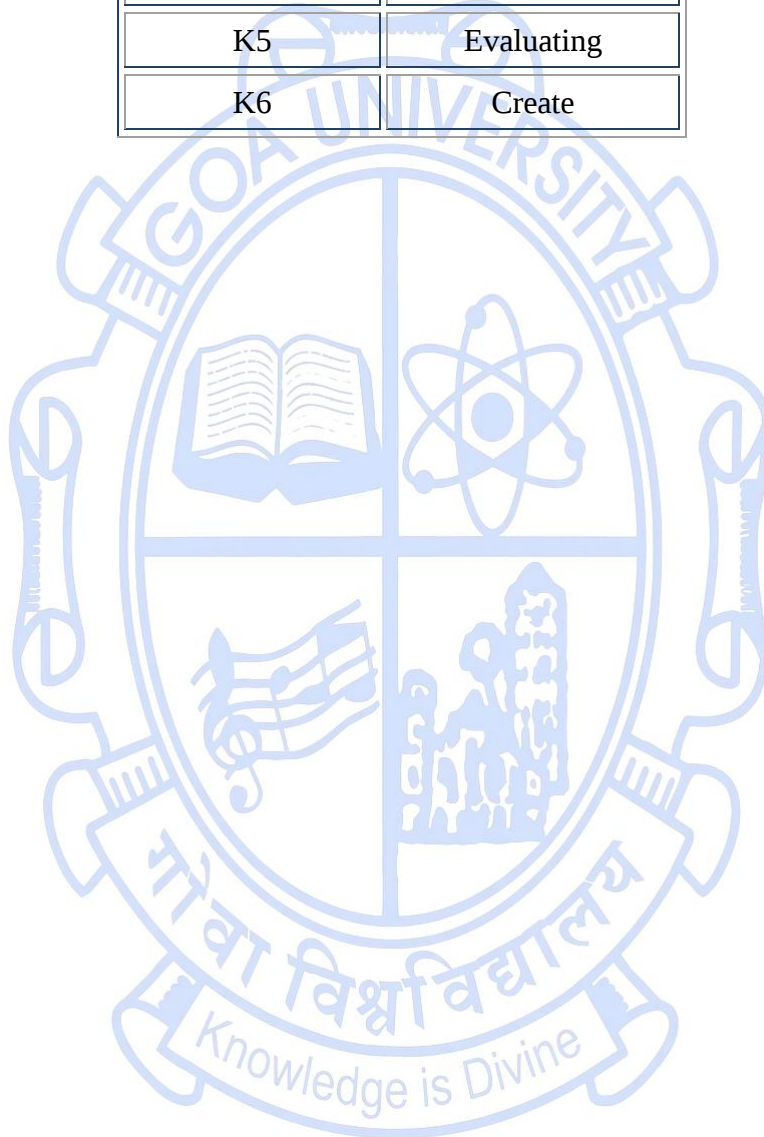
Discipline Specific Dissertation (DSD) (40 Credit Dissertation)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	POR-6501	Dissertation	40	500



SEMESTER IV				
Generic Elective (GE) Courses (20 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	POR-6201	Performative Arts in Language Teaching	4	500
2	POR-6202	Art Appreciation	4	500
3	POR-6203	Intellectual Property for Arts and Humanities	4	500
4	POR-6204	Contemporary Portugal: Society, Culture and Politics	4	500
5	POR-6205	Pessoan Studies	4	500
6	POR-6206	Portuguese for Student Mobility Programme	4	500
7	POR-6207	Language Contact in South Asia and the Role of Portuguese	2	500
8	POR-6208	Introduction to Sociolinguistics	2	500
9	POR-6209	Methods of Language Documentation	2	500
10	POR-6210	Ethnography of Musical Practices in Goa	2	500
11	POR-6211	Sounding Contemporary Goa: Music, Heritage, Tourism and Public Life	2	500
12	POR-6212	New historiographical perspectives on Portuguese Overseas Expansion (1500-1800)	2	500
Total Credits for GE Courses in Semester IV			20	

Discipline Specific Dissertation (DSD)/ Internship (20 Credit Dissertation)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	POR-6502	Dissertation	20	500
Total Credits in Semester IV			20	

Blooms Taxonomy Cognitive Levels	
Cognitive Level	Notations
K1	Remembering
K2	Understanding
K3	Applying
K4	Analyzing
K5	Evaluating
K6	Create



BRIDGE COURSES

Title of the Course	Bridge Course (Level B1)
Course Code	POR-1000
Number of Credits	2
Theory/Practical	Theory
Level	-
Effective from AY	2025-26
New Course	Yes
Bridge Course/ Value-added Course	Yes (Bridge course)
Course for advanced learners	No

Pre-requisites for the Course:	Nil
Course Objectives:	- To achieve an overall balanced competence in all four components of foreign language assessment: Reading Comprehension, Written Production and Interaction, Oral Comprehension and Oral Production and Interaction. - To provide the grammatical and lexical structures necessary for adequate understanding and production of the written and oral texts. - To prepare the student for interactions in a range of everyday communication, work and study situations that require mostly predictable language use. - To provide a comprehensive as well as systematic approach for students to attain the minimum level of Portuguese required for the Master of Arts in Portuguese programme.

Course Outcomes:	At the end of this course, the student will be able to:	Mapped to PSO		
	CO 1. Attain the minimum level of Portuguese required for the Master of Arts in Portuguese programme.	PSO 1		
	CO 2. Interact in a range of everyday communication, work and study situations that mostly require predictable language use.	PSO 1		
	CO 3. Use grammatical and lexical structures necessary for adequate understanding and production of written and oral texts.	PSO 1		
	CO 4. Attain an overall balanced competence in all four components of foreign language assessment	PSO 1		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Texts from the written press: Advertisements, articles and news from newspapers, magazines and brochures. letters, and reports. Grammar: paronymous words, homographs, homophones. Present Subjunctive tense	10	CO 1 CO 3	K2
Module 2:	Production of texts reporting events, describing situations, expressing opinions or asking/giving information or a letter (personal or addressed to an institution), Production of a message/postcard. Grammar: Personal Infinitive, Future Subjunctive tense. Words derived by prefixation and suffixation.	10	CO 1 CO 3	K6
Module 3:	Listening to dialogues, informative radio texts (news, weather, cultural broadcasting) or others asking/giving instructions, information or evaluating tasks.	5	CO 1 CO 3	K2

	Grammar: Imperfect Subjunctive tense			
Module 4:	Interaction between candidates regarding personal identification; simulation of communication situations in the professional or educational domain; Grammar: Pluperfect Subjunctive tense.	5	CO 1 CO 2 CO 4	K3
Pedagogy:	Lectures, Reading texts from the written press, Simulated tasks			
References/ Readings:	1. Nascimento, Z., & Pinto, J.M.C. (2001). <i>A Dinâmica da Escrita: Como Escrever com Êxito</i>. Lisboa: Plátano Editora. 2. Pascoal, J.L. and Oliveira, T.B. (2019) <i>Exames de Português Caple-ul: Ciple, DEPLE, diple</i>. Lisboa: Lidel. 3. Tavares, Ana (2017) <i>Português XXI Nível 3 (Livro do Aluno e CD)</i>, LIDEL, Lisboa-Portugal; Goyal Publishers & Distributors Pvt. Ltd., India 4. Tavares, Ana (2017) <i>Português XXI Nível 3 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico)</i>, LIDEL, Lisboa-Portugal; Goyal Publishers & Distributors Pvt. Ltd., India.			
Web Resources:	1. https://www.dn.pt/ 2. https://www.revistamacau.com.mo/			

[\[Back to Index\]](#)

SEMESTER I

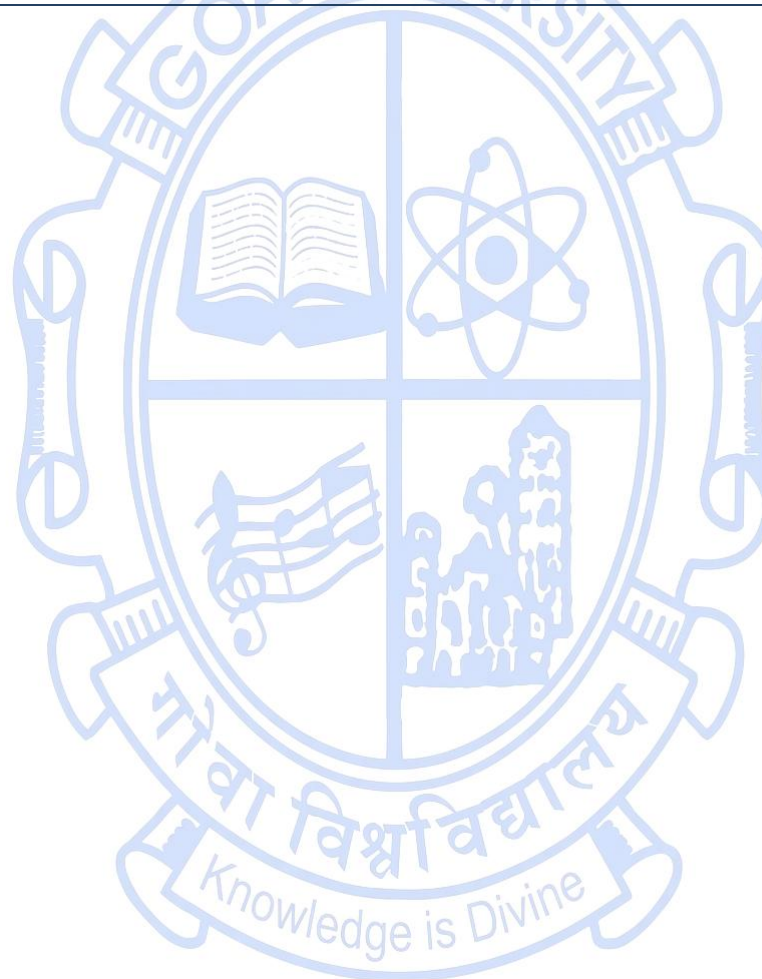
Discipline Specific Core Courses

Title of the Course	Portugal - From the roots to the Republican period	
Course Code	POR-5000	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-26	
New Course	No	
Bridge Course/ Value-added Course	No	
Course for advanced learners	Yes	
Pre-requisites for the Course:	Nil	
Course Objectives:	• To identify the civilizations in the Iberian Peninsula before the formation of the Portuguese monarchy. • To explain the major political, social, and economic transformations that shaped Portuguese history across different periods till the Carnation Revolution. • To interpret historical developments. • To critique pivotal moments in Portuguese history.	
Course Outcomes:	At the end of the course, students will be able to:	Mapped to PSO

	CO 1. Outline the history of Portugal from its origins up to the formation of the Republic.		PSO 3	
	CO 2. Explain the major political, social, and economic transformations that shaped Portuguese history across different periods.		PSO 3	
	CO 3. Interpret historical developments.		PSO 3	
	CO 4. Examine pivotal moments in Portuguese history.		PSO 3	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	1.1 The early civilizations of the Iberian Peninsula	5	CO1	K2
	1.2 The origins and development of Portugal (12th to 14th Century)	10	CO1 CO2 CO3 CO4	K2
Module 2:	The Revolution of 1383-1385 and the Dynasty of Avis	15	CO1 CO2 CO3 CO4	K3
Module 3:	3.1 The Portuguese overseas expansion 3.2 The Renaissance period 3.3 Absolutism and Enlightened Despotism	15	CO1 CO2 CO3 CO4	K3
Module 4:	4.1 Liberalism and the Constitutional Monarchy 4.2 The 1st Republic; The 2nd Republic (Estado Novo); The 3rd Republic (Carnation Revolution)	15	CO1 CO2 CO3 CO4	K3
Pedagogy:	Lectures, presentations, research and reading of essays about different issues concerning the History of Portugal.			

References/ Readings:	1. Birmingham, D. (2014) A Concise History of Portugal. (2nd Ed.). Cambridge University Press. https://doi.org/10.1017/CBO9781107280212 2. de Oliveira Marques, A.H. (1982) História de Portugal. (Vol.1 to 3). Palas Editores Lisboa. 3. Ribeiro, O. (2018) Introduções Geográficas à História de Portugal. Estudo crítico. Letra Livre. ISBN: 9789898268402
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[\[Back to Index\]](#)



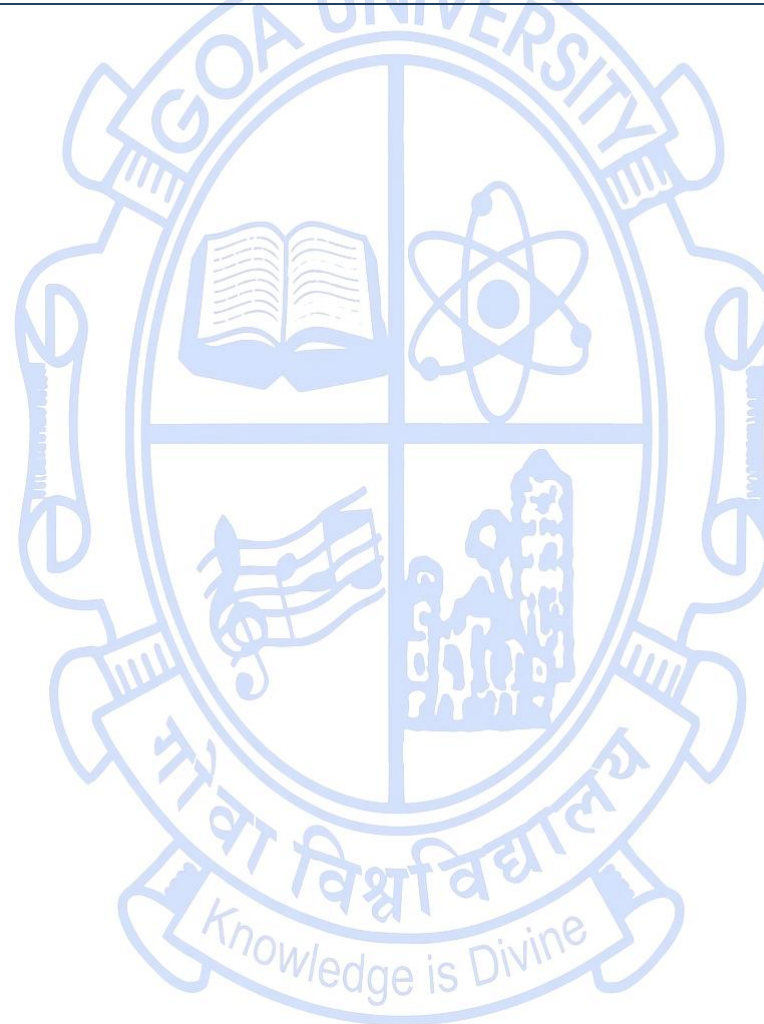
Title of the Course	History of the Portuguese Language
Course Code	POR-5001
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value-added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To identify distinctive features of Portuguese, in the general Romanic context, and relate them to the historical trajectory of the language. 2. To describe the main linguistic changes that occurred in the process of formation of Portuguese and in the different periods of its history. 3. To acquire basic skills in linguistic analysis of texts from past phases with a view to exploring them as sources for diachronic studies. 4. To relate aspects of observable variation in contemporary Portuguese to its historical trajectory.	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. identify the linguistic and cultural contributions by pre-Latin and post-Latin substrates in the linguistic evolution of the Portuguese language	PSO 1
	CO 2. analyze texts from early documentation	PSO 1

	CO 3. describe the main linguistic changes that occurred in the process of formation of Portuguese		PSO 1	
	CO 4. examine aspects of observable variation in contemporary Portuguese to its historical trajectory		PSO 1	
	CO 5. produce texts according to the new Orthographic Agreement.		PSO 1	
	CO 6. transliterate archaic Portuguese texts		PSO 1	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	The roots of Portuguese: 1.1 pre-Latin and post-Latin substrates and periods 1.2 The transition from writing in Latin to writing in Portuguese 1.3 Phonetic evolution from Latin, evolution of grammatical structures and vocabulary.	15	CO1 CO2 CO3	K2 K4 K4
Module 2:	European Portuguese from the 16th century onward: 2.1 Innovations in classical and modern Portuguese. 2.2 A historical perspective on contemporary Portuguese 2.3 Dialectal variation in European Portuguese - relationship with changes that occurred in the history of the language. 2.4 Brazilian Portuguese - differentiating features that can be explained diachronically	15	CO3 CO4	K4 K4
Module 3:	Standardisation of Portuguese	15	CO5	K3
Module 4:	Concepts of palaeography	15	CO6	K6
Pedagogy:	Lectures			
References/ Readings:	1. Borges Nunes E. <i>Abreviaturas Paleográficas Portuguesas</i>, Edições Cosmos (2009) 2. Castelo Branco Maria Inês, <i>Pequeno Curso de Língua Portuguesa</i>, Fundação Calouste Gulbenkian, Lisboa (1984) 3. Castro Ivo, <i>Curso de História da Língua Portuguesa</i>, Universidade Aberta, Portugal (1991) 4. Dias, João José Alves, et al. <i>Album de paleografia</i>. Portugal, Editorial Estampa, 1987. 5. Fagim Valentim, <i>História da Língua em Banda Desenhada</i>, Através Editora, (2016)			

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| | <ol style="list-style-type: none">6. Neto, Serafim da Silva, <i>História da Língua Portuguesa</i>, MEC/Presença, Rio de Janeiro (1986)7. Neves Marco, <i>A Incrível História Secreta da Língua Portuguesa</i>, Editora Guerra & Paz (2017)8. Soares, Maria Almira, Estrela, Edite e Leitão Maria José <i>Saber Usar a Nova Ortografia</i>, Objectiva, (2011)9. Teyssier, Paul, <i>História da Língua Portuguesa</i>, Sá da Costa Editora, Lisboa. (1997) |
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[\[Back to Index\]](#)



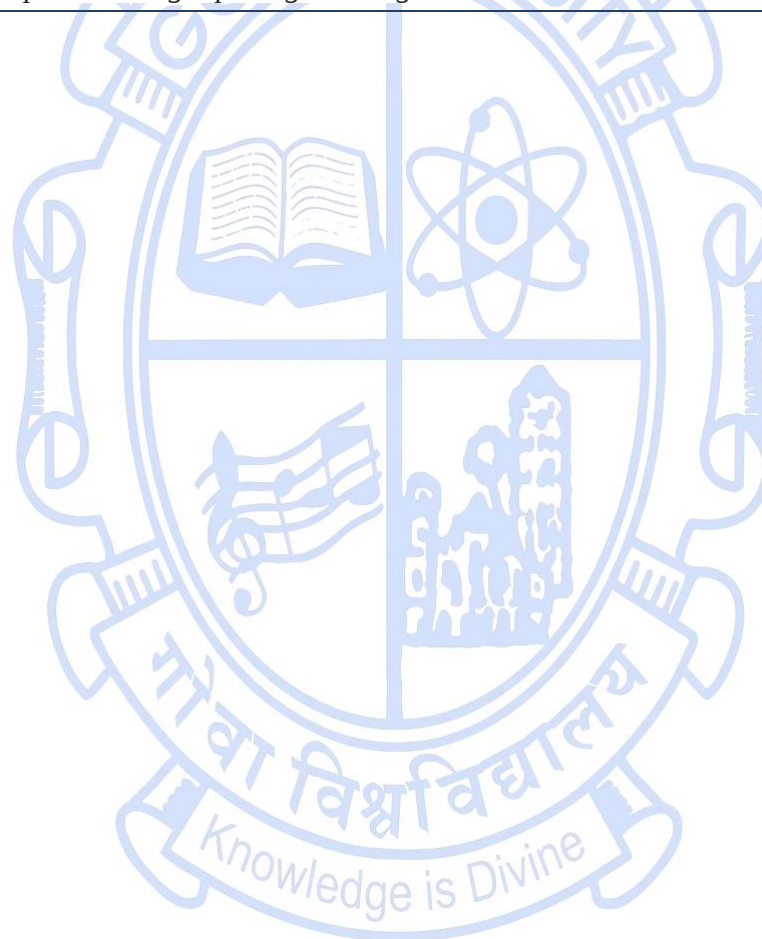
Title of the Course	General & Portuguese Linguistics
Course Code	POR-5002
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value-added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	• To recognize the language as a system that aims to establish communication between people. • To distinguish between verbal and non-verbal language • To acquire a linguistic conscience and metalinguistic knowledge that allows the development of competences and knowledge, carrying out linguistic activities in Portuguese language in particular situations. • To acquire knowledge that permits the development of linguistic, discursive/textual, sociolinguistic and strategic skills at various levels of the language	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	1. identify the most relevant properties of a natural language;	PSO 1
	2. appraise what the process of semiotics consists of distinguishing between the concepts of sign and symbol	PSO 1

	3. categorize Saussurean and Chomskyan dichotomies	PSO 1		
	4. employ phonemes within the Portuguese phonological system, Portuguese lexical and grammatical structures and use complex syntactic, semantic and pragmatic functions in Portuguese	PSO 1		
	5. compare phenomena of linguistic change and variation	PSO 1		
	6. demonstrate the ability to compare cognitive linguistic frameworks with other accounts of language structure.	PSO 1		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Linguistics and verbal language 1.1 Linguistics and semiotics 1.2 Saussure and the emergence of Linguistics as a scientific discipline 1.3 Chomsky and formal and syntagmatic grammar	15	CO1 CO2 CO3	K2 K5 K4
Module 2:	2.1 Levels of linguistic analysis: Phonetics, Phonology and Prosody; 2.2 Morphology; 2.3 Syntax; 2.4 Semantics 2.5 Pragmatics	15	CO4	K3
Module 3:	Linguistic change and linguistic variation	15	CO5	K6
Module 4:	Cognitive Linguistics	15	CO6	K3
Pedagogy:	Lectures			
References/ Readings:	1. Austin, J.L., (1952), How to do Things with Words, Oxford, Oxford University Press. 2. Cunha, C. e L.F.L. Cintra (1984), Nova Gramática do Português Contemporâneo, Lisboa, Edições Sá da Costa. 3. Faria, I.H., (Org.) (1996), Introdução à Linguística Geral e Portuguesa, Lisboa, Caminho 4. Fundação Calouste Gulbenkian (2013) Gramática do Português - Volume I 5. Fundação Calouste Gulbenkian (2013) Gramática do Português - Volume II 6. Fundação Calouste Gulbenkian (2020) Gramática do Português - Volume III 7. Lopes, Ana Cristina M., and Graça Maria Rio-Torto.Semântica. Caminho, (2007) 8. Mateus, Maria Helena Mira, et al. Gramática da língua portuguesa. ed, Caminho, (2006)			

	9. Raposo, Eduardo Paiva, et al. Gramática do português. Fundação Calouste Gulbenkian, Volume I, 2020 10. Searle, J.R., (1969), Speech Acts. An Essay in the Philosophy of Language, Cambridge, Cambridge University Press.
Web Resources:	1. Silva, Paulo Nunes da (2010). Manual de Introdução aos Estudos Linguísticos (edição privada). http://hdl.handle.net/10400.2/11900 2. http://www.portaldalinguaportuguesa.org/

[\[Back to Index\]](#)



Title of the Course	Portuguese Literature 1	
Course Code	POR-5003	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-26	
New Course	Yes	
Bridge Course/ Value-added Course	No	
Course for advanced learners	Yes	
Pre-requisites for the Course:	Nil	
Course Objectives:	1. Read, interpret and categorize texts or essays related to Portuguese Literature; 2. Identify the most important characteristic aspects of Portuguese literature and culture. 3. Explain the characteristic aspects of the literary periods. 4. Read and analyze literary texts (poetry and prose).	
Course Outcomes:	At the end of the course, students will be able to:	Mapped to PSO
	CO 1. outline historical and cultural contributions to Portuguese Literature along the centuries;	PSO 2, PSO 3, PSO 4
	CO 2. explain the evolution of Portuguese Literature;	PSO 2, PSO 3, PSO 4

	CO 3. classify literary works of the Pre-Renaissance, Classicism and Romanticism in Portugal;		PSO 2, PSO 3, PSO 4		
	CO 4. analyze literary texts.		PSO 2, PSO 3, PSO 4		
Content:		No of hours	Mapped to CO	Cognitive Level	
Module 1:	1.1 Introduction to Portuguese society, language and literature: characterization and evolution; literary expression and its classical roots: myths, values, concepts and formal characteristics. 1.2 Galician-Portuguese medieval lyric and medieval prose; 1.3 Chronicles of Fernão Lopes, the Quest for the Holy Grail and the novels of chivalry, <i>Leal Conselheiro</i> .	15	CO 1, CO 2, CO 3, CO 4	K4	
Module 2:	The Renaissance period: 2.1 The theatre of Gil Vicente 2.2 Camões' lyric: from the troubadour heritage to the influence of Renaissance aesthetics: redondilhas, cantigas, vilancetes, sonnets and other poems by Camões; 2.3 study of Camões' epic and lyric poetry in the light of contemporary criticism; 2.4 sonnets and other writings by Sá de Miranda and António Ferreira.	15	CO 1, CO 2, CO 3, CO 4	K4	
Module 3:	Baroque Prose and Poetry: 3.1 Cultism and Conceptism in Padre António Vieira; 3.2 Contours of Portuguese Poetry in Neoclassicism; 3.3 the <i>Arcadia Lusitana</i> ; 3.4 Bocage and pre-Romantic poets.	15	CO 1, CO 2, CO 3, CO 4	K4	
Module 4:	Portuguese Romanticism. 4.1 The importance of Almeida Garrett and Alexandre Herculano in Portuguese Romanticism. 4.2 Camilo Castelo Branco and the Generation of Ultra-Romanticism.	15	CO 1, CO 2, CO 3, CO 4	K4	

Pedagogy:	• Lectures • Research and reading of essays about different issues concerning the History of Portuguese Literature. • Presentation of material by the teacher. • Reading of selected literary texts (functional, recreational, analytical and critical). • Audio-visual comprehension exercises. • Oral and written questions and commentaries.
Texts:	1. P. António Vieira - <i>Sermão da Sexagésima</i> 2. Almeida Garrett - <i>Viagens na Minha Terra and Folhas Caídas</i> 3. Alexandre Herculano - <i>Lendas e narrativas</i> 4. Camilo Castelo Branco - <i>Amor de Perdição</i>
References/ Readings:	1. Buescu, Maria Leonor Carvalhão, <i>História da Literatura</i>, Lisboa, 1991 2. Castro, Francisco Lyon de, <i>História da Literatura Portuguesa</i> (7 Vols.), Publicações Alfa, Lisboa, 2001-2003 3. Martinho, Fernando & others, <i>Literatura Portuguesa do Século XX</i>, Lisboa, 2004 4. Saraiva, António José and Lopes, Óscar, <i>História da Literatura Portuguesa</i>, Porto, 1987 5. Simões, João Gaspar, <i>Perspectiva Histórica da Poesia Portuguesa</i>, Lisboa, 1976
Web Resources:	1. Fernão Lopes Portal, 2019-2025, NOVA-FCHS, https://fernaolopes.fcsh.unl.pt/ 2. Projeto Littera, “Cantigas Medievais Galego-Portuguesas”, NOVA-FCHS, 2011-2012 https://cantigas.fcsh.unl.pt/apresentacao.asp

[\[Back to Index\]](#)

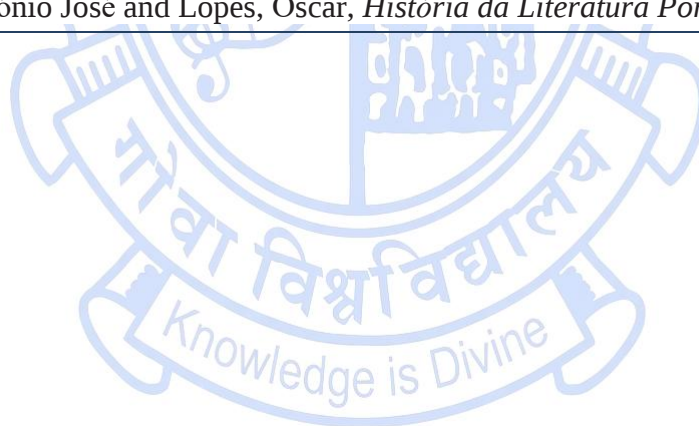
Discipline Specific Elective (DSE) Course

Title of the Course	Decoding Literature	
Course Code	POR-5201	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-26	
New Course	Yes	
Bridge Course/ Value-added Course	No	
Course for advanced learners	Yes	
Pre-requisites for the Course:	Nil	
Course Objectives:	• Outline and critique literary texts such as novels, short tales, memoirs and chronicles, as well as dramatic texts, literary essays and theoretical texts. • Acquire technical and practical knowledge in order to enable the student to approach the literary text, considered as a communicative discourse and a semiotic system through reading, analysis and interpretation. • Identify the indicators of literature in a written text. • Create quality productive written work adjusted to communicative intentionality. • Combine figures of speech in a literary text with semantic and meaningful implications of the writing process.	
Course Outcomes:		Mapped to PSO

	CO 1. Ascertain the concepts of literary texts and works, the aesthetics and styles of the literary language, and the literary categories in prose and poetry;		PSO 4	
	CO 2. Differentiate between the different types of narration, their characterization and dynamics;		PSO 4	
	CO 3. Analyze and interpret complex structures used in literary texts, prose and poetry, and essays		PSO 4	
	CO 4. Examine the structure and characteristics of the dramatic text.		PSO 4	
Content:		No. of hours	Mapped to CO	Cognitive Level
Module 1:	Introduction to the concept of literature 1.1 The limits of a literary text; 1.2 specifications of literary language; the socio-cultural dimension of literature; 1.3 general forms of literature; 1.4 literary language and literary texts; 1.5 Semiotics in literature.	15	CO 1	K2
Module 2:	Literary History, literary system and national literatures 2.1 National literatures, <i>World Literature</i> and Comparative Literature; 2.2 cultural studies and post-colonial studies; 2.3 time and literature; literary evolution and periodisation; schools, currents, movements and literary generations.	15	CO 3	K2
Module 3:	Poetry and Drama 3.1 Creativity and factors affecting the lyrical text: the main properties of the poem; poetic expression and metaphor. 3.2 Dramatic literature; genres (comedy, tragedy), dramatic structure; literature intended for theatrical performances, intersemiotic translation as adaptation.	15	CO 4	K2
Module 4:	Literary Narrative 4.1 Diegesis and mimesis, levels and categories; 4.2 The narrator's point of view. 4.3 Short narratives: theories, structure and main characteristics.	15	CO 2	K2

Pedagogy:	• Lectures • Reading of literary and theoretical texts in Portuguese: criticism and application of concepts. • Presentation of working material by the teacher. • Reading of selected literary texts. (Functional, recreational, analytical and critical). • Audio-visual comprehension exercises.
References/ Readings:	1. Aguiar e Silva, Victor, <i>Teoria da Literatura</i>, Coimbra, Almedina, 1999. 2. Aristóteles, <i>A Poética</i>, Lisboa, Fundação Calouste Gulbenkian, 2002 3. Barthes, R., <i>Inéditos. Vol. I – teoria</i>. São Paulo: Martins Fontes, 2004. 4. Bassnett, Susan, <i>Comparative literature: a critical introduction</i>, Cambridge, Blackwell Publishers, 1993. 5. Bloom, Harold, <i>O Cânone Ocidental</i>, Lisboa, Temas e Debates, 2011. 6. Carmelo, Luís, <i>Semiótica, uma Introdução</i>, Lisboa, 2003 7. <i>Comparative literature in an age of globalization</i> (ed. Haun Saussy), Baltimore, John Hopkins University Press, 2006 8. Damrosch, David, <i>What is world literature?</i>, Princeton, Princeton University Press, 2003. 9. Frye, N., <i>The Anatomy of Criticism, Four Essays</i>, New Jersey, Princeton University Press, 1977. 10. Genette, Gérard, <i>Discurso da Narrativa</i>; trad. Fernando Cabral Martins, Lisboa, Arcádia, 1979 11. História da Literatura Portuguesa (7 Vols.), Alpha Editora, Lisboa, 1987 12. Reis, Carlos, <i>O Conhecimento da Literatura</i>, Coimbra, Almedina, 1997. 13. Reis, Carlos, <i>Técnica e Análise Textual</i>, Coimbra, Almedina, 1997. 14. Saraiva, António José and Lopes, Óscar, <i>História da Literatura Portuguesa</i>, Porto, 1987.

[\[Back to Index\]](#)



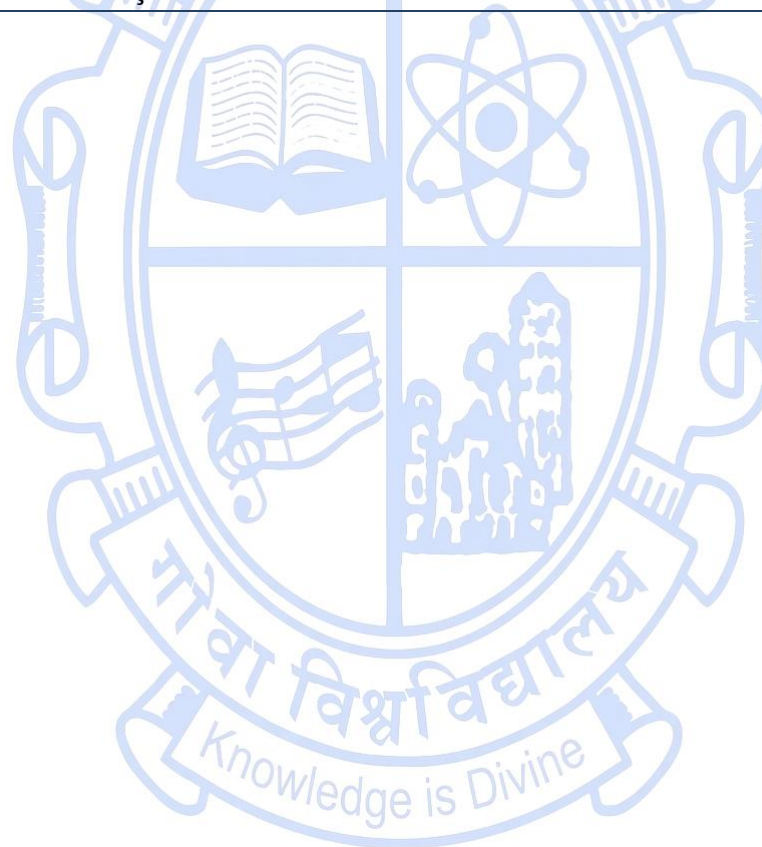
Title of the Course	The Theory and Practice of Literary Translation	
Course Code	POR-5203	
Number of credits	4	
Theory/Practical	Theory	
Level:	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value-added Course	No	
Course for advanced learners	Yes	
Prerequisites for the course:	Nil	
Course objectives	• To identify key historical developments and major translation theories • To examine the translator's role and ethical responsibilities. • To analyse linguistic and cultural challenges through practical examples • To apply appropriate strategies for translating poetry, prose, and drama.	
Course outcomes	At the end of the course students will be able to:	Mapped to PSO
	CO 1. Recall key historical shifts, figures, and texts in the evolution of literary translation	PSO 2, PSO5
	CO 2. Differentiate translation theories with reference to fidelity, visibility, and purpose.	PSO 2, PSO5

	CO 3. Evaluate the implications of the translator’s agency, voice, and ethical decisions.	PSO 2, PSO5		
	CO 4. Evaluate specific instances of stylistic, linguistic, and cultural complexity in literary translation.	PSO 2, PSO5		
	CO 5. Produce short translations demonstrating awareness of genre-specific techniques and contextual nuances.	PSO 2, PSO5		
Content		No of Hours	Mapped to CO	Cognitive Level
Module 1	Introduction to the History of Literary Translation 1.1 Early practices of literary translation 1.2 Key figures and landmark translations 1.3 Evolution of translation methods 1.4 Influence of historical and cultural contexts	15	CO1	K1
Module 2	Translation Theory – The Translator’s (In)Fidelity and (In)Visibility 2.1 Ethical dilemmas in literary translation 2.2 Faithfulness vs. creativity in translation 2.3 The role and perception of the translator 2.4 The impact of the translator’s choices on the reader	15	CO 2	K4
Module 3	Language, Style, and Cultural Challenges in Literary Translation 3.1 Maintaining style and tone in translation 3.2 Common linguistic difficulties and solutions 3.3 Handling cultural references and idioms 3.4 The impact of sociopolitical contexts on translation	15	CO 3 CO 4	K5

Module 4	Techniques for Translating Poetry, Prose, and Drama 4.1 Strategies for translating poetry: rhythm, rhyme, and imagery 4.2 Adapting prose, narrative voice, and structure 4.3 Challenges in translating drama – dialogue, stage directions, and audience impact 4.4 Case studies of translated literary works	15	CO 5	K6
Pedagogy	• Lectures • Reading of literary works in Portuguese and translations of the same texts into English. • Translation of selected texts and excerpts from Portuguese to English. • Translation of texts in specific formats			
Texts	1. Almeida, Irene Silveira.(Ed) (2024). Songs in the Sun. IPR Project of Goa University. ISBN: 978-81-908791-6-3 2. Arrojo, Rosemary. A tradução passada a limpo e a visibilidade do tradutor, Trabalhos em Linguística Aplicada: v. 19 (1992). 3. Campos, Haroldo. “Da tradução como criação e como crítica”. In: Metalinguagem & Outras Metas. São Paulo: Perspectiva, 2006. 4. Landers, Clifford. Literary Translation: A Practical Guide, Cromwell Press Ltd. England. Part I. Fundamentals, 2001. 5. Landers, Clifford. Literary Translation: A Practical Guide, Cromwell Press Ltd. England. Part II. Techniques, 2001. 6. Lefevere, André. Translating Literature: Practice and Theory in a Comparative Literature Context, New York: The Modern Language Association of America, 1992 (160 p.). 7. Venuti, Lawrence. The Translator's Invisibility: A History of Translation. London and New York: Routledge, 2007.			
References/ Readings	1. Castro, Olga; ERGUN, Emek (orgs.). Feminist translation studies: Local and transnational perspectives. London: Routledge, 2017.			

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| | <ol style="list-style-type: none">2. Cesar, Ana Cristina. Crítica e tradução. São Paulo: Companhia das Letras, 2016.3. Faleiros, Álvaro. Traduzir o poema. São Paulo: Ateliê Editorial, 2012.4. Galindo, Caetano W.; Costa, Walter Carlos. Paulo Henriques Britto: Entrevista. Curitiba: Medusa, 2019. 168 p.5. Meschonnic, Henri. Poética do traduzir. Trad. Jerusa Pires Ferreira e Suely Fenerich. São Paulo: Perspectiva, 2010.6. Paes, José Paulo. Tradução: a ponte necessária – aspectos e problemas na arte de traduzir. São Paulo: Editora Ática, 1990.7. Paz, Octavio. Tradução: Literatura e literalidade. Belo Horizonte: FALE/UFMG, 2009. |
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[\[Back to Index\]](#)



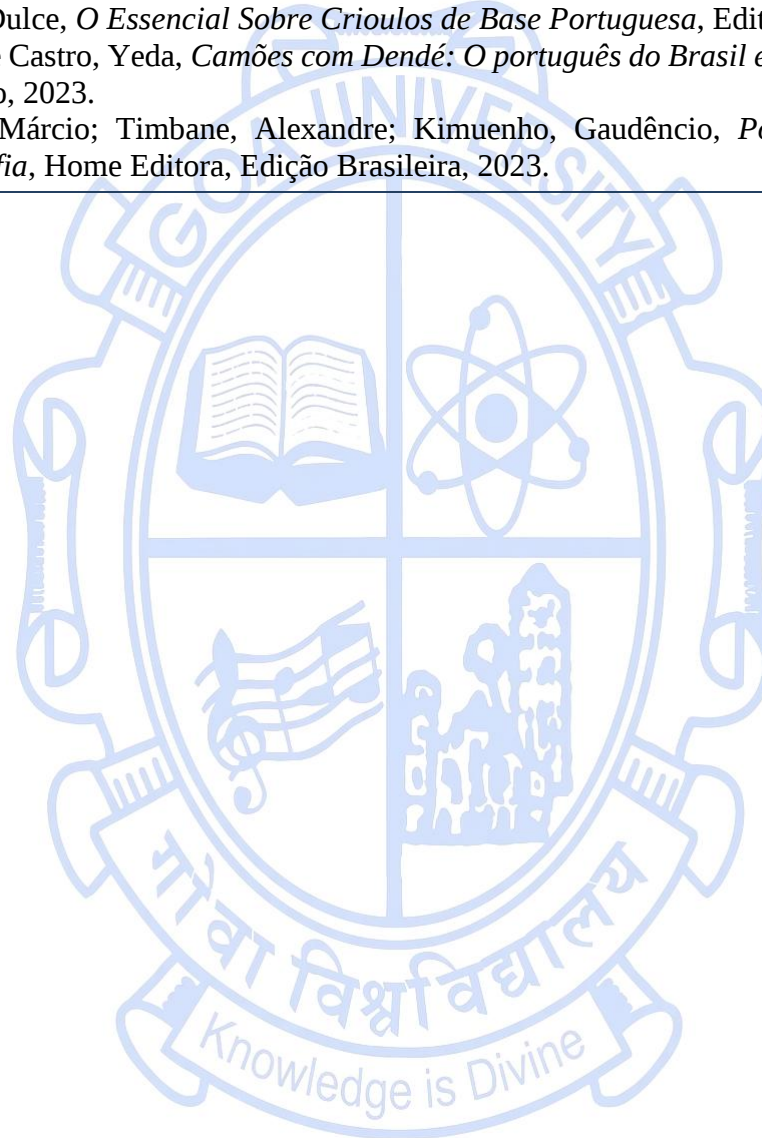
Title of the Course	Linguistic Variants of Portuguese: Brazilian & African
Course Code	POR-5205
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	Yes
Bridge Course/ Value-added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	• To recognize the salient linguistic features of the variant of Portuguese spoken in Brazil. • To characterize the various dialects of Portuguese spoken across Brazil. • To identify the influences of African languages on the Portuguese spoken in Africa. • To distinguish the different Portuguese-based creoles spoken in Africa.	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. Identify the main characteristics of Brazilian Portuguese	PSO 3
	CO 2. Recognize the salient features of the dialects of Brazilian Portuguese	PSO 3
	CO 3. Distinguish between the variants of Portuguese spoken in Lusophone Africa	PSO 3

	CO 4. Recognize the influences of African languages of the Portuguese creoles spoken in the PALOPs.		PSO 3	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	1.1 Introduction to the Brazilian Portuguese variant; 1.2 Characteristics of Brazilian Portuguese 1.3 Typical and common expressions of Brazilian Portuguese 1.4 The 'standard' dialect of Brazilian Portuguese and differences with European Portuguese	15	CO1	K2
Module 2:	2.1 Some Brazilian Portuguese dialects: <i>Paulistano, Carioca, Paulista/ Caipira, Mineiro, Nordestino</i> 2.2 Characteristics of these dialects; examples of words and expressions in these dialects 2.3 Differences with the 'standard' Brazilian Portuguese	15	CO2	K2
Module 3:	3.1 African Portuguese: the varieties of Angola and Mozambique – Characteristics 3.2 Words from the native languages 3.3 Typical expressions that are different from European Portuguese 3.4 Words from Angolan and Mozambican Portuguese that have entered European Portuguese.	15	CO3	K2
Module 4:	4.1 The Creoles of Cape Verde, Guinea-Bissau and São Tomé & Príncipe – The differences from the standard Portuguese 4.2 The simplification of grammar and pronunciation 4.3 The similarities and differences between the Creoles	15	CO4	K2
Pedagogy:	Lectures			
References/ Readings:	1. Bortoni-Ricardo, Stella Maris, <i>Português brasileiro, a língua que falamos</i> , Editora Contexto, 1st edition, 2021			

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| | <ol style="list-style-type: none">2. Gonçalves, Perpétua, <i>A Génese do Português de Moçambique</i>, INCM - Imprensa Nacional Casa da Moeda, 2010.3. Pereira, Dulce, <i>O Essencial Sobre Crioulos de Base Portuguesa</i>, Editorial Caminho, 2006.4. Pessoa de Castro, Yeda, <i>Camões com Dendê: O português do Brasil e os falares afro-brasileiros</i>, Topbooks, Rio de Janeiro, 2023.5. Undolo, Márcio; Timbane, Alexandre; Kimuenho, Gaudêncio, <i>Português de Angola: Fonologia, Sintaxe, Lexicografia</i>, Home Editora, Edição Brasileira, 2023. |
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[\[Back to Index\]](#)



SEMESTER II

Discipline Specific Core (DSC) Courses

Title of the Course	Portuguese Literature 2	
Course Code	POR-5004	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025-26	
New Course	Yes	
Bridge Course/ Value-added Course	No	
Course for advanced learners	Yes	
Pre-requisites for the Course:	POR-5003	
Course Objectives:	• Read, interpret and categorize texts or essays related to Portuguese Literature; • Identify the most critical and characteristic aspects of Portuguese literature and culture. • Read and analyze literary texts (poetry and prose). • Appraise themselves with well-known names in Portuguese literature from the XIX and XX centuries.	
Course Outcomes:		Mapped to PSO
	CO 1. Appraise themselves with cultural contributions to Portuguese Literature	PSO 2, PSO 3, PSO 4

	CO 2. Classify different periods of the evolution of Portuguese Literature	PSO 2, PSO 3, PSO 4		
	CO 3. Appraise literary works from Realism/Naturalism to Modernism in Portugal	PSO 2, PSO 3, PSO 4		
	CO 4. Critically analyze literary texts	PSO 2, PSO 3, PSO 4		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Realism and Naturalism: 1.1 Eça de Queirós, Antero de Quental, Guerra Junqueiro; 1.2 Social criticism literature; 1.3 Cesario Verde and the “Parnassians”.	15	CO1 CO2 CO3 CO4	K1, K2, K3
Module 2:	The trends of the turn of the century: 2.1 Neo-Romanticism, 2.2 <i>Saudosismo</i> , and Decadentism. 2.3 Camilo Pessanha and Symbolism in Portugal.	15	CO1 CO2 CO3 CO4	K1, K2, K3
Module 3:	Portuguese Modernism 3.1 Avant-garde tendencies and Modernism; 3.2 modernist poets of <i>Orpheu</i> and <i>Presença</i> : Fernando Pessoa, Almada Negreiros and Mário Sá-Carneiro, José Régio and Miguel Torga.	15	CO1 CO2 CO3 CO4	K1, K2, K3
Module 4:	Portuguese Neo-realism 4.1 Neo-realist prose and poetry in the <i>Novo Cancioneiro</i> . 4.2 Mário Cesariny, Alexandre O' Neill and other surrealists in Portugal; 4.3 post-modernism and post-colonial literature in Portugal.	15	CO1 CO2 CO3 CO4	K1, K2, K3
Pedagogy:	• Lectures • Research and reading of essays about different issues concerning the History of Portuguese Literature. • Presentation of material by the teacher. • Reading of selected literary texts (functional, recreational, analytical e critical).			

	• Audio-visual comprehension exercises. • Oral and written questions and commentaries. • Preparation for research activities: • Research and reading of essays about different issues concerning Portuguese Literature. • Reading of Portuguese poems and texts in prose.
Texts:	1. Sá-Carneiro, Mário de; <i>Verso e Prosa</i>, Assírio & Alvim, 2010 2. Pessoa, Fernando; <i>Livro do Desassossego</i>, Assírio & Alvim, 2018 3. Antunes, António Lobo; <i>As Naus</i>, D.Quixote, 2018 4. Saramago, José; <i>Memorial do Convento</i>, Porto Editora, 2014
References/ Readings:	1. Buescu, Maria Leonor Carvalho, <i>História da Literatura</i>, Lisboa, 1991 2. Castro, Francisco Lyon de, <i>História da Literatura Portuguesa</i> (7 Vols.), Publicações Alfa, Lisboa, 2001-2003 3. Machado, José Pedro, <i>Dicionário da Literatura Portuguesa</i>, Lisboa 1987 4. Martinho, Fernando & others, <i>Literatura Portuguesa do Século XX</i>, Lisboa, 2004 5. Pizarro, Jerónimo; <i>Ler Pessoa</i>, Tinta da China, 2018 6. Saraiva, António José and Lopes, Óscar, <i>História da Literatura Portuguesa</i>, Porto, 1987 7. Simões, João Gaspar, <i>Perspectiva Histórica da Poesia Portuguesa</i>, Lisboa, 1976
Web Resources:	1. Arquivo Pessoa http://arquivopessoa.net/ 2. Fundação José Saramago https://www.josesaramago.org/biografia/

[\[Back to Index\]](#)



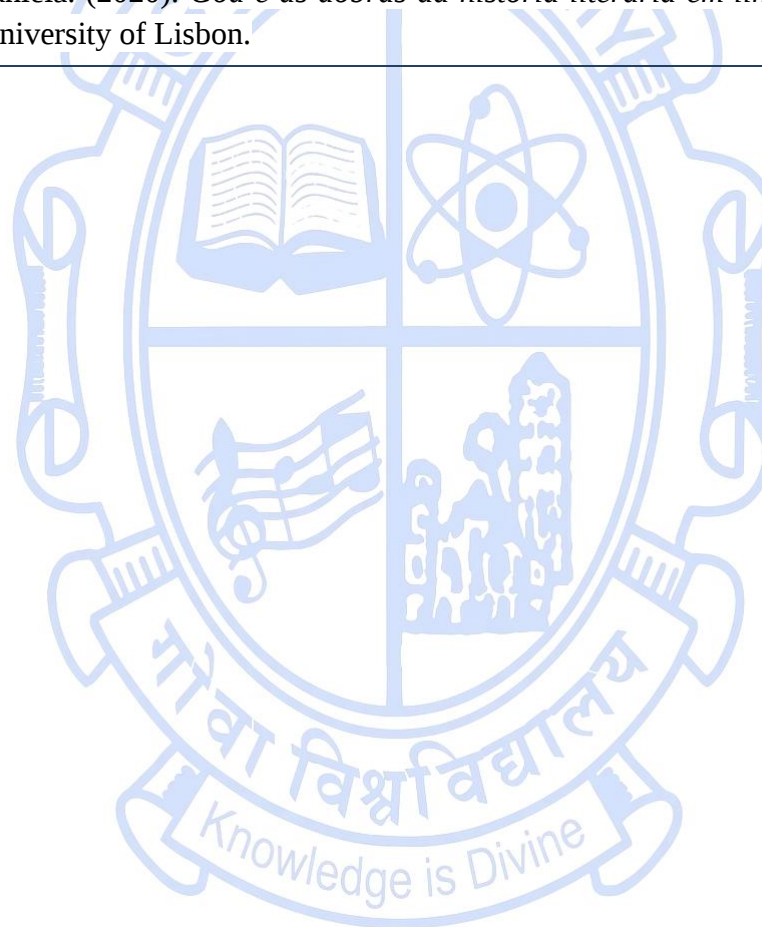
Title of the Course	Goan Literature in the Portuguese Language	
Course Code	POR-5005	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025-26	
New Course	No	
Bridge Course/ Value-added Course	No	
Course for advanced learners	Yes	
Pre-requisites for the Course:	Nil	
Course Objectives:	• To outline Goa's pre- and post-1510 history. • To explain core concepts related to Indo-Portuguese literature. • To analyse the emergence of Goan literary expression in Portuguese. • To evaluate the contributions of major Goan authors • To interpret key literary texts within their historical and cultural contexts.	
Course Outcomes:	At the end of the course, students will be able to:	Mapped to PSO
	CO 1. Describe key political, cultural, and social developments in Goa before and after Portuguese colonization.	PSO2, PSO3, PSO4

	CO 2. Interpret and explain core concepts such as ‘Indo-Portuguese’ and the socio-political influences that shaped Goa’s literary traditions.		PSO2, PSO3, PSO4		
	CO 3. Analyze the evolution of Goan literature across colonial and postcolonial periods.		PSO2, PSO3, PSO4		
	CO 4. Evaluate the contributions and impact of major Goan writers in Portuguese for themes, style, and historical relevance.		PSO2, PSO3, PSO4		
	CO 5. Interpret selected texts from different genres - poetry, prose, drama - demonstrating sensitivity to stylistic features and themes.		PSO2, PSO3, PSO4		
Content:		No of hours	Mapped to CO	Cognitive Level	
Module 1:	History of Goa 1.1 A brief history of pre-Portuguese Goa. 1.2 Goa 1510-1961	15	CO1	K2	
Module 2:	Identity, concepts and models 2.1 The phases of Goa’s literary history 2.2 The appearance of the first Portuguese texts by the Goan clergy. 2.3 The concept ‘Indo-Portuguese’ 2.4 Personalities who made an invaluable contribution. J.H. da Cunha Rivara Tomás Ribeiro Mons. Sebastião Rodolfo Dalgado	15	CO2 CO3	K3	
Module 3:	Novels and Poetry 3.1 1821 - <i>Gazeta de Goa</i> 3.2 The key themes of Goan Literature in Portuguese. 3.3 Novels	15	CO2 CO3 CO4 CO5	K4	

	Os Brâmanes; Jacob e Dulce; O Signo da Ira; Bodki; Preia Mar 3.4 Poetry Paulino Dias; Nascimento Mendonça; Mariano Gracias; Adeodato Barreto; Laxmanrao Sardessai; Vimala Devi			
Module 4:	Short story and Drama 4.1 Short story José da Silva Coelho; Laxmanrao Sardessai; Vimala Devi; Maria Elsa Rocha; Epitácio Pais 4.2 Drama Ananta Rau Sardessai; Xavierito Coelho	15	CO2 CO3 CO4 CO5	K5
Pedagogy:	• Lectures • Presentation of a novel at the end of the semester. • Engage with selected research essays to explore diverse critical approaches to Goan Literature in Portuguese • Study trip to foster a hands-on appreciation of Goa's historical interactions with Portuguese culture and its long-lasting legacies.			
Texts:	1. Cunha, Vicente Bragança. (1926). <i>Literatura Indo-Portuguesa: Factos e Figuras</i>. Labernum Road, Gamdevi, Bombay. 2. Devi, Vimala; Seabra, Manuel. (1971). <i>A Literatura Indo-Portuguesa</i>, Lisboa, Junta de Investigações do Ultramar. 2 vols. 3. Dias, Filinto Cristo. (1963). <i>Esboço da História da Literatura Indo-Portuguesa</i>, by Bastorá-Goa, Tipografia Rangel 4. Figueira, Inês; De Noronha, Óscar. (2006). <i>Episódio Oriental: Readings in Indo-Portuguese Literature</i>. Fundação Oriente & Third Millennium. 5. Miranda, Eufemiano de Jesus. (2012). <i>Oriente e Ocidente na Literatura Goesa</i>, Goa, 1556, Panjim			
References/ Readings:	1. Castro, Paul Melo e.(2014). Out into Uncertainty: The Lonely Voices of Epitácio Pais's Goan Short Stories. <i>Luso-Brazilian Review</i> 51:2. ISSN 0024-7413 2. Costa, Aleixo Manuel da. <i>Dicionário de Literatura Goesa</i>, Macau, Instituto Cultural de Macau & Fundação Oriente.			

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| | <ol style="list-style-type: none"> 3. Festino, Cielo Griselda. (2016). Monção de Vimala Devi: contos de Goa à Moda Europeia. <i>Remate de Males</i>. Campina-SP. (36.2): pp. 435-459, jul./dez. 4. Passos, Joana. (2013). <i>Literatura Goesa em Português nos Séculos XIX e XX</i>. Editora. Edições Húmus. ISBN-10. 9898549408; ISBN-13. 978-9898549402. 5. Pope, Ethel M. (1989). <i>India in Portuguese Literature</i>, New Delhi, Asian Educational Series. 6. Said, Eduard. (2003). <i>Orientalismo</i>, Lisboa, Cotovia. 7. Spina, Daniela. (2020). <i>Goa e as dobras da história literária em língua portuguesa: o como e o porquê</i>. PhD Thesis. University of Lisbon. |
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[\[Back to Index\]](#)



Title of the Course	Specialized Translation and Subtitling
Course Code	POR-5006
Number of Credits	4
Theory/Practical	Theory (4)
Level	500
Effective from AY	2025-26
New Course	No
Bridge Course/ Value-added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	- To present various theories of translation proposed under translation studies. - To outline the different strategies and approaches used by professional translators. - To translate scientific and technical texts of various types, paying special attention to terminology, phraseology, information structure, register and style from source to target language. - To acquire technical skills to create subtitles for audiovisual media using software such as Aegisub.	
Course Outcomes:	At the end of the course students will be able to:	Mapped to PSO
	CO 1. apply various theories of translation.	PSO 4
	CO 2. identify different strategies and approaches for translation work in hand.	PSO 5
	CO 3. produce translated texts of scientific and technical nature.	PSO 5

	CO 4. create subtitles for audiovisual media.		PSO 5	
Content:		No. of hours	Mapped to CO	Cognitive Level
Module 1:	Theories of translation; New perspectives in translation studies.	15	CO1	K3
Module 2:	Techniques, strategies and approaches used by professional translators; Classic taxonomy of Vinay and Darbelnet.	15	CO2	K2
Module 3:	Production of translated texts of scientific, legal and other technical texts.	15	CO3	K6
Module 4:	Semiotics of Subtitling. Subtitling of audiovisual media	15	CO4	K2
Pedagogy:	Lectures, readings, translation exercises of various types of specialized texts, subtitling of audio-visual media.			
References/ Readings:	1. Baker, M. (2018). In Other Words: A Coursebook on Translation (3rd ed.). Routledge. https://doi.org/10.4324/9781315619187 2. Bassnett, S. (2013). Translation Studies (4th ed.). Routledge. https://doi.org/10.4324/9780203488232 3. Byrne, J. (2012). Scientific and Technical Translation Explained: A Nuts and Bolts Guide for Beginners (1st ed.). Routledge. https://doi.org/10.4324/9781315760391 4. Byrne, J.(2006). Technical Translation: Usability Strategies for Translating Technical Documentation. (1stEd.). Springer. https://doi.org/10.1007/1-4020-4653-7 5. Díaz Cintas, J., & Remael, A. (2020). Subtitling: Concepts and Practices (1st ed.). Routledge. https://doi.org/10.4324/9781315674278 6. Venuti, L., & Venuti, L. (Eds.). (2021). The Translation Studies Reader (4th ed.). Routledge. https://doi.org/10.4324/9780429280641			

[\[Back to Index\]](#)

Title of the Course	Culture Studies of the Lusophone World
Course Code	POR-5007
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-26
New Course	Yes
Bridge Course/ Value-added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	The student should have completed Semester I of the Master's in Portuguese course.	
Course Objectives:	• Identify the main cultural and geographical references of the countries that make up the “Community of Portuguese Speaking Countries” (CPLP) with Portugal as the central figure. • Characterize the impact of Portuguese colonization on the cultural and social fabrics of the Portuguese-speaking countries. • Recognize the distinctive characteristics of the culture of Brazil (Early decolonization and Afro Descendants). • Determine the similarities and differences between the cultures of the PALOPs. • Ascertain the Luso-Asiatic features of the Lusophone regions of Asia.	
Course Outcomes:	At the end of the course, the student will be able to:	Mapped to PSO
	CO 1. identify the salient cultural features of the countries and regions of the Lusophony	PSO 3

	CO 2. determine the characteristics of the culture of Portugal and examine the impact of Portuguese colonization on the cultural and social fabrics in the Portuguese-speaking countries	PSO 3		
	CO 3. characterize the distinctiveness of Brazilian culture.	PSO 3		
	CO 4. describe the salient cultural features of the PALOPs.	PSO 3		
	CO 5. elaborate on the cultures of the Lusophone regions of Asia.	PSO 3		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	1.1. The history and geography of Lusophone countries; The CPLP (Community of Portuguese-speaking Countries) and challenges in the 21st century. 1.2. The regions of the Lusophone World: Portugal, Brazil; Lusophone Africa (PALOPs) – Angola, Mozambique, Cabo Verde, Guinea-Bissau, São Tomé & Príncipe; Macau & East Timor.	15	CO1	K2
Module 2:	2.1 Introduction to Portugal and its Culture: Geography and Population; 2.2 Being Portuguese: society and its Values: The Social and the Cultural values 2.3 The Myths and the Identity; Saudade, Sebastianism. 2.4 Important personalities of Portuguese culture: Luís Vaz de Camões, Fernando Pessoa	15	CO2	K2
Module 3:	3.1 Introduction to Brazil and its culture: Geography and Population. <i>Candomblé</i> . 3.2 Music and dance: samba and carnival. The contribution of North-Eastern Brazil to music and dance: <i>Forró, Baião, Xaxado, Frevo</i> . Football: <i>O Jogo Bonito</i> . 3.3 Cuisine of Brazil: <i>Churrasco, Rodízio, Feijoada, Brigadeiro</i> .	15	CO3	K2

Module 4:	4.1 Lusophone Africa: the PALOPs. The characteristic features of the mainland African and the insular PALOPs. 4.2 The music and dance: <i>Quizomba, Semba, Tabanca, Batuque, Socopé, Ússua</i>. 4.3 East Timor: the Indonesian influence on its cuisine: <i>Ikan Pepes, Batar Da'an, Bibingka</i>. 4.4 Macau: the Luso-Asiatic legacy	15	CO4 CO5	K2
Pedagogy:	Lectures, audio-visual presentations			
References/ Readings:	1. Arenas, Fernando, <i>Lusophone Africa: Beyond Independence</i> (2011), University of Minnesota Press, 1st edition 2. Branco, Sandra, <i>Brazil - Culture Smart! The Essential Guide to Customs & Culture</i> (2023), Kuperard, 3rd edition, ISBN 978-1787023390 3. Molefe, Barric, <i>Cape Verde Traditional Art and Culture: General Custom and Environment</i> (2024), Blurb Inc, 1st edition, ISBN 978-1714644797 4. Molnar, Andrea Katalin, <i>Timor Leste: Politics, History, and Culture</i> (2010), Routledge, 1st edition, ISBN 978-0415778862 5. Ndege, George O., <i>Culture and Customs of Mozambique</i> (2006), Greenwood: annotated edition, ISBN 978-0313331633. 6. Seiberd, Gerhart, <i>The Wealth of History of the Small African Twin-Island State Sao Tome and Principe</i> (2024), Cambridge Scholars Publishing, 1st edition, ISBN 978-1527572911. 7. Smith, K. J, <i>A Brief History of Guinea-Bissau</i> (2025), Independently published, 1st edition, ISBN 979-8311060035			

[\[Back to Index\]](#)

Discipline Specific Elective (DSE) Courses

Title of the Course	Professional Writing Proficiency	
Course Code	POR-5202	
Number of Credits	4	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-26	
New Course	No	
Bridge Course/ Value-added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	• To understand various types of texts • To acquire writing techniques suitable to various types of texts. • To understand writing as a medium of communication and various modes of enunciation. • To recognise the modalities and the intentionality of the text.	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. apply orthography and punctuation rules with precision	PSO 1
	CO 2. construct cohesive and coherent texts.	PSO 1

	CO 3. classify various types of texts;		PSO 1, PSO 4	
	CO 4. construct technical, scientific and administrative, narrative, descriptive, argumentative, explanatory texts		PSO 1, PSO 4	
	CO 5. analyse textual sequences		PSO 1	
	CO 6. revise errors to polish a written text		PSO 1	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	1.1 Steps in the drafting of a passage: 1.2 Grammatical aspects of writing: orthography and punctuation 1.3 Textual coherence and cohesion.	15	CO1 CO2	K3 K6
Module 2:	Structure of technical, scientific and administrative texts.	15	CO3 CO4	K2 K6
Module 3:	3.1 Textual typology (narrative, descriptive, argumentative, explanatory) 3.2 Textual Sequences.	15	CO3 CO5	K2 K4
Module 4:	Reviewing and correcting errors to polish a written text	15	CO6	K6
Pedagogy:	Lecture			
References/ Readings:	1. Leite, S. D. A. (2017). <i>Como escrever (tudo) em português correto: Dicas e conselhos práticos para escrever 20 tipos de textos</i> . Manuscrito. 2. Silva, P. N. (2012). <i>Tipologias Textuais. Como classificar textos e sequências</i> . Coimbra: Livraria Almedina/CELGA. 3. Fabre, Belen. Umberto Eco Como Se Faz Uma Tese Em Ciências Humanas. 4. Nascimento, Zacarias, et al. <i>A dinâmica da escrita: como escrever com êxito</i> . Portugal, Plátano editora, 2006.			
Web Resources:	1. https://www.infopedia.pt/ 2. https://ciberduvidas.iscte-iul.pt/			

[\[Back to Index\]](#)

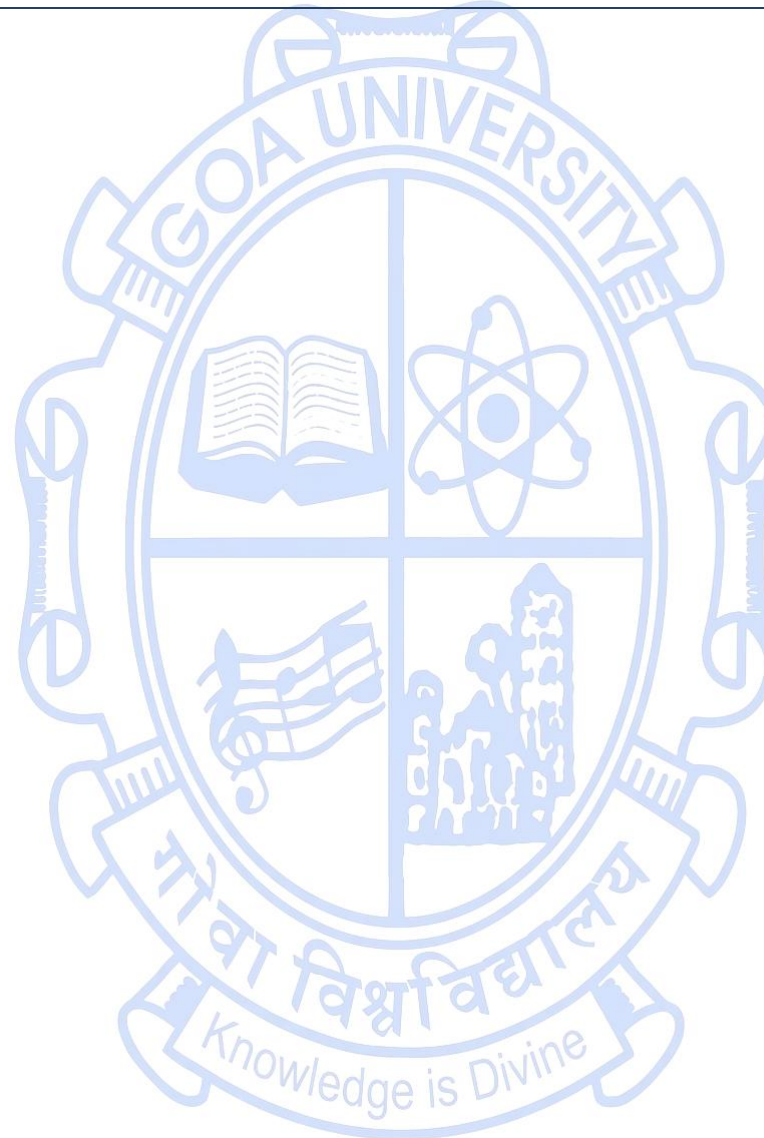
Title of the Course	Brazilian Literature – From early traveler accounts to Post-modernism
Course Code	POR-5204
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value-added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	- To identify the characteristics of each historical period and literary current in the texts, as well as the consequences of past events in the present time. - To read, understand and discuss literary texts produced by Brazilian writers in different contexts such as novels, short tales and poems. - To critically analyse literary and theoretical texts and essays and the history of Brazilian Literature. - To compare different internal and external cultural aspects of Brazil as a member of the CPLP (<i>Comunidade dos Países de Língua Portuguesa</i>).	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. To identify the characteristics of each historical period and literary current in the texts as well as the consequences of past events in the present time.	PSO 2, PSO 3

	CO 2. To read, understand and discuss literary texts produced by Brazilian writers in different contexts such as novels, short tales and poems.	PSO 2, PSO 3		
	CO 3. To critically analyse literary and theoretical texts and essays and the history of Brazilian Literature.	PSO 2, PSO 3		
	CO 4. To compare different internal and external cultural aspects of Brazil as a member of the CPLP (Comunidade dos Países da Língua Portuguesa).	PSO 2, PSO 3		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	1.1 The history of Brasil;	5	CO2	K4
	1.2 Quinhentismo – Early traveler accounts	10	CO1 CO2 CO3	K4
Module 2:	2.1 Barocco	7	CO1 CO2	K4
	2.2 Arcadism/neoclassicism	8	CO3	
Module 3:	3.1 Romanticism	7	CO1 CO2	K4
	3.2 Realism	8	CO3	
Module 4:	4.1 Modernism	5	CO1	K4
	4.2 Post-modernism	5	CO2	
	4.3 Contemporary trends	5	CO3 CO4	
Pedagogy:	Lectures; Research and reading of essays about different issues concerning the History of Brazil and Brazilian Literature; Presentation of material by the teacher; Reading of selected literary texts (functional, recreational, analytical e critical); Research and reading of essays about different issues concerning Brazilian Literature; Each student will be asked to do a 30-minute presentation on a given novel, covering the main themes and characteristics that permeate the text, the historical and social context in which it was written as well as their personal impressions.			
References/ Readings:	1. Bosi, Alfredo, História Concisa da Literatura Brasileira, Cultrix, São Paulo, 2006 2. Moisés, Massaud, A Literatura Brasileira Através dosTextos, Cultrix, São Paulo, 2012			

3. Trigo, Salvato, Ensaios de Literatura Comparada Afro- Luso-Brasileira, Vega, Lisboa, 1985
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[\[Back to Index\]](#)



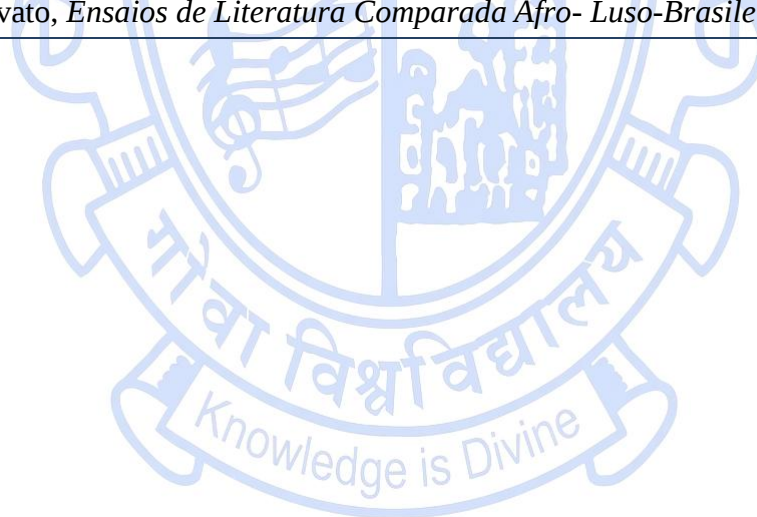
Title of the Course	African Literature in Portuguese
Course Code	POR-5206
Number of Credits	4
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value-added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	The student should have completed the first semester of Master's in Portuguese.	
Course Objectives:	• to characterize cultural aspects of the PALOPs (Países Africanos de Língua Oficial Portuguesa) • to compare literary works from Angola, Mozambique, Cape Verde, Guinea-Bissau and São Tomé & Príncipe • to read and discuss poetic texts in Portuguese produced by African writers • to analyse the influence of native African culture and languages on Portuguese language prose from Africa	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. Classify concepts, varieties and diversification of social and cultural aspects among the Portuguese-speaking countries of Africa	PSO3
	CO 2. Interpret literary works produced in Angola, Mozambique, Cabo Verde, Guinea-Bissau and São Tomé & Príncipe	PSO1,PSO3,PSO4
	CO 3. Elaborate the principal characteristics of poetic works from the PALOPs.	PSO1,PSO3,PSO4

	CO 4. Determine the most characteristic aspects of the prose from the African Portuguese-speaking countries.		PSO1,PSO3,PSO4	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Introduction to the Cultures of the PALOPs: Language and Literature in Africa: issues and contexts.	15	CO1	K2
Module 2:	African Literature in Portuguese: identity and models; formation and evolution in Angola, Mozambique, Cape Verde, Guinea-Bissau and São Tomé & Príncipe.	15	CO2	K2
Module 3:	3.1 Poetry: <i>Antologia Temática de Poesia Africana</i> , anthology by Mário de Andrade; 3.2 Notable African poets and poetesses in Portuguese: Alda Lara, José Craveirinha, Eugénio Tavares.	15	CO3	K4
Module 4:	4.1 prose: reading of selected works. Short story collections: <i>Regresso Adiado</i> and <i>Nós Matámos o Cão Tinhoso</i> 4.2 Extracts from novella <i>A Vida Verdadeira de Domingos Xavier</i> and novel <i>Terra Morta</i> , from the colonial period 4.3 Extracts from post-colonial novels: <i>O Testamento do Sr. Napumoceno da Silva Araújo</i> , <i>A Varanda do Frangipani</i> and <i>Jaime Bunda e a Morte do Americano</i>	15	CO4	K4
Pedagogy:	• Lectures • Research and reading of essays on different issues concerning African Literature in Portuguese. • Presentation of material by the teacher. • Read selected literary texts (functional, recreational, analytical, and critical). • Preparation for research activities. • Each student will be asked to do a presentation on a given novel/ novella/ short story, covering the main themes and characteristics that permeate the text, the historical and social context in which it was written, as well as their personal impressions.			

Texts:	1. <i>Antologia Temática da Poesia Africana</i> by Mário de Andrade (1979) 2. <i>Regresso Adiado</i> - Manuel Rui (short story collection), 2000 edition 3. <i>Nós Matámos o Cão Tinhoso</i> - Luís Bernardo Honwana (short story collection), 2017 edition 4. <i>A Vida Verdadeira de Domingos Xavier</i> - Luandino Vieira (novella), 2024 edition 5. <i>Terra Morta</i> - Castro Soromenho (novel) 6. <i>O Testamento do Sr. Napumoceno da Silva Araújo</i> - Germano Almeida (novel), 2018 edition 7. <i>A Varanda do Frangipani</i> - Mía Couto (novel), 2007 edition 8. <i>Jaime Bunda e a Morte do Americano</i> – Pepetela (novel), 2019 edition
References/ Readings:	1. <i>Dicionário de Literaturas Africanas de Língua Portuguesa</i>, Caminho, Lisboa, 1998 2. Ferreira, Manuel, <i>Literaturas Africanas de Expressão Portuguesa</i> (2 Vols.), ICALP, Lisboa, 1977 3. Ki-Zerbo, Joseph, <i>História de Africa</i>, D. Quixote, Lisboa, 1990 4. Laranjeira, Pires, <i>Literaturas Africanas de Expressão Portuguesa</i>, Universidade Aberta, Lisboa, 1995 5. Laranjeira, Pires, <i>Ensaio Afro Literários</i>, Novo Imbondeiro, Lisboa, Coimbra, 2001 6. Laranjeira, Pires, <i>A Negritude Africana de Língua Portuguesa</i>, Porto, 1995 7. Laranjeira, Pires, <i>Estudos sobre Literaturas das Nações Africanas de Língua Portuguesa</i>, Lisboa, 1980 8. Mata, Inocência, <i>Literatura Angolana: Silêncios e Falas de Uma Voz Inquieta</i>, Lisboa, 2001 9. Salinas Portugal, Francisco, <i>Entre Próspero e Caliban</i>, Edicions Laiovento, Galiza, 1999. 10. Trigo, Salvato, <i>Ensaio de Literatura Comparada Afro- Luso-Brasileira</i>, Vega, Lisboa, 1985

[\[Back to Index\]](#)



SEMESTER III

Research Specific Elective Courses

Title of the Course	Metodologia de Investigação / Research Methodology
Course Code	POR-6000
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/Value-added Course	No
Course for advanced learners:	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To understand and apply foundational research concepts, paradigms, and designs to formulate research problems. 2. To analyse existing literature and theoretical frameworks to design an ethically sound research plan. 3. To evaluate collected data using appropriate analytical tools and interpret findings within research frameworks. 4. To create structured and coherent research outputs suitable for academic dissemination.	
Course Outcomes:	Upon successful completion of this course, students will be able to:	Mapped to PSO
	CO 1: Apply appropriate research approaches and designs to construct research questions and hypotheses.	PSO 3

	CO 2: Analyse literature, select suitable sampling and data collection methods, and justify ethical choices.		PSO 3	
	CO 3: Evaluate data and interpret results to assess research validity and draw conclusions.		PSO 3	
	CO 4: Create scholarly research documents and presentations that effectively communicate research findings.		PSO 3	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Fundamentos da Investigação • Noções fundamentais de investigação • Tipos de investigação: quantitativa, qualitativa e métodos mistos. • Método de metodologia • Tema de investigação e problematização. • Objetivos, questão de investigação, hipótese	15	CO1	K1 K2 K3
Module 2:	Processos de investigação e planeamento • Revisão da literatura e lacunas na investigação • Utilização da teoria para investigação • Amostragem de dados • Recolha de dados: tipos de métodos • Considerações éticas	15	CO2	K1 K2 K3 K4
Module 3:	Tratamento e interpretação dos dados • Classificação e tratamento dos dados • Procedimentos de análise dos dados • Análise quantitativa e qualitativa • Interpretação dos resultados • Validade, viabilidade, limites	15	CO3	K1 K2 K3

Module 4:	Elaboração e divulgação da investigação • Estrutura de uma tese • Resumo, palavras-chave, índice • Organização dos capítulos • Estratégias de escrita: clareza, coerência, voz, tempos verbais, estilos • Apresentação da investigação (seminários, cartazes, publicações) • Ética da publicação (plágio)	15	CO4	K5 K6
Pedagogy:	Course taught in Portuguese/English. The teaching methodology includes interactive classes, presentations and discussions. The teaching methods and curriculum encourage student autonomy from the conception of the project to the writing of the dissertation. Exercises and short assignments are considered for continuous assessment.			
References/ Readings:	1. Coutinho, Clara Pereira. (2023). <i>Metodologia em Ciências Sociais e Humanas - Teoria e Prática</i>. Livraria Almedina, Coimbra, 2ª edição. 2. Creswell, J. W. (2013). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. Sage Publications Inc. 3. Day, R. A., & Gastel, B. (2006). <i>How to Write and Publish a Scientific Paper</i>. Greenwood Press. 4. Eco, Humberto.(2015). <i>Como se faz uma tese em Ciências Humanas</i>. Editorial presença. Lisboa 5. Lipson, C. <i>Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success</i>. (2004). University of Chicago Press. 6. Saukko, Paula. (2003). <i>Doing Research in Cultural Studies: An Introduction to Classical and New Methodological Approaches</i>. Sage Publications. 7. Sousa, G. V. (1998). <i>Metodologia da investigação, redacção e apresentação de trabalhos científicos</i>. Livraria Civilização Editora. Lisboa.			

[\[Back to Index\]](#)

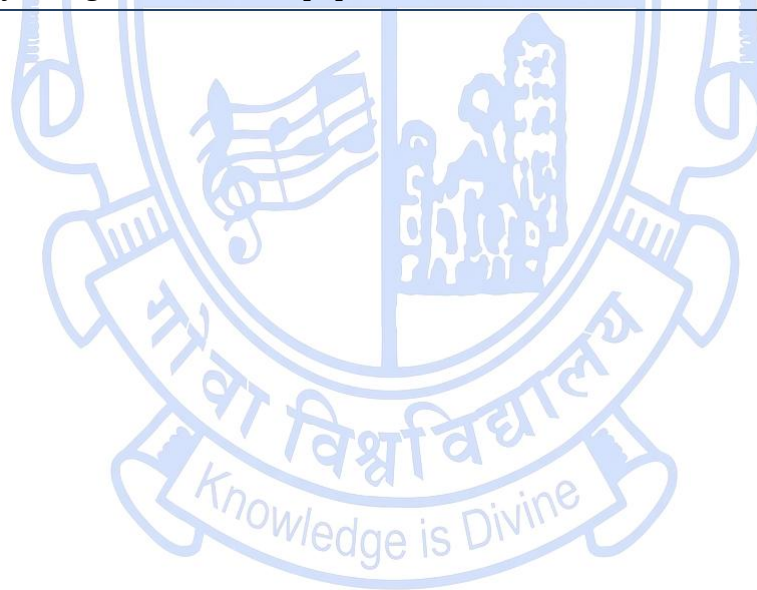
Title of the Course	Escrita Académica / Academic Writing
Course Code	POR-6001
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course:	No
Bridge Course/Value-added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To appraise the students with regard to diverse modes of academic production (articles, books, presentations, reports); 2. To acquire specific writing skills within the parameters of different academic genres and the steps of the rigorous editing process. 3. To attain critical reading skills in order to improve strategies of textual organization, data exposition, and construction of argumentation. 4. To outline malpractices in academic production, such as plagiarism, and the steps to avoid it.	
Course Outcomes:		Mapped to PSO
	CO 1. Acquire skills in academic writing	PSO 3
	CO 2. Demonstrate an ability to edit their academic work	PSO 3

	CO 3. Attain the requisite competencies to avoid plagiarism in academic writing	PSO 3		
	CO 4. Formulate strategies of textual organization, data exposition, and construction of argumentation	PSO 3		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	1.1 Introduction to the elementary structure of a scientific text; organisation of ideas, 1.2 The diverse modes of presenting and discussing research and research methodologies (text, multimedia, presentation);	15	CO1	K2
Module 2:	2.1 Developing the skills of critical reading; 2.2 Literature Review – Process, Online Databases, Tools, Review Paper Writing	15	CO4	K3, K6
Module 3:	3.1 The rules of academic writing: structure, content, bibliography; 3.2 MLA style: referencing and citation 3.3 Research Ethics – Types of Plagiarism, Detection tools, how to cite, and avoid Plagiarism	15	CO3	K2, K4
Module 4:	4.1 Structuring thesis proposals; 4.2 Open Educational Resources 4.3 Journal and Author Metrics	15	CO2	K2
Pedagogy:	- Lectures and class discussions - Individual assignments (reading and writing) - Class presentations and peer-review process - If possible, attend one or more talks as an exercise for summarizing information.			
References/ Readings:	1. Bailey, Stephen, 2011. <i>Academic Writing. A Handbook for International Students</i>. Routledge, London and New York. 2. Blanpain, Kristin, 2006. <i>Academic Writing in the Humanities and Social Sciences</i>. Acco, Leuven 3. Eco, Humberto (2015), <i>Como se faz uma tese em Ciências</i>, Editorial Presença, Lisboa.			

4. **Azevedo**, Mário (2004), *Teses, relatórios e trabalhos escolares*. Universidade Católica Editora. Lisboa.
5. **Ceia**, Carlos (2000). Normas para apresentação de trabalhos científicos. Editorial Presença. Lisboa
6. **Eco**, Humberto, 2015. *How to write a thesis*. MIT Press, Massachusetts.
7. **Henly**, Susan. “Finding the right journal to disseminate your research.” Nursing Research, Wolters Kluwer Health Inc, November-December 2014, journals.lww.com/nursingresearchonline/Fulltext/2014/11000/Finding_the_Right_Journal_to_Disseminate_Your.1.aspx?WT.mc_id=HPxADx20100319xMP.
8. Modern Language Association. MLA Handbook Eighth Edition. <https://style.mla.org/>
9. “Open Educational Resources”. Wikipedia, Wikimedia Foundation, 15 March 2021, en.wikipedia.org/wiki/Open_educational_resources.
10. **Pappas**, Christopher. “Top 10 Free Plagiarism Detection Tools for eLearning Professionals”. eLearning Industry, 18 November 2013, elearningindustry.com/top-10-freeplagiarism-detection-tools-for-teachers.
11. **Pinto**, Maria da Graça L. Castro. A escrita: uma prática movida pela busca da melhor adequação da *execução à intenção*. Revista Observatório, v. 4, n. 4, p. 763-792, 2018. <https://repositorio-aberto.up.pt/handle/10216/112546>
12. **Pinto**, Maria da Graça Lisboa Castro. A escrita académica: um jogo de forças entre a geração de ideias e a sua concretização. Signo, v. 41, n. nesp, p. 53-71, 2016.

[\[Back to Index\]](#)



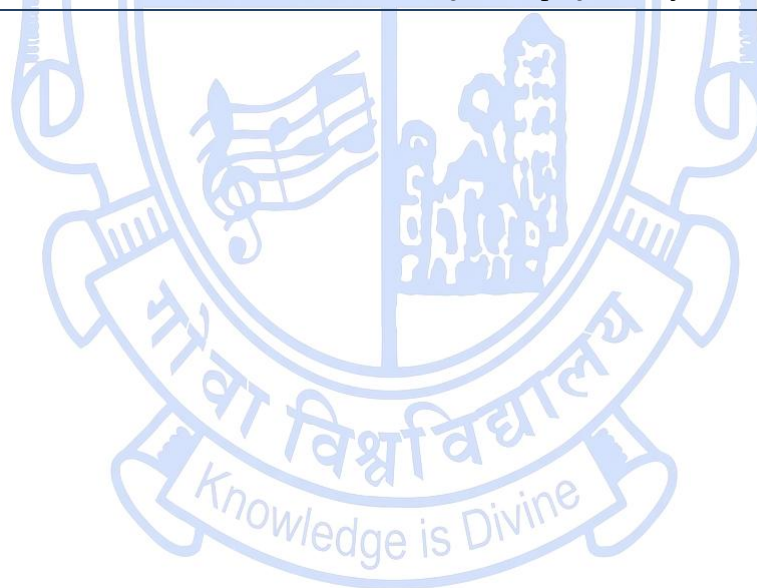
Title of the Course	Semiótica e Novas Tendências na Análise Literária / Semiotics and New Trends in Literary Analysis
Course Code	POR-6002
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/Value-added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To recognise the foundations of Semiotics in literary currents. 2. To reflect on: the concept of Literature, the object of Theory, the relationship between Literature and reality. 3. To establish inter and transdisciplinary reflection between Literature and other areas of knowledge. 4. To contextualise historically, the incidences of the Theory(s), their questioning by Anglophone feminisms, and later diffusion, as well as post-colonial contexts, globalisation, cultural studies, and European decentring.	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. Describe the foundations of Semiotics in literary currents.	PSO 4
	CO 2. Reflect on the concept of Literature, the object of Theory, and the relationship between Literature and reality.	PSO 4
	CO 3. Explain the relation between Literature and other areas of knowledge.	PSO 4

	CO 4. Interpret the incidences of the Theory(s) and its diffusion; its questioning by Anglophone feminisms, the post-colonial contexts, globalisation, cultural studies and European de-centering.	PSO 4		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	1.1 Definição e tradição semiótica; correntes fundadoras: Pierce, Husserl, Saussure e Hjelmslev. 1.2 Signo e significação; significação versus comunicação.	15	CO 1	K1 K2
Module 2:	2.1 Panorama histórico da teoria literária no século XX. 2.2 Formalismo Russo, Estruturalismo, New Criticism, Escola Francesa (Análise do Discurso), Pós-Modernismo, Estética da Recepção.	15	CO 2	K1 K2 K3
Module 3:	3.1 A semiótica da desconstrução (J. Derrida) e a desterritorialização de G. Deleuze. 3.2 As abordagens geocêntricas da teoria literária; do <i>linguistic turn</i> ao <i>spatial turn</i> ; a geocrítica, a geopoética e a ecocrítica.	15	CO 3	K2 K3 K4
Module 4:	4.1 O Cânone Ocidental de Bloom e a <i>World Literature</i> . 4.2 Estudos pós-coloniais, estudos culturais e os <i>gender studies</i> .	15	CO 3 CO 4	K2 K3 K4
Pedagogy:	• Lectures, seminars, presentations. • Research and reading of essays about different issues concerning literary theory and analysis.			
References/ Readings:	1. Barthes, Roland, <i>L'aventure Sémiologique</i>, Paris, ed. Seuil, 1985. 2. Barthes, Roland, <i>Mitologias</i>, Lisboa, Edições 70, 1975. 3. Barthes, Roland (trans. S.Heath), <i>The Death of the Author</i>, Fontana, London 1977. 4. Bloom, H., <i>O Cânone Ocidental</i>, Temas e Debates, Lisboa. 5. Carmelo, Luís, <i>Semiótica – Uma Introdução</i>, Lisboa, Publicações Europa-América, 2003. 6. Damásio, A., <i>O Erro de Descartes – Emoção, razão e a neurobiologia da consciência</i>, Publicações Europa-América, Mem Martins, 1995. 7. Deleuze, G., <i>Dialogues</i>, Paris, Flammarion, 1977.			

8. **Deleuze**, G., *La logique du sens*, Minuit, Paris, 1969.
9. **Derrida**, J., *Desconstrucción y pragmatismo*; Paidós, Buenos Aires, Barcelona, México, 1996.
10. **Derrida**, J., *De la Grammatologie*, Ed.Minuit, Paris, 1967.
11. **Eco**, U., *O Signo*, Editorial Presença, Lisboa, 1981.
12. **Foucault**, Michel, *Of Other Spaces: Utopias and Heterotopias*, 1967.
13. **Genette**, G., *Palimpsestes – la littérature au second degré*, Paris, Seuil, 1982.
14. **Greimas**, A.; J. Courtés, J., *Dictionnaire raisonné de la théorie du langage*, Classiques Hachette, Paris, 1979.
15. **Jakobson**, R., *Essais de linguistique générale I, Les Fondements du langage*, Ed. Minuit, Paris, 1963.
16. **Jauss**, H., *Pour une esthétique de la réception*, Gallimard, Paris, 1988.
17. **Lodge**, Davis and **WOOD**, Nigel (ed.), *Modern Criticism and Theory. A Reader*, Third Edition, Harlow: Pearson/Longman, 2008.
18. **Pierce**, C., *Semiótica*, Editora Perspectiva, S.Paulo, 1990.
19. **Sausurre**, F., *Curso de Língua Geral*, Publicações Dom Quixote, Lisboa.
20. **Spivak**, G. Chakravorty, *Death of a Discipline*; Columbia University Press, 2005.
21. **Varga**, Kibédi A., *Teoria da Literatura*. Editorial Presença, 1981.
22. **Westphal**, Bertrand. *A Geocrítica: Real, Ficção, Espaço*. Edições Afrontamento, Porto, 2013.

[\[Back to Index\]](#)



Title of the Course	Estudos Camonianos / Camonian Studies
Course Code	POR-6003
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/Value-added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To situate Camões' work in the historical-cultural context of his time, in a movement of continuity and transgression in relation to the aesthetic-ideological precepts of classicism. 2. To critically analyse Camões' literary expression, considering the aesthetic tension resulting from canonical obedience in the face of innovation, originality, and modernity of his literary, moral, and philosophical discourse. 3. To interpret the receptivity of Camonian work in multiple historical and cultural contexts. 4. To appraise the influence of Asia in Camões.	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. Situate Camões' work in the historical-cultural context of his time, in relation to the aesthetic-ideological precepts of classicism.	PSO 2

	CO 2. Critically analyse Camões' literary expression, considering the aesthetic tension resulting from canonical obedience in the face of innovation, originality and modernity of his literary, moral and philosophical discourse.	PSO 4		
	CO 3. Interpret the receptivity of Camonian work in multiple historical and cultural contexts.	PSO 2		
	CO 4. Recognise the importance of the author's experience in Asia in the global dimension of his work.	PSO 2		
Content:		No. of hours	Mapped to CO	Cognitive Level
Module 1:	1.1 Camões e o seu tempo: Vida e obra. 1.2 A época renascentista; humanismo e classicismo. 1.3 Camões entre a tradição e a modernidade.	15	CO 1, CO 3	K2
Module 2:	2.1 Camões, lírico: Lirismo tradicional. 2.2 A lírica de arte maior e moralista. 2.3 Dantismo, Petrarquismo e Platonismo	15	CO 2, CO 3	K2 K4
Module 3:	3.1. Camões, épico: modelos clássicos e <i>Os Lusíadas</i> ; os planos narrativos e os episódios líricos; mitologia e religiosidade. 3.2. Camões, dramaturgo e epístolas: o Auto do Filodemo.	15	CO 2, CO 3	K2 K4
Module 4:	4.1 A receção camoniana na literatura europeia. 4.2 Camões e o Oriente.	15	CO 3, CO4	K2 K4 K5
Pedagogy:	- Lectures, seminars, presentations. - Research and reading of essays about different issues concerning the History of Portuguese Literature. - Reading of selected literary texts (functional, recreational, analytical e critical).			
References/ Readings:	1. AFONSO, Ave C (2013), <i>O vaticínio do swârga (o que 'Os Lusíadas' não canta)</i> . Panjim, Goa: Broadway Publishing House.			

2. ALBERTO, Loraine & SILVEIRA, Irene (2023), “D’Os Lusíadas a Luzitayonn: uma análise do Canto VII da epopeia de Camões, e da sua tradução concaním por Olivinho Gomes” in *Revista Desassossego* (2023), 15 (29).
3. ALONSO, Dâmaso (1972). *La recepción de “Os Lusíadas” em Espanha*. Madrid.
4. AZEVEDO, R. Ávila de (1972). *O Culto de Camões em França no primeiro quartel do séc.XIX*. “Arq. do Centro Cultural Português”, Paris.
5. BRAGA, Teófilo (1907). *Camões, Época e Vida*. Porto, Liv. Chardon.
6. BURTON, Richard F (1881). *Camoens: His life and his Lusíadas*. London.
7. CAMÕES, Luís de. (1798) (trans.William Julius Mickle). *The Lusiad: or, the discovery of India. An epic poem*. London, II vol., 3rd edition, T. Cadell & W. Davies.
8. CARDIM, Luiz. *Projeção de Camões nas letras inglesas*. Editorial “Inquérito”, Lda., Lisboa.
9. CIDADE, Hernâni (1951). *Lições de Cultura e Literatura Portuguesas*. vol.I., Coimbra, Coimbra Editora.
10. CIDADE, Hernâni (1985). *Luís de Camões. O Épico*. Lisboa, Editorial Presença.
11. CRUZ, Maria Augusta L. (1993), *Diogo do Couto e a Década 8ª da Ásia*. Vol. I, Lisboa: Imprensa Nacional-Casa da Moeda.
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18. PESSANHA, Camilo & Venceslau Morais (1999). *Camões nas Paragens Orientais*. Macau, Fundação Macau, Instituto Internacional de Macau.
19. RIO NOVO, Isabel (2025), *Fortuna, Caso, Tempo e Sorte: Biografia de Luís Vaz de Camões*. Lisboa, Contraponto.
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	22. SAAVEDRA, Felipe (2024). <i>Epistolário Magno de Luís de Camões - Volume I Celestina em Lisboa</i> [Edição crítica, analítica e comentada]. Lisboa, Canto Redondo. 23. SILVA, D. Correia da (2024). “Camões, português, goês e cosmopolita” in <i>Camões Revista de Letras e Culturas Lusófonas</i>, nº28. Lisboa, Camões, I.P. 24. TEIXEIRA, Manuel (1999). <i>A Gruta de Camões em Macau</i>. Macau, Fundação Macau, Instituto Internacional de Macau. 25. TEIXEIRA, Manuel & José Hermano Saraiva (1999). <i>Camões esteve em Macau / Camões em Macau</i>. Macau, Fundação Macau, Instituto Internacional de Macau. 26. VALVERDE, José Figueira (1982). <i>Camões</i>. Coimbra, Livraria Almedina. 27. VALVERDE, José Figueira (1968). <i>La ascendencia pontevedresa de Camoens</i>. Pontevedra. 28. VASCONCELOS, Miguel Ribeiro de (1855). <i>Documentos relativos à família de Vaz de Camoens</i>. Coimbra, Instituto. 29. WHITE, Landeg (2017), <i>Camões: Made in Goa. Selected Lyric Poems written in India</i>. Margao: Under the Peepal Tree.
Web Resources:	1. Centro Interuniversitário de Estudos Camonianos, Universidade de Coimbra https://www.uc.pt/iii/ciec 2. https://antt.dglab.gov.pt/wp-content/uploads/sites/17/2021/05/Luis-de-Camoes-doc-TT-final.pdf 3. https://antt.dglab.gov.pt/wp-content/uploads/sites/17/2021/05/Luis-de-Camoes-doc-TT-transcricao.pdf

[\[Back to Index\]](#)

Title of the Course	Imprensa Periódica Colonial de Goa: 1821-1961 / Goan Colonial Periodical Press: 1821-1961
Course Code	POR-6004
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	Yes
Bridge Course/Value-added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To explain the history and development of the press in colonial Goa. 2. To identify and describe the periodicals published in Goa or issued by Goans from 1821 until 1961. 3. To analyse the genres and themes of press articles published in this period. 4. To apply and evaluate conceptual and methodological tools of multidisciplinary historical research to the study of the press. 5. To develop a critical interest in the Colonial Periodical Press by formulating questions for deeper historical and historiographical exploration.	
Course Outcomes:	Upon successful completion of this course, students will be able to:	Mapped to PSO
	CO 1. Analyse the historical trajectory of the colonial press in Goa and its socio-political impact.	PSO 2, PSO 3, PSO 4

	CO 2. Identify and describe key periodicals from this period, recognising their significance in shaping public discourse.	PSO 2, PSO 3, PSO 4		
	CO 3. Critically examine and categorise press articles based on their genre, themes, and historical relevance.	PSO 2, PSO 3, PSO 4		
	CO 4. Apply multidisciplinary research methods to analyse historical press sources effectively.	PSO 2, PSO 3, PSO 4		
	CO 5. Demonstrate engagement with historiographical debates on the colonial press and conduct independent research.	PSO 2, PSO 3, PSO 4		
Content:		No. of hours	Mapped to CO	Cognitive Level
Module 1:	Enquadramento conceitual e histórico			
	1.1. Periódicos e imprensa periódica 1.2. O papel dos periódicos e a importância da investigação histórica sobre a imprensa 1.3. O conceito de imprensa periódica colonial 1.4. O carácter multilingue da imprensa de Goa 1.5. Contextos da história da imprensa de Goa 1.6. A periodização da imprensa de Goa numa perspetiva complexa 1.7. Apresentação e discussão dos trabalhos relacionados com um dos temas do primeiro módulo. Método: Palestras e debates. Webinars e podcasts. Bibliografia e recursos online (Expo Virtual Comum; Categoria: O Bharat - Wikimedia Commons, etc.).	15	CO 1 CO 2	K1 K2 K4
Module 2:	A história da imprensa de Goa numa perspetiva complexa			

	2.1. O Ciclo Liberal – 1821-1926 • 1821-1837 – O nascimento da imprensa em Goa e da imprensa goana fora de Goa • 1837/8-1859 – A afirmação do Estado Liberal português. • 1859-1910 – Estabilização e crise da monarquia liberal portuguesa. Novos começos e diversificação político-cultural. • 1910-1926 – O período republicano: continuidades e novas tendências. 2.2. O ciclo ditatorial, anticolonial e de libertação - 1926-1961. • 1926-1946 – A ditadura e a resistência democrática. • 1944/6-1961 • Apresentação e discussão dos trabalhos relacionados com um dos temas do segundo módulo. Método: Palestras e discussões. Exploração dos arquivos virtuais comuns da imprensa e visitas à Biblioteca Central.	15	CO 1 CO 2 CO 3	K2 K4 K5
Module 3:	Pesquisa sobre a imprensa, questões metodológicas e escolha de temas/perspetivas – Preparação para o ensaio final 3.1. Estudo de uma revista. 3.2. Exploração de revistas bilíngues. 3.3. Abordagens disciplinares e multidisciplinares a uma revista /conjunto de revistas e diferentes temas (tendências recentes, explorações pioneiras e campos inexplorados relativos à imprensa de Goa) 3.4. Estudo de escritores 3.5. Análisis de diferentes tipologías de textos. 3.6. O interesse e os problemas da análise crítica do discurso. 3.7. Pesquisa sobre cópias físicas e arquivos digitais: vantagens e limitações Método: Palestras e discussões. Exploração de arquivos online. Webinars e podcasts.	15	CO 3 CO 4	K3 K4 K5

Module 4:	• Prática/Investigação • Preparação de um trabalho de investigação • Apresentação e discussão dos ensaios/projetos.	15	CO 4 CO 5	K3 K5 K6
Pedagogy:	• Reading of essays. • Lectures and Discussions. • Webinars and podcasts. • Visits to the library For the Semester End Assessment, students will have to write a term paper on a Periodical of their choice. The paper should not exceed 10 pages (double-spaced, 12-point Times New Roman font with 1-inch margins) and should be presented in class.			
References/ Readings:	1. Bhattacharya, Neeladri. (2005). Notes towards a conception of the Colonial Public Sphere. Civil Society, Public Sphere, and Citizenship. Sage Publishing. 130-156. 2. Cunha, António M. da. (1923). <i>A Evolução do Jornalismo na Índia Portuguesa</i>. Imprensa Nacional. Nova Goa. 3. Hunter, Emma; James, Leslie. (2020). Introduction: Colonial Public Spheres and the Worlds of Print. Itinerario - European Journal of Overseas History. 44(2):227-242. DOI: http://dx.doi.org/10.1017/S0165115320000248 4. Lobo, Sandra M.C.A. (2013). O desassossego goês: 5. Cultura e política em Goa do Liberalismo ao Acto Colonial. Faculdade de Ciências Sociais e Humanas. Universidade Nova de Lisboa. 6. Lobo, Sandra Ataíde. (2017). (Book ch.). The Languages of the Goan Periodical Press, 1820–1933. Media and the Portuguese Empire in the Nineteenth and Twentieth Centuries. Palgrave Macmillan. 7. Machado, Adelaide V. (2022). Imprensa e literatura: texto, contexto e intertexto na Goa colonial (1930-1945). Revista do Centro de Estudos Portugueses. 42(67):205. DOI: http://dx.doi.org/10.17851/2359-0076.42.67.205-222 8. Machado, Adelaide V. (2021). <i>The Intellectual Biography of Pracasha (1928-1937) as a Contribution to the Cultural Study of Democratic Thought in Goa</i>. E-Journal of Portuguese History. 19(1):101. DOI: http://dx.doi.org/10.26300/pc9d-7826 9. Matsukawa, Kyoko. (2005). <i>The Formation of Local public spheres in a multilingual society: the case of Goa, India</i>. Journal of the Japanese Association for South Asian Studies. 17: 109-134.			

10. Naregal, Veena. (2002). *Language Politics, Elites and the Public Sphere: Western India Under Colonialism*. Anthem South Asian Studies.
11. Naregal, Veena. (2004). *Print Areas. Book history in India. Ch. Vernacular culture and political formation in Western India*. Orient Blackswan. 139-168.
12. Natarajan, J.(1955). *History of Indian journalism*. Publications Division. Ministry of Information and Broadcasting. Government of India. <https://archive.org/details/historyofindianj00nata>
13. Pendse, Liladhar Ramchandra. (2013). *19th Century Periodicals of Portuguese India: An Assessment of Documentary Evidence and Indo-Portuguese Identity*. UCLA Electronic Theses and Dissertations.
14. Pinto, Rochelle. (2007). *Between Empires: Print and Politics in Goa*. Oxford University Press.
15. Prasad, Ritika; Zeltsman, Corinna. (2024). *Introduction: Rethinking Colonial Print through Practices*. in Journal of Social History, 2024, 58, 201–207 <https://doi.org/10.1093/jsh/shae020>
16. Priolkar, A.K.(1958). *The Printing Press in India: Its Beginnings and Early Development*. Marathi Samshodana Mandala, Bombay.
17. Ranganathan, Murali. (2009). *Govind Narayan's Mumbai: An Urban Biography from 1863*. Anthem South Asian Studies.
18. Rangel, Jaime. (1957). *A Imprensa em Goa*. Tipografia Rangel, Bastora.
19. Spina, Daniela. (2024). «Entre a dívida e a devoção: o olhar de Manuel Ferreira sobre Goa (1948-1954)». *Via Atlântica*, vol. 25, nº 1, 70-100.
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[\[Back to Index\]](#)

Title of the Course	Orientalismo(s) em Relatos, Crônicas, Diários de viagem e Literatura em Português / Orientalism(s) in Accounts, Chronicles, Travelogues and Literature in Portuguese
Course Code	POR-6005
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/Value-added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	'Nil'	
Course Objectives:	1. To identify and read the works written by European travellers during the Portuguese overseas expansion. 2. To understand the characteristics of travelogues. 3. To examine links between Discovery Age travelogues and contemporary accounts. 4. To define the concept of "Orientalism" in Edward Said and its relation/influence on postcolonial studies. 5. To describe "Portuguese Orientalism" from the representations and interpretations recorded in travel reports and literature. 6. To reflect on the evolution of the vision of the other and otherness over the centuries.	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. Examine the works written by Portuguese travellers during the Portuguese overseas expansion.	PSO 1

	CO 2. Identify the characteristics of travelogues in Asia.		PSO 2	
	CO 3. Discuss the connections between Portuguese travelogues of the Discovery Age and modern-day accounts.		PSO 2	
	CO 4. Differentiate concepts of “orientalism”.		PSO 2	
	CO 5. Evaluate the evolution of the perception of the “Other” and alterity throughout the centuries.		PSO 2	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	1.1 Orientalismo, de Edward Said; definições, contextos e influências nos estudos coloniais, pós-coloniais e culturais. 1.2 Contexto da historiografia da expansão ultramarina portuguesa; relatos, crónicas e diários de viagem nos séculos XVI e XVII.	15	CO 4 CO 1	K1 K2
Module 2:	2.1 A complexidade da definição do orientalismo português. 2.2 O “orientalismo” na geração romântica portuguesa. 2.3 <i>De Port Said a Suez</i> de Eça de Queirós e as <i>Jornadas</i> de Tomás Ribeiro.	15	CO 4 CO 2 CO 1	K2 K3
Module 3:	3.1 Joaquim Heliodoro da Cunha Rivara e outros orientalistas do seu tempo. 3.2 Para a definição de um orientalismo luso-goês: José Gerson da Cunha, Sebastião Rodolfo Dalgado, Paulino Dias, Alberto Osório de Castro e Adeodato Barreto. 3.3 Representações de Goa e da Índia no feminino; as narrativas de Isabel Burton e Katherine Guthrie.	15	CO 4 CO 2	K2 K3 K4
Module 4:	4.1 A Índia na literatura portuguesa do século XX 4.2 O Oriente em Fernando Pessoa 4.3 <i>A Casa Comboio</i> de Raquel Ochoa 4.4 <i>O Murmúrio do Mundo</i> de Almeida Faria 4.5 <i>Nocturno Indiano</i> de António Tabucchi.	15	CO 3 CO 5	K4 K5

Pedagogy:	1. Lectures, seminars, presentations. • Research and reading of essays about different issues concerning the History of Portuguese Literature. • Reading of selected literary texts (functional, recreational, analytical e critical).
Texts: (Obras para leitura extensiva)	1. FARIA, Almeida, <i>O Murmúrio do Mundo</i> , Rio de Janeiro: Tinta-da-China 2. Brasil, 2013. 3. OCHOA, Raquel, <i>A Casa-Comboio</i> . Oficina do Livro, 2021. 4. PINTO, F.M., <i>Peregrinação</i> , Edições Europa-América, Lisboa, 1990. 5. TABUCCHI, António, <i>Nocturno Indiano</i> , Dom Quixote, 2012. 6. VELHO, Álvaro, <i>Roteiro da Primeira Viagem de Vasco da Gama</i> , Publicações Europa-América, 1998.
References/ Readings:	1. APP, Urs, <i>The birth of Orientalism</i> , Pennsylvania, University of Pennsylvania Press, 2011 2. BETHENCOURT, Francisco e Diogo Ramada Curto (dir.), <i>A Expansão Marítima Portuguesa</i> , Lisboa; Edições 70, 2010. 3. BETHENCOURT, Francisco e Kirti Chaudhuri, <i>História da Expansão Portuguesa</i> , vol 1, Lisboa, Círculo dos Leitores, 1998. 4. BRAGA, D.D., <i>As Índias Espirituais – Fernando Pessoa e o Orientalismo Português</i> , Tinta da China, 2019. 5. BURTON, R.F., <i>Goa, and the Blue Mountains</i> . University of California, 1991. 6. LINSCHOTEN, Jan Huygen van, <i>Itinerário, Viagem ou Navegação para as Índias Orientais ou Portuguesas</i> , Ed. Arie Pos e Rui Manuel Loureiro, Lisboa, C.N.C.D.P., 1997. 7. PYRARD, F., <i>Voyage aux Indes Orientales (1601-1611)</i> , Chandeigne, 1998. 8. RIBEIRO, T., <i>Jornadas</i> . (ed. & introduction Machado, Everton V.), BNP, Lisboa, 2018. 9. SARAIVA, António José & Lopes, Óscar, <i>História da Literatura Portuguesa</i> , Porto, 1987. 10. SAID, Edward, <i>Orientalism: Western Concepts of the Orient</i> . Vintage, 2013. 11. SAID, Edward W., <i>Culture and Imperialism</i> , Chatto and Windus, 1993. 12. SERRÃO, Joaquim Veríssimo, <i>Cronistas do Século XV posteriores a Fernão</i> 13. <i>Lopes</i> - ICLP, Lisboa, 1990. 14. VICENTE, F.L., <i>Entre Dois Impérios – Viajantes Britânicos em Goa (1800-1940)</i> . Tinta da China, Lisboa, 2015. 15. VICENTE, F.L., <i>Outros Orientalismos: A Índia entre Florença e Bombaim, 1860-1900</i> , Imprensa de Ciências Sociais, ICS, Universidade de Lisboa, 2009.

[\[Back to Index\]](#)

Discipline Specific Vocational Elective (DSVE) Courses

Title of the Course	Didática e Metodologia do Ensino de Português como Língua Estrangeira / Didactics & Methodology Of Teaching Portuguese as a Foreign Language
Course Code	POR-6401
Number of Credits	4
Theory/Practical	Theory (2) + Practical (2)
Level	500
Effective from AY	2026-2027
New Course:	No
Bridge Course/Value-added Course:	No
Course for advanced learners:	Yes
Pre-requisites for the Course:	Nil
Course Objectives:	1. To acquaint oneself with the evolution of the teaching–learning process of languages. 2. To identify linguistic theories applied to the teaching of foreign languages. 3. To study the theory and practical work that form the basis of different methodologies used in the teaching of foreign languages. 4. To understand the social, psycho-cognitive, and technical factors that influence the teaching and learning process of languages. 5. To use new methodologies in the teaching of foreign languages adapted to the Indian context.

Course Outcomes:	At the end of this course, students will have gained knowledge of:	Mapped to PSO		
	CO 1. Select the theory and practical work that form the basis of different methodologies used in the teaching of foreign languages.	PSO 6		
	CO 2. Describe the teaching-learning process.	PSO 6		
	CO 3. Understand the mechanisms of learning a foreign language.	PSO 6		
	CO 4. Plan a didactic unit, evaluate competencies, and reflect on educational success or failure.	PSO 6		
	CO 5. Develop Intercultural Language Materials.	PSO 6		
	CO 6. Apply the didactic, methodological, and pedagogical theories of EA PLE.	PSO 6		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	1.1 Processo de Ensino- Aprendizagem: definição e caracterização. 1.2. Capacidades e competências pedagógicas. 1.3 Formulação de metas e objetivos no processo de Ensino-Aprendizagem. 1.4 Avaliação: avaliação diagnóstica, formativa e sumativa.	15	CO 2 CO 4	K2 K3
Module 2:	2.1 Teorias linguísticas e metodologias de ensino de línguas estrangeiras. 2.2. Estudo da língua como língua materna e como língua estrangeira.	15	CO 1 CO 3	K1 K2 K3
Module 3:	3.1. Unidades didáticas e planos de aulas (aplicação dos conhecimentos adquiridos). 3.2. Materiais de ensino usando ferramentas das novas tecnologias e de inteligência artificial, orientados para o desenvolvimento de competência intercultural.	30	CO 4 CO 5	K2 K3
Module 4:	4.1 Práticas pedagógicas de ensino-aprendizagem PLE (turmas de ensino secundário) 4.2 Avaliação do desempenho pedagógica didático e metodológico (seminários)	30	CO 6	K2 K3 K4 K6
Pedagogy:	- Lectures. - Research and reading of essays about different issues concerning the Teaching-Learning Process.			

	• Presentation of material by the teacher. • Reading of selected texts (functional, recreational, analytical e critical). • Audio-visual comprehension exercises. • Oral and written questions and commentaries (Taking into account the following stages: planning, drafting and revision).
References/ Readings:	1. AAVV., (2000), <i>Didáctica da Língua e da Literatura</i>. Coimbra, Almedina. 2. BYRAM, M. (1997). <i>Teaching and Assessing Intercultural Communicative Competence</i>. Multilingual Matters Limited. 3. CARVALHO, Rómulo de, (1985), <i>A História do Ensino em Portugal</i>. Lisboa, Fundação Calouste Gulbenkian 4. CERROLOZA, M (1999). <i>Cómo Trabajar con Libros de Texto</i>. Madrid, Edelsa GD 5. ELLIS, R., (1997). <i>The Second Language Acquisition</i>. Oxford, Oxford University Press. 6. FARIA, I.H., (Org.) (1996), <i>Introdução à Linguística Geral e Portuguesa</i>. Lisboa, Caminho. 7. FONSECA, F. I., (Org.) (2001). <i>A Linguística na formação do professor de Português</i>. Porto, CLUP. 8. GUISLAN, G., (1990), <i>Didáctica e Comunicação</i>. Porto, Edições Asa. 9. HOLLIDAY, A. (2019). <i>Understanding intercultural communication: Negotiating a grammar of culture</i>. London: Routledge. 10. MISHAN, F., & KISS, T. (2024). <i>Developing Intercultural Language Materials</i>. Routledge. 11. PEDRO, E.R. (1992). <i>O Discurso na Aula</i>. Lisboa, Caminho. 12. PRABHU, N.S. (1987). <i>Second Language Pedagogy</i>. Oxford, Oxford University Press. 13. QUADRO EUROPEU COMUM DE REFERÊNCIA PARA AS LÍNGUAS (Conselho da Europa, 2001) & Companion volume (Conselho da Europa, 2020). 14. <i>GUIDELINES ON INTERCULTURAL EDUCATION - Guia de Educação Intercultural</i> (UNESCO, 2006). 15. WILLIS, J., (1996). <i>A Framework for Task-based Learning</i>, Cambridge, Cambridge University Press.

[\[Back to Index\]](#)

Title of the Course	Escrita criativa de não-ficção / Creative non-fiction writing
Course Code	POR-6402
Number of Credits	4
Theory/Practical	Theory (2) + Practical (2)
Level	500
Effective from AY	2026-27
New Course:	Yes
Bridge Course/ Value added Course:	No
Course for advanced learners:	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To master creative non-fiction techniques 2. To analyse and interpret classic and contemporary works of creative non-fiction 3. To gain proficiency in writing various creative non-fiction subgenres. 4. To ethically integrate research into a compelling narrative. 5. To evaluate and edit work with a critical eye. 6. To gain insight into the literary publishing world. 7. To produce a polished and compelling manuscript, formatted to professional standards.	
Course Outcomes:	Upon successful completion of this course, students will be able to:	Mapped to PSO
	CO 1: Analyse and deconstruct published creative non-fiction to understand how established authors achieve their effects.	PSO 1, PSO 2, PSO 3

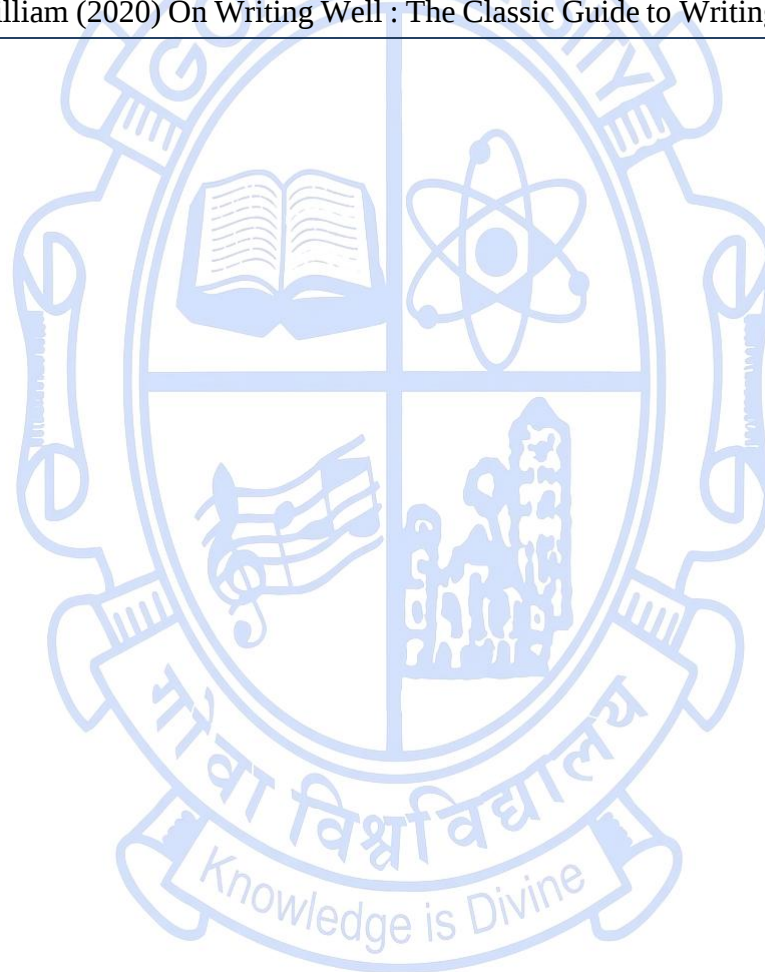
	CO 2: Combine research inputs (interviews, archival documents, and site visits) to enrich personal narratives and reportorial work.	PSO 1, PSO 2, PSO 3
	CO 3: Apply fictional techniques to factual events to create suspense and emotional resonance.	PSO 1, PSO 2, PSO 3
	CO 4: Critically assess their own writing to identify its strengths and weaknesses, making informed decisions about where to focus revision efforts.	PSO 1, PSO 2, PSO 3
	CO 5: Construct manuscripts to meet professional publication standards.	PSO 1, PSO 2, PSO 3
	CO 6: Perceive the literary market scenario.	PSO 1, PSO 2, PSO 3
Content:		No. of hours Mapped to CO Cognitive Level
Module 1:	Uma visão geral da não-ficção criativa 1.1. A diferença entre ficção e não- ficção 1.2. Géneros essenciais da não- ficção 1.3. Escolher o tema Atividade/avaliação sugerida: Análise textual das obras dos escritores portugueses de êxito	15 CO 1 K4
Module 2:	Não-ficção criativa: escreva a partir da vida 2.1. Escrever autobiografias / biografias 2.2. Selecionar o conteúdo 2.3. Encontre a sua voz 2.4. Trabalhar com as memórias 2.5. Enredo, sub-enredo e a dupla linha temporal 2.6. A estrutura da história em três atos 2.7. Organizar tudo	25 CO 2 CO 3 CO 4 K6 K4 K5
Module 3:	Escrita de viagens 3.1. Diferentes tipos de escrita de viagens e artigos de viagens 3.2. Encontre a inspiração para escrever a sua primeira história de viagem	25 CO 2 CO 3 CO 4 K6 K4 K5

	3.3. Estruturar a sua história e encontrar a sua voz 3.4. A arte de apresentar uma proposta 3.5. Competências editoriais na era digital 3.6. Recursos gratuitos para escritores de viagens 3.7. Inspiração para escritores de viagens			
Module 4:	Finalizar a obra e encontrar um público 4.1. Reescrever e editar 4.1. Selecionar títulos atraentes 4.2. Redigir uma proposta de livro 4.3. Compreender a plataforma 4.4. Redigir o perfil do autor e esboçar um plano de marketing 4.5. Melhores práticas para a submissão	25	CO 5 CO 6	K5 K6
Pedagogy:	Lectures Assessment: Complete and submit a substantial portion of a book or a stand-alone long-form essay (5,000–10,000 words).			
References/ Readings:	1. Alves, Helena (2014) Histórias de Viagens no Espaço e no Tempo, de Livros, de Escrita Chiado Books · 2. Constant Reader Learning Materials (2017) An Introductory Primer to Writing Creative Nonfiction: Jump-start Your Memoir, Personal Essay, Travel Writing, and Other Nonfiction Genres:1 3. Donovan, Bryn (2019) 5,000 Writing Prompts: A Master List of Plot Ideas, Creative Exercises, and More Paperback 4. Drummond, J.A. (2023) Dicas Para Escritoras De Não Ficção (eBook) Editora Appris, Brasil, outubro de 2023 5. Gutkind, Lee (2009) Keep It Real – Everything You Need to Know About Researching and Writing Creative Nonfiction W. W. Norton & Company 6. Gutkind, Lee (2007) The Art of Creative Nonfiction: Writing and Selling the Literature of Reality (Wiley Books for Writers) Trade Paper Press 7. Neto Lira (2022) A Arte Da Biografia (eBook) Como Escrever Histórias De Vida, Companhia das Letras 8. Pemton, Jaiden (2023) Copy Editing: 3-in-1 Guide to Master Copyediting, Copywriting, Writing Editing, Non-			

Fiction Writing & Edit Copy: 14 (Creative Writing)

9. Sena-Lino, Pedro (2023) Criative-se - Curso Completo de Escrita Criativa, Ideias de Ler
10. Sullivan, Janie Creative Nonfiction Writing: Facts, Told Well Kindle Edition
11. Warner, John (2019) The Writer's Practice: Building Confidence in Your Nonfiction Writing Penguin Books
12. Zinsser, William (2020) On Writing Well : The Classic Guide to Writing Nonfiction Harper Perennial

[\[Back to Index\]](#)



Title of the Course	Português profissional para comunicação empresarial / Professional Portuguese for Business Communication
Course Code	POR-6403
Number of Credits	4
Theory/Practical	Theory (2) + Practical (2)
Level	500
Effective from AY	2026-27
New Course	Yes
Bridge Course/Value- added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	The student must have attained the B1 level of proficiency in Portuguese
Course Objectives:	1. To recognize and use 300+ workplace vocabulary words, understand simple business texts and emails, introduce yourself and your company in Portuguese, describe daily work routines and responsibilities. 2. To participate in simple business meetings in Portuguese; understand and write routine business correspondence; make basic requests and offers; compare products, services, and companies. 3. To understand medium-length business texts and reports; Discuss advantages and disadvantages; Make simple presentations about business topics; Express future plans and possibilities. 4. To discuss business topics with increasing fluency; Write longer professional texts with good organization; Handle unexpected situations and problem-solving in Portuguese; Understand cultural differences in business communication.

Course Outcomes:	At the end of this course, the student will be able to:		Mapped to PSO	
	CO 1: interpret business conversations and simple professional texts;		PSO 1, PSO 3	
	CO 2: demonstrate effective oral communication in common business situations;		PSO 1, PSO 3	
	CO 3: compose clear and appropriate professional emails and business letters;		PSO 1, PSO 3	
	CO 4: deliver organized oral presentations on familiar business topics;		PSO 1, PSO 3	
Content:		No. of hours	Mapped to CO	Cognitive Level
Module 1:	Noções básicas de comunicação no local de trabalho 1.1 A minha vida profissional Falar sobre o seu trabalho, empresa e setor; Presente simples e presente contínuo em contextos de trabalho; Vocabulário: profissões, departamentos, tipos de empresas. <u>Atividades sugeridas:</u> - Apresentar-se profissionalmente (oral, 2 minutos); - Escrever uma biografia profissional simples (100 palavras); - Ouvir 5 profissionais a descreverem os seus empregos. 1.2 Comunicação no escritório Fazer chamadas telefónicas: cumprimentos, deixar mensagens, despedir-se; Escrever e-mails simples: solicitar informações, agradecer; Linguagem cordial e níveis de formalidade. <u>Atividades sugeridas:</u> - Simulação de conversas telefónicas em pares - Escrever 3 e-mails curtos (50-75 palavras cada) - Jogos de vocabulário: equipamento de escritório e ações.	20	CO 3	K1, K2

	1.3 Horários e compromissos Dizer as horas, os dias e as datas em contextos empresariais; Marcar, alterar e confirmar compromissos; Pedir e dar indicações. <u>Atividades sugeridas</u> - Diálogos sobre gestão de agendas; - Escrever e-mails de confirmação de compromissos; - Compreensão oral: compreender mensagens de voicemail. <u>Sugestões para avaliação do módulo 1</u> Teste de vocabulário (50 palavras); Escrever 2 e-mails profissionais (75 palavras cada); Vídeo curto de apresentação pessoal (2 minutos)			
Module 2:	Interações comerciais 2.1 Reuniões e discussões Expressões comuns em reuniões (concordar, discordar polidamente, sugerir); Tomar notas simples e compreender agendas; Expressar opiniões: «Eu acho que...», «Na minha opinião...»; Foco gramatical: Modo subjuntivo (introdução básica). <u>Atividades sugeridas:</u> - Simulação de reunião em pequenos grupos (10 min); - Ouvir gravações de reuniões e completar notas; - Vocabulário: linguagem de reuniões. 2.2 Produtos e serviços Descrever o que a sua empresa faz/vende; Comparar itens (comparativo e superlativo); Perguntar sobre preços, características, disponibilidade; Compreender anúncios e brochuras simples. <u>Atividades sugeridas:</u>	20	CO 1	K3, K4

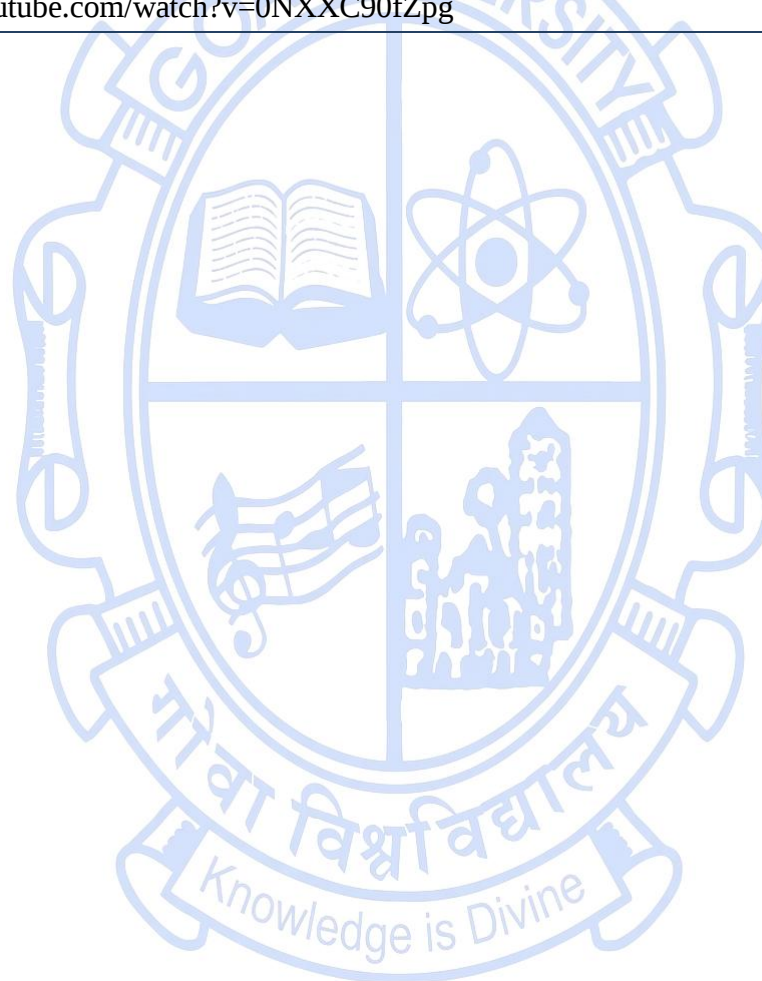
	- Criar uma descrição simples do produto/serviço (150 palavras) - Dramatização: conversas de atendimento ao cliente - Compreensão de leitura: catálogos de produtos 2.3 Correspondência comercial Redigir consultas e respostas; Fazer reclamações de forma polida; Confirmações de encomendas e faturas (leitura); Estrutura formal de cartas. <u>Atividades sugeridas:</u> - Escrever um pedido de informação por e-mail (100 palavras); - Escrever uma reclamação polida (100 palavras); - Preencher modelos de cartas comerciais. <u>Sugestões para avaliação do módulo 2</u> - Participar numa reunião de grupo de 10 minutos (gravada); Escrever 3 cartas comerciais/e-mails (100-150 palavras cada); Teste de compreensão de leitura de textos comerciais.			
Module 3:	Linguagem commercial • Apresentações Estrutura: introdução, pontos principais, conclusão; Linguagem de marcação: «em primeiro lugar», «por outro lado», «finalmente»; Utilização de recursos visuais e descrição de tabelas/gráficos; Tempo futuro e modo condicional. <u>Atividades sugeridas:</u> • Preparar uma apresentação de 5 minutos sobre a sua empresa/produto; • Ouvir apresentações comerciais e responder a perguntas; • Descrever gráficos e estatísticas simples. 3.2 Negociações e propostas Fazer e responder a sugestões; Frases condicionais: «Se..., então...»;	25	CO 4	K4, K5

	Linguagem persuasiva (não muito complexa); Aceitar e recusar ofertas com cortesia. <u>Atividades sugeridas:</u> - Diálogos simples de negociação (preço, entrega, pagamento); - Redigir uma proposta curta (200 palavras); - Dramatização: cenários de comprador e vendedor. 3.3 Leitura de negócios Compreensão de artigos de notícias de negócios (simplificados); Perfis de empresas e relatórios anuais (trechos); Leitura de redes sociais profissionais (publicações no estilo LinkedIn); Técnicas de leitura dinâmica e skimming. <u>Atividades sugeridas:</u> - Ler e resumir três artigos sobre negócios; - Ampliação do vocabulário: mais de 150 novos termos de negócios; - Discussão: temas atuais sobre negócios nos países de língua portuguesa. <u>Sugestões para avaliação do módulo 3</u> Apresentação empresarial de 5 minutos; - Redigir uma proposta empresarial simples (250 palavras); Teste de compreensão de leitura (3 textos);			
Module 4:	Fluência profissional • Resolução de problemas Explicar problemas e sugerir soluções; Revisão dos tempos verbais passados: contar o que aconteceu; Pedir desculpas e lidar com reclamações; Estruturas de frases complexas. <u>Atividades sugeridas:</u> • Diálogo: lidar com reclamações de clientes • Escrever um e-mail explicativo sobre um problema (200 palavras)	25	CO 2	K5, K6

	• Ouvir conversas sobre resolução de problemas 4.2 Cultura empresarial - Cultura empresarial brasileira vs. portuguesa; - O que fazer e o que não fazer em termos culturais nos negócios; - Vocabulário para refeições de negócios e eventos sociais; - Tópicos para conversas informais e frases para networking. <u>Atividades sugeridas:</u> - Assistir e discutir vídeos culturais - Dramatização: conversas durante almoços de negócios - Pesquisar e apresentar sobre etiqueta nos negócios (5 min) 4.3 Projeto de integração Combinação de todas as competências adquiridas; Prática prolongada de expressão oral; Criação de portfólio profissional; Revisão e consolidação gramatical. <u>Atividades sugeridas:</u> - Criar uma apresentação do perfil da empresa (10 min) - Escrever uma troca completa de e-mails comerciais (3-4 e-mails) - Avaliação final da expressão oral: simulação de entrevista profissional. - <u>Sugestões para avaliação do módulo 4</u> - Simulação de cenário profissional (15 min); - Portfólio de redação comercial (4-5 documentos, 800 palavras no total); - Apresentação oral final (10 min) + perguntas e respostas.			
Pedagogy:	Lectures, simulated tasks, presentations			
References/ Readings:	1. Lima, E. & Iunes, S. (2022). <i>Falar... Ler... Escrever... Português: Um Curso para Estrangeiros - Níveis B1-B2</i>. EPU Editora. 2. Neves, M. (2016) <i>Português Empresarial (1) - Exercícios Práticos (QECR Níveis A1/A2)</i>. Lidel			

	3. Neves, M. (2017) <i>Português Empresarial (2) - Exercícios Práticos (QECR Níveis B1/B2)</i>. Lidel 4. Oliveira, C., Coelho, L. & Casteleiro, J.M. (2013) <i>Aprender Português 3: Manual Português para estrangeiros. Nível B2 (QECR)</i>. Texto Editores, Lda. 5. Santos, D. & Silva, G. V. (2019) <i>Bons negócios: Português do Brasil para o mundo do trabalho</i>. Disal Editora
Web Resources:	https://www.youtube.com/watch?v=0NXXC90fZpg

[\[Back to Index\]](#)



SEMESTER IV

Research Specific Elective (RSE) Courses

Title of the Course	Performative Arts in Language Teaching
Course Code	POR-6201
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/Value-added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil
Course Objectives:	1. To adhere to the term ‘performative’ in the context of Language education that values: aesthetic form [performative]; performance [performative]; the concept of ‘performatives’ in Linguistics, as well as to train, teach, shape [performative]. 2. To highlight the bridging character of the pedagogy of drama-based teaching in language teaching-learning, including the literatures and cultures associated with these languages

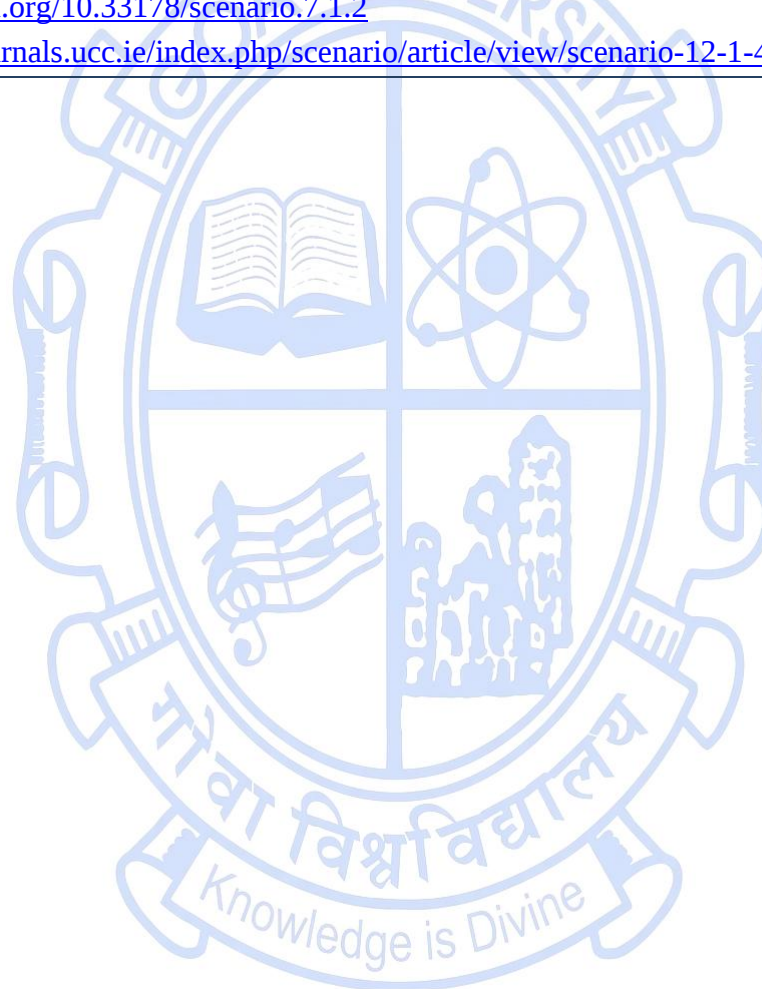
	3. To introduce techniques and curricular structures of educational drama in the classroom to develop the linguistic and communicative competencies of language learners through the performative arts, not limited to theatre-related work, but the interplay between body and language in general. 4. To improve voice projection, narrative discourse, story construction and recall in the language classroom. 5. To foster affective, ludic, expressive and cognitive capabilities of students, generating sensitivity to aesthetic values.			
Course Outcomes:	Upon successful completion of this course, students will be able to:			Mapped to PSO
	CO 1. Understand key terminology and theories related to performative pedagogy and language acquisition.			PSO 2
	CO 2. Utilise performative techniques and activities in structured lesson plans for language teaching.			PSO 6
	CO 3. Analyse existing performative language teaching materials, critiquing their effectiveness and alignment with learning objectives.			PSO 1, PSO 2
	CO 4. Evaluate their own and their peers' teaching techniques, providing constructive feedback based on pedagogical principles and performance criteria.			PSO 1, PSO 2
	CO 5. Design an original performative project for a specific language-learning context.			PSO 6
	CO 6. Formulate a cohesive teaching philosophy for integrating performative arts into a language curriculum.			PSO 6
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Foundations of Performative Language Teaching-Learning			
	1.1. Understanding key terminology in the context of performative pedagogy and language acquisition. 1.2. Theoretical frameworks: Krashen's Affective Filter, Vygotsky's Zone of Proximal Development, and experiential learning.	15	CO 1 CO 3	K1 K2 K4

	1.3. Review of current research on the application of performing arts skills in language teaching-learning. (Suggested assessment)			
Module 2:	Integrating oral performances in the language classroom			
	2.1. Tongue twisters: Students practice by focusing on a particular letter or sound. 2.2. Performing poems: Students perform an oral reading of a poem. <u>(Suggested activity)</u> The Performance may be critiqued to evaluate the oral reading fluency and expressiveness, focusing on the celebration of the written word performed. The reader may be evaluated on the ability to understand the poem, read it with emotion, and make the poem's meaning clear. 2.3. Reading Prose: Model reading, Repeated Reading, Echo Reading and Choral reading. 2.4. Unscripted performance: Using role-play to practice real-life conversational scenarios and develop pragmatic competence. Develop storytelling skills through character voice, narrative techniques, puppetry and masks to lower affective filters and encourage communication.	15	CO 4 CO 5	K3
Module 3:	The Art of Dramatic Techniques			
	3.1. Adaptation of a literary text to a dramatic text 3.2. Scripted Performance: Readers' Theatre Conducting a Readers' Theatre to improve reading fluency and expression without memorising lines while working with scripted material to focus on pronunciation, rhythm, and intonation. 3.3. Scripted Performance: <i>Kamishibai</i> (Japanese Paper Theatre) Guiding students through the production process, from casting to performance of a multilingual <i>Kamishibai</i> using the language of instruction at school as the main language of the story.	15	CO 4 CO 5	K3 K6

Module 4:	Microteaching and assessment			
	4.1. Steps for Preparing a Lesson Plan	15	CO 3	K2
	4.2. Students develop and teach a 15 – 20 minute mini-lesson incorporating various performative arts techniques.		CO 5	K3
	4.3. Analyse the demonstration of the performative language lessons presented by colleagues and evaluate with a written reflection.			K4 K5 K6
Pedagogy:	Lectures, presentations. For the <i>Semester End Assessment</i> , the student must submit a detailed class lesson plan for a language class using at least one performative technique as a pedagogy tool not exceeding 10 pages (double- spaced, 12-point Times New Roman font with 1inch margins) and present it in class.			
References/ Readings:	1. Bird, J., Donelan, K., & Sinclair, C. <i>Drama: Social dreaming in the 21st Century</i> . In C., 2017. 2. Brauer Gerd: <i>Body and Language: Intercultural Learning Through Drama: 3</i> (Advances in Foreign and Second Language Pedagogy), 2002. 3. Colebrook, Claire: <i>Foreword</i> . In: “Byron, Experience (Hrsg.): Performing Interdisciplinarity. Working across disciplinary boundaries through an active aesthetic”. London/New York: Routledge, X, 2018. 4. Louvel, Liliane; <i>Texte/Image: Images à lire, textes à voir</i> , Presses universitaires de Rennes, 2016. 5. Marini-Maio, N., Ryan-Scheutz, C.(Eds.) <i>Dramatic Interactions: Teaching Languages, Literatures, and Cultures through Theater —Theoretical Approaches and Classroom Practices</i> Cambridge Scholars Publishing, 2011. 6. Neelands, Jonothan. <i>Learning Through Imagined Experience</i> (Teaching English in the National Curriculum S.), 1992. 7. Ostern, Anna-Lena, & Knudsen, K.N. (Eds.) <i>Performative Approaches in Arts Education: Artful Teaching, Learning and Research</i> . Routledge, 2019. 8. Raum, Elizabeth: <i>Song and Dance: A Journey Through Musical Theatre</i> (Culture in Action), Raintree Publishers; UK, 2010. 9. Schewe, Manfred & Woodhouse, Fionn: <i>Performative Foreign Language Didactics in Progress: About Still Images and the Teacher as ‘Formmeister’</i> (Form Master). In: <i>Scenario</i> XII/1, 53-69, 2018. 10. Vygotsky, Lev S. <i>Play and its role in the mental development of the child</i> . <i>Soviet Psychology</i> , 5(3): 6–18, 1967.			

	11. Winston, Joe: Performative language teaching in early education: Language learning through drama and the Arts for Children 3-7. London, UK: Bloomsbury Academic, 2022
Web Resources:	1. UNESCO Roadmap for Arts Education, 2006 http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_RoadMap_en.pdf 2. https://doi.org/10.33178/scenario.7.1.2 3. https://journals.ucc.ie/index.php/scenario/article/view/scenario-12-1-4

[\[Back to Index\]](#)



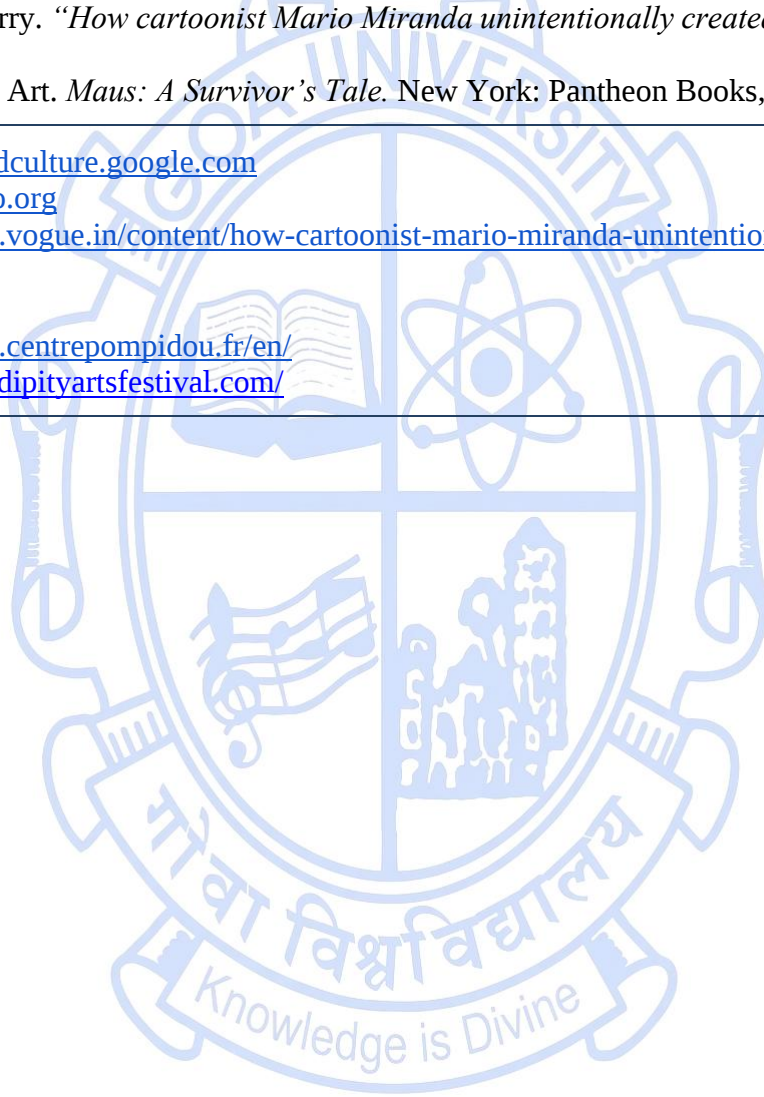
Title of the Course	Art Appreciation	
Course Code	POR-6202	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2026-2027	
New Course	No	
Bridge Course/Value-added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	1. To engage students with the world of aesthetics and artistic expression, encouraging them to see art as an essential part of human experience and existence. 2. To recognise art and creativity as fundamental to every culture, shaping identities, values, and ways of seeing. 3. To cultivate sensitivity to diverse artistic heritages, with a particular focus on Goa, India, and regions shaped by Portuguese history and influence. 4. To develop fresh perspectives and analytical skills, enabling students to interpret cultural expressions in thoughtful and imaginative ways. 5. To develop sensitivity to aesthetic experience and understand art as a universal form of human communication.	
Course Outcomes:	By the end of the course, students should be able to:	Mapped to PSO

	CO 1: Identify significant artworks, artists, and movements from different historical and cultural contexts.	PSO 3		
	CO 2: Interpret the symbolic, spiritual, and aesthetic functions of art across societies.	PSO 3		
	CO 3: Analyse works of art within their cultural, political, and socio-economic frameworks.	PSO 3		
	CO 4: Compare and evaluate artistic traditions globally, with a focused attention on Goa, India, and regions influenced by the Portuguese presence.	PSO 3		
	CO 5: Formulate independent perspectives on art by integrating personal responses with critical and historical knowledge.	PSO 3		
	CO 6: Assess the ongoing relevance of artistic practices in contemporary cultural, social, and digital contexts.	PSO 3		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Understanding Art 1.1. Defining art beyond the visual (performance, craft, design, ritual, and architecture). Art as catharsis. A focus on the human impulse to create: spiritual, symbolic, decorative, and expressive dimensions. 1.2. Why art matters: its personal, cultural, and social value. 1.3. The language of aesthetics: how do we decide what is “art”? 1.4. Introducing major methods of art interpretation and appreciation.	15	CO1, CO2	K3 K2
Module 2:	Art Through the Ages 2.1. Story of Human Creativity. Prehistoric cave art, ancient civilisations (Greek, Egyptian, Roman, Indian, Chinese).	15	CO1 CO2	K1 K2 K4

	2.2. Medieval and Renaissance. Artists like Leonardo da Vinci, Michelangelo, Botticelli, and their artistic foresight.			
Module 3:	Paradigm Artists 3.1. Famous artists and artistic shifts in seeing and representing the world (Van Gogh, Monet, Picasso) 3.2. Artistic movements (realism, abstraction, impressionism, Cubism, Surrealism, Expressionism). 3.3. History through art (Napoleon, Jesus, WWII). 3.4. Movements through art: photography, film, and digital media as artistic forms. Art as activism, identity, and community	15	CO3	K4 K5 K6
Module 4:	Goan artists. 4.1. Goa and the Crossroads of Art – Between India and the Lusophone World: Goa as a cultural canvas – tracing how geography, trade, and encounter shaped its art and culture. 4.2. Modern and contemporary Goan artists 4.3. Memory, hybridity, and belonging – how Goan art negotiates identity across Indian, Lusophone, and global contexts.	15	CO1, CO2 CO4	K5 K6
Pedagogy:	- Lectures, - Readings and class debates, - Research and analysis of websites and online projects, - Virtual visits to worldwide museums, - Field trips to the Museum of Christian Art (Old Goa) and heritage buildings.			
References/ Readings:	1. Gombrich, E.H. <i>The Story of Art</i> . London: Phaidon Press, 1950 2. Hartt, Frederick, and David G. Wilkins. <i>History of Italian Renaissance Art: Painting, Sculpture, Architecture</i> . London: Laurence King Publishing, 2011 (7th ed.). 3. Honour, Hugh, and John Fleming. <i>A World History of Art</i> . London: Laurence King Publishing, 2009 (7th ed.).			

	4. - Mário de Miranda. Architecture Autonomous, July 2008 5. Read, Herbert. <i>The Meaning of Art</i>. London: Faber & Faber, 1931. 6. Rodgers, Barry. “How cartoonist Mario Miranda unintentionally created a Goa aesthetic.” <i>Vogue India</i>, 4 October 2023. 7. Spiegelman, Art. <i>Maus: A Survivor’s Tale</i>. New York: Pantheon Books, 1986–1991.
Web Resources:	1. www.artsandculture.google.com 2. www.unesco.org 3. https://www.vogue.in/content/how-cartoonist-mario-miranda-unintentionally-created-a-go-aesthetic 4. vogue.in 5. Louvre.fr 6. https://www.centrepompidou.fr/en/ 7. https://serendipityartsfestival.com/

[\[Back to Index\]](#)



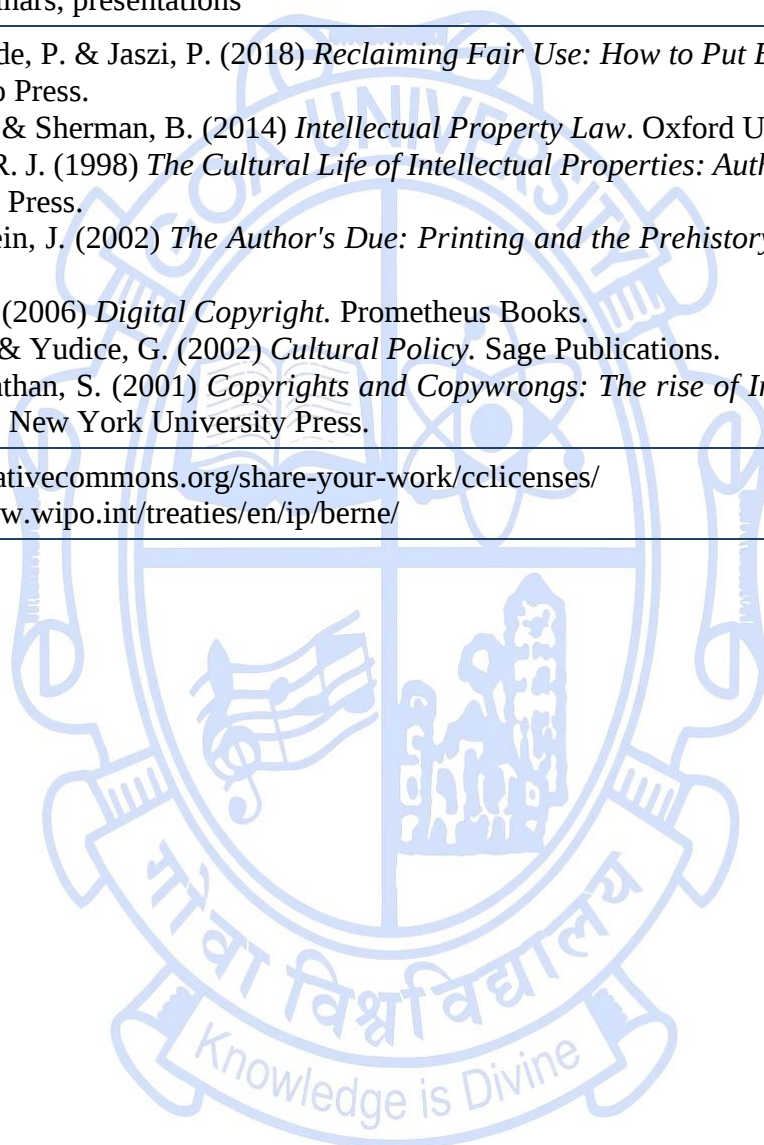
Title of the Course	Intellectual Property for Arts and Humanities
Course Code	POR-6203
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	Yes
Bridge Course/Value-added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To establish the core concepts of copyright, focusing on the cultural and philosophical justifications for protecting creative expression. 2. To equip students with the tools to legally use and share copyrighted material in their academic and professional work. 3. To understand the challenges posed by the internet, digital publishing, and emerging technologies like AI. 4. To contextualise how other IP forms intersect with culture, identity, and the media industries.	
Course Outcomes:	At the end of this course, the student will be able to:	Mapped to PSO
	CO 1: Analyse the cultural and philosophical foundations of copyright law and evaluate their application to contemporary creative expression.	PSO 3
	CO 2: Apply legal frameworks for fair use, licensing, and permissions to appropriately incorporate copyrighted material in academic and professional contexts.	PSO 3

	CO 3: Evaluate the impact of digital technologies, internet platforms, and artificial intelligence on copyright protection and enforcement mechanisms.	PSO 3			
	CO 4: Synthesise the relationships between copyright and other intellectual property forms (trademarks, patents, trade secrets) in shaping cultural identity and media industry practices.	PSO 3			
Content:		No. of hours	Mapped to CO	Cognitive Level	
Module 1:	1. Basics of Authorship and Copyright 1.1 The Rationale for Copyright 1.2 Subject Matter and Scope 1.3 Rights (Economic & moral) & Ownership 1.4 The Copyright Lifecycle	15	CO 1	K4	
Module 2:	2. Fair Use, Permissions, and Licensing for Scholars 2.1 Limitations and Exceptions 2.2 Copyright in Academia 2.3 Permissions and Clearances 2.4 Translation and Derivative Works	15	CO 2	K3	
Module 3:	3. Digital Practices, Plagiarism, and Ethical Content 3.1 Copyright in the Digital Environment 3.2 Plagiarism and Ethical Attribution 3.3 AI, Language Models, and Copyright	15	CO 3	K5	
Module 4:	4. Brand Protection, Cultural Heritage, and Public Policy 4.1 Trademarks and Naming Rights 4.2 Cultural Heritage and Traditional Knowledge 4.3 The Policy Interface	15	CO 4	K4, K5	

Pedagogy:	Lectures, seminars, presentations
References/ Readings:	1. Aufderheide, P. & Jaszi, P. (2018) <i>Reclaiming Fair Use: How to Put Balance Back in Copyright</i>. The University of Chicago Press. 2. Bently, L. & Sherman, B. (2014) <i>Intellectual Property Law</i>. Oxford University Press. 3. Coombe, R. J. (1998) <i>The Cultural Life of Intellectual Properties: Authorship, Appropriation, and the Law</i>. Duke University Press. 4. Loewenstein, J. (2002) <i>The Author's Due: Printing and the Prehistory of Copyright</i>. The University of Chicago Press. 5. Litman, J. (2006) <i>Digital Copyright</i>. Prometheus Books. 6. Miller, T. & Yudice, G. (2002) <i>Cultural Policy</i>. Sage Publications. 7. Vaidhyanathan, S. (2001) <i>Copyrights and Copywrongs: The rise of Intellectual Property and How it Threatens Creativity</i>. New York University Press.
Web Resources:	1. https://creativecommons.org/share-your-work/cclicenses/ 2. https://www.wipo.int/treaties/en/ip/berne/

[\[Back to Index\]](#)



Title of the Course	Contemporary Portugal: Society, Culture and Politics
Course Code	POR-6204
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/Value-added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	1. Recognize the salient features of Portugal, namely the geography, urban landscape, attractions and the language 2. Describe the main popular and religious festivals and pilgrimage sites of Portugal 3. Acquaint with the main cultural manifestations of Portugal 4. Interpret the impact of membership of the European Union on Portugal.	
Course Outcomes:	At the end of this course, the student will:	Mapped to PSO
	CO 1. Identify the principal geographic, urban, touristic and linguistic characteristics of Portugal.	PSO 2
	CO 2. Visualize the main popular and religious festivals of Portugal	PSO 2
	CO 3. Categorize the diverse cultural manifestations of Portugal	PSO 2

	CO 4. Evaluate the impact of the European Union and the Eurozone on Portugal		PSO 2	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Introduction to Portugal: Organization of the Portuguese Territory – mainland and insular Portugal; the main urban centres and tourist attractions; facts about the Portuguese language	15	CO 1	K1, K2
Module 2:	Portuguese Society Popular festivals of Portugal – Carnival, Fátima, <i>Festas Juninas</i> (São João of Porto and Santo António of Lisbon); the Portuguese diaspora in modern times	15	CO 2	K1, K2
Module 3:	Portuguese Culture Cultural expressions: Azulejos, Portuguese Music: Fado and Popular/ Folk Music; Football in Portugal; Portuguese Cuisine	15	CO 3	K1, K2
Module 4:	Portugal and the European Union Portugal as a European Nation: the geo-political aspects and the external politics; impact of the Eurozone and the Financial Crisis of 2008; social, ethnic, and religious minorities in Portugal today	15	CO 4	K2, K3
Pedagogy:	Lectures, presentations, reading of texts.			
References/ Readings:	1. - Brito, Raquel Soeiro de (1997), <i>Portugal, Perfil Geográfico</i>, Lisboa 2. - Martins, Guilherme Oliveira (1991), <i>Portugal, Institutions and Facts</i>, Lisboa 3. - Mascarenhas, Lúcia (2014) <i>Cultura e História de Portugal</i>, Volume 1 & 2, Porto Editora 4. - Pinto, António (Coord.) (2005). <i>Portugal Contemporâneo. Lisboa: Dom Quixote.</i> 5. - Reis, A., (Coord.), (2007), <i>Retrato de Portugal – Factos e Acontecimentos</i>, Lisboa, Temas e Debates 6. - Soares, Mário (2001), <i>Português e Europeu</i>, Lisboa, Temas e Debates			

[\[Back to Index\]](#)

Title of the Course	Pessoan Studies
Course Code	POR-6205
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/Value-added Course	No
Course for advanced learners	Yes

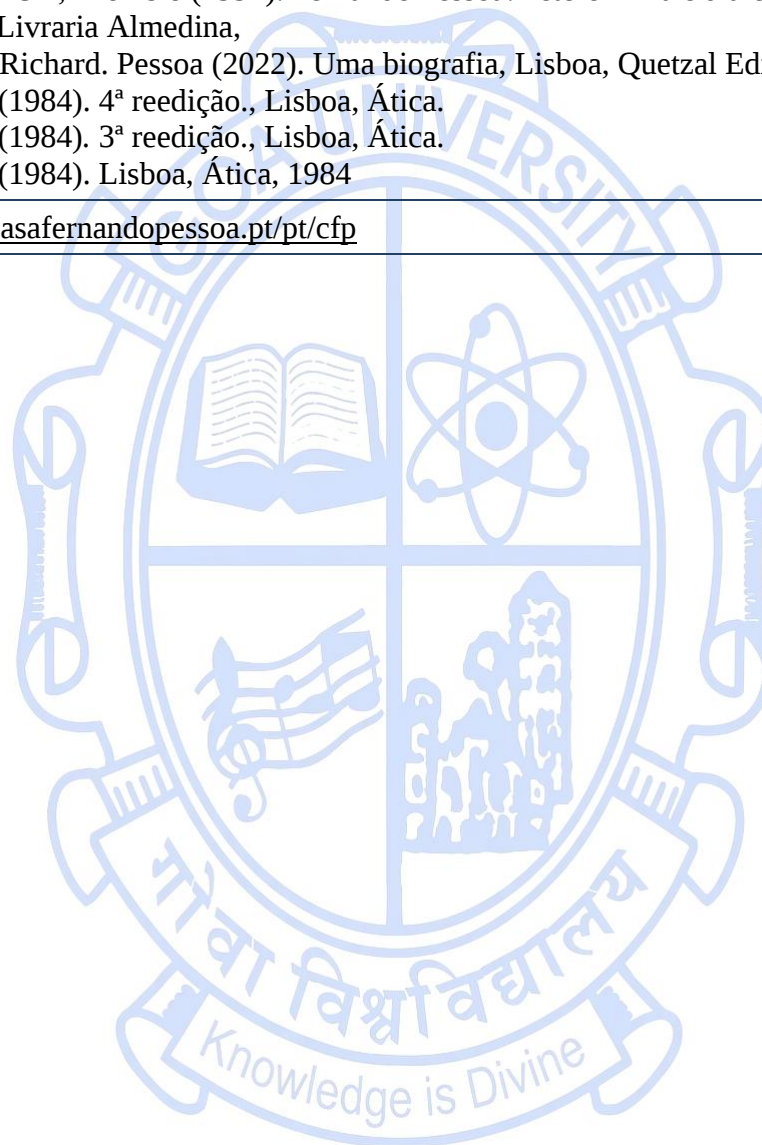
Pre-requisites for the Course:	Nil	
Course Objectives:	1. To specify the degree of critical depth with which Pessoa analysed the national and European cultural context that shaped the end of the 19th century and the beginning of the 20th century. 2. To judge the specificity of Fernando Pessoa's literary practice, with regard to its aesthetic representation of a multiplicity of trends. 3. To comment on the problem of Pessoa's isms. 4. To evaluate the ideological-literary discursivity and the pragmatic reach of the Orpheu magazine. 5. To recognise the literary and ideological context that sometimes brings together, sometimes individualises the main representatives of the Orpheu Generation.	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. Examine an overview of Pessoa's literary production.	PSO 4

	CO 2. Interpret different work proposals on the theme of the “Subject” in Fernando Pessoa's production.	PSO 4		
	CO 3. Delineate nuclear lines of reading that delimit the problem of a Pessoaan subject, who, with such a multifaceted poetic and theoretical-programmatic production, sought to achieve a form of essential totality.	PSO 4		
	CO 4. Compare Pessoa's literary production and philosophical thought with renowned authors in European and international Modernism.	PSO 4		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	1.1 A time of plurality(ies). Late 19th and early 20th centuries: Historical context; ruptures and pluralities. 1.2 Fernando Pessoa's aesthetic-literary process. 1.3 Brief biographical notes; Pessoa's isms; self-awareness and understanding of reality; the act of aesthetic-literary production.	15	CO 1 CO 2	K1 K2
Module 2:	2.1 Heteronymy: aesthetic-ideological pluridiscursivity. 2.2 The heteronym: drama in Pessoa's work; explanations of heteronymy. 2.3 Fernando Pessoa and the Orpheu Generation. The tone of modernity in Portugal; Portugal in question; literary duplicity and pluridiscursivity; the Orphics; ideological-literary profile.	15	CO 2 CO 3	K2 K3
Module 3:	3.1 “Integration” and “Disintegration”: the Self and Others. 3.2 Abdication and Indifference; individual will and collective will; confrontation and articulation with the collective subject; from Orpheus to Presence. 3.3 Dissolution of the Orpheus group;	15	CO 1 CO3	K2
Module 4:	4.1 Plurality, Identity, and Totality. In pursuit of totality, relative perfection, and the desired permanence of an artistic-literary legacy. 4.2 Fernando Pessoa, a subject of exception.	15	CO 3 CO 4	K2 K4 K5

	4.3 The universality of Fernando Pessoa's poetic and philosophical thought.			
Pedagogy:	Lectures, seminars, presentations. • Research and reading of essays about different issues concerning the History of Portuguese Literature. • Reading of selected literary texts (functional, recreational, analytical e critical).			
Texts: (Obras para leitura extensiva)	- PESSOA, Fernando (trans. Richard Zenith), <i>The Book of Disquietude</i>, Carcanet Press Limited, 1991. - PESSOA, Fernando, <i>Poemas Ingleses</i>, edição bilingue, Edições Ática, 1994 - ZENITH, Richard (ed.) <i>Obra Essencial de Fernando Pessoa: Poesia Inglesa</i>, (trans. Luísa Freire), Círculo de Leitores, 2007.			
References/ Readings:	1. BERARDINELLI, Cleonice (1985). «A Geração de 70 e a Geração de Orpheu», <i>Estudos de Literatura Portuguesa</i>. Lisboa, Imprensa Nacional - Casa da Moeda, pp.159-179. 2. CARLOS, Luís Adriano (1989). «Poesia moderna e dissolução», in <i>Revista da Faculdade de Letras do Porto, Línguas e Literaturas</i>, II, VI, pp.249-261. 3. COELHO, Jacinto do Prado (1987). <i>Diversidade e unidade em Fernando Pessoa</i>. 9ª ed., Lisboa, Editorial Verbo. 4. COELHO, Jacinto do Prado (1981). <i>Dicionário de Literatura – Literatura Portuguesa, Literatura Brasileira, Literatura Galega, Estilística Literária</i>. 5 vols., Porto, Figueirinhas. 5. COELHO, Jacinto do Prado (1992). <i>Originalidade da Literatura Portuguesa</i>. 3ª ed., Lisboa, Instituto de Cultura e Língua Portuguesa. 6. GUIMARÃES, Fernando (1982). <i>Simbolismo, Modernismo e Vanguardas</i>. Lisboa, Imprensa Nacional - Casa da Moeda. 7. GUIMARÃES, Fernando (1999). <i>O Modernismo Português e a sua Poética</i>. Porto, Lello Editores. 8. LISBOA, Eugénio (1980). <i>Poesia Portuguesa: do Orpheu ao Neo-Realismo</i>. Lisboa, ICALP. 9. LOURENÇO, Eduardo (1994). <i>O Canto do Signo. Existência e Literatura</i> (1957- 1993), Lisboa, Editorial Presença. 10. PEREIRA, J. C. Seabra (1979). <i>Do fim de século ao tempo do Orpheu</i>. Coimbra, Livraria Almedina. 11. PERRONE-MOISÉS, Leyla (1982). <i>Fernando Pessoa. Aquém do eu, além do outro</i>. São Paulo, Martins Fontes Editora. 12. PIZARRO, Jerónimo (2013). <i>Ler Pessoa</i>, Lisboa, Editora Tinta da China. 13. QUADROS, António (1986). «Introdução» a PESSOA, Fernando, <i>Obras de Fernando Pessoa</i> [Organização, introduções e notas de António Quadros]. Porto, Lello & Irmão Editores, Vol.II, pp.7-67. 14. SIMÕES, João Gaspar (1987). <i>Vida e obra de Fernando Pessoa</i>, 5ª ed., Lisboa, Publicações D. Quixote,			

	15. VILA MAIOR, Dionísio (1994). Fernando Pessoa: heteronímia e dialogismo – O contributo de Mikhaïl Bakhtine, Coimbra, Livraria Almedina, 16. ZENITH, Richard. Pessoa (2022). Uma biografia, Lisboa, Quetzal Editores. 17. <i>Orpheu 1</i> (1984). 4ª reedição., Lisboa, Ática. 18. <i>Orpheu 2</i> (1984). 3ª reedição., Lisboa, Ática. 19. <i>Orpheu 3</i> (1984). Lisboa, Ática, 1984
Web Resources:	https://www.casafernandopessoa.pt/pt/cfp

[\[Back to Index\]](#)



Title of the Course	Portuguese for Student Mobility Programme
Course Code	POR-6206
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	Yes
Bridge Course/Value-added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To apply Portuguese Vocabulary and expressions to communicate in campus-related situations. 2. To understand spoken and written texts about student life and daily routines 3. To communicate personal information, needs, and preferences in familiar academic contexts, 4. To create short oral and written productions describing personal experiences and campus activities.	
Course Outcomes:		Mapped to PSO
	CO1. Recognise and recall essential Portuguese vocabulary and expressions commonly used in academic and campus contexts.	PSO1
	CO 2. Comprehend spoken and written messages related to student life, classes, and everyday interactions	PSO1

	CO 3. Apply grammatical structures and familiar expressions to communicate effectively in routine situations on campus		PSO1	
	CO 4. Develop short, meaningful dialogues and written texts that describe personal experiences, daily routines, and aspects of campus life.		PSO1	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Bem-vindo ao Campus	15	CO1	K1
	<u>Temas e situações comunicativas</u> 1.1 Apresentar-se e cumprimentar colegas e professores; a recepção dos estudantes estrangeiros; 1.2. Compreender e usar vocabulário básico de nacionalidades e cursos 1.3 Identificar edifícios e locais do campus; os serviços administrativos e acadêmicos; o apoio ao estudante estrangeiro. 1.4. Programas e redes de cooperação internacional: Erasmus+/Mundus, Agência Europeia EACEA, Centros Regionais Fulbright. 1.5 A AIMA, Agência para a Integração, Migrações e Asilo. <u>Gramática</u> Verbos ser, ter, estar, chamar-se. Pronomes pessoais sujeito, o ato de cumprimentar (saudações), números 0-20, nacionalidades, artigos definidos e indefinidos, profissões, adjetivos, frases afirmativas, negativas e interrogativas simples.			
Module 2:	A sala de aula e os estudos	15	CO1	K1
	<u>Temas e situações comunicativas</u> 2.1 Falar sobre disciplinas, horários e materiais escolares. 2.2 Perguntar e responder sobre aulas 2.3 Descrever objetos e lugares na sala de aula		CO2 CO3	K2 K3

	2.4 O mapa do campus; as bibliotecas e os centros de informação e de arquivos. <u>Gramática</u> Verbos regulares no presente do indicativo (ar, er, ir) preposições de lugar (em, no, na, ao lado de), plural dos substantivos, género (masculino / feminino), pronomes demonstrativos, o verbo <i>haver</i>, interrogativos <i>isto, isso, aquilo</i>.			
Module 3:	A vida social no Campus <u>Temas e situações comunicativas</u> 3.1 Pedir comida e bebida numa cantina ou café. 3.2 Falar sobre as residências universitárias e as cantinas; as Repúblicas em Coimbra. 3.3 Expressar gostos, preferências e convites. 3.4 As tradições académicas; as tunas, teatro académico e a Queima das Fitas. 3.5 As comunidades Alumni nas universidades portuguesas. <u>Gramática</u> Verbos com preposição: gostar de, precisar de, falar com, estudar em , verbos irregulares, preposições de tempo (a, de , para), horas, dias da semana, as partes de dia, as horas; antónimos, sinónimos, pronomes interrogativos, comparativos e superlativos simples, pronomes possessivos; estar a + infinitivo; pronomes pessoais complemento direto e indireto.	15	CO2 CO3	K2 K3
Module 4:	A vida diária do estudante <u>Temas e situações comunicativas</u> 4.1 Descrever rotinas diárias, horários e transporte. 4.2 Falar sobre atividades de lazer e desporto ao tempo livre; o litoral, as planícies e as montanhas da geografia portuguesa. 4.3 Clima e vestuário.	15	CO3 CO4	K2 K3

	4.4. Conhecer a cidade; mapas da cidade e postos de turismo. 4.5 Serviços de assistência médica e serviços sociais. <u>Gramática</u> Ir + infinitivo, pronomes interrogativos, conjunções básicas, expressões temporais, estruturas com o infinitivo; imperativo; verbos irregulares <i>fazer, sair, pedir, ouvir, pôr, dar, doer</i>.			
Pedagogy:	- Lectures and class discussions - Individual assignments (reading and writing) - Class presentations - Role plays - Simulations			
References/ Readings:	1. Coimbra, Isabel; Coimbra, Olga Mata. 2011. <i>Gramática Ativa</i>. published by Goyal Publishers & Distributors Pvt.Ltd, India. Edited by LIDEL. 2. Tavares, Ana (2017) <i>Português XXI: Livro do Aluno 1</i> . 1.^a ed. Nova Deli: Goyal Publishers and Distributors Pvt. Ltd., 2017. 3. Tavares, Ana. <i>Português XXI Nível 1 - Caderno de Exercícios</i> (Livro segundo o novo acordo Ortográfico), edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers & Distributors Pvt.Ltd, India 4. Reis, António (coord) (2007). <i>Retrato de Portugal: factos e acontecimentos</i>. Lisboa, Instituto Camões, Círculo de Leitores, Temas & Debates. 5. Barreto, A. & Pontes, Joana (2007). <i>Portugal, um Retrato Social</i>. Série de documentários da RTP.			
Web Resources:	Agência para a Integração Migrações e Asilo - AIMA			

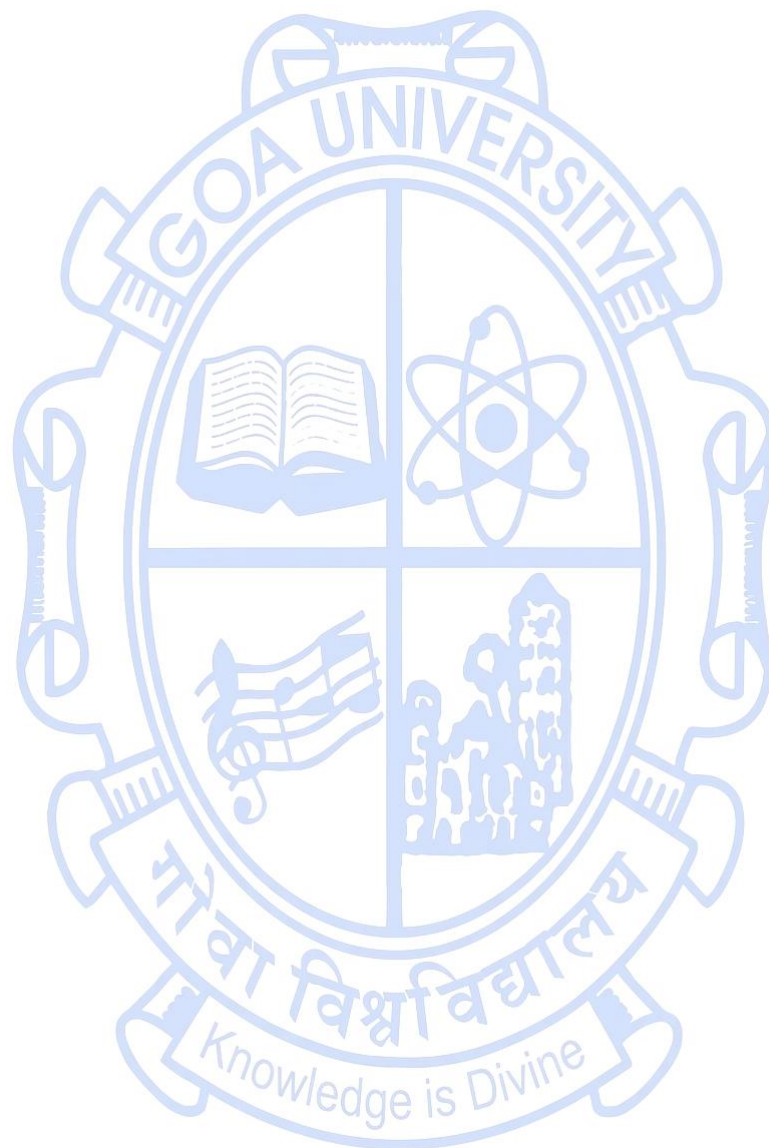
[\[Back to Index\]](#)

Title of the Course	Language Contact in South Asia and the Role of Portuguese	
Course Code	POR-6207	
Number of Credits	2	
Theory/Practical	Theory	
Level	500	
Effective from AY	2026-27	
New Course	No	
Bridge Course/ Value-added Course	Yes	
Course for advanced learners	Yes	
Pre-requisites for the Course:	Nil	
Course Objectives:	1. To understand the principal concepts and theoretical frameworks of contact linguistics, with particular reference to multilingual settings and contact-induced language change. 2. To examine the linguistic diversity of South Asia and its contribution to the development of key theories of language contact, including convergence, linguistic areas, and creolisation. 3. To analyse the historical establishment of Portuguese in South Asia and its role in shaping the region's linguistic ecology. 4. To evaluate the linguistic and sociocultural consequences of contact between Portuguese and South Asian languages, including language varieties, pidgins, creoles, and processes of linguistic transfer and change.	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. Recognise different processes of contact-induced linguistic change and their outcomes.	PSO 1, PSO 6

	CO 2. Be aware of the significance of sociohistorical factors in conditioning the effects of linguistic contact.	PSO 2, PSO 6		
	CO 3. Understand the extent of language contact in South Asia and the role this region had in shaping the theorisation of language contact.	PSO 2		
	CO 4. Understand and critically evaluate the impact of Portuguese on South Asian linguistic ecology, identifying both established findings and areas requiring further research.	PSO 1, PSO 2, PSO 6		
Content:		No. of hours	Mapped to CO	Cognitive Level
Module 1:	Introduction to Language Contact 1.1 The mechanisms underlying language contact 1.2 Language contact, language change, and linguistic taxonomy 1.3 Contact phenomena and types of outcomes 1.4 The concept of <i>Sprachbund</i> or linguistic area 1.5 The processes of linguistic convergence and metatypy	3	CO1 CO2 CO3	K3 K4 K2
Module 2:	Pidgins and Creoles 2.1 Key concepts of contact linguistics 2.2 The formation of pidgin and creole languages 2.3 Major theories of pidgin and creole genesis 2.4 The global distribution of pidgins and creoles 2.5 Portuguese-lexified contact languages in South Asia	3	CO1 CO3	K3 K2
Module 3:	Portuguese in Asia: Historical and Sociolinguistic Contexts 3.1 The chronology of the implantation of Portuguese in Asia 3.2 The sociolinguistic contexts in which Portuguese developed 3.3 Portuguese as an Asian lingua franca 3.4 Non-prototypical instances of Portuguese implantation 3.5 The role of Portuguese in multilingual Asian societies	3	CO2 CO3 CO4	K4 K2 K5

Module 4:	Portuguese and South Asian Languages 4.1 Mutual lexical borrowings between Portuguese and South Asian languages 4.2 Contact-induced linguistic change 4.3 The formation of Asian varieties of Portuguese 4.4 Portuguese toponymy in South Asia 4.5 Linguistic and cultural legacies of Portuguese in the region	3	CO1 CO4	K3 K5
Module 5:	The Indo-Portuguese Creoles 5.1 The current state of documentation 5.2 Major linguistic characteristics 5.3 Diversity and clustering of Indo-Portuguese creoles 5.4 Evidence of linguistic diffusion 5.5 Language change and linguistic conservatism 5.6 Convergence with neighbouring languages 5.7 Sociolinguistic variation and stratification	3	CO2 CO4	K4 K5
Pedagogy:	e. The course will be delivered through lectures, guided readings, classroom discussions, and multimedia materials. f. Students will critically engage with key texts, analyse linguistic data, participate in discussions, and undertake short research-based tasks. g. Emphasis will be placed on active learning and collaborative inquiry. h. Student learning will be evaluated through participation in course activities and a test conducted at the end of the course.			
References/ Readings:	1. Cardoso, H. C., “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. 2. Gumperz, J. 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 3. Smith, I., “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. 4. I. Wheritt, “Portuguese loanwords in Konkani”, <i>Hispania</i> , vol. 72, no. 4: 873-881, 1989.			

[\[Back to Index\]](#)



Title of the Course	Introduction to Sociolinguistics
Course Code	POR-6208
Number of Credits	2
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/Value-added Course	Yes
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To introduce the basic concepts and scope of Sociolinguistics. 2. To examine patterns of linguistic variation and their social significance. 3. To analyse the influence of social factors on language use. 4. To explore the relationship between social structures and linguistic behaviour.	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. Identify the various ways in which linguistic variation operates.	PSO1, PSO6
	CO 2. Critically assess linguistic attitudes and language policies.	PSO2, PSO3, PSO6
	CO 3. Explain how macrosocial variables and communicative contexts shape linguistic choices.	PSO1, PSO3, PSO6

	CO 4. Analyse the relationship between socially conditioned variation and language change over time.		PSO1, PSO2, PSO3	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Introduction to Sociolinguistics and Linguistic Variation 1.1 Scope and objectives of Sociolinguistics 1.2 Types of linguistic variation (regional, social, stylistic) 1.3 Social meaning of linguistic variation 1.4 Language as a marker of social identity	3	CO1	K1 K2
Module 2:	Standard and Vernacular Varieties 2.1 Standard vs. non-standard varieties 2.2 Vernacular speech and linguistic norms 2.3 Processes of standardisation 2.4 Diffusion and maintenance of linguistic standards	3	CO2	K2 K3
Module 3:	Linguistic Attitudes and Language Ideologies 3.1 Language attitudes and prestige 3.2 Overt and covert prestige 3.3 Language ideologies and social evaluation 3.4 Attitudes as factors in linguistic variation and change	3	CO3	K4 K5
Module 4:	Sociolinguistic Variables and Language Use 4.1 Social class and linguistic variation 4.2 Gender and linguistic variation 4.3 Communicative context and style-shift 4.4 Selected sociolinguistic studies and methodologies	3	CO4	K3 K4
Module 5:	Sociolinguistic Variation and Language Change	3	CO5	K4

	5.1 Age as a sociolinguistic variable 5.2 Apparent-time and real-time perspectives 5.3 Relationship between variation and language change 5.4 Social factors in processes of linguistic change			K5
Pedagogy:	i. The course adopts a student-centred approach combining lectures, guided reading, and discussion-based learning. j. Students will critically engage with sociolinguistic concepts through the analysis of linguistic data, case studies, and selected readings. k. Interactive classroom discussions and multimedia resources will be used to foster analytical and critical thinking skills. l. Students will be assessed through class participation and an end-of-course test designed to evaluate their understanding and application of key sociolinguistic concepts.			
References/ Readings:	1. Auer, P., "Dialects vs. standard: A typology of scenarios in Europe", in The languages and linguistics of Europe, B. Kortmann & J. Van der Auwera (eds.), 485-500. Berlin/Boston: Mouton de Gruyter, 2011. 2. Labov, W., "The social motivation of a sound change", Word, vol. 19, no. 3: 273-309, 1963. 3. Lakoff, R., "Language and woman's place", Language in Society, vol. 2, no. 1: 45-80, 1973. 4. Sankoff, G., and H. Blondeau, "Language change across the lifespan: /r/ in Montreal French", Language, vol. 83, no. 3: 560-588, 2007. 5. Shin, N. L. and R. Otheguy, "Social class and gender impacting change in bilingual settings: Spanish subject pronoun use in New York", Language in Society, vol. 42, no. 4: 429-452, 2003.			

[\[Back to Index\]](#)

Title of the Course	Methods of Language Documentation
Course Code	POR-6209
Number of Credits	2
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	Yes
Bridge Course/ Value-added Course	Yes
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To understand the principles and significance of language documentation. 2. To develop skills in the collection, organization, and archiving of linguistic data. 3. To apply ethical practices in language documentation and research. 4. To use language documentation methods in linguistic and interdisciplinary research	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. Understand what constitutes a modern linguistic documentation and what it is used for in research.	PSO 1, PSO 4, PSO 6
	CO 2. Conduct effective fieldwork and collect video and audio recordings of linguistic data;	PSO 6
	CO 3. Transcribe and annotate linguistic data to build a solid linguistic corpus;	PSO 1, PSO 4, PSO 5

	CO 4. Understand the ethical constraints on linguistic fieldwork and language documentation, and be able to ensure ethical research in this domain.		PSO 6		
	CO 5. Assess the relevance of language documentation methods for research in linguistics and related disciplines.		PSO 2, PSO 3, PSO 4, PSO 6		
Content:		No of hours	Mapped to CO	Cognitive Level	
Module 1:	Introduction to Language Documentation 1.1 History and objectives of language documentation 1.2 Language endangerment and linguistic diversity 1.3 Documentation, preservation, and digital corpora 1.4 Documentation initiatives and funding opportunities	3	CO1	K2	
Module 2:	Ethics and Linguistic Fieldwork 2.1 Ethical issues and informed consent 2.2 Community collaboration and intellectual property 2.3 The Observer's Paradox 2.4 Fieldwork methods, interviews, elicitation, and collaborative practices	3	CO2 CO4	K3	
Module 3:	Audio and Video Recording Techniques 3.1 Recording equipment and maintenance 3.2 File formats and data management 3.3 Audio/video quality: resolution, lighting, and noise 3.4 In-class recording practice	3	CO2	K3	
Module 4:	Fieldwork Practice and Data Processing 4.1 Short fieldwork/data-collection activity (or analysis of pre-collected data if logistics are difficult) 4.2 Discussion of challenges encountered	3	CO2 CO3	K4	

	4.3 Introduction to data transfer, storage, and preparation for annotation 4.4 Overview of ELAN and FLEx			
Module 5:	Corpus Development and Annotation 5.1 ELAN and FLEx practical workshop 5.2 Transcription and annotation techniques 5.3 Creation of a small annotated corpus 5.4 Discussion of the relevance of documentation methods for linguistic and interdisciplinary research	3	CO3 CO5	K5 K6
Pedagogy:	1. Lectures, discussions, readings, and hands-on training in language documentation. 2. Students will collect, process, and annotate linguistic data and develop a brief research proposal. 3. Evaluation will be based on participation, practical assignments, and a short research proposal.			
References/ Readings:	Readings – a selection of chapters (provided by the instructor) from: 1. Chelliah, S., and W. de Reuse, Handbook of Descriptive Linguistic Fieldwork. Dordrecht: Springer, 2011. 2. Gippert, J., N. Himmelmann and U. Mosel, Essentials of Language Documentation. Berlin: Mouton de Gruyter, 2006. 3. Thieberger, N., The Oxford Handbook of Linguistic Fieldwork. Oxford: Oxford University Press, 2012. Software: - 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/			

[\[Back to Index\]](#)

Title of the Course	Ethnography of Musical Practices in Goa
Course Code	POR-6210
Number of Credits	2
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/Value-added Course	Yes
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To introduce students to the ethnographic study of musical and dance practices in Goa. 2. To develop an understanding of ethnography as a primary methodology for documenting, describing, and analysing music and dance within their social and cultural contexts. 3. To explore the diversity of Goan musical traditions and the processes through which they are created, performed, transmitted, and transformed. 4. To equip students with the basic skills required to observe, document, and critically interpret musical practices through ethnographic methods.	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. Explain the principles of ethnography and its application to the study of music and dance in Goa.	PSO2, PSO3, PSO4

	CO 2. Identify and describe the cultural and social contexts of selected musical and dance practices in Goa.	PSO2, PSO3		
	CO 3. Apply basic ethnographic methods, including observation, documentation, and field notes, to the study of musical practices.	PSO3, PSO4		
	CO 4. Present a short ethnographic account of a Goan musical or dance practice using appropriate methods of documentation and analysis.	PSO2, PSO3, PSO4		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Introduction to Ethnomusicology 1.1 History and development of ethnomusicology; 1.2 Ethnomusicology as an interdisciplinary field within the Social Sciences, Arts, and Humanities; 1.3 The role of music in everyday life.	3	CO1	K2
Module 2:	Key Concepts in Ethnomusicology 2.1 Core concepts: music, culture, identity, ethnicity, gender, and performance; 2.2 Music as a social and cultural practice; 2.3 Theoretical approaches to the study of music.	3	CO1 CO2	K2 K3
Module 3:	Ethnography and Research Methods 3.1 Ethnography as a research methodology 3.2 Participant observation, interviews, field notes, audiovisual documentation, and ethics in ethnographic research. 3.3 Shared and collaborative research practices.	3	CO3	K3
Module 4:	Ethnography of Musical Practices in Goa 4.1 Introduction to Goan musical traditions; 4.2 Collective ethnography in context; 4.3 Documenting and analysing musical practices through selected examples.	3	CO2 CO3	K3 K4

Module 5:	Case Studies of Music in Contemporary Goa 5.1 Music and migration (Goan diaspora); 5.2 Music and folklorisation (e.g., Mando Festival); 5.3 Music and tourism; 5.4 Discussion of selected ethnographic case studies.	3	CO4	K4
Pedagogy:	m. Lectures introducing key concepts and theoretical perspectives in ethnomusicology. n. Guided discussions based on selected readings, discography, and audiovisual materials. o. Practical ethnographic exercises involving observation, documentation, and analysis of musical practices. p. An interdisciplinary approach that combines theoretical understanding with the application of ethnographic methods to the study of music and dance in Goa.			
References/ Readings:	1. Blacking, John (1976) <i>How Musical is Man?</i> London: Faber. 2. Cohen, Sarah (1993) "Ethnography and Popular Music Studies". In <i>Popular Music</i> . Vol 12(2). 123-138. 3. Frith, Simon (1996); <i>Music and Identity</i> , in Stuart Hall and Paul du Gay (eds) 4. <i>Questions of Cultural Identity</i> . London: Sage Publications. (19-36) 5. Lassiter, Eric (2005) "Collaborative Ethnography and Public Anthropology". In <i>Current Anthropology</i> . Vol 46(1). 83-106. 6. Rice, Timothy (2013). <i>Ethnomusicology: A very short introduction</i> . Oxford: Oxford University Press. 7. Sardo, Susana (2022) "Lusossonia: Postcolonial Cartographies of Sounds and Memories" in Newman, Robert and Silva, Delfim Correia (eds). <i>Traces on the Sea</i> 8. <i>Portuguese Interaction with Asia</i> . Coimbra: Imprensa da Universidade de Coimbra. (157-188) 9. Sardo, Susana (2018) "Shared Research Practices on and about music: toward decolonizing colonial ethnomusicology". In Josep Martí and Sara Revilla Gútez (eds) <i>Making Music, Making Society</i> . Cambridge: Cambridge Scholars Publishing. 217-238.			

[\[Back to Index\]](#)

Title of the Course	Sounding Contemporary Goa: Music, Heritage, Tourism and Public Life
Course Code	POR-6211
Number of Credits	2
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	Yes
Bridge Course/Value-added Course	Yes
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To introduce students to ethnomusicological approaches to the study of music and sound in contemporary Goa. 2. To explore the role of music in shaping heritage, tourism, public culture, identity and everyday life in Goa. 3. To familiarise students with basic ethnographic methods and ethical approaches to the documentation and interpretation of musical practices. 4. To encourage critical engagement with contemporary debates on music, memory, representation and cultural heritage through the study of Goan musical life.	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. Explain key concepts and perspectives in ethnomusicology for understanding contemporary musical life in Goa.	PSO2, PSO3, PSO4
	CO 2. Analyse the relationships between music, heritage, tourism, public culture, identity and contemporary Goan society.	PSO2, PSO3, PSO4

	CO 3. Apply basic ethnographic methods, demonstrating awareness of ethical considerations in working with musicians, communities, archival recordings and digital sources.	PSO2, PSO4		
	CO 4. Produce a short ethnographic project, in written or multimedia form, documenting and critically reflecting on a contemporary musical practice or soundscape in Goa.	PSO1, PSO2, PSO3, PSO4		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Listening to Goa Today: Ethnomusicology, Memory and the Contemporary 1.1 Ethnomusicology as the study of music as human, social and cultural practice; 1.2 Music, identity, memory, emotion and public representation; 1.3 Lusossonia and its limits as a category for listening to Goa; 1.4 The contemporary as a field where colonial, postcolonial and global processes intersect; 1.5 The difference between studying repertoires and studying musical processes.	3	CO1	K2
Module 2:	Ethnography and Shared Research Practices: How to Study Musical Life in Goa 2.1 Participant observation and listening participation; 2.2 Fieldnotes, interviews and the description of sound events; 2.3 Recording, photography and informed consent; 2.4 Collaborative ethnography, co-authorship and restitution; 2.5 Research with archives, families, musicians, festivals and digital platforms; 2.6 The researcher as listener, mediator, translator and accountable interlocutor.	3	CO3	K3
Module 3:	Heritage-Making: Archives, Festivals, Patrimonialização and the Public Image of Goa 3.1 Heritage as process rather than object; 3.2 Archives, digitisation and the afterlives of historical recordings; 3.3 Mando, dulpod, dekhni, tiatr, brass bands, liturgical music and other forms of public representation;	3	CO2	K4

	3.4 Festivalization and the staging of authenticity; 3.5 Language, caste, religion and class in the making of musical heritage; 3.6 The difference between community value, archival value, market value and tourist value.			
Module 4:	Tourism, Nightlife, Digital Publics and the Political Economy of Music 4.1 Tourism, branding and the global image of Goa; 4.2 Goa trance, EDM, club cultures and beach soundscapes; 4.3 Music as labour: musicians, DJs, technicians, organisers and invisible workers; 4.4 Noise, regulation, public space and the right to listen or not listen; 4.5 Digital platforms, livestreams, reels and the circulation of musical identity; 4.6 Gender, safety, access and the politics of the night.	3	CO2	K4
Module 5:	Sonic Futures: Public Culture, Environmental Listening, Diaspora and Reparative Archives 5.1 Soundscape, ecology and environmental listening; 5.2 Diaspora, digital belonging and online Goan musical publics; 5.3 Archives, restitution, access and co-curation; 5.4 Music education, public humanities and community collaboration; 5.5 Sonic Justice and the uneven distribution of audibility, silence and noise; 5.6 Future research questions for an ethnomusicology of Goa.	3	CO4	K5
Pedagogy:	q. Short lectures introducing key concepts and theoretical perspectives. r. Guided discussions based on assigned readings, listening sessions and audiovisual materials. s. Ethnographic exercises involving observation, listening, fieldnotes and reflective analysis. t. Engagement with archival recordings, digital media, festivals, and local soundscapes as primary sources. u. Collaborative and participatory learning through dialogue, group activities and shared research practices. v. Emphasis on ethical, community-oriented approaches to ethnographic research. w. Learning reinforced through a short ethnographic project documenting a contemporary musical practice or soundscape in Goa.			

Discography / Webography / Audiovisual Materials	1. The Family Mando (2015) 2 CDs based on Susana Sardo's fieldwork in Goa (1987-1992). New Delhi: Archive and Research Centre for Ethnomusicology. 2. A Viagem dos Sons / Journey of Sounds (1998), 12-CD collection (Goa, Damão, Diu, Ceilão, Timor, Macau, Cabo Verde, S. Tomé, Brasil, Sumatra, Malaca, Mozambique). Lisboa: Tradisom / CNCDP / Expo 98. Scientific coordination: Susana Sardo. 3. Goean Pautoch (1997), Ekvat. Lisboa: Tradisom, CNCDP. 4. Goan Mando "MOGACHI CHITT", an original mando by GÖYCHIM LHARAM. (2020). https://www.youtube.com/watch?v=Zzfy3y5gLvo&list=RDZzfy3y5gLvo&start_radio=1 5. Mando Dance of Goa Elegant Goan Folk Dance Cultural Documentary, Go-On Productions (2026). https://www.youtube.com/watch?v=b0cly8ocvyw 6. Fugdi Dance of Goa Traditional Women Folk Dance Konkani Documentary, Go-On Productions (2026). https://www.youtube.com/watch?v=WH4CLuDZjWY
References/ Readings:	1. Appadurai, Arjun (1996) Modernity at Large: Cultural Dimensions of Globalization. Minneapolis: University of Minnesota Press. 2. Araújo, Samuel (2008) "From Neutrality to Praxis: The Shifting Politics of Applied Ethnomusicology". In Muzikologija, 8, 13-30. 3. Blacking, John (1976) How Musical is Man? London: Faber. 4. Born, Georgina (ed.) (2013) Music, Sound and Space: Transformations of Public and Private Experience. Cambridge: Cambridge University Press. 5. Cohen, Sarah (1993) "Ethnography and Popular Music Studies". In Popular Music, 12(2), 123-138. 6. D'Andrea, Anthony (2007) Global Nomads: Techno and New Age as Transnational Countercultures in Ibiza and Goa. London: Routledge. 7. Feld, Steven (2015) Jazz Cosmopolitanism in Accra: Five Musical Years in Ghana. Durham: Duke University Press. 8. Frith, Simon (1996). "Music and Identity". In Stuart Hall and Paul du Gay (eds) Questions of Cultural Identity. London: Sage Publications. 19-36. 9. García Gutiérrez, António (2011); "Desclassification in Knowledge Organization: A Post-Epistemological Essay"; In TransInformação, Campinas, 23(1): 5-14. 10. Impey, Angela (2018) Song Walking: Women, Music, and Environmental Justice in an African Borderland. Chicago: University of Chicago Press. 11. LaBelle, Brandon (2018) Sonic Agency: Sound and Emergent Forms of Resistance. London: Goldsmiths Press.

12. Lassiter, Eric (2005). "Collaborative Ethnography and Public Anthropology";. In *Current Anthropology*, 46(1), 83-106.
13. Ochoa Gautier, Ana María (2014) *Aurality: Listening and Knowledge in Nineteenth-Century Colombia*. Durham: Duke University Press.
14. Pinto, Rochelle (2007) *Between Empires: Print and Politics in Goa*. New Delhi: Oxford University Press.
15. Rice, Timothy (2013) *Ethnomusicology: A Very Short Introduction*. Oxford: Oxford University Press.
16. Sardo, Susana (2022) "Lusossonia: Postcolonial Cartographies of Sounds and Memories" in *Traces on The Sea: Portuguese Interactions with Asia*. Edited by Robert S. Newman and Delfim Correia da Silva. Coimbra: Imprensa da Universidade de Coimbra. 157-187.
17. Sardo, Susana (2018). "Shared Research Practices on and about Music: Toward Decolonizing Colonial Ethnomusicology". In Josep Martí and Sara Revilla Gútiéz (eds) *Making Music, Making Society*. Cambridge: Cambridge Scholars Publishing. 217-238.
18. Sardo, Susana, Ingrid Åkesson and Gerda Lechleitner (eds) (2017) *Historical Sources in Ethnomusicology in Contemporary Debate*. Newcastle: Cambridge Scholars Publishing.
19. Sardo, Susana (2016). "Ethnomusicology and its Sisyphus. Inter-knowledge, Dialogue and Prudence for a Disciplinary (Re)classification". In Regine Allgayer-Kaufmann (ed.) *World Music Studies*. Berlin: Logos Verlag. 149-166.
20. Sardo, Susana (2011). "Proud to be a Goan. Colonial Memories, Post-colonial Identities: Music and Goan Diaspora". In *Migrações*, 7, 57-72.
21. Sardo, Susana (2011) *Guerras de Jasmim e Mogarim: Música, Identidade e Emoções em Goa*. Alfragide: Texto Editores.
22. Sardo, Susana (2007). "Searching for You in Goa: Music and Identity in Casa de Goa, Lisbon". In *Oriente*. Lisboa: Fundação Oriente. 98-117.
23. Thompson, Emily (2002) *The Soundscape of Modernity*. Cambridge, MA: MIT Press.
24. Tsing, Anna Lowenhaupt (2015) *The Mushroom at the End of the World*. Princeton: Princeton University Press.

[\[Back to Index\]](#)

Title of the Course	New historiographical perspectives on Portuguese Overseas Expansion (1500-1800)
Course Code	POR-6212
Number of Credits	2
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	Yes
Bridge Course/ Value-added Course	Yes
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	1. To explain the principal historiographical approaches to the Portuguese overseas expansion (1500–1800). 2. To analyse the Portuguese presence in the East within the wider context of the First Global Age. 3. To assess the interplay between formal colonial institutions and informal networks in the expansion of the Portuguese Empire. 4. To examine the significance of cross-cultural exchanges and trans-imperial interactions in shaping Portuguese imperial expansion.	
Course Outcomes:	At the end of this course, students will be able to:	Mapped to PSO
	CO 1. Explain the principal historiographical approaches and recent scholarly debates on the Portuguese overseas expansion (1500–1800).	PSO1 PSO2
	CO 2. Analyse the Portuguese presence in the East during the First Global Age within the broader framework of Portuguese imperial expansion.	PSO2 PSO3

	CO 3. Evaluate the roles of formal imperial institutions, informal networks, and self-organised mechanisms in the establishment and consolidation of Portuguese colonial rule.	PSO2 PSO3		
	CO 4. Critically examine the significance of cross-cultural encounters and trans-imperial interactions in shaping the Portuguese Empire and the wider early modern world.	PSO2 PSO3		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Rethinking the Portuguese Overseas Expansion: New Historiographical Perspectives	3	CO1	K2
Module 2:	The Portuguese Overseas Expansion: Causes, Motivations and Driving Forces	3	CO1, CO2	K3
Module 3:	The Portuguese Overseas Expansion: trends and contexts 3.1 A polyhedral “empire” 3.2 Directions of the Portuguese Overseas Expansion 3.3 Connected worlds 3.4 Trans-imperial connections	3	CO2 CO4	K4
Module 4:	The <i>Estado da Índia</i>: Concepts, Institutions and Informal Networks a. What is in a concept? b. Institutional framework and informal dynamics c. State versus individuals in the East and the Far East d. Formal and informal strategies of dominium and trade	3	CO2 CO3 CO4	K5
Module 5:	Gendering the Empire: The role of women in Portuguese Overseas Expansion	3	CO3 CO4	K5
Pedagogy:	- Interactive lectures supported by PowerPoint presentations. - Guided discussions and critical debates on key historiographical perspectives and scholarly readings.			

	- Analysis of primary and secondary historical sources to develop critical engagement with recent approaches to Portuguese overseas expansion. - Tutorials to reinforce theoretical concepts and methodological approaches. - Active student participation through presentations, discussions, and reflective engagement with course themes. Evaluation - End-semester examination: 75% - Class attendance and participation: 25%
References/ Readings:	1. BETHENCOURT, Francisco; CURTO, Diogo Ramada, eds. – Portuguese Oceanic Expansion, 1400-1800. Cambridge University Press, 2007 2. BOYAJIAN, James - Portuguese trade in Asia under the Habsburgs, 1580-1640. Baltimore: The Johns Hopkins University Press, 2008. 3. PEARSON, M.N. - Merchants and rulers in Gujarat: the response to the Portuguese in the sixteenth century, Berkeley: University of California Press, 1976. 4. PEARSON, M.N. - Port cities and intruders: the Swahili Coast, India, and Portugal in the early modern era, Baltimore, Md.: Johns Hopkins University Press, 1998. 5. PEARSON, M.N. - The world of the Indian Ocean, 1500-1800: studies in economic, social, and cultural history. Burlington, VT : Ashgate, 2005. 6. RUSSELL-WOOD, A. J. R. - A world on the move: the Portuguese in Africa, Asia, and America, 1415-1808. New York: St. Martin's Press, 1993. 7. SUBRAHMANYAM, Sanjay - The Portuguese Empire in Asia, 1500-1700: A Political and Economic History. London; New York: Longman, 1993 8. SUBRAHMANYAM, Sanjay - Improvising Empire: Portuguese Trade and Settlement in the Bay of Bengal, 1500-1700. Delhi: Oxford University Press, 1990. 9. SUBRAHMANYAM, Sanjay, ed. - Land, Politics and Trade in South Asia. Delhi: Oxford University Press, 2004. 10. SUBRAHMANYAM, Sanjay, ed. - Merchant Networks in the Early Modern World (Series: An Expanding World, Vol. 8). Aldershot: Variorum Books, 1996

[\[Back to Index\]](#)