

The poster features a central world map surrounded by a hexagonal frame. Five banners are arranged around the map, each with a different color and text: a teal banner on the left says 'Conference', an orange banner at the top says '"Of Silk, Sugar and Spices"', a black banner on the right says 'New Directions in', a red banner at the bottom says 'ISCAP', and a brown banner on the right says 'East-west Cooperation'. The text 'International' is written vertically on the left side of the map.

INSTITUTO SUPERIOR DE CONTABILIDADE E ADMINISTRAÇÃO DO PORTO

ei

11-12-13 November 2015
Center for Intercultural Studies- ISCAP/IPP

info : www.iscap.ipp.pt/cei

POLITÉCNICO DO PORTO

FCT Fundação para a Ciência e a Tecnologia
MINISTÉRIO DA EDUCAÇÃO E CIÊNCIA

FUNDAÇÃO LUSO-AMERICANA

Santander UNIVERSIDADES

**International Conference
Of Silk, Sugar and Spices:
New Directions in East-West Cooperation
ISCAP
11-12-13 November 2015**

This Conference will gather Eastern/Western professionals, from academic and research institutions, to describe and evaluate ongoing/possible areas of cooperation and share experiences on student and staff exchange, strategic partnerships, joint degrees and diplomas, summer courses, intercultural institutional communication, cultural adaptation, networking and cooperation in scientific research.

PROGRAM

11 November 2015, Wednesday – Grande Auditório

10.30

Opening Session, with the Portuguese High Commissioner for Migrations.

11.00

Stephen Rowley (Vice-President for International Relations of the Université d'Artois, Arras, France), "Taking Down the Wall: the Road to Xanadu and the Need to Come to Terms with Cultural Difference"

11.30

Albino Chavale (Deputy-Director for Post-Graduations, Research and Extension of the Pedagogic University of Maputo, Mozambique), "A Internacionalização do Ensino Superior em Moçambique: O Caso da Universidade Pedagógica – The internationalization of higher education in Mozambique: The case of the Pedagogic University"

12.00

Lurdes Escaleira (Macau Polytechnic Institute), "Ensino superior em Macau: cooperação como forma de sustentabilidade do ensino de e em língua portuguesa – Higher Education in Macau: Cooperation as the key for the sustainability of teaching (in) Portuguese"

13.00

Lunch

14.30

Myna German (Delaware State University, USA), "The Nature and Scope of Student-Faculty International Cooperation and Exchanges between North America and Europe"

15.00

Anura Manatunga (University of Kelanyia, Sri Lanka), "Remembered Histories and Forgotten Societies: Some perceptions on the Portuguese legacy in Sri Lanka"

15.30

Ahmed El Kaladi (Dean of the Faculty of Foreign Languages of the Université d'Artois, Arras, France)

16.00

Book launch: *Semióticas da Comunicação Intercultural: da Teoria às Práticas – Semiotics of Intercultural Communication: from Theory to Practices*, by the Centre for Intercultural Studies (Clara Sarmento with Carlota Moreira, eds. Porto: Afrontamento). By Carlos Carreto, IELT, Faculty of Social and Human Sciences, Nova University of Lisbon.

16.30

Tea & Networking

12 November 2015, Thursday – Grande Auditório

10.00

Maria de Deus Manso (University of Évora & CICP), "A herança da seda, das especiarias e do açúcar: as rotas do saber na cooperação inter-universitária – The legacy of silk, spices and sugar: Routes of knowledge in the cooperation between universities"

10.30

Jean-Paul Rosaye (Université d'Artois, Arras, France), "Beyond Silks and Spices, East and West: A Transcultural Perspective"

11.00

Estela Ribeiro Lamas (United Methodist University of Mozambique), "Universidade Metodista Unida de Moçambique [UMUM]: Desafios aos estudantes para uma educação de qualidade – United Methodist University of Mozambique [UMUM]: Challenging students towards an education of quality"

12.00

Departure – Half day visit to Porto's historic centre, wine cellars and lunch.

13 November 2015, Friday – Auditório 1

10.00

Gunta Rozina (Chair of Linguistics, Department of English Studies, University of Latvia), "Discursive multilingualism in the EU documents: A post-accession membership perspective".

10.30

Indra Karapetjana (Head of the Department of English Studies and Director of the Centre for Applied Linguistics, Faculty of Humanities, University of Latvia), "Why Latvia?".

11.00

Dhriti Ray (University of Calcutta), "An Exploration of Portuguese-Bengal Cultural Heritage through Museological Studies"

11.30

Jin Siyan (Director of the Confucius Institute for Northern France, Université d'Artois, Arras, France), "The Transcultural dialogue (1997-2015): a case study"

12.00

Mahua Chakrabarty (University of Calcutta), "Portuguese Built heritage in West Bengal: Heritage tourism for the promotion of academic and cultural relations between India and Portugal"

13.00

Lunch

14.30

David Callahan (University of Aveiro), "From East Timor to Beyond the Black Stump: Doing Australian Studies in Portugal"

15.00

Joana Gaspar de Freitas (IELT, Faculty of Social and Human Sciences, Nova University of Lisbon), "Redes informais Portugal-Brasil: A rede Braspor e a cooperação interdisciplinar – Informal networks Portugal-Brazil: Braspor network and cooperation across disciplines"

15.30

Álvaro Barbosa (Dean of the Faculty of Creative Industries, University of Saint Joseph, Macau), "The Creative Industries in Macao: From an Industry Cluster to the Academia – As Indústrias Criativas em Macau: De um *cluster* da Indústria à Academia"

16.00

Closing session

16.30

Tea & Farewell

ABSTRACTS AND BIOS

Taking Down the Wall: the Road to Xanadu and the Need to Come to Terms with Cultural Difference

Stephen Rowley

(Vice-President for International Relations of the Université d'Artois, Arras, France)

The point of departure of this paper is an examination of the Romantic artist's fascination with the earthly palace of Kubla Khan and the way the imagination approaches the notion of cultural difference. It is quite adventurous in its scope and attempts to appraise certain Western literary monuments and the way they explore human individuality in its relation to the wider implications of group identity. The wall is used as the pivotal symbol of exclusion, protection and sameness, as seen through rebellious eyes. Reference is made to both historical and contemporary constructions in an attempt to draw out the pertinence of the cultural approach coupled with symbolical analysis, and its relevance to the need for cultural understanding.

Stephen Reginald Rowley holds a B.A. Hons. in Comparative Studies (Essex University) 1972-75; Ph.D in Modern Literature (Manchester University) 1975-79; P.G.C.E. in T.E.S.O.L. (London University) 1985-86; Maîtrise in Translation Studies (Bordeaux University) 1986-87; Habilitation à Diriger des Recherches (Paris University) (2006). Author of more than 40 articles on Modern literature. Author of *Irish Architects on Architecture*, commissioned by the Bordeaux School of Architecture (1988). Since 2002, joint Editor of the *European Journal of Lawrence Studies – Etudes Lawrenciennes*, Paris. He has published a novel, *Virtual Vamp*, Pyxis Editions, GB, 2012; a collection of short-stories, *Lights of the Row*, ditto, 2013; and a collection of poems on the Northern Irish 'Troubles', *House of the Dead*, ditto, 2014. He is currently Professor of English and Intercultural Studies at Artois University, where he is also Vice-President, Head of International Relations.

A Internacionalização do Ensino Superior em Moçambique: O Caso da Universidade Pedagógica – The internationalization of higher education in Mozambique: The case of the Pedagogic University

Albino Chavale

(Deputy-Director for Post-Graduations, Research and Extension of the Pedagogic University of Maputo, Mozambique)

As universidades do mundo actual são caracterizadas por uma tendência cada vez mais crescente de globalização e elevados índices de mobilidade. Contrariamente àquele passado relativamente recente em que cidadãos de países menos desenvolvidos, da "periferia", em África, Ásia e América do Sul, deslocam-se para os espaços mais industrializados do mundo, especialmente da Europa do Leste, a procura do conhecimento em várias áreas do saber que as universidades do primeiro mundo têm para oferecer. Nos últimos anos tem-se verificado também um movimento no sentido contrário e noutras direcções; movimentos no sentido sul-sul e norte-sul. Novos paradigmas?

As universidades do mundo estão cada vez mais conscientes da importância da internacionalização, de tal forma que um dos principais veículos deste processo e para a atracção de estudantes estrangeiros é a oferta de cursos em língua inglesa. O caso de Moçambique ilustra que a língua inglesa não é o único veículo da internacionalização. A Universidade Pedagógica (UP), nos últimos anos não tem estado alheia a este processo.

De facto, constitui uma directiva institucional, internacionalizar os cursos de graduação e pós-graduação da Universidade Pedagógica. Em 2008, com a introdução de cursos de mestrado na UP, a internacionalização tem sido marcadamente acentuada através da criação de parcerias internacionais e do processo de mobilidade docente e discente. É nesse sentido, que a Universidade Pedagógica tem estado a receber estudantes oriundos, por exemplo, do Vietname, da Tanzânia, Angola, Alemanha e Namíbia, só para mencionar alguns exemplos. O mais interessante, neste processo, é que a internacionalização, no caso de Moçambique, é processada por meio da língua portuguesa.

Albino Fernando Chavale: Doutorado em Ciências da Linguagem pela Universidade Paul Valéry- França, em 2004. Lecciona as cadeiras de Sociolinguísticas e Literaturas. É Diretor-adjunto da Faculdade de Ciências de Linguagem, Comunicação e Artes. Membro de três Conselhos Científicos designadamente AFORDENS (Programa de apoio à formação doutoral regional da Agência Universitária da Francofonia, Oceano Indico); da Faculdade de Ciências da Linguagem, Comunicação e Artes e do Centro de Estudo de Políticas Educativas. Foi Membro da Comissão Central da Reforma Curricular. Publicou vários artigos em revistas moçambicanas e estrangeiras nas áreas de sociolinguística e Literatura. Coordena dois projectos de pesquisa: Dinâmica sociolinguística em Moçambique na Universidade Pedagógica e "Curriculum, contextualisation plurilingue et formation des enseignants de langues (Agência Universitaria da Francofonia- Oceano Indico).

Ensino superior em Macau: Cooperação como forma de sustentabilidade do ensino de e em língua portuguesa – Higher Education in Macau: Cooperation as the key for the sustainability of teaching (in) Portuguese”
Lurdes Escaleira
(Macau Polytechnic Institute)

O ensino superior público de Macau nasce, em inícios da década de 90, do século XX, como resposta a uma forte necessidade do Governo em investir na formação de quadros, nomeadamente de quadros bilingues (chinês-português). Beneficiando de toda uma história e prática de ensino de português e de um contexto de bilinguismo oficial (chinês e português) as instituições públicas e, também, as privadas têm apostado na oferta de cursos leccionados em língua veicular portuguesa, e de programas de licenciatura, mestrado e doutoramento em língua e cultura portuguesas e de tradução e interpretação chinês-português. Neste cenário, o contexto económico, assente na política do Governo Central da RPC de investimento nos Países de Língua Portuguesa, tem sido um forte motor de motivação tanto para a aprendizagem como para o ensino e trouxe para a cena as instituições de ensino superior privado que, hoje, ombreiam com as oficiais na oferta de formação em língua portuguesa. Desde cedo, a cooperação com o exterior tem vindo a dar lugar à assinatura de acordos, os quais têm mostrado resultados positivos, destacando-se, o Curso de Tradução e Interpretação Chinês/Português, resultante da parceria entre Instituto Politécnico de Macau, Instituto Politécnico de Leiria e Universidade de Línguas e Cultura de Pequim. Num cenário de desenvolvimento e de optimismo, a coordenação entre as instituições locais e a cooperação, a nível interno e externo, apresentam-se como estratégias cruciais para promover a melhoria contínua, desenhar novas oportunidades e sedimentar o ensino da língua portuguesa, permitindo olhar para 2049 (o português é língua oficial de Macau desde 1999 e por um período de 50 anos) com optimismo e com a certeza de que o português irá continuar a desempenhar um importante papel na Região Administrativa Especial de Macau.

Maria de Lurdes Nogueira Escaleira, com formação inicial em Educação de Infância, licenciou-se, posteriormente, em Filosofia pela Universidade do Porto e em Administração Pública pela Universidade de Macau, onde concluiu, igualmente, o curso de mestrado na mesma área. Docente do Instituto Politécnico de Macau desde 1994, obteve uma bolsa de estudo da Fundação para a Ciência e Tecnologia de Portugal, ao abrigo da qual concluiu o doutoramento na Faculdade de Letras da Universidade do Porto. É autora de vários artigos e do livro *Ensino da Tradução em Macau: dos curricula propostos à realidade de mercado*, publicado em 2013.

The Nature and Scope of Student-Faculty International Cooperation and Exchanges between North America and Europe
Myna German
(Delaware State University, USA)

Cooperation comes in myriad forms: joint research for publications, exchange of students, "loaning" of professors with particular expertise. What is the best starting point for collaboration – the faculty side or the student side? What happens when commercial inequalities intervene and both sides cannot afford the same tuitions? Do outside agencies, i.e. government, private foundations, step up to the plate? Do parents fund the cultural exchange by prepaying tuitions and subsidizing unequal exchange rates? What is the role of currency fluctuations in anticipating costs? What is the correct degree of sponsorship and supervision in students travelling abroad? At what age and maturity level do undergraduates require more supervision (or less)? What is the role of independent research in an undergraduate exchange curriculum or should language studies predominate over

independent research? These are the questions which will be addressed by this paper and presentation.

Myna German earned her PhD at the University of South Africa and has a speciality in Religion, Communications and Culture. While originally a journalist and reporter, she has branched out to study social and electronic media (albeit reluctantly). Her thesis was on how different ethnic groups view the newspaper, with uses and gratifications theory as the backdrop. She has worked at Delaware State University the past ten years as Communications Department Chair.

**Remembered Histories and Forgotten Societies: Some perceptions on the
Portuguese legacy in Sri Lanka
Anura Manatunga
(University of Kelania, Sri Lanka)**

The present paper is an attempt to grasp a perception on the Portuguese legacy in Sri Lanka (Ceylon). It is interesting to note that the Portuguese legacy is viewed under different perspectives by academics, politicians, the media, and the general public in contemporary Sri Lanka. This perception has changed over time and is related to the socio-cultural background of particular periods in History. In general, the Portuguese legacy has always been viewed under dual standards in Sri Lanka, i.e., both as an historical fact and as a social force. The Portuguese legacy as an historical fact is well remembered, but it has often been forgotten, or at least underestimated, as a social force.

The Portuguese arrived in Sri Lanka – which was then known as Silao – in 1505 and remained there until 1658. Initially, they were traders and supporters of the Kingdom of Kotte but soon became the masters of the Kingdom, gaining and losing territory along time. The Portuguese built the fortress of Colombo and many others around the coastal belt of the Island, and ruled the maritime provinces of Sri Lanka until the Dutch seized power with the support of the Kandyan kingdom.

The Portuguese were the first Western power encountered by Sri Lankans, as well as by several other nations in Latin America, Africa and Asia. They influenced every aspect of Sri Lankan culture during their presence. Their legacy can be witnessed in the coastal belt more than in the inland areas. Interestingly, there are some descendants of mixed marriages with the Portuguese, although most have been assimilated and are difficult to be recognized nowadays. A casual survey into the life, language and landscape of Sri Lanka will reveal some interesting aspects of the Portuguese legacy. Likewise, a thorough research will indicate the underlying currents of socialization and the roots of present perceptions about the Portuguese legacy in the island.

The present paper emphasizes the forgotten aspects of the Portuguese legacy and attempts to theorize the indigenization of foreign elements, while trying to understand the perception of historical facts in the contemporary socio-cultural milieu.

Anura Manatunga is a Professor at the Department of Archaeology, University of Kelaniya, since 2006. Director of the Centre for Asian Studies of the University of Kelaniya. Fellow of the Sri Lanka Council of Archaeologists, General Secretary of the International Association for Asian Heritage (IAAH), and chairman of the Intangible Heritage Unit, The Sri Lanka Foundation, since 2014. Recipient of the Vice-Chancellor's Award for the Most Outstanding Promoter of International Relations, in 2010 and 2013. Several positions as field director, director and consultant with UNESCO. Member of the board of the Sri Lanka Council of Archaeologists, Department of Archaeological Survey, Painting Conservation Trust, Sri Lanka Council of Archaeologists, Postgraduate Institute of Archaeology, Postgraduate Institute of Archaeology, Faculty of Graduate Studies, SIDA/SAREC Research Project. Life Member of the Royal Asiatic Society, Indian Society for Prehistoric and Quaternary Studies, Sri Lanka Historical Association, Sri Lanka Association of Geographers, Society of South Asian

Archaeologists, Indo-Pacific Prehistory Association, World Archaeological Congress. Organizer of several seminars and workshops, author of 9 books, editor and author of countless books, articles, booklets and conferences.

Ahmed El Kaladi

(Dean of the Faculty of Foreign Languages of the Université d'Artois, Arras, France)

Title and abstract to be announced.

A herança da seda, das especiarias e do açúcar:

As rotas do saber na cooperação inter-universitária – The legacy of silk, spices and sugar: Routes of knowledge in the cooperation between universities

**Maria de Deus Manso
(University of Évora & CICP)**

Quando em 1415 os Portugueses iniciaram uma persistente política de conquista e descobrimento, construíram um Império vastíssimo, heterógeno e longo no tempo. Entre os séculos XV e XVIII Portugal estabeleceu os alicerces para uma nova perceção de mundo. O Mar-Oceano deixou de ser uma muralha e Lisboa, ao lado de Sevilha — na opinião de Fernand Braudel (1902-1985) e Immanuel Wallerstein (1930-) —, construíram as economias-mundo. Foram encurtadas distâncias e a ideia do Mundo e da Vida mudará definitivamente, independentemente de caminhos sinuosos que emergiram na sua formação. Gradualmente caminha-se para um processo de globalização, onde a Expansão Portuguesa ganhou relevo. As viagens contribuíram para a acumulação de capitais na Europa, para a dinâmica do comércio, trazendo e levando produtos desconhecidos, e deu-se início a um longo e perdurável encontro de culturas, onde a Língua e a Cultura Portuguesa ganharam destaque. Foram raras as regiões do globo que escaparam ao intercâmbio incrementado na Era Moderna. Se, em algumas regiões, o legado aí deixado se esfumou, em outras, permanece vivo. Falamos sobretudo das regiões que, no século XX, deram origem à CPLP, quer enquanto membros efectivos, quer como observadores, tendo-se alargado já no século XXI com a entrada da Guiné Equatorial.

Portugal foi crucial para o progresso da Europa das descobertas. Hoje, não mais irá reabilitar as rotas comerciais que ligavam Lisboa a outras regiões do Mundo, mas com base neste passado pode redefinir políticas que ultrapassem a ligação material e imaterial, abram a "grande porta atlântica" e quiçá se "reabilite o Quinto Império" de António Vieira. Cientes deste passado e da crise que a Europa atravessa, Portugal/Comunidade Lusófona deveriam apostar em políticas que cada vez mais reforcem a cooperação económica, mas sobretudo cultural e académica, erguendo-se como um "bloco alternativo". Tendo por base esta convicção e a minha experiência enquanto docente, irei abordar, nesta palestra, alguns aspetos que me preocupam neste domínio.

Maria de Deus Beites Manso concluiu a Agregação em 2008. Doutoramento em História Moderna, pela Universidade de Évora, aprovado por Unanimidade; Mestre em História, na área de especialização de História Moderna, pela Faculdade de Letras da Universidade de Lisboa. É Professora Auxiliar com Agregação na Universidade de Évora e membro integrado do Centro de Investigação em Ciência Política. Publicou 23 artigos em revistas especializadas e 17 trabalhos em actas de eventos, possui 19 capítulos de livros e 7 livros publicados. Participou em 90 eventos no estrangeiro e 100 em Portugal. Orientou 3 teses de doutoramento e 6 de mestrado nas áreas de História e Arqueologia, Ciências Sociais e Humanidades. Actua nas áreas de Humanidades com ênfase em História e Arqueologia. Membro da American Association of Teachers of Spanish and Portuguese, AFEMAM (Association Française pour l'Étude du Monde Árabe et Musulman) e MAPEAL

(Associação de Macau para a Promoção e Intercâmbio entre a Ásia-Pacífico e a América Latina).

Beyond Silks and Spices, East and West: A Transcultural Perspective
Jean-Paul Rosaye
(Université d'Artois, Arras, France)

Paul Ricoeur's famous dictum that 'To say self is not to say I', and its corollary that 'the shortest route from self to self is through the other' can be applied to the larger context of cultures, civilisations, and the nature of their relationships. Cultures and civilisations cannot live in isolation. This paper analyses how a new collaborative basis between the East and the West can be established to remove an enduring misunderstanding that has plagued sound intercultural relations for quite some time. A renewed cooperation is indeed possible, but it should first be settled on a redefinition of the way we understand cultures, civilisations, and their relationship. This redefinition is the task of transcultural studies, whose clarification of the metaphysical and epistemological justifications for such cooperation concurs with the important ongoing economic and political endeavours.

Jean-Paul Rosaye is Full Professor at the Artois University in France. He has published mainly on the history of ideas in a European context (*T. S. Eliot poète-philosophe : Essai de typologie génétique*, 2000 ; *Autour de l'idéalisme britannique: recherches et réflexions méthodologiques sur l'histoire des idées en Grande-Bretagne*, 2010 ; *F. H. Bradley et l'idéalisme britannique: les années de formation (1865-1876)*, 2012). He is Vice-Director of a humanities research centre ("Textes et Cultures", EA 4028) and Director of a team of researchers working on Civilization and Transcultural Studies. He is currently working on a translation of F. H. Bradley's book *Appearance and Reality* as well as on a study of Bradley's metaphysics.

Universidade Metodista Unida de Moçambique [UMUM]: Desafios aos estudantes para uma educação de qualidade – United Methodist University of Mozambique [UMUM]: Challenging students towards an education of quality
Estela Ribeiro Lamas
(United Methodist University of Mozambique)

Partindo dos princípios que norteiam a UMUM, não esquecendo os pontos de referência da evolução transdisciplinar da educação – partir da/para a realidade – e tendo em mente que a estrutura *student oriented* sustenta a organização dos cursos, problematizaremos a opção pela oferta, no 1º ano da licenciatura, de um conjunto de quatro *unidades curriculares transversais* a todos os cursos. Cientes de que a educação implica a vivência da *interculturalidade* e a *inclusão social*, o alvo será identificar o papel que a *língua* desempenha na descoberta do 'eu', na sua aceitação e consolidação, para que seja viável comunicar, agir e (con)viver em sociedade; na vivência do 'eu' com o outro; na *construção colaborativa* dos *saberes* e dos *saberes fazeres*. Daí decorre que as unidades curriculares transversais escolhidas, para induzir e potenciar uma educação de qualidade, tenham sido o *Português*, enquanto língua oficial, o *Inglês*, enquanto língua franca, as *Tecnologias da Informação e Comunicação*, como mediadoras da comunicação, promotoras de redes e de comunidades de aprendizagem para a construção do conhecimento e, ainda, *Diálogos*, *Paz e Desenvolvimento*, propiciando uma emergência equilibrada do sujeito *per se*, na sua relação com o outro e com o mundo – *saber ser* e *saber conviver*. Iremos, então, questionar a metodologia a utilizar nestas unidades curriculares, respeitando as suas especificidades, sustentando as áreas científicas contempladas em cada curso, numa dinâmica *inter* e *transdisciplinar*, implicando os estudantes na realidade e na complexidade do conhecimento e, em complementaridade, desafiando os docentes para o *trabalho colaborativo*.

Estela Pinto Ribeiro Lamas é professora catedrática aposentada, membro da Comissão Instaladora da Universidade Metodista Unida de Moçambique, colabora com a USC, Espanha, a nível de programas de doutoramento, na orientação de teses, desenvolvendo investigação, no âmbito das Ciências da Educação (Avaliação; Desenvolvimento Curricular; Formação Avançada de Professores) e da Didática das Língua e Literatura Maternas. Integra júris de doutoramento e colabora a nível de programas europeus e internacionais. Reitora honorária da Universidade Jean Piaget de Cabo Verde, dirigiu o Instituto Superior de Língua Portuguesa, sedado no *campus* universitário da Cidade da Praia; aí criou e dirigiu a revista científica *Contacto* com Concelho Científico internacional. Integrou, ao longo da sua carreira académica, o corpo docente da Escola Secundária Francisco Manyanga em Maputo, da Escola Secundária Augusto Gomes de Matosinhos, da ESE do Porto, da UTAD em Vila Real, da Universidade Fernando Pessoa, da Universidade Católica do Porto, do ISLA e do Instituto Piaget, em Vila Nova de Gaia. A sua formação académica teve início na África do Sul (Rhodes University, Grahamstown; UNISA, Pretoria), tendo sido continuada em Portugal (Universidade do Porto, UTAD, Universidade Católica do Porto); em França (Universidades de Paris-Vincennes, Paris-Nanterre, Sorbonne Paris VIII, de Dijon e CIEP, Sèvres); em Inglaterra (Universidade de Oxford); em Espanha (Universitat Politècnica de Catalunya).

**Discursive multilingualism in the EU documents:
A post-accession membership perspective**

Gunta Rozina

(Chair of Linguistics, Department of English Studies, University of Latvia)

During the last decade, research interest in multilingualism has increased immensely. Growing understanding and commitment to the linguistic diversity is considered to be one of the factors that underlie a successful interaction in a multilingual society nowadays. Thus, this presentation deals with analysis of text types that characterise selected discursive practices followed in the EU. They demonstrate that the interinstitutional communication in the EU is characterised by specified features of discursive multilingualism, which presents its own social, institutional and individual dimensions. As a result, the present study reports on selected linguo-pragmatic peculiarities that govern the use of language in administrative and institutional contexts. From the perspective of discursive multilingualism, the topicality of the present research lies in investigation of the linguo-pragmatic and situational features, conventions, and textual characteristics that are represented in the EU documents. The study concludes that the EU documents are constructed as specific discourses and they display their own textual and intertextual features, such as, for example, verbosity, redundancy of expressions, tautologisms and circumlocution.

Dr. philol. **Gunta Rozina** is professor of applied linguistics at the Department of English Studies, the University of Latvia. She runs the Chair of Linguistics, and her professional career builds on the research of the English language use applied for professional purposes in such areas as applied pragmatics, cross-cultural pragmatics, banking and finance, law and medicine.

Throughout the career in applied linguistics, Gunta Rozina has been focusing on non-native users of the English language and has been developing her thinking and writings around analysing the linguistic and pragmatic principles that underlie the spoken and written modes of communication. Besides, her long-standing relationships with those who apply the English language for instrumental purposes have provided her with an awareness of the present time demand for the English language use considering the massive importance of global information in communication.

Why Latvia?
Indra Karapetjana
(Head of the Department of English Studies and Director of the Centre for Applied Linguistics, Faculty of Humanities, University of Latvia)

By briefly looking at the geographic and cultural landscape of Latvia, the latter being the core of the nation throughout its history, this presentation will promote a positive awareness about Latvia in order to outline exchange opportunities for students and academic staff, as well as enhance the development of joint programmes and projects.

The University of Latvia being one of the largest leading research universities in the Baltic States offers more than 130 state-accredited academic and professional study programmes in the humanities, sciences, social sciences, and education sciences. It is the only university representing Latvia in the QS World University Rankings and is among the 5% of the world's top universities, which is a great achievement for a country with a population of less than 2 million. English studies all over the world are continuing to experience fundamental changes. Since English represents access to specific knowledge and skills nowadays, it serves for instrumental purposes rather than a goal per se. The presentation will share the experience of running the academic programme "English Philology" and the inter-disciplinary programme "Modern Language and Business Studies, which combines languages, cross-cultural and business perspectives.

Although Portugal and Latvia are geographically remote countries, so far we have experienced fruitful cooperation with ISCAP, providing a strong foundation to further the appreciation of the economic and political environments and the understanding between the two cultures in the form of interinstitutional collaboration. Thus, this presentation will contribute to promoting the cooperation between the University of Latvia and ISCAP by sharing the present experience and outlining possible international collaboration in order to draw benefit from European processes in the area of education and research.

Dr.Philol. **Indra Karapetjana** is a professor of Applied Linguistics at the University of Latvia, Latvia. She has contributed to international journals, edited and co-edited journals and scholarly books, and published widely on various aspects of academic and political discourse. Her present research interests lie in the area of genre analysis, discourse analysis and critical discourse analysis. She has been the Head of the Department of English Studies since 2008 and the Director of the Bachelor Study Programme "English Philology" and "Modern Language and Business Studies" at the University of Latvia since 2009. Currently, she also holds the position of the Director of the Centre for Applied Linguistics at the Faculty of Humanities, the University of Latvia.

**An Exploration of Portuguese-Bengal Cultural Heritage
through Museological Studies**
Dhriti Ray
(University of Calcutta)

The Portuguese came to Bengal in the early 16th century for trading. Between 1575 and 1600, they established many colonies on the banks of river Ganga, like Chinsura, Hooghly (Porto Pequeno), Satagaon, Gopalpur and Bandel, covering the eastern part of India. During their stay, Portuguese built many churches, schools and charitable institutions. Churches of Augustinians and Jesuits became popular tourist destinations until today. Although by the 18th century, the Portuguese presence had almost disappeared from Bengal with the emergence of British imperialism, the 500 years old (approx.) Portuguese culture is still living in modern Bengal, in the form of tangible and intangible heritage.

Traces of the Portuguese impact could be seen in Bengali language, literature, folk-tales, folksongs, cuisines, agriculture, religion, cinema and trade. Some of these are included in the academic curriculum of history at school, college and university levels. In this context,

research has been undertaken in the past and is still ongoing in several universities. However, heritage studies under a museological point of view have not yet been initiated at the university level. Though Goa, Panaji, Calicut, Chennai and Nagapattanam were the Portuguese centers for long periods and research has been conducted there along with the establishment of some museums, Bengal is yet to explore similar possibilities. There is a large collection of contemporary paintings, artifacts and archival documents in museums, churches, archives, the Asiatic Society and the National Library (Kolkata, West Bengal), but no exclusive gallery has yet been designed for the Portuguese. But such objects and documents are required to explore, interpret and unfold many episodes of Portuguese history and heritage in Bengal. Apart from the sources scattered around Bengal, there are many other sources of cultural importance in the museums, archives and libraries of Portugal, which could unveil many chapters of contemporary Bengali society, art and technology, such as the weaving of Muslins (a worldwide known fine cotton fabric) among many other.

Museology is an integrated subject at the Post Graduate level in the University of Calcutta, dealing with museum administration, collection, exhibition, management, education and conservation of art, history, culture and science, as well as of intangible heritage. But it is also possible to undertake research programs in integrated disciplines at the PhD level. Likewise, internships at the Post Graduate level would allow students to work in museums abroad. The Department of Museology of the University of Calcutta has enough potential to establish a 'Centre for Portuguese Studies' in collaboration with similar departments in Portugal. Through this Centre, several activities could be undertaken:

- Offer certificate for small orientation programs and summer courses on Indo-Portuguese relations and heritage issues;
- Research documentation about Portuguese objects in museums of West Bengal and/or about objects from Bengal in Portuguese museums;
- Management of databases on documented objects and publications for online use;
- Undertake short-term/long-term projects on different issues of the Portuguese heritage in West Bengal;
- Develop brochures, monographs, catalogues, books, and special issues of the Departmental Journal on local Portuguese heritage;
- Foster faculty, students and visitors exchange programs in order to explore cross-cultural heritage and exchange knowledge that may bring people together;
- Undertake a language study program for both Portuguese and Bengali;
- Curate exhibitions in collaboration with local museums and museums in Portugal;
- Arrange orientation programs on the Portuguese influence in Bengal through workshops, symposium or seminars;
- Explore the possibility of fellowship programs for PhDs and other research work.

The faculty of the Department of Museology of the University of Calcutta has the expertise to undertake this initiative. Detail planning will be shared in the presentation of this paper, as we firmly believe this is possible through collaborative approaches, careful planning and joint work at every stage.

Dhriti Ray is an Assistant Professor at the Department of Museology of the University of Calcutta. M. Sc. (Gold medalist), Ph. D., Dip. in Public Relations, Certificate in Fundamental Psychology & Applied Counseling. Areas of interest: museum management, heritage, social and educational needs. She is the author of *Museum Information Service: Its Management and Marketing* (Delhi: Pratibha Prakashan, 2008), editor of *Heritage, Visuality and Museology* (Kolkata: University of Calcutta, 2014), and the author of several chapters and scientific articles. Life member of ICOMOS, Museum Association of India, and voluntarily associated with NGOs working for the education of underprivileged children.

The Transcultural Dialogue (1997-2015): A case study
Jin Siyan
(Director of the Confucius Institute for Northern France,
Université d'Artois, Arras, France)

La revue *Dialogue Transculturel*, dont le projet avait été conçu en 1996 lors de la rencontre internationale à Nanjing, organisée conjointement par la FPH (Fondation pour le Progrès de l'Homme), l'Université de Pékin, et l'Université de Nankin, a vu le jour en octobre 1998. Elle a pour objectif de briser le monopole de la pensée unique en matière politique, culturelle et sociale, de favoriser le dialogue entre la Chine et le reste du monde en vue d'une meilleure connaissance réciproque et de contribuer par l'introduction des idées nouvelles à la réforme de la société chinoise. Etant donné que la revue *Dialogue Transculturel* se donne pour mission de favoriser les échanges entre les intellectuels chinois et étrangers, de mettre en commun leurs recherches scientifiques, elle vise dès le départ un lectorat académique et universitaire. La composition du conseil scientifique chinois et européen se porte garant du sérieux et de la qualité de réflexion de la revue. Elle attire par son caractère interculturel et pluridisciplinaire l'attention de nombreux chercheurs, universitaires et intellectuels chinois et occidentaux. La revue a-t-elle réussi l'objectif de la transculturalité ? Quel est son lectorat ? Quel est son aspect international et interculturel ?

Jin Siyan (Pékin, 1957): Professeur des universités en études chinoises, Université d'Artois. Doctorat Lettres Modernes, Université de Paris-Sorbonne (Paris IV); Maîtrise de langue et littérature françaises, Université de Pékin; Licence ès lettres, Université de Pékin. Membre titulaire au Centre de recherche Textes et Cultures de l'Université d'Artois, Équipe d'accueil 4028. Axe Etudes transculturelles : identité, réception et critique (Direction : JIN Siyan et Jean-Paul ROSAYE). Membre associé au Centre de Recherche Transculturelle. Projet de recherche: La littérature chinoise du XX^e siècle et la réception des littératures étrangères), Université de Pékin. Chercheur associé à l'Institut d'Etudes Transtextuelles et Transculturelles (ILCSA EA3708), Université Lyon 3. Thèmes de recherche développés: La critique littéraire comparée : la poétique ; L'écriture féminine : écriture fragmentaire ; Les études transculturelles : approches et pratique (Chine et Occident) : critique, réception et identité ; La traduction du sacré : soutras bouddhistes en version chinoise. Directrice du Département d'Etudes Chinoises, UFR de Langues et Littératures Étrangères, Université d'Artois. Codirectrice de la collection franco-chinoise *Proches Lointains* pour les Éditions Desclée de Brouwer et Shanghai, depuis 1998. Rédactrice en chef adjointe de la revue *Dialogue Transculturel*, revue co-dirigée par l'Académie de la Culture Chinoise, le Centre de Recherche Transculturelle de l'Université de Pékin, l'Université de Nankin, Jiangsu, depuis 2010.

**Portuguese Built heritage in West Bengal: Heritage tourism for the promotion of
academic and cultural relations between India and Portugal**
Mahua Chakrabarty
(University of Calcutta)

West Bengal is a state within India with a rich architectural heritage. Among the Europeans, the Portuguese were the first to build their own architecture in Bengal. The Portuguese architectural style of Bengal coincided almost exactly with its counterparts in settlements all over India.

Nowadays, Portuguese built heritage in Bengal is a point of tourist attraction. Due to the increase in heritage-tourism, there is a remarkable growth of visitors to the built heritage sites in Bengal. Tourism practices in West Bengal are bound together by the twin travel dicta of 'Beautiful Bengal' and 'Atithi Devo Bhavah' ('Let us treat our tourists as gods'). Heritage-tourism is the tool to establish modern academic and cultural relations between West Bengal (and India, as well) and Portugal. This can be achieved, with mutual benefit, through a

systematic effort in promoting interaction between governments, academia, museums and the tourism sector, with a specific focus on activities and areas of common interest and under a philosophy of collaborative approach. The principal vehicles of collaboration may be as follows:

- Support exploratory visits to Portuguese built heritage sites in West Bengal to identify trends and specific areas of mutual interest;
- Promote the exchange and dissemination of information and scientific opportunities through joint workshops, seminars and symposia;
- Create a comprehensive database and reference source of Portuguese heritage in West Bengal, in order to establish linkages and interactions directed towards academic institutions, museums and tourism;
- Exchange of museologists, researchers and technocrats with the aid of grants and fellowships;
- Facilitate and promote joint collaborative projects and programs;
- Create new paths for training in specialized areas of R&D;
- Establish a network of 'Centers of Excellence' in advanced areas of R&D in India and Portugal.

The paper will discuss the aforesaid aspects.

Mahua Chakrabarty is an Associate Professor in Museology at the University of Calcutta. She obtained her PhD on "Minor Antiquities in the Museums of Eastern India: Problems of Communication to the Visitors" in August 2002, from the University of Calcutta. At present, she is supervising seven PhD candidates at this University, while engaged in postdoctoral research on Conservation and Management of India's Cultural Heritage. Research interests: current issues in Museology, Indian art history and Archaeology. Author and editor of countless books, edited volumes, book chapters, scientific articles and conferences, all over the world. Life Member of the Museums Association of India, Asiatic Society, Indian Art History Congress, Paschimbanga Vijnan Mancha, and ICOM. Served as Head of the Department of Museology of the University of Calcutta for 2 years. Member of the editorial board of several scientific journals and recipient of numerous scholarly distinctions, fellowships and research grants.

From East Timor to Beyond the Black Stump: Doing Australian Studies in Portugal
David Callahan
(University of Aveiro)

Symptomatically, the national association of English studies is called the Portuguese Association of Anglo-American Studies, indicating an Olympian lack of interest in the rest of the world outside the Euro-American axis. The situation does not appear to have altered greatly since the founding of the Association in 1979. When I held the European Association of Australian Studies conference at the University of Aveiro in 2003, with 120 speakers, not one academic came from another Portuguese university. A research group at the University of Lisbon has attempted to institute the study of other parts of the world which use English but it is noticeable that their conferences are very small, and not attended by powerful people in the Department. Even when embassies bring important writers from countries such as Canada and Australia, their sessions draw small audiences. Despite the global explosion of attentiveness towards non-canonical literatures and cultures, little of this seems to have become valorised in the centres of cultural power in Portugal, notwithstanding the interest by isolated younger researchers. One interface between Portugal and Australia is that located in their competing neo-colonialisms with respect to East Timor, but the two research environments in each country largely operate without reference to each other. While we might expect that Australian researchers would remain ignorant of Portuguese research, given lack of expertise in the language, even among investigators who specialise in East Timor, it is surprising that Portuguese researchers reference Australian work so little, given

the vast amount of sophisticated work in Australia, particularly in areas such as political studies, environmental studies and sociology. This paper will accordingly reflect upon the experience of doing Australian studies and East Timorese studies in Portugal over the last 25 years.

David Callahan is Associate Professor of English at the University of Aveiro, Portugal. His book *Rainforest Narratives: The Work of Janette Turner Hospital* (2009), was a co-winner of Australia's McRae Russell Award for the best book of literary scholarship on an Australian subject. His articles on Australian and East Timorese issues have appeared in journals such as *Interventions, Literature & History, Critique, Journal of Commonwealth Literature* and *Antipodes*, among which might be highlighted "Consuming and Erasing Portugal in the Lonely Planet Guide to East Timor" (*Postcolonial Studies*, 2011). He is a past president of the European Association for Studies on Australia and Editor of the *Journal of the European Association for Studies on Australia*.

**Redes informais Portugal-Brasil: A rede Braspor e a cooperação interdisciplinar –
Informal networks Portugal-Brazil: Braspor network and cooperation across
disciplines**

Joana Gaspar de Freitas

(IELT, Faculty of Social and Human Sciences, Nova University of Lisbon)

BRASPOR Network was created in 2011 in Oporto as an informal open network of Portuguese and Brazilian researchers working about coastal systems. Its purpose is to stimulate the collaboration between scientists from different background areas to develop more holistic approaches to both Human and the Environment and their entangled relations. The Network works as a discussion forum allowing researchers to share their results and to improve them based in constructive criticism. Also it potentiates the formation of transnational and interdisciplinary research teams working about the same subjects in both sides of the Atlantic. Benefits of this complementary interaction propitiate the development of new research projects, the raise of funds to support them and the dissemination of scientific knowledge not only within academia, but also to the general public.

In this presentation, first, we will talk about the creation, the objectives, the evolution and the outcomes of BRASPOR Network in the last five years. Referring also its challenges for the future since its members have different opinions about what the network should be and accomplish. Second, we will point the relevance of the dialogue between natural science and social sciences to better understand the complexity of certain phenomena, such as environmental and sustainability issues. Based in the discussions of a historian and a geologist, we will set out the importance of linking Environmental History with other disciplines, as Geology, Climatology and Biology, to achieve a deeper knowledge on the impact of human activities on coastlines in a dialectical and historical perspective. We will focus on how these joint efforts can offer new approaches on present and future risks concerning human presence in the coasts, in order to work out adaptation and mitigation measures and to achieve the effective participation of citizens in the decisions.

Joana Gaspar de Freitas is a Postdoctoral Researcher at Instituto de Literatura e Tradição – Patrimónios, Artes e Culturas (IELT), from Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa and a collaborative member of the Centro de História of the Universidade de Lisboa (CH-FLUL). She received her PhD in Contemporary History, in 2011, from the Universidade de Lisboa. Her research focuses on the Environmental History of coastal zones in Portugal, Brazil, Angola and Mozambique. She is interested in Human / Coastal Environments interactions: consequences, risks and vulnerabilities, ecological traditional knowledge, tangible and intangible heritages, transformation of landscapes and integrated coastal zones management.

**The Creative Industries in Macao: From an Industry Cluster to the Academia –
As Indústrias Criativas em Macau: De um *cluster* da Indústria à Academia**
Álvaro Barbosa
(Dean of the Faculty of Creative Industries, University of Saint Joseph, Macau)

The Creative Industries in Macao: From an Industry Cluster to the Academia Macau is one of the regions in China with the fastest growing economy, heavily based on an entertainment, gaming and tourism industry, and that is developing a sustainable model that articulates complementary sectors within the cultural and creative industries. In South China, the Pearl River Delta is in itself a strong hub in the Creative Industries, in which Macau has to articulate itself with stakeholders like Hong Kong, ShenZhen, Guangzhou and Zhuhai.

In this context the development of Higher Education has a crucial role. In this presentation we will introduce recent academic developments in Macau in the field of fashion, communication & media, design and architecture, as well as research in interactive media technology, urban soundscapes, virtual reality immersive audiovisual environments and digital fabrication, that are leading the way for an emerging Industry Cluster.

Álvaro Barbosa (Angola 1970) is an Associate Professor and Dean of Faculty of Creative Industries at University of Saint Joseph (USJ) in Macau SAR, China. Prior to this position, He was the acting director of the Sound and Image Department at the School of Arts from the Portuguese Catholic University (UCP-Porto) until September 2012, co-founding in 2004 the Research Center for Science and Technology of the Arts (CITAR), in 2009 the Creative Business Incubator ARTSpin and in 2011 the Digital Creativity Center (CCD). He also promoted several new innovative curricula such as the PhD Program in Science and Technology of the Arts, the Master Program in Creative Industries Management and the Post-Graduation Degrees in Photography and Digital Design. Holding a PhD degree in Computer Science and Digital Communication from Pompeu Fabra University in Spain and a Graduate Degree in Electronics and Telecommunications Engineering from Aveiro University in Portugal, his academic activity is mainly focused on the field of Design for Audio and Music Technology, in which he worked for five years as an Resident Researcher at the Barcelona Music Technology Group (MTG). His recent R&D work, on experimental Network Music and Interactive Sound-Design Systems, was largely fostered in 2010 during a Post-Doctoral Research Position at Stanford University in the Center for Computer Research in Music and Acoustics (CCRMA). His projects, in collaboration with other artists and researchers, have been extensively presented and performed internationally, with special emphasis in Sound and Music Design pieces, Collaborative Interactive Installations, Live Electronic Music, Computer Animation short-film, Design Thinking and Systematic Creativity.

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