

**Portuguese 597.01**  
**Issues of the Contemporary World:**  
**Colonialism and Post-colonialism in the Literatures of Portugal and Portuguese-speaking**  
**Africa**  
Quarter TBA

**INSTRUCTOR**

Prof. Pedro Schacht Pereira

Class Location and Time: TBA

Office: 231 Hagerty Hall; Phone: 614-7-0018

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Office hours: TBA

Course Description:

In this course students will learn how literary representations produced in colonial as well as postcolonial contexts contribute to shaping contemporary socialities and cultures. We will study these phenomena through examples of Portugal and its former African colonies, and, through supplemental readings issuing from disciplines such as history, sociology, anthropology and literary theory they will also learn how to establish relevant connections between contemporary postcolonial experiences of the Portuguese-speaking world and global issues of the contemporary world at large.

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

GEC 5. Issues of the Contemporary World. Also: 4 Diversity (2) International Issues/Non-Western or Global GEC Courses. By drawing on multiple disciplines, Issues of the Contemporary World coursework provides a capstone experience that helps students attain and enrich their experiences of the contemporary world.

*1. Students synthesize and apply knowledge from diverse disciplines to contemporary issues.*

- In this course students will learn how literary representations produced in colonial as well as postcolonial contexts contribute to shaping contemporary socialities and cultures. We will study these phenomena through examples of Portugal and its former African colonies, and, through supplemental readings issuing from disciplines such as history, sociology, anthropology and literary theory they will also learn how to establish relevant connections between contemporary postcolonial experiences of the Portuguese-speaking world and global issues of the contemporary world at large.
- For each class, students will be required to prepare a written report on the required reading assigned for that class, in which they synthesize the secondary reading and make several observations about the reading based on insights from that secondary text. They will turn this 1-page, single-spaced document in at the beginning of each class and instructor will grade it and hand it back at the start of the following class.
- Students will be expected to improve their performance each week on these written reports, based on comments written on previous ones and in-class discussion, based on

the analyses, which will oblige students to increase sophistication of their initial analyses and in-class comments.

- Two take-home (midterm and final) short essays, which will require students to combine and expand their work in the written reports, will assess the degree to which they have developed the ability to synthesize and apply knowledge from diverse disciplines to contemporary issues.
2. *Students demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors.*
- We expect that this course will attract students from a variety of disciplines, such as African American and African Studies, International Studies, Portuguese, Spanish, History, Film Studies and English. The instructor will encourage students, during in-class discussion, small group work, and take-home exams, to bring to bear their personal experiences—including their disciplinary training—on the topic of the course.
  - Assessment of the degree to which students demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors will be made through observation of comments and small group discussion in class, and will be guided appropriately by instructor interventions. It will also be made based on performance within group presentations. Final assessment will be made based on relevant interdisciplinary awareness shown in the essays.
3. *Students write about or conduct research on the contemporary world.*
- As stated above, students will have to write regularly, from an interdisciplinary perspective, about a topic of broad relevance in the contemporary world (e.g., colonialism and its legacy), by way of examples from the culture of Portugal and Portuguese-speaking Africa, they will reflect on how literature represents identities, and provides strategies for negotiating and transforming identities within a given culture and in culture globally considered.

All work will be turned in and graded.

Course texts:

Most required readings will be available at SBX and supplemental readings will be posted on Carmen (some required readings will also be posted on Carmen).

- Brown, Nicholas. *Utopian Generations: The Political Horizon of Twentieth Century Literature*. Princeton: Princeton University Press, 2005. [chapter 5]
- Gilroy, Paul. “Multiculture and Conviviality in Postcolonial Europe.” *The Urgency of Theory*.
- Medeiros, Paulo de. “Turning Points: An Introduction to Postcolonial Theory and Lusophone Literatures.” *Utrecht Portuguese Studies Series*. 1, (2007). 1-8
- Ferreira, Ana Paula. “Specificity Without Exceptionalism: Towards a Critical Lusophone Postcoloniality.” *Utrecht Portuguese Studies Series*. 1, (2007). 21-40
- Rothwell, Phillip. “Vodafone Portugal: Postcolonial Ethics in a Mobile Age.” *Utrecht Portuguese Studies Series*. 1, (2007). 119-128

- Sanches, Manuela Ribeiro. “Reading the Postcolonial: History, Anthropology, Literature and Art in a ‘Lusophone’ Context.” *Utrecht Portuguese Studies Series*. 1, (2007). 129-148
- Santos, Boaventura de Sousa. “Between Prospero and Caliban: Colonialism, Postcolonialism and Inter-Identity.” *Luso-Brazilian Review*, 39-2 (2002). 9-43.
- Almeida, Miguel Vale de. *An Earth-colored Sea: Race, Culture And The Politics Of Identity In The Post-colonial Portuguese-speaking World*. New York: Berghahn Books, 2004. [chapters 1, 4]
- Moser, Gerald. *A tentative Portuguese-African bibliography: Portuguese Literature in Africa and African Literature in the Portuguese language*. Pennsylvania State University Libraries, 1970.
- Couto, Mia. *Under the Frangipani*. London: Serpent’s Tail. 2008.
- Ondjaki. *The Whistler*. Aflame Books, 2008.
- Agualusa, José Eduardo. *The Book of Cameleons*. New York: Simon & Schuster, 2008.
- Agualusa, José Eduardo. *Creole*. Arcadia Books, 2002.
- Mendes, Pedro Rosa. *Bay of Tigers. A Journey Through War-torn Angola*. Granta Books, 2004. [selections]
- Blackmore, Josiah. *Moorings. Portuguese Expansion and the Writing of Africa*. Minneapolis: University of Minnesota Press, 2008. [Selections]
- Queirós, Eça de. *The Relic*. Hipocrene Books, 1995. [Excerpts]
- Queirós, Eça de. *The Illustrious House of Ramires*. New Directions, 1994. [Excerpts]
- Jorge, Lidia. *The Murmuring Coast*. Minneapolis: University of Minnesota Press, 1995.

#### Organization of class sessions and preparation for class:

- **Tuesdays:** Required reading  
→Written report.
- **Thursdays:** Discussion of the readings, in part through consideration of the supplemental reading assigned for that week.  
→Written report, incorporating insights from supplemental readings.

#### Evaluation Categories:

- Participation: 20%
- Written reports: 20%
- First Take-Home essay: 25%
- Second Take-Home essay: 25%
- Group 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 ½ 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.
  - **Written reports (20%)**
    - Complete and print (to turn in at the end of class) a written report on the reading(s) assigned for that day.
    - Basic parameters: Typed, double-spaced. Maximum one page, minimum ½ page.
    - Format: you should select 1-3 salient quotes from the assigned reading and produce, following the reproduction of those quotes, some preliminary analysis in light of the quotes.
  - **First Take-Home Essay (25%) and Second Take-Home Essay (25%)**
    - In lieu of in-class midterm and final exams, or term papers, you will be asked to complete at home and email to me by the end of the class periods indicated in the Calendar, Take-Home Essays at two points in the quarter.
    - Maximum length: Eight 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.
  - **Group Project (10%)**
    - Groups of 4-7 people will be assigned by me by the second week of classes, and the day on which each group presents will be scheduled with two weeks notice.

Groups will consult with me throughout the preparation of the project. The written portion of the project is due on the day of class presentation.

- Written portion:
  - Groups will choose one topic and then select a short bibliography with the most relevant titles available. They will then craft a critical commentary in which they explain their choice, the relevance of their topic to the general theme of the course, and what avenues should a further investigation on the subject follow.
  - Each group will turn in just one written portion.
  - This should be an entirely collaborative exercise. Groups should select the source text together, discuss it together, and plan and execute the commentary together.
  
- In-class presentation:
  - The in-class presentation of this portion should likewise be a collective effort.
  - The group should talk about the preparatory stage, how they decided on what they did and how they realized their plans. Each member of the group should briefly summarize their personal contribution. This can be a freeform discussion among the whole group, rather than a formal presentation by each member in order, but all should comment. Please talk to me if you have any questions.

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:

Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

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](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 Calendar

#### Week 1

Class 1: Introduction/Discussion of the syllabus.

Class 2: Santos, Boaventura de Sousa. “Between Prospero and Caliban: Colonialism, Postcolonialism and Inter-Identity.”

#### Week 2

Class 1: Almeida, Miguel Vale de. *An Earth-colored Sea: Race, Culture And The Politics Of Identity In The Post-colonial Portuguese-speaking World*.

Class 2: Brown, Nicholas. *Utopian Generations: The Political Horizon of Twentieth Century Literature*./ Gilroy, Paul. “Multiculture and Conviviality in Postcolonial Europe.”/ Medeiros, Paulo de. “Turning Points: An Introduction to Postcolonial Theory and Lusophone Literatures.”/ Ferreira, Ana Paula. “Specificity Without Exceptionalism: Towards a Critical Lusophone Postcoloniality.”

#### Week 3

Class 1: Blackmore, Josiah. *Moorings. Portuguese Expansion and the Writing of Africa*.

Class 2: Blackmore, Josiah. *Moorings. Portuguese Expansion and the Writing of Africa*.

#### Week 4:

Class 1: Queirós, Eça de. *The Relic*. [Excerpts]/Queirós, Eça de. *The Illustrious House of Ramires*. [Excerpts]/Supplemental Reading to be assigned.

Class 2: Agualusa, José Eduardo. *Creole*.

#### Week 5

Class 1: Agualusa, José Eduardo. *Creole*

Class 2: Agualusa, José Eduardo. *The Book of Cameleons*  
FIRST ESSAY DUE

#### Week 6

Class 1: Ondjaki. *The Whistler*

Class 2: Couto, Mia. *Under the Frangipani*.

#### Week 7

Class 1: Couto, Mia. *Under the Frangipani*.  
Class 2: Mendes, Pedro Rosa. *Bay of Tigers*.

Week 8

Class 1: Mendes, Pedro Rosa. *Bay of Tigers*.  
Class 2: Group Presentations

Week 9

Class 1: Jorge, Lidia. *The Murmuring Coast*.  
Class 2: Jorge, Lidia. *The Murmuring Coast*.

Week 10

Class 1: Group Presentations  
Class 2: Final Discussion  
SECOND ESSAY DUE