Course Director: Irene Marques, PhD
Class Time/Location: Mondays (2.30 - 5.30 pm), MC 111
Office Location: Ross South 507
Office Hours: Mondays 1.15 pm - 2.15 pm or by Appointment
Tel: (416) 736-2100 ext. 88732
Email: irenemar@yorku.ca

Calendar Course Description

This course focuses on the significance of the Mozambican short-story in defining a national literary tradition. It is based on historically and socially contextualized readings of Mozambican short stories.

Expanded Course Description

In this course, conducted in Portuguese, we will engage in the study of the Mozambican short-story (and also some poetry) and its links to the emergence of a national literature, consciousness and identity. In order to properly understand the literary works and their contexts, the literary texts will be complemented with specific historical, socio-political and post-colonial theoretical readings. We will examine the main socio-political and cultural aspects of Mozambican society before and after the event of the Portuguese colonization, concentrating on the following questions: How does the event of colonization change the socio-political and cultural landscape of what is today known as Mozambique? How does the Portuguese empire exploit and change the colony and its people? How do the colonized subjects resist colonization and exploitation? How did the end of slavery create other venues for exploitation? How do the changes in regime (from colonial, to Marxist [in post-independence], to multi-party democracy in the early 90’s) affect the idea of the Mozambican nation? How do Mozambican writers affirm, revise and contest national identity and consciousness? What are the literary aesthetics followed: local, external or a mixture of both? How does the Mozambican writer challenge the colonial language and discourse? How is history revised, contested and rewritten in fiction? How does orality come into writing and how does it serve to display ‘Africanness’? How do tradition and modernity, local and external forces and ‘old’ and ‘new’ epistemologies intermingle? How does the female writer affirm herself and denounce patriarchal settings? How do women come to symbolize nationhood and yet not fully benefit from ‘citizenship’?

Course Objectives

Students will:

- Learn about Mozambican short fiction and its links to national identity and consciousness
- Understand how to see texts, whether literary or disciplinary, as sites of knowledge production and dissemination and locations for ideological, historical and cultural debate (affirmation, counter-voicing, contestation, subject (re)discovery, historical revision, polyphonic and multicultural voicing)
- Become acquainted with key post-colonial theoretical concepts and apply those to literary analysis
- Be introduced to the major socio-political events of the country from ancient to current times
-Ascertain how Portuguese colonization affected Mozambique in profound ways, changing its economies, political systems and cultural contexts and producing hybrid societies and how Mozambicans found ways to resist and fight those changes and impositions
**Delivery Mode**

The course will use a combination of pedagogic methods: lectures, class discussion, group work, in-class writing and analytical exercises, close reading exercises, short videos, etc. Generally, the first part of the class will be spent addressing the assigned theoretical materials/concepts related to the course content via lectures and/or doing close-reading textual analysis under the Professor’s direct guidance in order to explore the multiplicity of meanings in texts. The second part of the class will generally be devoted to analyzing, decoding and critiquing literary works and expanding on specific theoretical concepts. This second part may often include group work: students will be given specific questions to answer/reflect upon and will then share their insights with the class. Classes require active student engagement/discussion. This means that you need to read the assigned materials prior to coming to class in order to participate and respond to a variety of questions that I may pose. We will have a break of about 15 minutes midway.

Students **are expected** to read all the required readings, attend all classes, take notes, complete all assignments and fully participate in class discussions/exercises. If you miss a class, it is your responsibility to obtain notes from a colleague, for though I am happy to answer generic questions via email, I cannot cover material that was discussed in class.

The classes will be conducted in Portuguese though we may occasionally switch to English, especially when addressing/discussing readings that are in English. Students can write their essays in English or Portuguese but the quizzes/tests are to be written in Portuguese. However, for a better practice of Portuguese, it is suggested that you write all the assignments in Portuguese.

**Required Texts and Reading Materials**

- Course Reader containing all required literary and theoretical readings (available at York University Bookstore).

**Some Suggested Readings/Materials**

- Good dictionaries in Portuguese and English.

**Recommended Additional Material/Resources Related to Academic Writing and Research**

- MLA Style Guide
- If you have difficulty writing academic essays, researching and organizing ideas, please seek help from the Writing Centre. Visit [http://www.yorku.ca/laps/writ/centre/](http://www.yorku.ca/laps/writ/centre/) for details on all services provided.
- York University Library has a wide range of services offered to students around research and study methods. You may arrange for a meeting with a librarian, chat online, etc. Visit [http://www.library.yorku.ca/web/ask-services/](http://www.library.yorku.ca/web/ask-services/) for more information
- The Online Writing Lab at (OWL): [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)
- Language Resources: [http://www.yorku.ca/laps/dlll/portuguese/resources.html](http://www.yorku.ca/laps/dlll/portuguese/resources.html)

**Use of Moodle/York University’s Email**

You must have full access to Moodle and have an active York University email. Course syllabus, PP notes, and any other important information will be posted on Moodle. Ongoing announcements will also be sent, mostly, via Moodle and therefore it is the student’s responsibility to regularly monitor it.
Email Communication

You may communicate with me via email when necessary and I will attempt to respond within 48 hours. Note though that electronic communication must be “reasonable” and you should not expect me to answer questions that are suited for office hours or to cover material that was discussed in class. Before sending a question, consider consulting the syllabus again (yes, this very document you are reading now…) as most questions you will need answer to are addressed here!

Assignments and Assessment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Place</th>
<th>Grade value</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Quizzes</td>
<td>Surprise Dates</td>
<td>In-Class</td>
<td>25%</td>
</tr>
<tr>
<td>Analytical Research Essay Proposal with Annotated Bibliography</td>
<td>November 2nd</td>
<td>Out of class Assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Analytical Research Essay</td>
<td>November 30th</td>
<td>Out of class Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>On-going</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Final Test</td>
<td>December 7th</td>
<td>In-Class</td>
<td>25%</td>
</tr>
</tbody>
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Attempts will be made for assignments to be returned to students within two weeks of submission.

Penalties for overdue assignments: Late assignments will be penalized 5% per calendar day and will not be accepted after 10 calendar days. Essays must be handed in at the beginning of class in paper and typed: electronic (or faxed) submissions will not be accepted or acknowledged. Essays must be submitted to Turnitin (an online plagiarism detection system). I will advise on how to so closer to the date of essay submission.

Assignment Description

Four In-class Quizzes – Surprise Dates

The quizzes will have the duration of about 15/20 minutes and will be done at the beginning of the class. They will test you on materials covered up to the date (questions may include multiple choice, fill-in-the-blank, quotation identification, concept definition, etc).

Analytical Research Essay Proposal with Annotated Bibliography – Due: November 2nd

You are asked to write an essay proposal of approximately 4 pages long (double-spaced, 12 point font-size with 1-inch margin) on a topic of your choice related to the materials/themes covered in this class. The proposal should make use of 4/5 academic reputable/peer-reviewed sources and provide an annotated bibliography of each of approximately 150/200 words. You must follow the proper MLA citation guidelines. More details about this assignment will be given in due time.

Analytical Research Essay – Due: November 30th

The analytical research essay is the development/continuation of the research proposal. It should be approximately 10 pages long (double-space, 12 point font-size with 1-inch margins), including all the citations. Apart from the above noted 4/5 academic (peer-reviewed, reputable) sources, you may use any other sources (make sure they are reputable of course) that you deem appropriate. Both the essay and the proposal must follow proper academic writing guidelines in terms of format, style, grammar, language, MLA citation (both in-text and end citations), and rhetorical strength and appropriateness. Visit the Writing Centre and make use of any other writing resources (as noted above) for help if needed. You will be marked both on quality of writing and strength of argument (as one cannot separate the “medium from the message”). More details about this assignment will be given in due time.
Final Test – December 7th

This test will cover all the materials addressed in the class. It may include concept definition, quotation identification and literary analysis. Duration: 2 hours. More details about content and format will be given closer to the date.

Participation/Class Interaction and Engagement - Ongoing

In order for us to actually learn and create passionate encounters and disencounters of the mind, we need to read the material assiduously and give it serious thought. Only by doing that, are we then prepared to fully engage in intense and productive class discussions/activities and learning. It is therefore crucial that you all read the assigned materials with care and come prepared to be active in discussions. Also, remember that even though we will likely disagree with each other at points (humans tend to be diverse in ideas!), it is mandatory that we do so in a respectful manner in order for us to all feel at ease, be ourselves and learn from one another. Given that this course deals with sensitive and political matters that address colonialism, imperialism, racial and gender oppressions/exploitation, etc, it is especially important to be respectful of each other’s ideas and base our input on a critical analysis of materials covered—but be bold to disagree and agree with passion, directness, and emotion… Your input must demonstrate an informed engagement with the materials read: put your “text” in serious conversation with the other “texts” (including the “texts” of your fellow students: their views, that is). Mere opinions don’t count as sound reasoning and can often be biased and “unwilling” to account for facts. Ideas are what we are after: ideas supported by facts and analytical engagement with course materials. The mark for participation will be based on attendance (this includes arriving on time and staying until the end), quality of your input, and evidence that you are in fact reading the assigned material and seriously engaging with it. Attendance will be taken in class.
Weekly Course Schedule/Horário e Matéria Semanal

September 14
- Introduction to the course
- Course expectations
- Discussion of the syllabus

September 21
Raízes da identidade literária moçambicana/Antecedentes históricos da nação/Aspectos chave de teoria pós-colonial/Conto de João Dias
- Patrick Chabal, “Mozambique” (pp. 29-50)
- Malyn Newitt, “The Mozambique Channel Region in the Sixteenth Century”
- Bill Ashcroft et al., “Introduction” (pp. 1-11)
- João Dias, “Individuo Preto”

September 28
Raízes da identidade literária moçambicana/Aspectos chave de teoria pós-colonial - Cont./Conto de Marcelo Panguna
- Patrick Chabal, “Mozambique” (pp. 75-93)
- Bill Ashcroft et al., “Cutting the Ground: Critical Models of Post-Colonial Literatures” (pp. 15-36)
- Marcelo Panguana, “A árvore sagrada”

October 5
Da escravatura ao trabalho forçado/Exploração colonial/Violência, raça e género na escrita de Luís Bernardo Honwana
- Mark Sabine, “Gender, Race. And Violence in Luís Bernardo Honwana’s Nós matámos o cão-tinhoso: The Emasculation of the African Patriarch”
- Luís Bernardo Honwana, “As mãos dos pretos”, “Inventário de imóveis e jacentes” e “Dina”

October 12
- Thanksgiving – No Classes

October 19
Guerra da independência/Frelimo e a ideologia Marxista/A condição subalterna da mulher/Mulher, cultura e identidade nacional/Poemas de Noémia de Sousa
- Malyn Newitt, “The War of Liberation”
- Hillary Owen, “Introduction: Mother Africa, Father Marx”
- Noémia de Sousa (poems), “Negra”, “Sangue negro” and “Deixa passar o meu povo”
October 26

Guerra da independência/Frelimo e a ideologia Marxista/ A condição subalterna da mulher/Mulher, cultura e identidade nacional - Cont.

- Lília Momplé, “Stress”
- Paulina Chiziane, “As cicatrizes do amor”
- Claire Williams, “Interview with Lília Momplé. Birmingham 22 October 2003”

November 2

Aspectos do Conto Moçambicano/Renamo e a Contra-Revolução/A violência da guerra civil/Contos de Lina Magaia

- Maria Fernanda Afonso, “O Conto Moçambicano: Memórias e Discursos” (pp. 315-326)
- Alice Dinerman, “Renamo and Counter-Revolution”
- Lina Magaia, Stories from Dumba Nengue, Run For Your Life
- Analytical Research Essay Proposal with Annotated Bibliography is DUE!

November 9

Aspectos do Conto Moçambicano/A estética de Mia Couto: entidade nacional e um novo português/Língua e colonização/Recriar um Moçambique plural/O resgatar de epistemologias Afrocêtricas – Cont.

- Maria Fernanda Afonso, “O Conto Moçambicano: Memórias e Discursos” (pp. 387-412)
- Irene Marques, “The Politics of Agency in Mia Couto” (pp. 13-38)
- Mia Couto, “Governados pelos mortos (fala com um descamponês”), “A gorda Indiana” e “Velho com jardim nas traseiras do tempo”

November 16

A estética de Mia Couto: entidade nacional e um novo português/Língua e colonização/Recriar um Moçambique plural/O resgatar de epistemologias Afrocêtricas – Cont.

- Irene Marques, “The Politics of Agency in Mia Couto” (pp. 38-54)
- Mia Couto, “A luavezinha (primeira estória para a Rita)”, “A menina sem palavra (segunda estória para a Rita)”, “A derradeira morte da estátua de Mouzinho” e “As medallhas trocadas”

November 23

A estética de José Craveirinha: mestiçagem e moçambicanidade/A estética de Ungulani Ba Ka Khosa/História, estória, oralidade, violência e recriação da identidade cultural/Revisão histórica

- José Craveirinha, “José Craveirinha”
- José Craveirinha, “Hamina “faz hara-quiri” nos templos da Rua Araújo”, “Balada da Deusa e do rei velho e dos meninos pajens” e “Carta”
- Jared Banks, “Violence and the (Re)Writing of History: A Reading of Ualalapi”
- Ungulani Ba Ka Khosa, “Ualalapi”
November 30

A estética de Ungulani Ba Ka Khosa/História, estória, oralidade, violência e recriação da identidade cultural/Revisão histórica - Cont./Comentários finais sobre a identidade moçambicana e aspectos da literatura moçambicana/Algumas revisões

- Ungulani Ba Ka Khosa, “O último discurso de Ngungunhane”
- Gilberto Matusse, “The Construction of Mozambican Identity in Ungulani Ba Ka Khosa”
- Daniel da Costa and Fátima Mendonça, “What is Mozambican Literature?: Round Table with Ungulani Ba Ka Khosa, Armando Artur, Eduardo White, Leite de Vasconcelos”
- Analytical Research Essay is DUE!

December 7
- Final Test

Note: This program could change slightly in accordance to the rhythm of the class.
Policies for Portuguese Courses in DLLL

Tests and Assignments

Regardless of circumstances, the dates for assignments and tests will not be changed. Students are expected to have mastered ALL the material from the beginning of the course and later tests will include material from the early stages.

Late Assignments & Make-up Tests:

All assignments for courses in the Spanish and in the Portuguese & Luso-Brazilian Studies Programs are required to be handed in on the due date and all tests must be written on the date stipulated in the Course Syllabus.

Late assignments will be only accepted for grading without penalty and make-up tests will only be administered due to medical reasons or under exceptional circumstances. In order for a Course Director to consider an extension without penalty, the following procedure must be followed and the relevant documentation provided:

1. Students should first contact the Course Director in writing BEFORE the date of the assignment or test (i.e. by email 48 hours before) and indicate the reason for missing the evaluation. If this is not possible, students should contact the Course Director as SOON as possible.
2. Should the request for an extension be due to medical reasons, students must download and have filled out an Attending Physician's Statement, in which the dates of the illness and the reasons it prevented them from completing the assignment or test on the date established are clearly outlined.
3. Students must download, fill out, and print the Extension Request Form from the Spanish or Portuguese & Luso-Brazilian Studies program website and bring it to the Course Director (together with the Attending Physician's Statement if applicable).
4. The Course Director and Course Coordinator (in multi-section courses) will then decide whether to grant an extension without penalty or to hold a make-up test based on the evidence provided; if an extension is granted, the Course Director will notify students of the new due date for the assignment or the date of the make-up test.
5. Three copies of the above documents will be made: one for the student, another for the Course Director, and the third copy will be kept on record in the Main Office of the Department of Languages, Literatures and Linguistics.

Late Penalty on Assignments:

In the event that a student does not hand in an assignment on time or does not successfully request an extension for medical reasons or under exceptional circumstances, there will be a five percent (5%) deduction of the assignment's value per calendar day to a maximum of ten calendar days. After this ten calendar-day period, the Course Director will not grade the assignment.

Example:

An assignment is due on a Friday but not handed in until the following Monday. The assignment is counted as 3 days late. Fifteen percent (15%) of the value of the assignment is deducted from the grade (3 days late x 5%) because of the Late Penalty.

- An assignment graded as 80%, would be worth 65% because of the late penalty.

Participation:
The successful study of Spanish and of Portuguese requires consistent and active participation. Mere physical presence does not constitute class participation. Adequate participation includes being prepared for class; completing all homework assignments (written or otherwise) before class begins; arriving on time; paying attention in class; volunteering to answer questions; asking pertinent questions; demonstrating respect for all members of the class; interacting productively with other students and the professor to create a classroom environment conducive to learning; and consistently striving to meet course objectives. **Tardiness also affects the participation grade.** Students who have been away from classes are responsible for the course material covered during their absence as well as for being familiar with the material being studied upon their return to classes.

It is each student’s responsibility to obtain this information from other students before returning to classes.

**Plagiarism and Academic Honesty**

Each student is required to become familiar with the University Senate’s policy on Academic Honesty. Offences against the standards of Academic Honesty include making false claims or statements and submitting false information. Should you have provided incorrect information concerning your eligibility for entry into Spanish courses you may be subject to formal charges and removed from this course and the University. For further information, please review the DLLL enrolment eligibility information and consult the following York University’s sites concerning Academic Integrity:

- Academic Integrity FOR STUDENTS: [http://www.yorku.ca/academicintegrity/students/index.htm](http://www.yorku.ca/academicintegrity/students/index.htm)
- Academic Integrity Tutorial: [http://www.yorku.ca/tutorial/academic_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)
- Additional information can be found on p. 6-9 of the DLLL Supplemental Calendar 2014-2015 This document, also known as the mini-calendar, can be read in hard copy and on the DLLL website.

**Computer Work:**

Students must ensure that they are fully enrolled in the University, and they have their own York University computer account. For information about activating your account, consult the University website at the section entitled: “All About Passport York: Information for Students”: [http://www.yorku.ca/yorkweb/currentstudents/ppystudents.html](http://www.yorku.ca/yorkweb/currentstudents/ppystudents.html). Student accounts must be activated before using the computers in the Multimedia Language Centre. All written work (such as essays, compositions, translations or any other kind of work to be done at home) **MUST** be done on a computer. **No handwritten homework will be accepted under any circumstances.** The only acceptable handwritten work will be assignments in an exercise book, and such in-class work as quizzes, exams and translations. If a student does not own a computer, students are advised that this equipment is readily available at York University in specially designated areas (computer lab/library).

**Laptops, Cell Phones and Audio/Visual Recording:**

**Laptops** may be used in class for the purpose of note taking but may not be used for anything unrelated to the course. Furthermore, laptops are **not** to be used during oral exercises or during other students’ presentations. **Cell phones** must be turned off (not just on silence/vibrate mode) in class. Absolutely no texting is allowed in class. Unauthorized audio or video **recording** in classrooms is prohibited.

**Departmental & York University Senate Policies and Grading Scheme:**