

# STUDY GUIDE

## *LUSOPHONE WORLD*

**Organised by**  
**Polytechnic Institute of Viseu**





## 1. IDENTIFYING DATA.

· Course Name.	<i>Portuguese Language - Lusophone world</i>
· Coordinating University.	<i>Polytechnic Institute of Viseu</i>
· Partner Universities Involved.	
· Course Field(s).	<i>Languages and Cultures</i>
· Related Study Programme.	
· ISCED Code.	<i>01 - Education 02 - Art and Humanities</i>
· SDG.	<i>4,17</i>
· Study Level.	<i>Bachelor (B)</i>

· Number of ECTS credits allocated.	<i>4 ECTS (108)</i>
· Mode of Delivery.	<i>Online with synchronous (18h) and asynchronous activities (24h) ("Online self-study") total: 42h</i>
· Language of Instruction.	<i>Portuguese and English</i>
· Course Dates.	<i>Semester 2/Spring Semester</i>
· Schedule of the course.	<i>24th of February 2025 – 5<sup>th</sup> of May 2025 Tuesday or Wednesday – 11h-12h30 (CET)</i>
· Key Words.	<i>Portuguese language; pluricentric language; lusophony; Intercultural communication</i>
· Catchy Phrase.	<i>Get to know the Portuguese world</i>

· Prerequisites and co-requisites.	<i>This course is available for a minimum level of B2 in receptive skills in English is required; A minimum level of A2 in receptive skills in Portuguese is required.</i>
· Number of EUNICE students that can attend the Course.	<i>15</i>
· Course inscription procedure(s).	

## 2. CONTACT DETAILS.

· Department.	<i>Department of Language Science (School of Education, Polytechnic University of Viseu)</i>
· Name of Lecturer.	<i>Ana Isabel Silva</i>

· E-mail.	<i>aisilva@esev.ipv.pt</i>
· Other Lecturers.	<i>Susana Amante (susanamante@estgv.ipv.pt)</i>

### 3. COURSE CONTENT.

*The programme is a journey in Portuguese cultural diversity and maps out the political, historical, cultural and linguistic complexities of Portuguese Language.*

*The Lusophone world:*

- *Memory, identity and representation of the Portuguese Empire*
- *Portuguese: a Pluricentric Language*
- *Portuguese in the Cultural industries and Arts*

*The participating students will get a flavour of the Portuguese varieties spoken in the world through literary texts.*

### 4. LEARNING OUTCOMES.

*By the end of the module, the student will be able to:*

- *Understand the contribution of the Portuguese language as a semiotic system and the basis for cultural diversity;*
- *Develop an open mind and critical attitude towards literary and non-literary texts in/about Portuguese and Portugal;*
- *Understand the role of the Portuguese Language today in the world and its positioning in global geopolitics.*

### 5. OBJECTIVES.

*Acknowledge the variety and diversity of the Portuguese-speaking world (Europe, America, Asia and Africa) and its economic potential.*

*Develop intercultural thinking by knowing the Lusophone world.*

*Recognise socio-cultural attributes of cultural products and stereotypes.*

### 6. COURSE ORGANISATION.

#### UNITS

- |    |   |
|----|---|
| 1. | <i>Memory, identity and representation of the Portuguese Empire</i> |
| 2. | <i>Portuguese: a Pluricentric Language</i>                          |
| 3. | <i>Portuguese in the Cultural industries and Arts</i>               |

#### LEARNING RESOURCES AND TOOLS.



Moodle, Zoom, Miro, Padlet, videoant...

## PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

**1. Welcome:** After briefly introducing the main learning objectives of the module, a short video will be shown to prompt students and activate their prior knowledge, if any, about the Lusophone world.

**1.1.** Using the message from the UN Secretary-General (2019) - António Guterres - on the occasion of the 5th of May, World Portuguese Language Day, we explore the diversity and pluralism of the Portuguese language and culture in a geo-referenced way.

**2. Warm-Up:** At this moment, exploring and building general background to the topic(s) addressed in the module will be our leitmotiv. It serves two main objectives:

a. Building on students' prior knowledge of the topic. A forum is a good tool to use at this stage, as it allows students to interact with their peers and express themselves on the topic.

b. Making links with what they already know and what they may be less familiar with

**2.1.** Creation of an asynchronous forum (e.g., using Miro templates) to challenge students to highlight and/or list historical and geo-political references to Portuguese culture in the world.

**2.2.** After grouping the information, we will provide students with situations/anecdotal evidence (e.g.: using video records) in which knowledge, words, maps, music collections, literary or political figures, science tools, (etc.) can (re)activate intertextual references and hyperlinks with their own knowledge of the world (students are expected to create a Padlet).

**3. Work-Out:** The work-out is basically "the meat" of the module. It puts new materials and resources at students' disposal, provides explanations and examples, suggests short scaffolding activities or exercises that students can take to consolidate knowledge, gain a better understanding of the topic or share some of their first observations/reflections.

**3.1.** To acknowledge the variety and diversity of the Portuguese language (in Europe, America, Asia and Africa), using authentic audio files - listening exercises, the influence on the lexical sorting and subsequent comprehension - Getting a flavour of the several Portuguese varieties spoken around the world.

**3.1.1.** To present (short) poetic texts by well-known Portuguese-speaking writers (e.g., Camões; Fernando Pessoa; Eugénio de Andrade; José Saramago; Cecília Meireles; Ondjaki; Vinicius de Moraes, etc.), and to observe/analyse the relationship of linguistic proximity or distance (e.g., syntactic structure, lexicon, rhythm and pace).

**3.1.2.** Matching exercise with Portuguese as source and target language/ and others - Idioms and proverbs (possibly within the advertising and cinematographic fields) - highlighting cultural realities and geopolitical contexts.

**4. Wrap-Up:** Summarize the main points and aspects addressed and some suggestions for further reading/watching.

## 7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

Participating students will be asked to prepare a short video or podcast essay on the worldwide significance of the Portuguese language and its diversity.



OBSERVATIONS.

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Curto, D. R., & Aiken, A. (2020). *Imperial culture and colonial projects: The Portuguese-speaking world from the fifteenth to the eighteenth centuries. Imperial culture and colonial projects: The lusophone world from the fifteen to the eighteenth centuries (pp. 1-506)*, Berghahn Books.

Hatton, B. (2022). *The Portuguese*. Ed. Clube do Autor. ISBN:9789897245794.

Kamimura, Y., Landon, R., Teixeira, A. A. (2018). *Portuguese Phrasebook & Dictionary*. Lonely Planet Ed. ISBN: 978-1786574626.

Page, M. (2005). *The First Global Village - How Portugal Changed the World*. Ed. Notícias. ISBN:9789724613130.

Rendeiro, M., & Lupati, F. (2019). *Challenging memories and rebuilding identities: Literary and artistic voices that undo the Lusophone Atlantic. Challenging memories and rebuilding identities: Literary and artistic voices that undo the Lusophone*. Atlantic (pp. 1-231) doi: 10.4324/9780429326387.