

Choice Based Credit System (CBCS)

# UNIVERSITY OF DELHI

## DEPARTMENT OF GERMANIC & ROMANCE STUDIES

UNDERGRADUATE PROGRAMME  
(Courses effective from Academic Year 2015-16)



## SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

**Disclaimer:** The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

**Undergraduate Programme Secretariat**

## **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **CHOICE BASED CREDIT SYSTEM (CBCS):**

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

### **Outline of Choice Based Credit System:**

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
  - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
  - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
  - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
  - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
  - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

**Details of courses under B.A (Honors), B.Com (Honors) & B.Sc. (Honors)**

Course	*Credits	
	Theory+ Practical	Theory + Tutorial
<b><u>I. Core Course</u></b>		
(14 Papers)	14X4= 56	14X5=70
<b>Core Course Practical / Tutorial*</b>		
(14 Papers)	14X2=28	14X1=14
<b><u>II. Elective Course</u></b>		
<b>(8 Papers)</b>		
A.1. Discipline Specific Elective	4X4=16	4X5=20
<b>(4 Papers)</b>		
A.2. Discipline Specific Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
<b>(4 Papers)</b>		
B.1. Generic Elective/		
Interdisciplinary	4X4=16	4X5=20
<b>(4 Papers)</b>		
B.2. Generic Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
<b>(4 Papers)</b>		
<ul style="list-style-type: none"> <li>• <b>Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6<sup>th</sup> Semester</b></li> </ul>		
<b><u>III. Ability Enhancement Courses</u></b>		
<b>1. Ability Enhancement Compulsory</b>		
<b>(2 Papers of 2 credit each)</b>	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
<b>2. Ability Enhancement Elective (Skill Based)</b>		
(Minimum 2)	2 X 2=4	2 X 2=4
<b>(2 Papers of 2 credit each)</b>		
<b>Total credit</b>	<b>140</b>	<b>140</b>
<b>Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.</b>		

\* wherever there is a practical there will be no tutorial and vice-versa

Discipline Specific Core: Spanish

**Semester-1**

**C-1 Developing reading and writing skills 1 (Total Credits -6)**

Reading simple texts and answering questions on them. Guided writing will include subjects concerning the learner and his immediate environment.

**Texts:**

**Spanish-**

*Aula Internacional 1*, Editorial difusión, Barcelona(2006) (Indian Edition Available)

*Suggested Readings:*

*Nuevo Ven 1*, Editorial Edelsa, Madrid (2004).

*Español sin Fronteras 1*, SGEL, Madrid (1998).

*Planet@ 1*, Editorial Edelsa, Madrid (2001).

Note: Teachers are free to recommend supplementary language manuals.

**Semester-1**

**C-2 Developing listening and speaking skills (Total Credits 6)**

Listening to simple texts and answering questions on them. Monologues and /or dialogues will be on subjects concerning the learner and his immediate environment.

**Texts:**

Spanish- *Aula Internacional 1*, Editorial difusión, Barcelona (2006) (Indian Edition Available).

Note: Teachers are free to recommend supplementary language manuals.

**Semester-2**

**C-3 Language in Context: Developing reading and writing skills – 2(Total Credits 6)**

Describing past events, reading, writing and understanding short texts including news items, instructions for use, emails, logs, classified advertisements, biographies, invitations. Internet forums.

**Texts:**

Spanish- *Aula Internacional 1 & 2*, Editorial difusión, Barcelona (2006) (Indian Edition Available).

*Suggested Readings:*

*Nuevo Ven 1 & 2*, Editorial Edelsa, Madrid (2004).

*Español sin Fronteras 1*, SGEL, Madrid(1998).

*Planet@ 1 & 2*, Editorial Edelsa, Madrid (2001).

**Semester-2**

**C-4 Intermediate level reading and writing skills (Total Credits 6)**

Asking for and giving instructions, narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.), reading, understanding and preparing posters (theatre, film, books).

**Texts:**

Spanish- *Aula Internacional 1 & 2*, Editorial difusión, Barcelona, 2006 (Indian Edition Available).

**Semester-3**

**C-5 Developing intermediate level speaking and listening skills(3) (Total Credits 6)**

Summarizing a film, preparing and conducting an opinion poll, conducting an interview, working with songs.

**Texts:**

Spanish- *Aula Internacional 2 & 3*, Editorial difusión, Barcelona, 2006 (Indian Edition Available).

*Suggested Readings:*

*Nuevo Ven 2*, Editorial Edelsa, Madrid (2004).

*Español sin Fronteras 2*, SGEL, Madrid(1998).

*Planet@ 2 & 3*, Editorial Edelsa, Madrid (2001).

**Semester-3**

**C-6 Studying Different text types (Total Credits 6)**

Studying different text types to familiarize oneself with different kinds of language usages and styles including reading and understanding instructions for use, classified advertisements, biographies informative texts, short scientific texts, writing a film critique, summarising a press article, analysing and writing a summary of opinion poll results, reading a comic strip, writing a dialogue for a comic strip. Different language registers, understanding word formation. Preparing a slam.

**Texts:**

*Aula Internacional 3*, Editorial difusión, Barcelona, 2006 (IndianEditionAvailable).

*FurtherReadings:*

*Nuevo Ven 3*, Editorial Edelsa, Madrid (2004).

*Español sin Fronteras 2*, SGEL, Madrid(1998).

*Planet@ 3*, Editorial Edelsa, Madrid(2001).

**Semester-3**

**C-7 Advanced reading and writing skills (1) (Total Credits 6)**

Comparing headlines and presentation of news in different newspapers, analysing an editorial, writing a short story, reading and analysing texts/articles on different social issues.Preparing a blog, analysing and writing a summary of opinion poll results.

**Texts:**

*Aula Internacional 4*, Editorial difusión, Barcelona(2006) (IndianEditionAvailable).

**FurtherReadings:**

*Nuevo Ven 3*, Editorial Edelsa, Madrid (2004).

*Español sin Fronteras 2*, SGEL, Madrid (1998).

*Planet@ 4*, Editorial Edelsa, Madrid (2001).

**Semester-4****C-8 Developing advanced reading and writing skills (2) (Total Credits 6)**

Describing and comparing education systems, reading and analysing texts/articles on various social issues, writing an open letter to the authorities, writing a petition, describing and analysing cultural representations, writing a short story, writing blogs.

**Texts:**

*Aula Internacional 4*, Editorial difusión, Barcelona (2006) (IndianEditionAvailable).

**FurtherReadings:**

*Tema a Tema B1*, Editorial Edelsa, Madrid(2011).

*Tareas y proyectos en clase*, Editorial Edinumen(2001).

**Semester-4****C-9 Debating on various social issues(Total Credits 6)**

Preparing, conducting and presenting results of opinion polls on various social issues, preparing and presenting a skit. Debates, oral presentations on various social issues, narrating one's experiences of foreign language learning.

**Texts:**

*Aula Internacional 4*, Editorial difusión, Barcelona (2006) (Indian Edition Available).

**FurtherReadings:**

*Tema a Tema B1*, Editorial Edelsa, Madrid (2011).

*Tareas y proyectos en clase*, Editorial Edinumen (2001).

**Semester-4****C-10 History of Spain in relation to Europe and History of Latin America (Total Credits 6)**

The major social, political and cultural events from the medieval to contemporary period.

- Arab contributions to Spanish culture. (711-1492).
- The Catholic kings, discovery of America and the Spanish empire.
- XIXth century Spanish American Independence movements.
- XXth century: Spanish Civil War, Latin American dictatorships.
- Contemporary Spain and Latin America.

**Texts:**

Manuel FernandezAlvarez, *España, biografía de una nación* Madrid:Espasa Libros SLU (2011).

Manuel FernandezAlvarez, *Pequeña historia de España* Madrid: Espasa Libros SLU (2008).

Guillermo Hernández, *De la edad media a la actualidad*, Madrid: SGEL (2008).

## Semester-5

### C-11 History of Spanish and Latin American Literature (Total Credits 6)

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times. This will include Spanish Romanticism, Neoclassicism, the Spanish realist novel, Latin American romances and the debate on civilization and barbarism in Latin America. The first fifty years of the XXth century: extracts from the post Spanish civil war novel and the Latin American regionalist novel.

#### *Recommended Readings and References:*

##### *19<sup>th</sup> Century Literature*

##### *Novels:*

Latin America: Joaquín Lizardi, *El periquillo sarniento* (1816).

##### *Spain:*

Pérez Galdós, Benito: *Doña Perfecta* (1876).

##### *Drama:*

Latin America: Joaquín Fernández de Lizardi, (1845) *Todos contra el payo*

Spain: Leandro F. de Moratín, *El sí de las niñas* (1801) *Shorter Narrative Texts:*

Spain: Clarín, Leopoldo Alas: *Relatos Breves*, (1892).

Latin America: Enrique Anderson Imbert y Eugenio Florit, Holt, Rinehart and Winston, *Literatura hispanoamericana 1 y 2* (1970).

##### *Poetry:*

Latin America: Ruben Darío, *Azul* (1888).

Spain: Bécquer, Gustavo Adolfo: *Rimas y leyendas*, Colección Purpura. Madrid (1970).

##### *20<sup>th</sup> Century Literature*

##### *Novels:*

Latin America: Gallegos, Rómulo: *Doña Bárbara* (1929).

Güiraldes, Ricardo: *Don Segundo Sombra* (1926).

Spain: Ramón Jiménez, Juan: *Platero y yo* (1914).

Miguel de Unamuno, *Niebla* (1914).

##### *Drama:*

Spain: Buero Vallejo, Antonio: *Historia de una escalera* (1949).

García Lorca, Federico: *La casa de Bernarda Alba* (1936).

##### *Shorter Narrative Texts:*

*América Latina cuenta*, Ed. Francisco J Uriz, Edelsa (1990).

*Breve Biblioteca Hispánica*, EUNSA, Pamplona (1998).

##### *Poetry:*

Spain: *Antología de poesía del 27*,

*Conexiones*, Eduardo Zayas-Bazán, Susan M Bacon y Dulce García, Prentice Hall (1999).

Latin America: Octavio Paz, *Ladera Este*. (1969).

Gabriela Mistral, *Sur* (1941).

## Semester-5



## C-12 Introduction to Translation (Total Credits 6)

1. Study of language used in industries such as hospitality, tourism, banking, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets).
2. Introducing the student to the techniques of translation;
3. Scientific and Technical translation. Translation of sacred texts.
4. Making of word glossaries in above fields.
5. Reading of parallel literature on texts chosen for translation.
6. Role of Translation in Multimedia contexts.
7. Machine translation and its limitations
8. Ethics and accountability in translation.

### *Suggested Readings:*

1. Extracts from Susan Bassnett McGuire: *Translation Studies* (2002).
2. Daniel Gile, *Basic Concepts and Models for Interpreter and Translator Training* John Benjamins Publishing(2009).
3. Jeremy Munday, *Introducing Translation Studies, Theories and Applications* New York: Routledge (2012)
4. Malmkaer Kirsten, Windle, Kevin. *The Oxford Handbook of Translation Studies* Oxford: OUP (2011).
5. Baker, Mona. *In Other Words. A Course Book in Translation.* New York: Routledge (2011).
6. López Guix, Juan Gabriel. *Manual de Traducción Inglés – Castellano* Madrid: Gedisa, 2012
7. Child, Jack. *Introduction to Spanish Translation* UPA, 2009
8. Haywood, Louise. *Thinking Spanish Translation: A Course in Spanish Translation, Spanish to English* New York: Routledge, 2009
9. Lunn, Patricia. *Et.al En otras palabras: perfeccionamiento del español por medio de la traducción* Washington: Georgetown University Press, 2013.

## Semester-6

### C-13 Rhetorics and Composition (Total Credits -6)

Definition and study with examples of

1. Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.
2. Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Clichés, Euphemism, Climax and Anticlimax, Paradox, Analogies.
3. Idioms and Proverbs with their historical origin.
4. Different literary genres: Myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles, Social Realism., Travel Literature

**Texts:**

1. Beckson, Karl and Ganz, Arthur. *Literary Terms, A Dictionary*. Delhi: Rupa (1960, 1991).
2. Delgado, Josefina. *Qué leer y Cómo* Buenos Aires: El Ateneo (2002).
3. Azaustre, Galiana Antonio y Juan Casas Rigall. *Introducción al análisis retórico, tropas, figuras y sintaxis del estilo*. Santiago de Compostela: Universidad de Santiago de Compostela (1994).
4. Romera, Angel. *Manual de Retórica y Recursos Estilísticos*, Diario del Endriago, <http://diariodelendriago.blogspot.com>.

### Semester-6

#### C-14 Reading Texts (Total Credits 6)

A selection of literary, visual texts with focus on the major cultural and intellectual movements: origins to the eighteenth century. Seminal texts of the medieval, Renaissance and Baroque ages from Spain and its colonies.

Texts:

Spanish Historical films: *La Celestina* (1996), *Lázaro de Tormes* (2001), *Alatriste* (2006), *1492* (1992) *Proceso a Mariana Pineda* (1984)

Films on Latin American History: *Cabeza de Vaca*, *El Conquistador Conquistado* (1991), *The Mission* (1986), *Yo la peor de todas* (1990), *The Alamo* (1960)

J. Manuel Cabrales Arteaga, *Manual de literatura española y latinoamericana*, Madrid: SGEL (2009).

Guillermo Hernández, *Literatura española y hispanoamericana 2* Madrid: SGEL (2009).

Novels:

Excerpts from Fernando de Rojas, *La Celestina* (1502).

Anonymous, *Lazarillo de Tormes*. (1554).

Plays:

Spain: Lope de Vega, *Fuenteovejuna* (1619).

Colonial Latin America: Juan Ruiz de Alarcón, *La verdad sospechosa* (1624).

Poetry:

Spain: Francisco de Quevedo, (1600-1640) *Poemas satíricos*

Colonial Latin America: Sor Juana Inés de la Cruz, (1680), *Veintiun sonetos de amor*,

### Discipline Specific Elective (DSE)

#### Semester V and VI

##### DSE -1

#### History of Spanish Language and Different Language Registers (Total Credits 6)

Brief history of language. Growth of regional languages in Spain in the 19<sup>th</sup> century with rise of nationalism. Comparison of colloquial Spanish and language of literary texts. Differences in Spanish articulation/pronunciation within the Peninsula and in Latin America with film and Youtube resources. Language registers of Hispanic diaspora in the United States.

Texts:

- Lapesa, Rafael. *Historia de la lengua española* Madrid: Gredos (2005).
- Jackson, Gabriel. *Introducción a la España Medieval (The Making of Medieval Spain)* Barcelona: Altaya (1996).
- X. Bru de Sala: *España Catalunya, Un diálogo con futuro* Barcelona: Planeta(1998).
- Rubert de Ventós, Xavier. *Nacionalismos* Madrid: Espasa Calpe (1994).
- Villanueva, Tino. *Los Chicanos* México: Fondo de Cultura Económica(1980).

### Semester V and VI

#### **DSE – 2 Introduction to Consecutive and Simultaneous Interpretation from Spanish to Hindi/ English/regional languages in Language Laboratory (Total Credits 6)**

##### Unit 1:

- Different Modes of Interpretation
- Booth behaviour and microphone manners

##### Unit 2:

- Economizing voice.
- Protocol and Etiquette.
- Languages in demand.
- Translation and Interpretation links to cognitive psychology and psycho linguistics.

##### Unit 3:

- Knowledge about United Nations and European Union.
- Interpretation in Press Conferences.
- Interpretation in Courts.
- Loyalty and Fidelity Issues.

##### *Essential Readings:*

- Nolan, James. *Interpretation, Techniques and Exercises*, Multilingual Matters(2005).
- Gillies, Andrew. *Conference Interpreting: A Student's Practice Book*, Routledge(2013).
- Gillies, Andrew. *Note Taking for Consecutive Interpreting. A Short Course*, Routledge(2014).
- Valerie Taylor Bouladon, *Conference Interpreting, Principles and Practice*, Book Surge Publishing (2007).

### Semester V/VI

#### **DSE -3 Children and Adolescent Literature (Total Credits 6)**

1. Changing conceptions of children's literature: Literature for children and /or adult readers?
2. Folklore, fables and fairy tales for young children.
3. Children's literature and transmission of values.
4. Theatre for children.

##### *Suggested Readings:*

- Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage (1975).
- Propp, Vladimir. *Morphology of the Folk Tale*, University of Texas Press (1988).
- Nodelman, Perry. *The Hidden Adult: Defining Children's Literature* Baltimore: John Hopkins University Press (2008).

Cervera, Juan. *Teoría de la literatura infantil*. Bilbao: Mensajero(1991)  
García Lorca, Ana. *Historia Portátil de la Literatura infantil*. Madrid: Anaya (2001).

Primary Texts:

1. García Lorca, Federico. Ramón Jimenez; Alberto, Rafael. *Mi primer libro de poemas* Madrid: Anaya (2004).
2. García Lorca, Federico. *El maleficio de la mariposa*
3. Ramón Jiménez, Juan. *Platero y Yo* (1914) Madrid: Cátedra (2014).
4. Conde, Carmen. *Aladino* Madrid: Hesperia, 1944
5. Conde, Carmen. *Auto de Navidad* Madrid: Enag, 1953

### **Semester V/VI**

#### **DSE-4 Techniques of Written Expression (Total Credits 6)**

1. Structuring an argument. Understanding the exigencies of academic writing in literary and cultural studies, translation: theory and practice; foreign language learning and teaching.
2. Plagiarism.
3. Coherence in formulation of an argument, conducting surveys and making questionnaires, using Internet resources, making bibliographies, reading indexes, making citations, formatting projects.

*Recommended Readings:*

1. Aranda, José Carlos. *Manual de Ortografía y Redacción*. Madrid: Ed. Berenice, 2010
2. Cervera, Angel. *El comentario de textos* Madrid: Espasa, 1999
3. Cassany, Daniel. *La cocina de la escritura* Madrid: Anagrama, 1995.
4. Posner, Richard. *El pequeño libro del plagio* Madrid: El hombre del tres, 2013

### **Semester V/VI**

#### **DSE -5 Spanish in the classroom (Total Credits 6)**

1. History of the language.
2. Self Instruction Material
3. Ludic function of language: games.
4. What is a classroom? Models of learning/teaching. Different methods/approaches to teaching a Foreign language, Introduction to the four skills. What is a text book? Issues in material production.
  1. J. Richards and T. Rogers (2001) *Approaches and Methods in Language Teaching*, Cambridge University Press, Cambridge.(Indian edition available).
  2. Littlewood, T. (1998) *La enseñanza comunicativa del idioma: Introducción al enfoque comunicativo*, Cambridge University Press, Madrid.
  3. Baralo, M. (1998) “Teorías de adquisición de lenguas extranjeras y su aplicación a la enseñanza del español” *Experto en Enseñanza del Español como Lengua Extranjera*, Fundación Antonio Nebrija. Programa de Formación de profesores a distancia, Madrid.

### **Semester V/VI**

## **DSE -6 Life in Spain and Latin American Countries, Elements of History, Culture and Civilization.**

1. The 19th century phenomenon of the *caudillo* and *cacique* in Spain and Latin America. 20th century dictatorships (Franco – Spain, Trujillo – Dominican Republic, Pinochet – Chile, etc) Banana republics. Guerrilla warfare. Revolutions (Mexico, Cuba).
2. Transition to Democracy in Spain and Latin America. Spain and the European Union. NAFTA. Separatism, terrorism and regional nationalism in Spain. Grassroots people's movements in Latin America.
3. Distant Neighbours: Latin America and the United States. Monroe Doctrine. Good Neighbour Policy. Operation Condor. Spain : Multiculturalism and Immigration.
4. Cultural forms and National Identity : Flamenco (Spain) Merengue (Dominican Republic) Tango (Argentina) Cultures of resistance : La movida madrileña, New Song Movement, Narcocorridos.

### Suggested Readings. Excerpts from

1. Tamames, Ramón. *¿A dónde vas España?* Madrid : Alianza, 1977
2. Chasteen, John Charles. *Born in Blood and Fire, A Concise History of Latin America* (New York: Norton, 2001)
3. Grandin, Greg. *Empire's Workshop. Latin America, the United States and the Rise of the New Imperialism.* New York: Henry Holt, 2006
4. Florencia Garramuño. *Primitive Modernities: Tango, Samba and Nation* Trans. Anna Kazumi Stahl. Stanford: Stanford University Press, 2011.
5. Pérez, Edmundo. *Que me entierren con narcocorridos.* Mexico: Grijalbo, 2012
6. Primary texts: Films: Dirs. Pedro Almodovar, Carlos Saura (Spain), Guillermo de Toro (Mexico) etc Music: Carlos Gardel (Tango) Mercedes Sosa (Folk) and others.

## **Semester V/VI**

### **DSE -7 History of European Art (From Renaissance to Contemporary Period)(Total Credits 6)**

1. Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Dürer, (1495) Titian (1559) *The Rape of Europa* Sebastian (1588) *Queen Europa*. Maps of Europe. The idea of Europe.
2. Structures and Perspectives of Everyday life as seen by painters.
3. Overview of important European Art Movements: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists.

### Suggested Readings/Viewings:

1. Burckhardt, Jacob. *The Civilization of the Renaissance in Italy* (1855), New York: Penguin(2004).
2. Secrest, Meryle. *Salvador Dalí The Surrealist Jester* London: Paladin (1986).
3. Hughes, Robert. *Goya* New York: Alfred Knopf (2006).

4. Stassinopoulos Huffington, Arianna. *Picasso Creator and Destroyer* London: Pan Books (1988).
5. Blog by Shatarriah Godwin, People of Color in European Art History.

### **Semester V/VI**

#### **DSE -8 Life Writing: Autobiography/Biography/Travelogue(Total Credits 6)**

1. Characteristics of Autobiographies, Confessions, Memoirs. Fictional Autobiographies, Autobiographical Songs.
2. Diaries and Letters
3. Travel experiences

#### *Suggested Readings (Theory): Extracts from*

1. Geertz, Clifford. *The Interpretation of Cultures*. New York: Basic Books (1973).
2. Geertz, Clifford. *Local Knowledge*. New York: Basic Books (1983).
3. Geertz, Clifford. *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press (1989).
4. Derrida, Jacques. *The Ear of the Other Otobiography, Transference, Translation* University of Nebraska (1988).
5. Tacca, Oscar. *Las voces de la novela* Madrid: Gredos (1975).

#### *Primary Texts:*

1. Lazarillo de Tormes.
2. Cristobal Colón, *Diario de Colón*.
3. Fanny Calderón de la Barca: *La vida en México*.
4. Elizabeth Burgos- Debray *Me llamo Rigoberta Menchu*.
5. Ramón J. Sender. *La Tesis de Nancy*.
6. Camilo J. Cela. *La familia de Pascual Duarte*.

### **Semester: V/VI**

#### **GE – 1 Introduction to French (Total Credit-6)**

1. Communicative Grammar – I  
Functional grammar based on the text book
2. Text Comprehension and Written Expression  
Comprehension of simple texts and précis-writing  
Essays on simple topics, questions on civilisation  
Translation of simple passages into English and simple sentences into the foreign language.
3. Oral Expression  
Reading of texts, general questions on the country and civilisation.

#### *Essential Readings:*

*Version Originale – 1 Livre de l'élève:* Monique Denyer, Agustin Garmendia, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris (2009).

*Version Originale – 1 Cahier d'exercices:* Michael Magne, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris (2010).

#### **GE – 2 Introduction to German (Total Credit-6)**

1. Communicative Grammar – I

Functional grammar based on the text book

2. Text Comprehension and Written Expression

Comprehension of simple texts and précis-writing

Essays on simple topics, questions on civilisation

Translation of simple passages into English and simple sentences into the foreign

3. Oral Expression

Reading of texts, general questions on the country and civilisation.

*Essential Readings:*

Tangram aktuell 1, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi (2005).

**GE – 3 Introduction to Italian (Total Credit-6)**

1. Communicative Grammar – I

Functional grammar based on the text book

2. Text Comprehension and Written Expression

Comprehension of simple texts and précis-writing

Essays on simple topics, questions on civilisation

Translation of simple passages into English and simple sentences into the foreign

3. Oral Expression

Reading of texts, general questions on the country and civilisation.

*Essential Readings:*

*Espresso 1*, Luciana Ziglio, Giovanna Rizzo, Alma Edizioni, Firenze and GOYAL Publishers and Distributors Pvt. Ltd., Delhi (2012).

*Domani 1*, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze (2010).

*Grammatica pratica della lingua italiana*, Susanna Nocchi, Alma edizioni, Firenze.

**GE – 4 Introduction to Portuguese (Total Credit-6)**

1. Communicative Grammar – I

Functional grammar based on the text book

2. Text Comprehension and Written Expression

Comprehension of simple texts and précis-writing

Essays on simple topics, questions on civilisation

Translation of simple passages into English and simple sentences into the foreign

3. Oral Expression

Reading of texts, general questions on the country and civilisation.

*Essential Readings:*

Tavares, Ana, *Português XXI, vol.III, Lidel* – Edições Técnicas, Lisboa (2004).

Silva Mendes, *Português Contemporâneo*, D. Quixote – Lisboa.

Helena Ramos, *Comunicar em Português*, Lidel - Edições Técnicas, Lisboa (2002).

**GE – 5 Introduction to Romanian (Total Credit-6)**

1. Communicative Grammar – I

Functional grammar based on the text book

2. Text Comprehension and Written Expression

Comprehension of simple texts and précis-writing

Essays on simple topics, questions on civilisation

Translation of simple passages into English and simple sentences into the foreign

3. Oral Expression

Reading of texts, general questions on the country and civilisation.

*Essential Readings:*

*Limbaromână. Manual pentru studenții străini. Anul pregătitor*, Vol. I, G. Brâncuș, A. Ionescu, M. Saramandu, Editura Universității din București, București (2002).

**GE – 6 Introduction to Spanish (Total Credit-6)**

1. Communicative Grammar – I

Functional grammar based on the text book

2. Text Comprehension and Written Expression

Comprehension of simple texts and précis-writing

Essays on simple topics, questions on civilisation

Translation of simple passages into English and simple sentences into the foreign

3. Oral Expression

Reading of texts, general questions on the country and civilisation.

*Essential Readings:*

*Aula Internacional 1, Libro de alumno*, Editorial difusión, Barcelona 2006 (Indian Edition Available)

*(Recommended Readings)*

*Nuevo Ven 1, Libro de alumno*, Editorial Edelsa, Madrid (2004).

*Español sin Fronteras 1, Libro de alumno*, SGEL, Madrid (1998).

**Semester: III/IV/V/VI**

**Skill Based Courses: AEEC -1 Spanish in the Travel and Tourism Sector (Total Credits 2)**

1. Tourism in Spain and Latin America. Demographic profile of Hispanic tourists in India. History, government Interventions in the tourism sector in Spain and Latin America from the 1960's. Comparison with India. Hispanic tourist preferences in India. Popular tourist destinations sites, important museums and their specializations. Guided online excursions through museums.
2. Planning an itinerary by air, ship, train. National and International Airlines operating in India.
3. International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.
4. Hotel Industry in Spain and Latin America, Hispanic influence in Indian hotel industry (Spanish and Mexican restaurants etc.) Important hotel chains. Language used in hotel industry, airports and by airlines.
5. Ecological and Rural Tourism in Spain and Latin America. Lessons for India.
6. Spanish and Latin American Cuisine.
7. Knowledge of Cultural Codes and Protocol in Spain and Latin America. Comparisons with India.
8. The profession of tour guiding and travel agent.



9. Project Work: Interviews via Internet; Making a video on themes related to languages for Specific Purposes (e.g. Hospitality, Tourism, Business, etc.); Making an audio-guide of monuments; Conducting surveys among tourists;

Suggested Manuals for Vocabulary:

1. González, Marisa et.al. *Socios, Curso de español orientado al mundo del trabajo* Barcelona: Difusión (2007).
2. Felipe Gallego, Jesús. *Diccionario de Hostelería: Hotelería y Turismo, Restaurante y Gastronomía, Cafetería y Bar*, Madrid: Ed. Paraninfo (2004).
3. López Collado, Asunción. *Hostelería: Curso Completo de Servicios* Madrid: Ed. Paraninfo (2001)

**Semester III/IV/V/VI**  
**AEEC-2 Business Spanish (Total Credits 2)**

1. Spanish and Latin American Investment in India.
2. Multinationals and business houses from Spanish speaking countries. Company headquarters of companies. Chambers of Commerce.
3. Products of import and export between Spanish speaking countries and India. Areas of potential business growth. International brands.
4. Writing job applications. Making a Curriculum Vitae.
5. Writing letters of acknowledgements, complaints, writing tenders for companies.
6. Business codes and protocol, Industrial espionage.
7. Making glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.
8. Projects: creating websites for business house, writing classified advertisements.
9. Role play on buying and selling products, talking about one's skills,

*Suggested Readings:*

1. Aguirre Beltran B. *Introducción al español de los negocios* Madrid(2011).
2. Pérez Matilde, Alonso. *Innovando en el mundo de los negocios*. Madrid: September Ediciones(2011).
3. Nevaer, Louis. *Speak Business Spanish like an Executive: Avoiding the Common Mistakes that hold Latinos back*. New York: Hispanic Economics (2012).

**Semester III/IV/V/VI**

**AEEC -3 Food and Social Life in the Hispanic World\* (Total Credits 2)**

1. The concept of cooking and dining as social rituals. Hospitality, “table manners” and the forging of social relationships. The idea of food as “intangible cultural heritage”. Culinary diplomacy. “Conflict Kitchens” (Breaking bread to win hearts and minds). Nationalism, tradition and food.
2. Spanish food staples and choices in history (olives, oranges, grapes etc.). Products introduced by the Romans (grapes) Arabs (saffron) and from the New World to

Europe after discovery of America. (coffee, cocoa, tobacco etc.). Processed regional Spanish food, brands of bread, cheese, wine etc. (Rioja distilleries, Manchego cheese, Sangria).

3. Famous contemporary Spanish and Latin American cuisines (Basque, Campaign for *Cocina peruana para el Mundo*), signature chefs.
4. References to food in the literatures of Spain and Latin America.  
Mexico: Fernando del Paso, Laura Esquivel.  
Spain: Cervantes, Luis de Góngora, Francisco de Quevedo. Manuel Vazquez Montalban  
Argentina: Julio Cortázar, Jorge Luis Borges.  
Chile: Pablo Neruda.  
Cuba: Nicolás Guillén and others.  
\*Course to be complemented with demonstrations and hands on training.

*Suggested Readings. Excerpts from:*

1. Levi Strauss, Claude. *The Raw and the Cooked*. New York: Harper and Row (1969).
2. Levi Strauss, Claude. *The Origin of Table Manners*. Chicago: University of Chicago Press, 1990
3. Douglas, Mary. *Purity and Danger: An analysis of the Concepts of Pollution and Taboo*. London: Routledge(1966).
4. Barthes, Roland. *Mythologies*. New York: Paladin (1986).
5. Michelin Guides
6. Ortega, Simone. *1080 Recetas de Cocina*. Madrid : Alianza (2004).

### **Semester III/IV/V/VI**

#### **AEEC -4 Hispanic Studies: Media Skills\* (Total Credits 2)**

1. Brief History of journalism in the Hispanic world. Famous Spanish and Latin American newspapers. (*El País*, Spain; *Clarín* Argentina, *La Jornada* Mexico etc) Bilingual Regional Press. (*Gara*, *El Norte de Castilla*).
2. Radio and T.V. news channels in Spain and Latin America, Hispanic channels in the United States. Multimedia journalism.
3. New or Narrative “Gonzo” Journalism, (Periodismo gonzo) Embedded Journalism.
4. Study of examples of Travel and Environmental Journalism, Sports, Cultural and Economic journalism.
5. Comparison of news items on different channels. Ideological Differences in news presentations.
6. Censorship laws in various countries. Yellow Journalism.
7. Professional Risks in Journalism. War and underworld reporting. Reporters without Borders.

**Project Work:**

1. Comparing headlines and presentation of news in various newspapers. Summarizing an article. Analyzing an editorial. Reading and analyzing

texts/articles on social issues (generation gap, racial discrimination etc). Writing a report on an opinion poll. Preparing a flyer. Analyzing & writing blogs. Preparing a weather report. Writing a small report on a given topic for the wall-newspaper. Preparing a forum on Internet; (TV/University life); managing interactions.

2. Editing Skills.

\*To be complemented with demonstrations and hands on training.

*Suggested Readings:*

1. [www.totallygonzo.org](http://www.totallygonzo.org)
2. [www.periodismogonzoargentina.blogspot.in](http://www.periodismogonzoargentina.blogspot.in)
3. Luis Cebrián, Juan. *La prensa en la calle. Escritos sobre Periodismo* Madrid: Taurus, (1980).
4. Martín Vivaldi, G.: *Géneros periodísticos*, Madrid: Paraninfo (1977).
5. Núñez Ladeveze, L.: *Manual para periodismo*, Barcelona: Ariel (1991).
6. Rodríguez Ruibal, Antonio: *Periodismo turístico. Análisis del turismo a través de las portadas*. Barcelona: Editorial UOC(2009).