

**HISP-P290 Global Portuguese: Arts and Culture (3cr.)**  
**GEN ED AH & WC + CASE GCC & CASE A&H**

May 6-25, 2019

Lisbon, Portugal

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**Course objectives**

Portuguese is spoken across several continents and is the sixth most spoken language in the world. This course introduces students to one of the first globalized cultures and languages, the Portuguese-speaking world. Based in the second-oldest capital city in Europe, Lisbon, Portugal, we will learn about this global cultural network by hands-on studying of its arts and culture. Lisbon is a cosmopolitan city that has experienced waves of globalization throughout its long history. The course explores the ways and forms with which the Portuguese have historically forged global connections to different parts of the world: Asia, Brazil, and Africa. Thus, while learning about one of Europe's most fascinating capital cities, students will gain a historical perspective into processes of globalization and a broad understanding of the cultural links between the regions that make up the Portuguese-speaking or Lusophone world. We will begin with an overview of Portuguese expansion in the early modern period and focus on connections between Asia and Portugal. Then we turn to the influence the colonization of Brazil has had on Portugal concentrating on the 18<sup>th</sup> and 19<sup>th</sup> centuries. Lastly, we focus on the former Portuguese-speaking African colonies, their struggle for independence, and continued relations to Portugal in the 20<sup>th</sup> century. Lectures will provide historical, socio-political, and cultural context, and our discussions will be devoted to literary/fictional, cultural, and historical texts, films, paintings, and architecture. The course is taught in English but still counts toward a major in Portuguese.

**Readings**

All readings [including pre-travel readings and suggested readings] will be available on Canvas under files. Students are required to download all readings before travelling onto their computer's desktop or to print them out. The readings (articles and books chapters) may also be used as secondary readings for your presentations, journal entries, and creative projects. Please bring your readings with your notes and questions to class.

**Participation and attendance (10%)**

Students are expected to arrive on time to class and other meeting sites [please allow yourself plenty of time for the travel]. We will often have a set time to begin a guided tour or trip and cannot wait for late students. Repeated tardiness will have a very negative impact on your grade. Attendance is extremely important and any absence not due to a very serious illness will result in a low participation and attendance grade. Students must read the material assigned on the syllabus carefully [note there are readings for class meetings as well as for outside-of-class meetings at museums and other historic sites]. Please be fully prepared to participate in discussions with questions, comments, and responses to the readings. Participation is expected in class and during our outside-of-class visits and activities. Our guided visits and walking tours are considered class time and your participation is important. Please take notes and write down questions you have about the readings. Come to class and to our activities fully prepared to participate in discussions with questions and comments.

These are some of the characteristics of the participation and attendance grade:

**A** The student is never absent or late to anything, reads and carefully prepares assignments, brings to class and other sites questions, doubts, and comments about the readings, participates frequently and voluntarily in discussions, works actively in group or partner work, often leading the group in positive directions, underlines and marks the readings, makes pertinent comments and asks significant questions, and is attentive and engaged.

**B** The student is absent or late once or twice, prepares readings and assignments but does not often take notes, underline, or bring prepared comments or questions, participates actively in class only a couple of times, works well with a partner or in small groups, but does not lead or always make significant contributions to class discussions.

**C** The student is absent or late twice or more times, occasionally prepares readings or assignments, seldomly participates voluntarily in class discussions and is passive in group or partner work.

### **Self-guided walking tour report (10%)**

Students will choose one of the suggested guided tours from the book available on Canvas, *Caminhar por Lisboa* [Walking through Lisbon] by Anísio Franco to do with 1 or 2 classmates. No more than 3 students can go together. Each student will compile an individual report of the tour using text, visuals, and other forms of documentation chosen by the student [these can be oral recordings, objects acquired or found, drawings, creative writing, etc.] The report should include at least 2 double-spaced pages of text in addition to visuals and other materials. Students will briefly present to their classmates the highlights of their tour as well as the questions they were left with after their walking experience. Any student that finds the length of the walk to be too much (the tours range from 2.5km to 8km) can focus on a shorter section of the tour and dedicate to that part the same amount of time the entire walk would take. Please upload your report on Canvas by **Sunday, May 12 by 6pm**. A rubric is available on Canvas with more specific expectations.

### **In-class exam (20%)**

Students will have an in-class exam on **Thursday, May 23**. The exam will cover the readings as well as the material prepared and reviewed on the site visits and fieldtrips. The exam will consist of definitions of terms, identification of materials (images, maps, passages, quotes, etc.) followed by short-answer questions based on that material.

### **Three creative projects (15% x 3 = 45%)**

Students will write and prepare three short papers or creative projects that combine written analysis with visual documentation and creative expression. For each project please include a bibliography of sources used. Please follow the *MLA Handbook* for formatting, citations, and bibliography found here: <https://owl.english.purdue.edu/owl/resource/747/01/>. Each project should include at least 1 secondary source [articles or book chapters]. These can be readings we do in class and other relevant sources. Please upload your reports/papers on Canvas. A rubric is available on Canvas with more specific expectations.

- Project 1: The first project will consist of a report documenting the **scavenger-hunt** assigned. Students will be assigned a specific scavenger hunt. They will need to explore the city and find the cultural material or places assigned on the scavenger hunt. Students will complete a report documenting their search [these can be images or written descriptions]. Students will present some of their results to the class. The scavenger-hunt is due **Sunday, May 19 by 6pm**.
- Project 2: The second project will consist of **journal entries**. Students will prepare written responses to the site visits, fieldtrips, walking tours, or other experiences they wish to document or respond to. Entries should be at least 1-2 double-spaced pages in length. At least 5 entries are expected but students may wish to write more if they wish. Please upload the journal entries by **Saturday, May 25 by 6pm**.
- Project 3: For the third project students will create a **book of symbols** that incorporates the readings and the sites/museums visited. The book should consist of 5-7 symbols, each symbol should include 1 double-spaced long paragraph description, including logistical and historical information, along with a justification for why you chose the specific cultural symbol, what it represents, if there are various interpretations to its meaning, and any controversy associated with it. Symbols can be something tangible or abstract. Besides the description and interpretation of the symbol, students need to illustrate or visually document the cultural symbol as well, this can include an image [digital or drawn or painted], a video, a prop or object, etc. The book of symbols is due on Canvas by **Wednesday, May 22 by 6pm**.

### **Final presentation (15%)**

On **Thursday, May 23**, students will give an in-class presentation based on one of the symbols chosen from their book of symbols. Students can be creative in their presentations, use visuals, other media, props, and performance-based presentations. The symbol chosen should be analyzed in relation and make a clear and direct reference to the texts, films, artistic objects, structures, etc. studied in class or during fieldtrips and visits. The analysis of the symbol must engage with the topics, themes, and critical approaches we studied in class. Please use at least 1-2 academic articles or other secondary sources relevant to your topic/symbol.

### **Academic integrity**

As a student at IU, you are expected to adhere to the standards and policies detailed in the *Code of Student Rights, Responsibility and Conduct (Code)*. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand. All suspected violations of the *Code* will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, a failing grade in the course, among other possibilities, and must include a report to the Dean of Students, who may impose additional disciplinary sanctions.

<http://studentcode.iu.edu/responsibilities/academic-misconduct.html>

## Grading Scale

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59
A = 93-96	B = 83-86	C = 73-76	D = 63-66	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

## Itinerary, readings, assignments

May 6-25, 2019

Lisbon, Portugal

- Monday 6** Arrive in Lisbon airport, proceed to arrivals area, look for sign/representative from Study in Portugal Network [SiPN]  
From around 3:00pm to 6:30pm: orientation, transport cards, settle into apartments, guided bike tour  
If there is a serious health reason, students can opt-out of the bike tour + read assigned material instead [inform professor ahead of time]
- Tuesday 7** 9:20am: SiPN representative meets you at apartments & accompanies you to our classroom on the ISEG campus  
10:00am-12:30pm: in-class meeting [306 Edifício do Quelhas]  
Readings: Barry Hatton, “Age of Discovery” + Kenneth Maxwell, “Prisoners of History”  
12:30pm: lunch at ISEG cafeteria [around 5€] followed by walking tour [Parliament, Praça das Flores—optional ice-cream, Príncipe Real, São Pedro de Alcântara, Restauradores]  
3:00pm-4:30pm: guided tour + tile-painting workshop at National Museum of Tile  
7:30pm: welcome dinner included [restaurant TBA near apartments]
- Wednesday 8** 9:00am: meet at Cais do Sodré station on train level platform  
~ 9:30am-4:00pm [lunch at Restaurant Praça included]  
Guided visit to Belém, Jerónimos Monastery, Navy Museum, Discoveries Monument, Belém Tower, Belém pastéis [optional pastries]  
Readings: “Camões poetry” & “Camões Introduction 1” + Malyn Newitt “Maritime Empire”
- Thursday 9** 10:00am-12:00pm: in-class meeting  
Readings: Nuno G. Monteiro & António Costa Pinto, “Cultural Myths” + Russel Wood, “World on the Move Intro + Chapter 1”  
12:00pm: lunch at ISEG on your own  
1:30pm: guided visit of Museum of the Orient  
3:00pm: guided visit of Museum of Ancient Art  
5:00pm: visit and snacks at SiPN/FLAD [Luso-American Foundation]
- Friday 10** Free day
- Saturday 11** Free day

- Sunday 12** 9:30am [meet @ Cais do Sodré station] daytrip to Cascais, Paula Rego Museum, hike, lunch included at Dom Prego, and beach  
Readings: “Paula Rego” + “Paula Rego 2”  
For health reasons, students can opt-out of the hike and read assigned material instead [inform professor ahead of time].  
**Self-guided walking tour DUE by 11pm**
- Monday 13** 9:00am-11:30am: in-class meeting  
Reading: Kenneth Maxwell, “Lisbon: The Earthquake of 1755”  
11:30am-1:00pm: Carmo Convent + Castle
- Tuesday 14** 10:00am-12:30pm: in-class meeting  
Readings: Lourenço, “Portugal’s Identity” + Macedo, “Portuguese Culture” + “Cultural Networks between Portugal & Brazil”  
1:00pm: Castle + Lisbon Museum Teatro Romano  
4:00pm: Saramago Foundation  
9:30pm: “Lisbon Under the Stars” Carmo Convent
- Wednesday 15** 10:00am-12:00pm: in-class meeting  
Vale de Almeida, “Hybridism”
- Thursday 16** 9:00am-7:00pm: Daytrip to Mafra + Óbidos [lunch and guided tour of Mafra Palace included] + National Resistance Museum in Peniche  
Reading: José Saramago, *Baltasar and Blimunda*
- Friday 17** Free day
- Saturday 18** Free day
- Sunday 19** Free day  
**Scavenger hunt report DUE by 6pm**
- Monday 20** 9:00am-12:00pm: in-class meeting  
Readings: Barry Hatton, “Echoes of Empire” + Ondjaki & José Eduardo Agualusa “Selections” + Newitt, “Characteristics of diaspora”  
12:00pm: lunch at ISEG on your own  
2:00pm: Tuk-tuk tour of African influences/history
- Tuesday 21** 8:00am: daytrip to Coimbra [tour of university and lunch included]  
Reading: Fernando Arenas, “Interconnections”
- Wednesday 22** 10:00am-12:00pm: in-class meeting  
Films: Margarida Cardoso, *Murmuring Coast* + Miguel Gomes, *Tabu*  
12:00pm: lunch at ISEG on your own  
2:00-3:00pm: guided tour of Museum of Geography  
4:30-5:30: guided tour of Aljube Museum  
**Book of symbols DUE by 6pm**

- Thursday 23** 9:30am-12:30pm: in-class meeting  
**In-class exam & final presentations**
- Friday 24** 9:30am-6:30pm: daytrip to Sintra, meet in lobby of Rossio station next to Starbucks, visit to Moorish castle, Palácio da Pena, Quinta da Regaleira, lunch @ Xentra buffet style restaurant [10€/pp + drinks/or on your own]  
Readings: Saramago, “Journey to Portugal” (318-324)
- Saturday 25** Check out & return flights [airport transfer on your own, students can take metro, Uber, taxis] housekeeping might arrive as early as 9:00am be ready with your luggage packed, but you only need to check out by **11:00am**  
**Journal entries DUE by 6pm**

**Pre-travel readings** [please read/begin reading before the trip]

Hatton, Barry. *The Portuguese: A Modern History*. 2011. Digital copy available on IUCAT  
Saramago, José. *Baltasar and Blimunda*, 1998. Available on Amazon and IUCAT.

**Please buy yourself a Lisbon or Portugal guide. Suggestions.**

*DK Eyewitness Travel Guide: Lisbon* (2017) or *DK Eyewitness Travel Guide: Portugal* (2016)  
*Rick Steves Snapshot Lisbon* (2017) or *Rick Steves Portugal* (2017)  
*Lonely Planet Pocket Lisbon* (2015) or *Lonely Planet Portugal* (2017)

**Suggested readings**

Boxer, Charles R.. *The Portuguese Seaborne Empire: 1415-1825*. Carcanet, 1991.  
Buck, Paul. *Lisbon: A Cultural and Literary Companion*. Interlink, 2001.  
Crowley, Roger. *Conquerors: How Portugal Forged the First Global Empire*. Random House, 2015.  
Graham, Philip. *The Moon, Come to Earth: Dispatches from Lisbon*. U of Chicago P, 2009.  
Newitt, Malyn. *Portugal in European and World History*. Reaktion Books, 2009.  
---. *Emigration and the Sea*. Oxford UP, 2015.  
Page, Martin. *The First Global Village: How Portugal Changed the World*. Casa das Letras, 2006.  
Sadlier, Darlene. *The Portuguese-Speaking Diaspora: Seven Centuries of Literature and the Arts*. U of Texas P, 2016.  
Saraiva, José Hermano. *Portugal: A Companion History*. Carcanet, 1998.  
Saramago, José. *Journey to Portugal: In Pursuit of Portugal's History and Culture*. Mariner, 2002.