

LAS4955/POR3955: Postcolonial experiences in Portugal: Brazil, Angola and Mozambique¹

Sandra Sousa

TTh and one Wednesday and one Monday due to holidays: 2:00pm-5:00pm

Place: Universidade Católica

Credit Hour Policy:

For this 3-credit study-abroad course, students will fulfill 42 hours of course work. These hours are divided in the following allotments of time: eight in-class meetings of 3 hours each (twice a week); 18 hours of site visits guided by the instructor/program leader. Students are also expected to spend time preparing homework and readings; class-related projects (e.g. presentations, research, etc.). It should be noted that time allotments for course assignments may vary per individual.

Course Description:

Using materials from Brazil, Angola, Mozambique and Portugal, this course examines colonialism and its aftermath in Lisbon through the study of contemporary literature and cinema, as well as recent sociological and anthropological perspectives from the Lusophone world. The course explores the Lusophone experience—in several of its important variations and overlooked implications—within the broader debates of postcolonial studies. Readings and discussions in English.

Course Objectives:

- Study Portugal's relation with its last empire—the African empire—through a multidisciplinary and comparative perspective.
- Explore the Portuguese colonial experience in Africa by reading contemporary Lusophone literature, sociology, anthropology, and history, and by viewing and analyzing Lusophone films and documentaries.
- Pay particular attention to the concepts of empire, identity, and memory in a literary *corpus* of Portuguese and Lusophone African narratives.
- Reflect on the notion of Portugal's "natural" colonial vocation and on the idea of the "specificity" of Portuguese colonialism.
- Examine "discourses of nostalgia that might include *Lusotropicalism* (...), *mestiçagem*, or *creolization* (...) that ultimately have as inspiration a celebration of the hybridity and ambivalent heterogeneity of the colonizer or ex-colonizer, rather than that of the colonized" (Perez 116).
- Advance explanatory hypotheses regarding the persistent discourse that "accentuates the 'immunity' of the Portuguese to racism, their predisposition to live with other peoples and cultures, and their 'universalist vocation'" (Castelo 4).
- Learn and apply major concepts in postcolonial theory.
- Read, think, and write critically, and develop debating skills.

¹ The syllabus may be subject to minor changes.

Learning Outcomes:

Through field trips, and site analysis, this course engages Lisbon as a contested cosmopolitan site where different cultures and imperial cartographies have over the ages altered the urban space. We will analyze the city with an anthropological lens asking the following questions: How have visions of empire and nation affected landscape design and the production of public spaces and gardens? How are race, ethnicity, and social class translated in the configuration of neighborhoods?

Aesthetically, experientially, and sensorially, how is Lisbon being portrayed, consumed, and transformed by both insiders and outsiders? Furthermore, how is your own experiencing of Lisbon as a foreign student part and parcel of the urban/modern experience?

Readings:

(Materials provided by the professor)

- Daniel F. Silva, *Empire Found: Racial Identities and Coloniality in 21st Century Portuguese Popular Cultures*
- Ana Guardião, Miguel Bandeira Jerónimo, Paulo Peixoto, eds. *Colonial Echoes. Histories, Heritages and Memories*.
- António Costa Pinto & Miguel B. Jerónimo, “Ideologies of Exceptionality and the Legacies of Empire in Portugal”
- “African press censorship in Mozambique: The case study of Brado Africano in the Twentieth century”, Olga Iglésias Neves.
- Anne Cova and António Costa Pinto, “Women under Salazar's Dictatorship.” *PJSS* 1 (2) 129-146.

Films/Documentaries:

- Ivo Ferreira, “Cartas da Guerra,” Portugal, 2016[subtitles]
- Inês de Medeiros, “Cartas a Uma Ditadura,” Portugal, 2006 [subtitles]
- Kiluanje Liberdade & Ondjaki, “Oxalá Cresçam Pitangas,” Angola, 2007 [subtitles]
- Maria de Medeiros, “Capitães de Abril,” Portugal, 2000 [subtitles]
- Doris Wieser, “Living and Writing in Transit: Between Angola and Portugal”, Portugal, 2021.

Demonstration of the syllabus coherence with the curricular unit’s objectives:

Students will learn through field trips, site analysis, films and documentaries, and readings. Each assignment dovetails with the weekly course objectives: a) field-notes, allows students to reflect on what they have learned through their direct experience of

Lisbon's neighborhoods, to interrogate diverse modalities of learning experiences through a combination of on-site lectures, seminars with discussion, and students own presentation of research findings. This methodology will also facilitate the building of rapport, which is particularly suitable to foreign students who are trying to simultaneously make sense of their new cultural surroundings and academic experience. The course is also designed to provide substantial structure and guidance and one-on-one feedback.

Assignments:

- a) Attendance and participation (including role-plays) (20%)
- b) Observations and reactions to the readings (20%).
- c) Oral presentation of a promotional video about Lisbon (25%)
- e) Individual presentation on a chosen topic plus discussion activity (25%)
- f) Weekly Reflections (10%)

Course Requirements:

- 1) Regular attendance, participation and class discussion: this includes completing weekly reading and assignments on time and participating actively in class. The discussions will be based on topics, questions, and activities provided by the instructor and in a rotating system by the students. Students will also be asked to make short presentations on the readings. Attendance is required and class participation counts towards the final grade. Absences will affect the student's grade.
- 2) Oral presentation on a chosen site of colonial representation. It will consist of a 3-5 minute promotional video about Lisbon.
- 3) Observations and reactions to the readings will be brief and analytical accounts of students' reactions to a primary or secondary source, and will be scheduled in advance.
- 4) Individual presentation on a chosen topic. Each student will teach part of a class on a research topic previously chosen. Students will put themselves on the role of a professor and teach their topic of choice for 30 minutes. After presenting their topic, they will bring an activity that is conducive to discussion amongst their peers. Total of more or less an hour.
- 5) Role-Plays: Students will prepare two role plays based on the topics provided by the instructor. Students will be given a character and will write a speech taking into consideration the point of view and personality of your character. Failure to participate in the games and in writing the speeches will considerably lower student participation grade as well as final grades. Speeches will consist of one page typed, 1,5 space.
- 6) Weekly Reflections: Each week, students will submit a 400 word reflection on their study abroad experience. These reflections should go beyond simply describing events; they should capture their personal observations, insights, and responses to what they are learning and experiencing in a new cultural context. They should think of them as a space to connect their daily encounters abroad with broader questions of identity, culture, and global learning.

Teaching methodology:

Classes are designed to offer students diverse modalities of learning experiences through a combination of on site lectures, seminars with discussion, and students own presentation of research findings. This methodology will also facilitate the building of rapport, which is particularly suitable to foreign students who are trying to simultaneously make sense of their new cultural surroundings and academic experience. The course is also designed to provide substantial structure and guidance and one-on-one feedback.

Calendar

Note: All the visits are at the time of class

Dates	Readings/Visuals for class discussion	Assignments (please send to email: sandra.sousa@ucf.edu)
Week 1		
June 1	Arrival in Lisbon	
June 2	SiPN Program orientation at FLAD	
June 3	Readings before class: “Ideologies of Exceptionality and the Legacies of Empire in Portugal”, Pinto e Jerónimo Class: Introduction to the course Portuguese colonization Role Play Movie <i>Cartas da Guerra</i> Student’s presentation	Observations and reactions to the reading (300 words) Turn in presentation activity
June 4	Holiday	
Week 2		
June 9	Readings before class: “African press censorship in Mozambique: The case study of <i>Brado Africano</i> in the Twentieth century”, Olga Iglésias Neves Class: Portuguese colonization: 1920’s-1930’s Portuguese Colonial Literature Presentation student: Guest speaker presentation	Observations and reactions to the readings (300 words) Turn in presentation activity
June 10	Holiday Visit to Jerónimos and Padrão dos Descobrimentos	

June 11	Readings before class: Anne Cova and António Costa Pinto, “Women under Salazar's Dictatorship” Class: Portuguese colonization: 1940's-1950's Watch: Inês de Medeiros, “Cartas a Uma Ditadura” Student's presentation Guest speaker presentation	Observations and reactions to the readings (300 words) Turn in weekly reflection Turn in presentation activity
June 12	Festas de Santo António Holiday	
Week 3		
June 16	Readings before class: Chapter 1: Daniel Silva <i>Empire Found: Racial Identities and Coloniality in 21st Century Portuguese Popular Cultures</i> Class: Portuguese colonization: 1960's The Carnation Revolution Watch: “Capitães de Abril” Role Play Student's presentation Guest-speaker presentation	Observations and reactions to the readings (300 words) Turn in presentation activity
June 17	Read: “Monument to Luís Vaz de Camões” by Diogo Ramada Curto in <i>Colonial Echoes</i>. Site visit Visits: Museu Nacional de Arte Contemporânea (morning) Museu Aljube (afternoon)	
June 18	Readings before class: Chapter 3: Daniel Silva <i>Empire Found: Racial Identities and Coloniality in 21st Century Portuguese Popular Cultures</i> Class:	Observations and reactions to the readings (300 words) Turn in presentation activity Turn in weekly reflection

	Watch: “Living and writing in transit: between Angola and Portugal” Guest-speaker presentation Student’s presentation	
Week 4		
June 23	Readings before class: Chapter 4: Daniel Silva <i>Empire Found: Racial Identities and Coloniality in 21st Century Portuguese Popular Cultures</i> Class: Readings discussion Watch: “Other Neighborhoods” Guest speaker presentation Student’s presentation	Observations and reactions to the readings (300 words) Turn in presentation activity
June 24	Visits: Museu do Fado Dinner at Fado restaurant	
June 25	Readings before class: “Os Pretos de Serpa Pinto”, National Museum of Contemporary Art” by Teresa Matos Pereira in <i>Colonial Echoes</i>; “Memorial to Honor the Enslaved People” by Telma Tvon in <i>Colonial Echoes</i>. Class: Readings discussion Documentary: “Oxalá Cresçam Pitangas” Student’s Presentation Discussion of final presentations	Observations and reactions to the readings (300 words) Turn in presentation activity Turn in weekly reflection
Week 5		
June 29	Oral presentations on a chosen site of colonial representation or video	Oral presentations