

Portuguese 159
Narratives of Travel and Intercultural Contact
in the Early Modern Imperial World
Quarter TBA
Day/Time TBA
Classroom TBA



Cantino Planisphere, Portugal, ca. 1502. The earliest surviving map showing Portuguese discoveries in the East and West Indies.

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Course Description:

Portugal initiated its overseas discovery and conquest nearly a century before Columbus's New World voyages, eventually constructing a global empire that extended from Brazil to China. It contributed more than any other European power to the revolution in navigational and geographical knowledge and the contact with other cultures that transformed European society during the Age of Discovery. This course studies the narratives of travel and intercultural contact—not only victorious accounts of discovery and conquest, but also tales of failed expeditions, shipwreck, and captivity—produced by the Portuguese as well as their European followers and competitors in imperial expansion, particularly the Spanish and English. We will explore the relationship between literature and empire as we examine how such narratives shaped Europeans' perceptions of their own and other cultures, and how the texts reflect, implement, and/or challenge imperial and colonial discourses.

GEC Category and our specific approach to realizing Expected Learning Outcomes:

GEC 2. Breadth; C. Arts and Humanities; (1) Literature

Goals: Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and

evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

(1) Literature Expected Learning Outcomes:

1. *Students learn to analyze, appreciate, and interpret significant literary works.*

- In this course students will read from major works in the Portuguese and other European traditions that represent, critique, and/or participate in early modern imperial expansion. The course studies the significant but often overlooked role of the Portuguese as forerunners not only in the process of European expansion but also in the textual representation of intercultural contact. Analytical skills will be developed through the practice of close reading and comparative analysis, with particular attention to the ways in which cultural difference is constructed, represented, and evaluated in literature.

2. *Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures*

- For each class students will be required to select a passage from one of the primary readings to comment on in class.
- Each week, students will be required to prepare a one-page, single-spaced response paper on the required reading assigned, in which they offer a close reading of a passage selected from the primary readings.
- Based on professor's feedback on these oral and written commentaries, students will be expected to improve their performance and increase the sophistication of their analyses.
- Three essays, which will require students to combine and expand their work in the response papers, will assess the degree to which they have developed, on the one hand, the ability to analyze literary texts and craft coherent arguments based on textual evidence, and, on the other hand, a critical awareness of the ways in which texts represent, reinforce, or challenge social, political, and cultural values.

Readings:

NOTE: Readings will consist of 25-30 pages of primary readings and 25-30 pages of secondary readings (usually one chapter or essay) per week. Selections will be taken from the following texts:

Adorno, Rolena, Alvar Núñez Cabeza de Vaca, and Patrick Charles Pautz. *Alvar Núñez Cabeza De Vaca: His Account, His Life, and the Expedition of Pánfilo De Narváez*. Lincoln, Neb: University of Nebraska Press, 1999.

Blackmore, Josiah. *Manifest Perdition: Shipwreck Narrative and the Disruption of Empire*. Minneapolis: University of Minnesota Press, 2002.

Blackmore, Josiah. *Moorings: Portuguese Expansion and the Writing of Africa*. Minneapolis: University of Minnesota Press, 2009.

Brito, Bernardo Gomes de, and C. R. Boxer. *The Tragic History of the Sea, 1589-1622; Narratives of the Shipwrecks of the Portuguese East Indiamen São Thomé (1589), Santo Alberto (1593), São João Baptista (1622), and the Journeys of the*

- Survivors in South East Africa*. Works issued by the Hakluyt Society, 2nd ser., no. 112. Cambridge: Published by the Hakluyt Society at the University Press, 1959.
- Caminha, Pêro Vaz de. "Letter of Pedro Vaz de Caminha to King Manuel, I May 1500." *The Voyage of Pedro Álvares Cabral to Brazil and India from Contemporary Documents and Narratives*. Trans., Intro., Ed., William Brooks Greenlee. London: The Hakluyt Society, 1938. 3-33.
- Columbus, Christopher. "Letter to Luis de Santángel" and "Narrative of the Third Voyage." *The Four Voyages of Christopher Columbus; Being His Own Log-Book, Letters and Dispatches with Connecting Narrative Drawn from the Life of the Admiral by His Son Hernando Colon and Other Contemporary Historians*. Harmondsworth: Penguin, 1969.
- Fuller, Mary C. *Voyages in Print: English Travel to America, 1576-1624*. Cambridge studies in Renaissance literature and culture, 7. Cambridge: Cambridge University Press, 1995.
- Núñez Cabeza de Vaca, Alvar, Rolena Klahn Adorno, and Patrick Charles Pautz. *The Narrative of Cabeza De Vaca*. Lincoln, NE ;London: Univ. of Nebraska Press, 2003.
- Pinto, Fernão Mendes, and Rebecca Catz. *The travels of Mendes Pinto*. Chicago: University of Chicago Press, 1989.
- Purchas, Samuel. *Hakluytus Posthumus, or, Purchas His Pilgrimes: Contayning a History of the World in Sea Voyages and Lande Travells by Englishmen and Others*. Glasgow: J. MacLehose and Sons, 1905.
- Raleigh, Walter. *The Discoverie of the Large, Rich, and Bewtiful Empyre of Guiana*. The American exploration and travel series, v. 77. Norman: University of Oklahoma Press, 1997.
- Santos, Boaventura de Sousa. "Between Prospero and Caliban: Colonialism, Postcolonialism, and Inter-identity." *Luso-Brazilian Review* XXXIX.2 (2002): 9-43.
- Staden, Hans. *Hans Staden's True History: An Account of Cannibal Captivity in Brazil*. Ed. and trans., Neil L. Whitehead and Michael Harbsmeier. Durham & London: Duke UP, 2008.
- Subrahmanyam, Sanjay. "The 'Kaffirs of Europe': A Comment on Portugal and the Historiography of European Expansion in Asia." *Studies in History* IX.1 (1992): 131-146.
- Voigt, Lisa. *Writing Captivity in the Early Modern Atlantic: Circulations of Knowledge and Authority in the Iberian and English Imperial Worlds*. Chapel Hill: University of North Carolina Press, 2009. (Chap. 5: "'An English Harvest of Spanish and Portugall Seede': Captives and Captured Texts in English New World Writing")
- Winius, George D. *The Black Legend of Portuguese India: Diogo Do Couto, His Contemporaries, and the Soldado Prático : a Contribution to the Study of Political Corruption in the Empires of Early Modern Europe*. XCHR studies series, no. 3. New Delhi: Concept Pub. Co, 1985.
- Zamora, Margarita. *Reading Columbus*. Berkeley: University of California Press, 1993.
- Zurara, Gomes Eanes de. *The Chronicle of the Discovery and Conquest of Guinea*. Works of the Hakluyt Society, 1st ser., no. 95, 100. New York: B. Franklin, 1963.

Evaluation Categories:

- Participation: 20%
- Response papers: 10%
- First essay: 20%
- Second essay: 20%
- Third essay: 20%
- Oral Presentation: 10%

Explanation of my expectations and of the Evaluation Categories:

- **Attendance:**
 - Students are expected to come to class on time every day and to stay until the end of class. Unexcused late arrivals and early departures will each count as 1/2 of an unexcused absence. Since the class meets only twice a week, students will be allowed just two unexcused absences. After that, your final course grade will be lowered by 2% for each unexcused absence.
 - You should use your two “grace days” to cover unexcused absences (work, family vacations, long weekends, weddings, family emergencies, undocumented illness, transportation problems, oversleeping, etc.).
 - Excused absences (or adjustments to attendance or participation) should be discussed with the instructor and documented. Examples of excused absences are:
 - Legitimate excused absences may be related, for example, to:
 - Participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. A note from Student Health Services that indicates, “The patient was not seen here during this period of illness,” is not acceptable. It is the student's responsibility to notify his/her instructor of any excused absence as far in advance as possible. Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes.
 - I also respectfully take into account religion and disabilities. Please feel free to discuss any relevant issues with me.
 - Make-up work is possible in the event of excused absences. Arrangements for make-up work must be negotiated with the instructor prior to the absence, if possible. Makeup work will be permitted only when the instructor is presented with acceptable documentation. Work must be made up in a timely manner.
- **Participation (20%)**
 - This grade will be based on appropriate and proactive in-class contributions to discussions.

- **Response papers (10%)**
 - Complete and print a response paper on the reading(s) assigned for that day.
 - Basic parameters: Typed, double-spaced. Maximum two pages, minimum 1 page.
 - Format: you should cite the passage to be analyzed at the beginning of the paper, and then offer a brief formal and thematic analysis of the passage, relating it to the reading as a whole when possible.

- **Three essays (60%)**
 - Maximum length: Eight double-spaced pages. Minimum length: 5 double-spaced pages.
 - Specific instructions about how to fulfill this requirement, along with a list of possible themes, will be given to you in writing.

- **Oral Presentation (10%)**
 - The oral presentation should connect the secondary and primary readings and propose 3-4 questions for class discussion. Students will have 8 to 10 minutes to talk to the class.

Grading Scale:

A	100-93	4.0	C+	77-75	2.3	E	64.9-0	0.0
A-	93-90	3.7	C	74-72	2.0			
B+	89-85	3.3	C-	71-70	1.7			
B	84-80	3.0	D+	69-67	1.3			
B-	79-78	2.7	D	66-65	1.0			

Disability Statement:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor of their needs. The Office for Disability Services is located in 150 Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct:

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism

and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Class Cancellation Policy:

In the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Course Program

NOTE: Readings will consist of 25-30 pages of primary readings and 25-30 pages of secondary readings (usually one chapter or essay) per week.

WEEK 1

Introduction

Sanjay Subrahmanyam, "The 'Kaffirs of Europe': A Comment on Portugal and the Historiography of European Expansion in Asia," *Studies in History* IX, no. 1 (1992), 131-146.

Boaventura de Sousa Santos, "Between Prospero and Caliban: Colonialism, Postcolonialism, and Inter-identity," *Luso-Brazilian Review* XXXIX, no. 2 (2002), 9-43.

Narratives of "Discovery" and Exploration

WEEK 2

Gomes Eanes de Zurara, *The Chronicle of the Discovery and Conquest of Guinea* (selections)

Josiah Blackmore, *Moorings: Portuguese Expansion and the Writing of Africa* (selections)

WEEK 3

The Route to India: A Journal of the First Voyage of Vasco da Gama (selections)

Sanjay Subrahmanyam, *The Career and Legend of Vasco da Gama* (selections)

WEEK 4

Christopher Columbus, Letter to Luis de Santángel, *Narrative of the Third Voyage*

Pero Vaz de Caminha, Letter to King Manuel

Margarita Zamora, *Reading Columbus* (selections)

WEEK 5

Sir Walter Raleigh, *The Discoverie of the Large, Rich, and Beautiful Empire of Guiana*

Mary Fuller, *Voyages in Print: English Narratives of Travel to America* (selections)

Shipwreck Narratives: The Disruption of Empire?

WEEK 6

Bernardo Gomes de Brito, *The Tragic History of the Sea* (selections)
Josiah Blackmore, *Manifest Perdition: Shipwreck Narrative and the Disruption of Empire* (selections)

WEEK 7

Álvar Núñez Cabeza de Vaca, *The Account*
Rolena Adorno and Patrick Charles Pautz, *The Narrative of Álvar Núñez Cabeza de Vaca* (selections)

Captivity Narratives: The Conquest Inverted?

WEEK 8

Fernão Mendes Pinto, *The Travels of Mendes Pinto* (selections)
George Winius, *The Black Legend of Portuguese India* (selections)

WEEK 9

Hans Staden, *The True History of His Captivity*
Films: *Como era gostoso o meu francês*

WEEK 10

Samuel Purchas, *Hakluytus Posthumus or Purchas his Pilgrimes* (selections): the narratives of Anthony Knivet, Peter Carder, and Fernão Cardim
Lisa Voigt, *Writing Captivity in the Early Modern Atlantic*, Chap. 5: “An English Harvest of Spanish and Portugall Seede’: Captives and Captured Texts in English New World Writing”