



Teaching Guide

Identifying Data					2021/22
Subject (*)	Language and Culture of the Portuguese-Speaking Countries	Code	613G02027		
Study programme	Grao en Galego e Portugués: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Third	Optional	4.5	
Language	GalicianPortuguese				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Samartin López-Iglesias, Roberto	E-mail	roberto.samartin@udc.es		
Lecturers	Samartin López-Iglesias, Roberto	E-mail	roberto.samartin@udc.es		
Web	https://www.udc.gal/gl/filo/grao_galego/index.html				
General description	Estudo dos aspectos xeográficos, históricos, culturais, lingüísticos e identitarios das comunidades de lingua portuguesa				
Contingency plan	<p>1. Modifications to the contents</p> <p>2. Methodologies</p> <p>*Teaching methodologies that are maintained</p> <p>*Teaching methodologies that are modified</p> <p>3. Mechanisms for personalized attention to students</p> <p>4. Modifications in the evaluation</p> <p>*Evaluation observations:</p> <p>5. Modifications to the bibliography or webgraphy</p>				

Study programme competences

Code	Study programme competences
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A2	Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.
A10	Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A14	Ser capaz para identificar problemas e temas de investigación no ámbito dos estudos lingüísticos e literarios e interrelacionar os distintos aspectos destes estudos.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A18	Ter un coñecemento avanzado da literatura portuguesa.
A20	Coñecer a historia e a cultura das comunidades lusófonas.
A26	Coñecer a variación lingüística da lingua portuguesa.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B3	Adquirir capacidade de autoformación.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B5	Relacionar os coñecementos cos doutras áreas e disciplinas.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
B8	Apreciar a diversidade.



B9	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.
B10	Comportarse con ética e responsabilidade social como cidadán/a e profesional.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben afrontarse.

Learning outcomes			
Learning outcomes	Study programme competences		
Demostrar capacidade de analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual	A1 A2 A10		
Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada	A11		
Ser capaz de identificar problemas e temas de investigación no ámbito dos estudos lingüísticos e literarios e interrelacionar os diferentes aspectos destes estudos.	A14		
Demostrar un coñecemento avanzado das literaturas de lingua portuguesa	A18		
Saber utilizar os recursos bibliográficos, as bases de datos e as ferramentas de procura de información		B1	
Adquirir capacidade de autoformación e de autoorganización no traballo		B3 B6	
Demostrar capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico		B7	
Demostrar actitudes positivas cara a diversidade e comportarse ética, profesional e responsabelmente, exercendo unha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria		B8 B10	C4
Valorizar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade		B9	
Ser capaz de utilizar as ferramentas básicas propias das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da vida			C3
Valorizar e relacionar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas con que deben afrontarse		B5	C6
Ser capaz de aplicar métodos e técnicas de análise lingüística e literaria	A1		
Demostrar coñecer a historia, a cultura e a variedade lingüística das comunidades lusófonas	A20 A26		
Ter capacidade para se comunicar de maneira efectiva en calquera contorno		B4	
Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.	A15		

Contents	
Topic	Sub-topic
1. GENERAL AND METHODOLOGICAL ISSUES	1.1. Processes of canonization and systemic (and identity) construction. 1.2. The Portuguese language as a systemic (inter) standard. 1.3. Relations, institutions and linguistic and cultural policies in the Lusofonia / Galeguía.
2. PRODUCTION AND CANONIZATION PROCESSES IN LUSOPHONIAS	2.1. Approach to the formation of the Portuguese canon. 2.2. Approach to the formation of the Brazilian canon. 2.3. The Portuguese-speaking cultural presence in Asia: Timor Lorosae and Macau. 2.4. Portuguese-speaking cultural repertoires: Sebastianismo, (luso) tropicalismo, negritud, ...



3. LITERATURES AND CULTURES TWO PALOP	<p>3.1. Stories, societies, cultures and identities in the PALOP: lusography / Portuguese / Creole (s), orature / literature, islands / archipelagos / continent.</p> <p>3.2. Approach to the formation of the canon (s) of the PALOP: manuals and literary histories.</p> <p>3.3. Internationalization of the literary and cultural production of the PALOP: Mia Couto, José Luandino Vieira and Cesária Évora.</p>
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Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Supervised projects	A11 A14 A15 A20 B1 B3 B5 B6 B7 B9 C3 C6	10	20	30
Workbook	A1 A2 A10 A18 B7	4	10	14
Oral presentation	A11 B4	2	8	10
Critical bibliographical	A1 B3 B5 B8 C6	1	10	11
Case study	A1 A26 B1 B4 B7 B10 C3 C4 C6	5.5	20	25.5
Guest lecture / keynote speech	A11 A14 A20 B5 B7 B8 C6	10	10	20
Personalized attention		2	0	2

(*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Supervised projects	Using methodologies based on "collaborative learning", the students will perform individually or in small groups a supervised work (focal point of preference for research, documentation and preparation of projects) from which the corresponding "Oral Presentation" will also be derived. Both the possible composition of the group and the specific subject (s) addressed in the work will be agreed upon with the faculty at the beginning of the sessions.
Workbook	Each student will read a series of monographs, articles or book chapters related to the contents covered in the subject and included in a list provided by the teaching staff at the beginning of the sessions. The number of these readings will be less than six per student, and of these, an article or chapter of the book will be the subject of an oral presentation and a book of the bibliographic review.
Oral presentation	Each student must present orally to the whole group the results of the Tutored Work carried out and the main issues addressed in one of the readings. The materials used in the oral presentations (slides, diagrams, etc.) will be accessible to the group as a whole through Moodle. The quality of the language used, the resources and expository strategies used, as well as the clarity and order of the contents conveyed must also be contemplated by the students in this type of activity.
Critical bibliographical	The students will carry out an individual "Bibliographic Retrieval" of a reading (in book format) selected from the list provided by the teaching staff at the beginning of the sessions. The corresponding review can be commented in class and will be accessible to the whole group through the Moodle.
Case study	Commentary and critical analysis of materials of various types related to the contents addressed in the subject.
Guest lecture / keynote speech	Presentation, development and analysis of theoretical and procedural fundamental contents so that the students reach the competences and skills foreseen in the subject.

Personalized attention	
Methodologies	Description



Supervised projects Workbook Oral presentation Critical bibliographical Case study	<p>Together with the accompaniment work carried out in the tutoring schedule marked by the subject's teaching staff, the personalized attention will be directed especially (not only) to the support of the "Tutored Work". In general, each student or small group will attend at least one tutorial session prior to the exhibition of the work.</p> <p>In order to carry out the planned activities and in order to obtain adequate guidance, it is essential that the students communicate their progress and possible difficulties in a fluid and frequent manner. Likewise, each student will be able to carry out all kinds of consultations in relation to the development of the teaching-learning process, sometimes in the tutoring schedule, or by e-mail.</p> <p>This personalized attention is also contemplated for part-time students with recognized academic dispensation, as well as for students enrolled to be examined in the December session.</p>
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Assessment			
Methodologies	Competencies	Description	Qualification
Supervised projects	A11 A14 A15 A20 B1 B3 B5 B6 B7 B9 C3 C6	The focused contents and the results of the teaching-learning process will be evaluated in relation to the achievement of the objectives sought with the "Tutored Work". The linguistic correction, the strategies and procedures used both to solve possible problems and to present the work will also be subject to evaluation.	30
Workbook	A1 A2 A10 A18 B7	Será avaliada a participación informada nas sesións presenciais onde serán abordados tanto os libros de lectura obrigatoria como os artigos ou capítulos e libro analisados. Da mesma maneira, serán obxecto de avaliación a calidade da presentación dos contidos específicos, os materiais utilizados e o correcto cumprimento das tarefas encomendadas no decurso desas sesións.	20
Oral presentation	A11 B4	Next to the usefulness of the presentation for the purposes of the subject, the linguistic quality, the content domain, the organization and the expository sequence, the clarity and precision in the exhibitions, the interaction with the audience, the use of the available time, the use of technological resources and, where appropriate, teamwork.	10
Critical bibliographical	A1 B3 B5 B8 C6	In the bibliographic review will be evaluated the ability of students for analytical and critical reading, linguistic correction, clarity of exposition (coherence and cohesion), the ability to synthesize, the hierarchy of contents and the adequacy of form and content.	10
Case study	A1 A26 B1 B4 B7 B10 C3 C4 C6	Participation and teamwork, analytical and critical capacity, and adaptation to the objectives formulated by the faculty for each activity of these characteristics will be evaluated.	30

Assessment comments



All

activities must be carried out and delivered in accordance with the deadlines and procedures set in the schedule that the teachers will give to the students at the beginning of the sessions and will be posted in Moodle. Activities delivered after the deadline will not be evaluated. To pass the subject, students must achieve a grade equal to or greater than 5 points out of 10. Likewise, in the mixed test you must obtain at least 4 points out of 10, in order to add the remaining evaluable elements.

All activities or tests must meet minimum requirements of linguistic correction (spelling, punctuation, syntactic agreement, absence of repetitions, lexical precision, formal registration ...); in the case of linguistic-expressive deficiencies, these may be penalized in the qualification according to the criteria that will be published in the Moodle platform at the start of the course. The papers submitted by the students may be incorporated into Turnitin, a tool for the detection of plagiarism as well as works previously presented at this or other universities, including by the same student. In the event of any of these circumstances, the measures contemplated in the Rules of evaluation, review and claims of the qualifications of the undergraduate and master's degree studies of the University of A Coruña may be applied (article 14.4).

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repeating, part-time or academic exemption students will make or deliver the compulsory activities on the date previously agreed with the teachers. These students must complete and submit the same tests and exercises as the rest and, if they can not attend the tutorials, they must contact the faculty through email at the beginning of the course. Students who certify that they can not attend classes should also contact the subject's faculty.

Students

who attend the advanced call in December must first contact the teachers responsible for the subject and, in order to overcome it, they will have to take the mixed test (5 points), a bibliographic review (1 point), a supervised work (2 points) and those case studies (2 values) commissioned.

If

there are specific evaluation criteria for any of the proposed tasks, these will be made public through the Moodle and / or will be presented in class. The teachers will give the appropriate instructions for the correct development of each of the planned activities. The people who do not pass the subject with the continuous evaluation must participate in the July opportunity. To pass the subject in this second opportunity, students must approve (5 points out of 10) those tests (oral and / or written) indicated by the faculty and that will take place on the date set by the Faculty of Filology. Likewise, they must perform satisfactorily all those tasks not exceeded in the previous opportunity along with those other jobs that are requested.

A

student who does not show up for the mixed test or who does not present any of the activities foreseen in this guide will be considered not submitted.



Sources of information

Basic	<p>1. ANDERSON, B. (1983). <i>Imagined Communities. Reflections on the Origin and Spread of Nationalism</i>. London: Verso</p> <p>2. BOSI, Alfredo (1992). <i>Dialética da colonização</i>. São Paulo: Ática</p> <p>3. BOSI, Alfredo (org.) (1987). <i>Cultura brasileira: temas e situações</i>. São Paulo: Ática</p> <p>4. BUARQUE DE HOLANDA, Sérgio (1995). <i>Raízes do Brasil</i>. São Paulo: Companhia das Letras</p> <p>5. CABRAL, Amílcar (1999). <i>Nacionalismo e cultura</i>. Santiago de Compostela: Laiovento</p> <p>6. CASAS, Arturo (2002). <i>A Teoría crítica da cultura e a planificación dos estudos socioculturais (para ler González-Millán)</i>. Anuario de estudos literarios galegos, pp. 29-38</p> <p>7. CRISTÓVÃO, Fernando (dir.) (2005). <i>Dicionário temático da Lusofonia</i>. Lisboa: Texto Editores</p> <p>8. ENDERS, Armelle (1997). <i>História da África Lusófona</i>. Lisboa: Inquérito</p> <p>9. EVEN-ZOHAR, Itamar (2010). <i>Papers in Culture Research</i>. Tel Aviv, Unit of Culture Research, Tel Aviv University (acesível em http://www.tau.ac.il/~itamarez/)</p> <p>10. FREYRE, Gilberto (1943). <i>Casa Grande & sanzala</i>. Lisboa: Livros do Brasil</p> <p>11. LEITE, Ana Mafalda (1998). <i>Oralidade & escrita nas literaturas africanas</i>. Lisboa: Colibri</p> <p>12. LOURENÇO, Eduardo (1992). <i>O Labirinto da Saudade</i>. Lisboa: Dom Quixote</p> <p>13. MARTINS, Moisés de Lemos; Helena Sousa e Rosa Babecinhas (eds.) (2006). <i>Comunicação e Lusofonia. Para uma abordagem crítica da cultura e dos media</i>. Lisboa: Campo das Letras</p> <p>14. MATA, Inocência (2010). <i>Polifonias insulares. Cultura e literatura de São Tomé e Príncipe</i>. Lisboa: Colibri</p> <p>15. MATTOSO, José (2001-2014). <i>História de Portugal</i>. Lisboa: Círculo de Leitores (vols. V-VIII)</p> <p>16. MEDEIROS, António (2006). <i>Dois lados de um rio. Nacionalismo e etnografia na Galiza e em Portugal</i>. Lisboa, ICS</p> <p>17. MEDINA, João (2006). <i>Portuguesismo(s)</i>. Lisboa: Centro de História-Univ. de Lisboa</p> <p>18. MOTA, Carlos Guillermo (1977). <i>Ideologia da Cultura Brasileira</i>. São Paulo: Ática</p> <p>19. NATÁRIO, M. Celeste et al (2008). <i>Actas do III Colóquio Luso-Galaico sobre a Saudade</i>. Sintra: Zéfiro</p> <p>20. PETROV, Petar et al (ed.) (2012). <i>Avanços em comparatismo nas lusofonias</i>. Santiago de Compostela-Faro: AIL-Através Editora</p> <p>21. PETROV, Petar et al (ed.) (2012). <i>Avanços em literaturas e culturas africanas e em literatura e cultura galegas</i>. Santiago de Compostela-Faro: AIL-Através Editora</p> <p>22. PETROV, Petar et al (ed.) (2012). <i>Avanços em literatura e cultura brasileiras. Século XX</i>. Santiago de Compostela-Faro: AIL-Através Editora (vol. 1e vol. 2)</p> <p>23. REIS, Roberto (1995). <i>Os retos da diferença. Anotações sobre o discursocultural brasileiro</i>. Rio de Janeiro: Eds UERJ, pp 59-86</p> <p>24. ROSAS, Fernando (1998). <i>Portugal na viragem de século - Língua portuguesa: a herança comum</i>. Lisboa: Pavilhão de Portugal - Expo 98 e Assírio e Alvim</p> <p>25. SALINAS PORTUGAL, Francisco (1990). <i>Entre Próspero e Caliban</i>. Compostela: Laiovento</p> <p>26. SALINAS PORTUGAL, Francisco (1994). <i>Rosto negro. O contexto das literaturas africanas</i>. Santiago de Compostela: Laiovento</p> <p>27. SALINAS PORTUGAL, Francisco (2005). <i>Literaturas Africanas em língua portuguesa</i>. Madrid: Síntesis</p> <p>28. SODRÉ, Nelson Werneck (1996). <i>Síntese de História da Cultura Brasileira</i>. Rio de Janeiro: Civilização Brasileira</p> <p>29. THIESSE, Anne-Marie (1999). <i>A criação das identidades nacionais</i>. Lisboa: Temas e Debates</p> <p>30. TORRALBA, Luís Reis et al (2008). <i>Comunidades imaginadas: nação e nacionalismos em África</i>. Coimbra: Universidade de Coimbra</p> <p>31. UNIVERSIDAD DE CADIZ (). <i>Periférica. Revista para el análisis de la cultura y el territorio</i>. http://www.uca.es/web/actividades/periferica/index_html</p> <p>32. YURKIEVICH, Saúl (1986). <i>Identidad cultural de iberoamérica en su literatura</i>. Madrid: Editorial Alhambra</p> <p>ARTIGOS</p> <p>1. Mata, Inocência (2018): "Uma interrogação sobre o ensino das literaturas em português: entre o "cânone lusófono" e a "emoção estética patriótica". <i>Via Atlântica</i> 33, 409-420.</p> <p>2. Gomes, Álvaro Cardoso; Alzira Lobo Campos & Eliane de Alcântara Teixeira (2014): "O Sebastianismo: uma reflexão histórica e literária do mito", <i>Revista Lumen et Virus</i> 10, 72-94.</p> <p>3. Medina, João (2000): "Gilberto Freyre contestado: o lusotropicalismo criticado nas colónias portuguesas como alibi colonial do salazarismo", <i>Revista USP</i> 45: 48-61.</p> <p>4. Ramon, Micaela (2014): "Contributos para a constituição de um cânone lusófono: Timor-Leste no contexto da produção literária em língua portuguesa", Moisés de Lemos Martins, Rosa Cabecinhas, Lurdes Macedo & Isabel Macedo (eds.), <i>Interfaces da Lusofonia</i>. Centro de Estudos de Comunicação e Sociedade, Universidade do Minho, pp. 61-69.</p> <p>5. Rita, Annabela: "Lusofonia e Literatura: Haverá cânone(s) Lusófono(s)?" In Martins, M. L. (coord.). <i>Lusofonia e interculturalidade: promessa e travessia</i>. Vila Nova de Famalicão: Húmus, 2015, p. 120- 151.</p> <p>6. Santos, Rubém Pereira dos (2009): "A poesia africana de língua portuguesa: compromisso com a negritude. Diálogo com a poesia brasileira", <i>Revista África e Africanidades</i> 6, www.africaeaficanidades.com.</p>
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Complementary	<ul style="list-style-type: none">- BARRETO, António (coord.) e PONTES, Joana (realização) (2007). Portugal, um Retrato Social. Lisboa: RTP (vols. I-VII)- BENDASSOLI, Pedro (coord.) et al (2009). Indústrias criativas no Brasil. São Paulo: Atlas- CARNEIRO, R. et al (2000). Indústria de conteúdos culturais em Portugal. Lisboa: Grupo Forum-Ministério de Economia- FEATHERSTONE, M (1995). Cultura de consumo e pós-modernismo. São Paulo: Studio Nobel- LOPEZ, Vítor (). Língua (vidas em português). http://www.youtube.com/watch?v=b7cliHmFI8- MARTINHO, Ana M. Mão-de-Ferro (2001). Cânones literários e educação. Os casos angolano e moçambicano. Lisboa: Fundação Calouste-Gulbenkian- PETROV, Petar et al (ed.) (2012). Avanços em ciências da linguagem. Santiago de Compostela-Faro: AIL-Através Editora- PRADO JUNIOR, Caio (1999). Formação do Brasil Contemporâneo. Rio de Janeiro: Brasiliense- RED BULL MUSIC ACADEMY (2006). Lusofonia, a (R)Evolução. http://www.youtube.com/watch?v=h9hyOBypsBw- SARAIVA, António José (1996). A Cultura em Portugal. Lisboa: Gradiva (vols.I-II)- VENÂNCIO, José Carlos (1996). Colonialismo, antropologia e lusofonias repensando a presença portuguesa nos trópicos. Lisboa: Vega <p>O profesorado fornecerá ao longo do curso material bibliográfico complementar e outros recursos específicos para cada assunto focado. Será de leitura obrigatória para todas as pessoas matriculadas o libro Entre Próspero e Caliban. Literaturas africanas de lingua portuguesa (Francisco Salinas Portugal: Santiago de Compostela: Laiovento, 1999). Xuntamente con este libro, as persoas que cursaren a materia deberán ler máis unha obra seleccionada de entre unha listaxe fornecida polo profesor no inicio das sesións. Esta obra será obxecto da recensión bibliográfica.</p>
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Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

All the questions not explicitly contemplated in this guide or the possible doubts in relation to the development of the subject will be clarified by the faculty in their tutoring schedule, in the face-to-face sessions or in the e-mail that appears in the corresponding place of this document.

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