

Ficha de Unidade Curricular/Syllabus

Nome da UC (pt):	Dialectologia	
Name (en):	The Geopolitics of Portuguese (European, Brazilian and Post-Colonial Varieties of Portuguese)	
Professor	Inês Duarte, Anabela Gonçalves, Tjerk Hagemeyer, Fernando Brissos	
Créditos ECTS:	6	
Língua(s) de ensino: English		
Tipo:		
Horas de Contacto: 48.0		
Teóricas (T): 0.0		
Teóricas-Práticas (TP): 48		
Laboratório (PL): 0.0		
Seminário (S): 0.0		
Trabalho de Campo (TC): Optional		
Estágio (E) : 0.0 h		
Orientação Tutorial (OT): 0.0		
Outras (O): 0.0		
Horas de Trabalho Total (Horas de Contacto + Trabalho Autónomo): 150.0		

Pt	En
Pré-requisitos (1000 caracteres):	Pre-requisites: None
Objectivos Gerais (1000 caracteres):	Objectives: The goal of this course is to introduce the students to the geopolitics of Portuguese, with a particular focus on the worldwide dimension of the Portuguese language and its African, Brazilian, and European varieties, on the specificity of Portuguese within Iberia, and on contrasting features of European Portuguese dialects.
Objectivos de Aprendizagem (1000 caracteres):	Learning outcomes: Students are expected to: a. Become aware of the worldwide dimension of Portuguese; b. Be able to identify the main features distinguishing different national varieties of Portuguese; c. Understand the specificity of Portuguese within the Iberian linguistic landscape; d. Distinguish the main dialects of European Portuguese, according to their foremost linguistic features.
Programa (1000 caracteres):	Syllabus: The course is organized around four main topics: a. The geopolitics of Portuguese: Portuguese throughout time and space; challenges faced by Portuguese in the 21 st century. b. Non-European Portuguese: Brazilian Portuguese: consequences of the reduction of morphologic paradigms; innovative patterns; African varieties of Portuguese: emerging syntactic and morphosyntactic features; the role of contact with Creole and Bantu languages. c. Portuguese in the Iberian linguistic landscape: Portuguese and Galician vs. Castilian and Catalan; Portuguese vs. Galician; connecting the dots: Galician, Portuguese, Castilian, Catalan, Basque. d. Regional varieties of European Portuguese: classification of Portuguese dialects; its contrasting features; dialects of Portuguese/Spanish border regions; a special word on the archipelagos.
Demonstração da coerência dos conteúdos programáticos com os objectivos da UC: (1000 caracteres):	Demonstration of the syllabus coherence with the objectives of the curricular unit: The four main goals that the course assumes are directly transported to the syllabus' structure. Throughout section a., students will get a general picture of the worldwide dimension of Portuguese. All other topics deal with comparative work,

	<p>beginning with an overview of Portuguese varieties spoken in different continents, and further narrowing the approach to Iberia and to Portugal. These three topics involve the presentation of (i) the main differences distinguishing varieties of Portuguese or (ii) the identification of tendencies of change shown by some varieties of Portuguese.</p> <p>Each of the syllabus' main parts is built around a set of target issues that allow for a clean progression from deep theoretical aspects to contingent practical problems. This will account for the need – especially important in dialectology – of enabling the students to employ the knowledge gathered from studying the general aspects of dialects to real, everyday linguistic situations.</p>
<p>Processo de avaliação (500 caracteres):</p>	<p>Assessment:</p>
	<p>Two written assignments: one on topics a. and b of the syllabus and another on topics c. and d. First written assignment: 45%; second written assignment: 55%.</p>
<p>Processo de ensino-aprendizagem (500 caracteres):</p>	<p>Teaching methodology:</p>
	<p>The course's contents will be dealt with in both a descriptive and practical perspective, progressing from a dominantly descriptive approach at the start to a practical and critical rendering of every subject. The descriptive tools will be introduced by the teacher; the respective practical application will be taken on simultaneously by the teacher and the students (in class and office hours) and by students alone in autonomous study and research.</p>
<p>Demonstração da coerência das metodologias de ensino com os objectivos de aprendizagem da UC : (3000 caracteres):</p>	<p>Demonstration of the coherence between the teaching methodologies and the learning outcomes:</p>
	<p>The use of a teaching method that is both theoretical / descriptive and practical favors a <i>learning in progress</i> process closely followed by the teacher's guidance. The emphasis put on theoretical aspects at the initial stage of each subject, in turn, allows the students to only step into employing the base concepts after having achieved a common ground. At the same time, it gives the teacher the ability to efficiently control the progress made by the class.</p> <p>Understanding the place of Portuguese within world's languages, its relevance and knowing its different varieties (both European and non-European) comes from joining (i) an intense and continuous studying effort with (ii) the application of the provided theoretical framework to tangible cases. The analysis of practical cases in class in a comparative manner, together with office hours and students' autonomous work, will also lead the students to acquiring proficiency in dialectological research and, due to the interdisciplinary nature of</p>

	this science, in other linguistics subfields.
Observações:	Observations:
	Handouts for each topic of the syllabus will be provided.
Bibliografia:	
Básica (1000 caracteres)	
Azevedo, M. (2005). <i>Portuguese: A Linguistic Introduction</i> . Cambridge: Cambridge University Press. Chapters 1, 3, 4, 6.	
Cyrino, S., M. E. Duarte & M. Kato (2000). In Kato & Negrão, eds, <i>Brazilian Portuguese and the Null Subject Parameter</i> : 55-73. Frankfurt am Main, Vervuert/ Madrid, Iberoamericana.	
Ferreira, A. L. (coord.) (1992): <i>Atlas da língua portuguesa na história e no mundo</i> . Lisboa: Imprensa Nacional-Casa da Moeda.	
Gonçalves, P. (2004). Towards a unified vision of classes of language acquisition and change: Arguments from the genesis of Mozambican African Portuguese. <i>Journal of Pidgin and Creole Languages</i> , 19 (2), 225-259. Amsterdam/Philadelphia: John Benjamins Publishing Company.	
Harris, M. & N. Vincent, eds. (1988). <i>The Romance Languages</i> . Oxford: Oxford University Press. Chapters 1, 3, 4, 5.	
Naves, R., E. Pilati & H. Salles (2014). Consequences of the split of 3 rd person morphology in the agreement system of Brazilian Portuguese. Poster presented at <i>XXIV Coloquio de Gramática Generativa</i> , Madrid, 28-30 may.	
Segura, L. (2013): chapters 4 «Geografia da língua portuguesa» and 5 «Variedades dialetais do português europeu», in Raposo, E. <i>et al.</i> (eds.): <i>Gramática do português</i> , vol. I. Lisboa: Fundação Calouste Gulbenkian, pp. 71-81 & 85-142.	
Complementar (máx. 50 títulos)	
Complementary bibliography for each of the course's subjects will be provided in class.	