

**Ficha de Unidade Curricular/Syllabus**

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| <b>Nome da UC (pt):</b>   |  |
| <b>Name (en):</b>   | <b>Postcolonial experiences in Portugal: Brazil, Angola and Mozambique</b> |
| <b>Créditos ECTS:</b>   | <b>6</b>   |
| <b>Língua(s) de ensino: English</b>   |  |
| <b>Tipo:</b>  |  |
| <b>Horas de Contacto: 56.0</b>  |  |
| Teóricas (T): 0.0   |  |
| Teóricas-Práticas (TP): 0.0   |  |
| Laboratório (PL): 0.0   |  |
| Seminário (S): 0.0  |  |
| Trabalho de Campo (TC): 0.0   |  |
| Estágio (E) : 0.0 h   |  |
| Orientação Tutorial (OT): 0.0   |  |
| Outras (O): 0.0   |  |
| <b>Horas de Trabalho Total (Horas de Contacto + Trabalho Autónomo): 150.0</b> |  |

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| <b>Pré-requisitos</b> (1000 caracteres):             | <b>Pre-requisites:</b><br><br><b>None</b>  |
| <b>Objectivos Gerais</b> (1000 caracteres):          | <b>Objectives:</b><br><p>Study Portugal’s relation with its last empire—the African empire—through a multidisciplinary and comparative perspective.</p> <p>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.</p> <p>Pay particular attention to the concepts of empire, identity, and memory in a literary <i>corpus</i> of Portuguese and Lusophone African narratives.</p> <p>Reflect on the notion of Portugal’s “natural” colonial vocation and on the idea of the “specificity” of Portuguese colonialism.</p> <p>Examine “discourses of nostalgia that might include <i>Lusotropicalism</i> (...), <i>mestiçagem</i>, or <i>creolization</i> (...) 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).</p> <p>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).</p> <p>Learn and apply major concepts in postcolonial theory.</p> |
| <b>Objectivos de Aprendizagem</b> (1000 caracteres): | <b>Learning outcomes:</b><br><p>Through field trips, and site analysis, this course engages Lisbon as a contested cosmopolitan site where different cultures</p>   |

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|   | <p>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?</p>  |
| <p><b>Programa</b> (1000 caracteres):</p> | <p><b>Syllabus:</b></p> <p><b>Part I: Colonialism, and the Collapse of the Portuguese Empire</b><br/>         António Lobo Antunes, <i>The return of the caravels</i><br/>         Role-Play<br/>         Observations and reactions to the reading</p> <p><b>Part II: Lusotropicalism, Africa, and the Portuguese New State</b><br/>         Gerald Bender, “Lusotropicalism: Theory and Early Practice” (3-17)<br/>         Miguel Vale de Almeida, “Tristes Luso-Tropiques: The Roots and Ramifications of Luso-Tropicalist Discourses” (45-64)<br/>         Watch: Inês de Medeiros, “Cartas a Uma Ditadura” Ondjaki<br/>         António Costa Pinto, “Twentieth-Century Portugal: An Introduction” (1-46);</p> <p><b>Part III: Lusophone African Perspectives on “O Modo Português de Estar no Mundo”</b><br/>         Luís Bernardo Honwana, We Killed Mangy-Dog and Other Stories: “Dina” (1-19); “Papa, Snake, and I” (32-48); “We Killed Mangy-Dog” (75-117)<br/>         Manuel Rui, Yes, Comrade!: “The Council” (1-10) and “The Watch” (11-40); “The Last Bordello” (41-57) and “Two Queens of Carnival” (59-69)</p> <p><b>Part IV: Colonialism, Postcolonialism, and Contemporary Society</b></p> |

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|  | <p>Miguel Vale de Almeida, “Longing for Oneself: Hybridism and Miscegenation in Colonial and Postcolonial Portugal” (65-82) and “Pitfalls and Perspectives in Anthropology, Postcolonialism, and the Portuguese-Speaking World” (101-114)<br/>Watch: Margarida Cardoso, “A Costa dos Murmúrios” (Film)<br/>Oral presentations on a chosen site of colonial representation or video</p>   |
| <p><b>Demonstração da coerência dos conteúdos programáticos com os objetivos da UC:</b><br/>(1000 caracteres):</p> | <p><b>Demonstration of the syllabus coherence with the objectives of the curricular unit:</b></p>  |
|  | <p>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.</p> |
| <p><b>Processo de avaliação</b> (500 caracteres):</p>  | <p><b>Assessment:</b></p>  |
|  | <p>a) Attendance and participation (20%)<br/>b) Observations and reactions to the reading (20%).<br/>c) Creative essay reconstructing historical events (20 %)<br/>d) Oral presentation on a chosen site of colonial representation or a promotional video about Lisbon (20%)<br/>e) One role-play (20%)</p>   |
| <p><b>Processo de ensino-aprendizagem</b> (500 caracteres):</p>  | <p><b>Teaching methodology:</b></p>  |
|  | <p>Classes are designed to offer students diverse modalities of learning experiences</p>   |

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|  | 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. |
| <b>Demonstração da coerência das metodologias de ensino com os objetivos de aprendizagem da UC :</b> (3000 caracteres):  | <b>Demonstration of the coherence between the teaching methodologies and the learning outcomes:</b>   |
|  | The demonstration of consistency between the teaching methods and objectives of the course lies in the close relation between themes, working materials and a teaching methodology based on critical reading, collective debate, and individual writing – that reinforces the transmission and assimilation of the courses’ content.  |
| <b>Observações:</b>  | <b>Observations:</b>  |
|  | <b>This course will incorporate site visits to:</b><br>Jerónimos Monastery<br>Padrão dos Descobrimentos<br>Museu do Azulejo<br>Feira do Livro<br>Museu Aljube; Castelo de São Jorge<br>Museu de Arte Contemporânea<br><br>In addition to class visits, the course (integrated in the general SiPN program) will include trips outside of Lisbon<br>Day trip to Arrabida, Cabo Espichel and Meco<br>Weekend long trip to Evora and Monsaraz            |
| <b>Bibliografia:</b>   |   |
| <b>Básica</b> (1000 caracteres)  |   |
| <ul style="list-style-type: none"> <li>• António Lobo Antunes, <i>The return of the caravels</i> [1988]</li> <li>• Miguel Vale de Almeida, <i>An Earth-Colored Sea</i> [2000]</li> <li>• Gerald Bender, <i>Angola Under the Portuguese: The Myth and the Reality</i> [1980]</li> <li>• Luís Bernardo Honwana, <i>We Killed Mangy-Dog &amp; other stories</i> [1969]</li> </ul> |   |

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- António Costa Pinto, ed., *Contemporary Portugal: Politics, Society and Culture* [2004]
  - Manuel Rui, *Yes, Comrade!* [1977]

**Films/Documentaries:**

- Margarida Cardoso, “A Costa dos Murmúrios,” Portugal/Germany, 2004 [subtitles]
- Inês de Medeiros, “Cartas a Uma Ditadura,” Portugal, 2006 [subtitles]

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**Complementar** (máx. 50 títulos)

*To be completed*

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