

Portuguese 150
Introduction to the Literatures of Portuguese-speaking World
Quarter TBA

INSTRUCTOR

Prof. Pedro Schacht Pereira

Class Location and Time: TBA

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Course Description:

In this course students will learn about major works, authors, periods, genres and aesthetic currents of the literatures of the Portuguese-speaking world (Portugal, Brazil, Angola, Mozambique, Cape Verde, Guinea-Bissau, São Tomé and Príncipe, East Timor). They will be familiarized with canonical as well as marginal productions issuing from often-neglected but rich Western and non-Western literary traditions, and also with some of the most representative critical trends and methodologies within these traditions. Analytical skills will be developed through the practice of close reading and comparative analysis.

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

GEC 2. Breadth; C. Arts and Humanities; (1) Literature. Also: 4 Diversity (2) International Issues/Non-Western or Global GEC Courses.

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) Expected Learning Outcomes:

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

- In this course students will learn about major works, authors, periods and aesthetic currents of the literatures of the Portuguese-speaking world (Portugal, Brazil, Angola, Mozambique, Cape Verde, Guinea-Bissau, São Tomé and Príncipe, East Timor). They will be familiarized with canonical as well as marginal productions issuing from an often-neglected but rich Western literary tradition, and also with some of the most representative critical trends and methodologies within this tradition. Analytical skills will be developed through the practice of close reading and comparative analysis.

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 prepare a response paper on the required reading assigned, 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 assignments, 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.
- Three take-home 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, craft coherent arguments and pursue a careful demonstration backed by textual evidence, and, on the other hand, a sensibility and critical awareness to the ways literary texts represent, dislodge, and recreate social, political and cultural values to which students can either relate to or reject.
- Weekly formal debates in which students take turns assuming the role of moderators will enhance critical, aural and rhetorical skills that are essential to the success of a general education curriculum.
- 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).

- Ferreira, Ana Paula. "Specificity Without Exceptionalism: Towards a Critical Lusophone Postcoloniality." *Utrecht Portuguese Studies Series*. 1, (2007). 21-40
- Assis, Machado de. *Dom Casmurro*. Oxford University Press, 1998.
- Assis, Machado de. *The Psychiatrist and other stories*. The University of California Press, 1963.
- Camões, Luis Vaz de. *The Lusíads*. Oxford University Press, 2008.
- Camões, Luis Vaz de. *Selected Sonnets. A Bilingual Edition*. University of Chicago Press, 2008. [selections]
- Camões, Luis Vaz de. *The Collected Lyric Poems of Luis de Camões*. Princeton University Press, 2008. [selections]
- Winius, George, et al. *Portugal, the pathfinder : journeys from the Medieval toward the modern world, 1300-ca. 1600*. Madison : Hispanic Seminary of Medieval Studies, 1995. [selections]
- Lispector, Clarice. *Foreign Legion. Stories and Chronicles*. New Directions, 1992. [selections]
- Lispector, Clarice. *The Passion According to G.H.* Minneapolis: University of Minnesota Press, 1988.
- Pessoa, Fernando. *Always Astonished. Selected Prose*. City Lights Publishers, 1988. [selections]
- Pessoa, Fernando. *A Little Larger than the Entire Universe: Selected Poems*. Penguin Classics, 2006. [selections]

- Moser, Gerald. *A tentative Portuguese-African bibliography: Portuguese Literature in Africa and African Literature in the Portuguese language*. Pennsylvania State University Libraries, 1970.
- Rosa, João Guimarães. *The Third Bank of the River and Other Stories*. New York: Knopf, 1968. [selections]
- Couto, Mia. *Under the Frangipani*. London: Serpent's Tail. 2008.
- Ondjaki. *The Whistler*. Aflame Books, 2008.
- Aqualusa, José Eduardo. *The Book of Cameleons*. New York: Simon & Schuster, 2008.
- Queirós, Eça de. *The City and the Mountains*. New Directions: 2008. [selections]
- Queirós, Eça de. *The Yellow Sofa and Other Stories*. New Directions, 1996. [selections]

Preparation for class:

For every class students are expected to turn in a 1-2 page (double-spaced) response paper, which should incorporate insights from supplemental readings assigned. Any other assignment required will be announced to students IN WRITING.

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 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.
- **Response papers (10%)**
 - Complete and print (to turn in at the end of class) 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 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.
- **Three take-home essays (60%)**
 - 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 three points in the quarter.
 - 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%)**
 - Written portion:
 - In consultation with the instructor, students will select a topic (related to the readings), and will prepare an 8-10 minute presentation, in which they introduce one clearly stated topic or question and then explain the rationale of their choice, summarize their research and present a clearly-stated conclusion.
 - The written portion of the project is due on the day of class presentation.
 - In-class presentation:
 - 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 Calendar

Week 1

- Class 1: Introduction/Discussion of the syllabus.
- Class 2: Winius, George, et al. *Portugal, the pathfinder : journeys from the Medieval toward the modern world, 1300-ca. 1600.*/supplemental reading to be assigned.

Week 2

- Class 1: Camões, Luis Vaz de. *The Collected Lyric Poems of Luis de Camões.*/ Camões, Luis Vaz de. *Selected Sonnets. A Bilingual Edition.*
- Class 2: Camões, Luis Vaz de. *The Lusiads.*

Week 3

- Class 1: Camões, Luis Vaz de. *The Lusiads.*
- Class 2: Queirós, Eça de. *The Yellow Sofa and Other Stories.*/ Queirós, Eça de. *The City and the Mountains.* New Directions: 2008.

Week 4:

Class 1: Queirós, Eça de. *The City and the Mountains*. New Directions: 2008.

Class 2: Queirós, Eça de. *The City and the Mountains*. New Directions: 2008.
FIRST ESSAY DUE

Week 5

Class 1: Pessoa, Fernando. *Always Astonished. Selected Prose.*/ Pessoa, Fernando. *A Little Larger than the Entire Universe: Selected Poems.*

Class 2: Pessoa, Fernando. *Always Astonished. Selected Prose.*/ Pessoa, Fernando. *A Little Larger than the Entire Universe: Selected Poems.*

Week 6

Class 1: Assis, Machado de. *The Psychiatrist and other stories*. The University of California Press, 1963.

Class 2: Assis, Machado de. *Dom Casmurro*. Oxford University Press, 1998.

Week 7

Class 1: Lispector, Clarice. *Foreign Legion. Stories and Chronicles.*/ Rosa, João Guimarães. *The Third Bank of the River and Other Stories.*

Class 2: Lispector, Clarice. *The Passion According to G.H.*
SECOND ESSAY DUE

Week 8

Class 1: Agualusa, José Eduardo. *The Book of Cameleons.*

Class 2: Oral Presentations

Week 9

Class 1: Agualusa, José Eduardo. *The Book of Cameleons.*/ Ondjaki. *The Whistler.*

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

Week 10

Class 1: Oral Presentations

Class 2: Final Discussion
THIRD ESSAY DUE