

**Department of Germanic & Romance Studies**  
**BA (H) Spanish**

**Semester VII**

DSC - 19	Study of a Genre – Shorter Narrative Forms
Pool of DSEs	Advanced Study of the Language
	Study of a Genre: Theatre
	Introduction to Literary Translation
	Introduction to the Methodology of Teaching a Foreign Language
	Introduction to Linguistics
	Cultural History of Spain and Spanish Speaking Countries - 1
	Language of the Media
	Study of an Author
	Understanding Contemporary Europe
	History of 19th Century Literature
	Research Methodology and Academic Writing

**Semester VIII**

DSC - 20	Themes and Strategies in Hispanic Literature
	Rhetoric and Composition
Pool of DSEs	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of Spain and Spanish Speaking Countries -2
	Language of the Arts
	Critical Issues in Hispanic Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

**DISCIPLINE SPECIFIC CORE COURSE– 19 (DSC-19)**  
**Study of the Genre: Shorter Narrative Forms**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of the Genre: Shorter Narrative Forms	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

DSC-19 Study of the Genre: Shorter Narrative Forms	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To study various shorter narrative forms such as legends, chronicles, novelas, fable, fairy tales, cuento, cuento fantástico, microstories, flash narratives etc.</li> <li>To introduce the students to the historical evolution of these genres.</li> <li>To equip students with basic tools for narratological analysis</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>The student will be able to identify formal and thematic characteristics of various shorter narrative forms.</li> <li>The student will be able to analyse the works of leading writers of these forms and their specificities.</li> <li>The student will develop an understanding of the evolution of these genres across various centuries up to the contemporary period</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>11 hours</b>
An introduction to Narratological Theories Characteristics of Shorter Narrative forms of the Medieval period: leyendas, fábulas, etc.	
<b>UNIT II</b>	<b>11 hours</b>
Study and analysis of shorter narrative forms from the XVIII Century	
<b>UNIT III</b>	<b>11 hours</b>
Study and analysis of shorter narrative texts from the XIX Century	
<b>UNIT IV</b>	<b>12 hours</b>
Study and analysis of shorter narrative texts from the XX and XXI Century	
<b>Practical component (if any) – NIL</b>	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Ángel del Río, <i>Historia de la literatura española</i>, Ed. Bruguera: Madrid 1985.</li> <li>Alan Deyermond: <i>Historia de la literatura española</i> 1. La Edad Media. Ariel: Barcelona 1970.</li> <li>R.O. Jones: <i>Historia de la literatura española</i> 2. Vol.1 &amp; 2 Ariel: Barcelona 1974.</li> <li>E.M. Wilson y D. Moir: <i>Historia de la literatura española</i> 3, Ariel: Barcelona 1974.</li> <li>N. Glendinning: <i>Historia de la literatura española</i> 4, Ariel: Barcelona 1973.</li> <li>Donald Shaw, <i>Historia de la literatura española</i> 5, Ariel: Barcelona 1973.</li> <li>Santos Sanz Villanueva: <i>Historia de la literatura española</i> 6, Ariel: Barcelona 1984.</li> <li>Luis Sainz de Medrano, <i>Historia de la literatura hispanoamericana</i>, Taurus 1989.</li> <li>Enrique Anderson Imbert, <i>Antología de la literatura hispanoamericana</i>, tomo I y II, Holt Rinehart and Winston, 1970.</li> </ol> <p>Additional material may be provided by the Department.</p>	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>Assignments/Presentations</li> <li>Literature review</li> <li>Book review</li> <li>Project activity (group)</li> </ul>	

- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

## DISCIPLINE SPECIFIC ELECTIVES (DSE)

The following Discipline Specific Electives (DSEs) of 4 credits will be offered in Semesters VII

	Course Title
Pool of DSEs	Advanced Study of the Language
	Study of a Genre: Theatre
	Introduction to Literary Translation
	Introduction to the Methodology of Teaching a Foreign Language
	Introduction to Linguistics
	Cultural History of Spain and Spanish Speaking Countries -1
	Language of the Media
	Study of an Author
	Understanding Contemporary Europe
	History of 19th Century Literature
	Research Methodology and Academic Writing

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Advanced Study of the Language	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Advanced Study of the Language	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• To enable learners to partially attain B2 Level of reading, writing, listening and speaking skills in the concerned language.</li> <li>• To impart required skill to understand and compose specialised audio-visual material and articles within and outside his/her field.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• The student will develop the capacity to give a clear, systematically developed presentation, highlighting significant points, and relevant supporting detail.</li> <li>• The student will develop the capacity to present in a spontaneous manner without referring to a prepared text and demonstrate an adequate degree of fluency and ease of expression</li> <li>• The student will develop the required skill to understand specialised articles, reports,</li> </ul>	

<p>documentaries, and films within and outside his/her field with the help of a dictionary.</p> <ul style="list-style-type: none"> <li>The student will develop required skills to prepare specialised written documents/reports/term papers for academic and professional needs</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 hours</b>
<p>Reading : Reading, analysing and synthesizing information, ideas and opinions from highly specialised sources within his/her field/understanding specialised articles outside his/her field, provided he/she can use a dictionary/understanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections/scanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p> <p>Writing: Writing term papers on various topics/project reports/preparing news reports/ blog writing /writing applications /wall magazines /editorials/ brochures/ newsletters etc.</p>	
<b>UNIT II</b>	<b>12 hours</b>
<p>Listening: Understanding recordings in standard dialect likely to be encountered in social, professional or academic life and identifying speaker's viewpoints and attitudes as well as the informational content.</p> <p>Speaking: More spontaneous oral communication skills both formal and informal through the discussion of a wide range of wide range of general, academic, vocational or leisure topics/contemporary socio-political issues, marking clearly the relationships between ideas. related to the Hispanic World/ Production of audio-video clips/ Making detailed oral presentations/ Drama and songs</p>	
<b>UNIT III</b>	<b>11 hours</b>
<p>Lexical, Morphosyntactic and Phonological Competences:</p> <ul style="list-style-type: none"> <li>Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains.</li> <li>Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech, texts in a coherent and cohesive manner.</li> <li>Developing clear, natural, pronunciation and intonation in Spanish</li> </ul>	
<b>UNIT IV</b>	<b>10 hours</b>
<ul style="list-style-type: none"> <li>Co-cultural Competence: Developing the capacity to him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.</li> <li>Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of France and Francophone countries.</li> </ul>	
<p>Any of the textbooks given below may be prescribed:</p> <ol style="list-style-type: none"> <li>Aranda, José Carlos. Manual de Ortografía y Redacción. Madrid: Berenice, 2010.</li> <li>Cervera, Ángel. El comentario de textos Madrid: Espasa, 1999</li> <li>Cassany, Daniel. La cocina de la escritura Madrid: Anagrama, 1995.</li> <li>Posner, Richard. <i>El pequeño libro del plagio</i> Madrid: El hombre del tres, 2013</li> <li><i>Aula internacional</i> 4. Editorial Difusión (2017)</li> <li><i>Aula internacional</i> 5. Editorial Difusión (2017)</li> <li><i>Gente hoy</i> 3. Editorial Difusión (2013)</li> <li><i>Nuevo Prisma Fusión B1 + B2</i>. Editorial Edinumen (2013)</li> </ol>	

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion
- Problem-solving exercises

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Theatre	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Study of a Genre: Theatre	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>▪ Study of theatre as a genre and its specificities</li> <li>▪ Study of the genre's evolution in Hispanic Literature through a selection of representative authors from the Middle Ages till the present day.</li> <li>▪ Imparting literary techniques and strategies to analyse theatre as a genre.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• The student will develop an understanding of the specificities of the genre.</li> <li>• The student will become familiar with the historical evolution of the genre.</li> <li>• The student will read and be familiar with critical issues related to major plays of Hispanic literature.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>11 hours</b>
Medieval and Renaissance forms of theatre Theatre of the Siglos de Oro	
<b>UNIT II</b>	<b>11 hours</b>
18 <sup>th</sup> and 19 <sup>th</sup> Century Theatre	
<b>UNIT III</b>	<b>11 hours</b>
20 <sup>th</sup> century post realist theatre Existentialist theatre	
<b>UNIT IV</b>	<b>12 hours</b>

**Suggested Readings:**

1. Ángel del Río, *Historia de la literatura española*, Ed. Bruguera: Madrid 1985.
2. Alan Deyermond: *Historia de la literatura española* 1. La Edad Media. Ariel: Barcelona 1970.
3. R.O. Jones: *Historia de la literatura española* 2. Vol.1 & 2 Ariel: Barcelona 1974.
4. E.M. Wilson y D. Moir: *Historia de la literatura española* 3, Ariel: Barcelona 1974.
5. N. Glendinning: *Historia de la literatura española* 4, Ariel: Barcelona 1973.
6. Donald Shaw, *Historia de la literatura española* 5, Ariel: Barcelona 1973.
7. Santos Sanz Villanueva: *Historia de la literatura española* 6, Ariel: Barcelona 1984.
8. Luis Sainz de Medrano, *Historia de la literatura hispanoamericana*, Taurus 1989.
9. Enrique Anderson Imbert, *Antología de la literatura hispanoamericana*, tomo I y II, Holt Rhinehart and Winston, 1970.

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Literary Translation	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

### Introduction to Literary Translation

**Learning Objectives:**

- To introduce students to debates around literary translation.
- To familiarize students with various strategies and methods pertaining to literary translation.
- To impart skills required for translation of specific genres.
- To provide an overview of literary translation in India.

**Learning Outcomes:**

- The student will understand various issues of literary translation.

<ul style="list-style-type: none"> <li>The student will be able to apply various strategies and methods of translation of different kinds of literary texts.</li> <li>The student will be able to hone their practical translation skills.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 hours</b>
Issues of Translation (Equivalence, Fidelity, Readability, Rewriting, Appropriation)	
<b>UNIT II</b>	<b>12 hours</b>
Strategies and Methods of Translation	
<b>UNIT III</b>	<b>12 hours</b>
Translating narrative and essayistic texts	
<b>UNIT IV</b>	<b>9 hours</b>
History of translation in India with focus on translation of literary texts from Spanish.	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Baker, Mona. <i>In Other Words: A coursebook on translation</i>. (1992.)</li> <li>Bassnett, Susan &amp; Ande Lefvere. <i>Translation, History, and Culture</i>. (1990).</li> <li>Bassnett, Susan. <i>Translation Studies</i>. (1991).</li> <li>Brill, E.J. and Eugen A. Nida. <i>Towards the Science of Translating</i>. (1964).</li> <li>Santos, Iolanda. <i>La traducción literaria: Nuevas investigaciones</i>. (2016)</li> <li>Toury, Gideon. <i>Translation across Cultures</i>. (1998)</li> <li>Venuti, Lawrence. <i>The Translator's Invisibility. A History of Translation</i>. (1995).</li> <li>Awdhesh Kumar Singh, "Translation in/and Hindi Literature", <i>History of translation in India</i>, Edited by Tariq Khan, National Translation Mission, Mysuru, 2017.</li> </ol> Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>Assignments/Presentations.</li> <li>Literature review</li> <li>Book review</li> <li>Project activity (group)</li> <li>Research cum presentation</li> <li>Creative Writing/Term Paper writing</li> <li>Group discussion</li> </ul> <b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to the Methodology of Teaching a Foreign Language	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1



<b>Introduction to the Methodology of Teaching a Foreign Language</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To create a basic awareness about a foreign language classroom and textbook.</li> <li>To establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>The student will develop a basic understanding of elements of foreign language classroom and textbook</li> <li>The student will develop an understanding of various methods and approaches of foreign language learning and teaching.</li> <li>The student will learn to analyse a foreign language textbook and develop a lesson plan</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>11 hours</b>
Characteristics of a foreign language classroom. Models of learning/teaching	
<b>UNIT II</b>	<b>11 hours</b>
Different methods/approaches to teaching a foreign language.	
<b>UNIT III</b>	<b>11 hours</b>
Introduction to the four skills and Evaluation as defined by the CECR	
<b>UNIT IV</b>	<b>12 hours</b>
Components of a textbook. Issues in material production. Self-Instruction Material	
Teaching language through games or ICT-enabled tools.	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Fernández, S.: <i>Interlengua y análisis de errores en el aprendizaje del español como lengua extranjera</i>. Edelsa, Grupo Didascalía, 1997</li> <li>Giovannini, A. y V.V.A.A.: <i>Profesor en acción: El proceso de aprendizaje</i>. Edelsa, Grupo Didascalía, Madrid, 1996</li> <li>Zanón, J. y V.V.A.A.: <i>La enseñanza del español mediante tareas</i>. Colección E, Edinumen, Madrid, 1999.</li> <li>Moreno Fernández, F.: <i>Adquisición de segundas lenguas: variación y contexto social</i>. Madrid, Arco/Libro, 2000.</li> <li>Stern, H. H.: <i>Fundamental Concepts of Language Teaching</i>, OUP, Oxford, 1983.</li> </ol> Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>Assignments/Presentations.</li> <li>Literature review</li> <li>Book review</li> <li>Project activity (group)</li> <li>Research cum presentation</li> <li>Term Paper writing</li> <li>Practice teaching</li> <li>Group discussion</li> </ul>	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	



Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Linguistics	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Introduction to Linguistics	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To familiarize students with critical issues on general linguistics as well as on applied linguistics.</li> <li>To introduce various Linguistic theories that have emerged since Structuralism proposed by Ferdinand de Saussure</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>The student will be able to understand the structure and components of language and the fundamental concepts of linguistic inquiry.</li> <li>Students will be able to apply theory into practice in their own language acquisition process.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 hours</b>
General Linguistics: Different branches of linguistics Definition and characteristics of a sign, Synchronic, diachronic study of linguistics, the Difference between “langue and parole,”	
<b>UNIT II</b>	<b>11 hours</b>
Phonetics (Vowels, semi-vowels, consonants, syllables), and Phonology (elision, liaison, intonation)	
<b>UNIT III</b>	<b>11 hours</b>
Morphology (Flexion, derivation), Syntax (basic structures of the Spanish language, introduction to generative grammar)	
<b>UNIT IV</b>	<b>11 hours</b>
Sociolinguistics, Concepts: Speech Acts, performance, competence, enunciation Jakobson’s model of communication, Textual Grammar, Critical Discourse Analysis, Learner Corpora.	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Muñoz-Basols, Javier, Nina Moreno, et al (2017), <i>Introducción a la lingüística hispanica actual - teoría y práctica</i>, Routledge, London and New York</li> <li>Prieto, Carlos (2010), <i>Cinco mil años de palabras</i>, Fondo de cultura económica, Mexico</li> <li>Pinker, Steven (2012), <i>El instinto de lenguaje</i>, Alianza Editorial; Grupo Anaya, Madrid</li> <li>Escandell, M. Victoria (coord) (2011), <i>Invitación a la lingüística</i>, Editorial Universitaria Ramon Aceres UNED, Madrid</li> <li>Gil Fernández, Juana (2005), <i>Los sonidos del lenguaje</i>, Editorial Síntesis, Madrid</li> <li>Callies M et Gotz S : <i>Learner corpora in language testing and assessment</i>, John Benjamins Publishing company, Amsterdam.</li> </ol> Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/	

presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Cultural History of Spain and Spanish Speaking Countries - 1	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Cultural History of Spain and Spanish Speaking Countries - 1	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Familiarise students with major social and cultural histories and their reflection in literature and the arts</li> <li>• Equip students to understand how historical contexts shape cultural lives of a given community.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Provide an overview of important historical, social, philosophical and cultural movements of Spain and Spanish Speaking Countries, representative figures, and their contribution from Ancient time till European Enlightenment Era.</li> <li>• Develop an understanding of structures and perspectives of everyday life</li> <li>• Equip with tools to analyse historical documents and artifacts.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
Prehistoric and Ancient Spain (Prehistory - 476 AD) Moors in Spain	
<b>UNIT II</b>	<b>12 hours</b>
Reconquista Catholic Kings Hapsburg Dynasty and Expansion of Spain	
<b>UNIT III</b>	<b>12 hours</b>
Pre-Columbian Civilizations (Prehistory - 1492) Major Civilizations: Maya, Aztecs and Incas The Age of Exploration and the Expansion of Spanish Empire to Latin America (15th - 17th Century)	

<b>UNIT IV</b>	<b>12 hours</b>
The Spanish Golden Age (16th - 17th Century) Colonial Latin America (16th - 17th Century)	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Fusi, Juan Pablo (2016), <i>Historia mínima de España</i>. Turner, Spain</li> <li>2. Chapman, Charles. (2018) <i>A History of Spain</i>. Germany: Endymion Press, Germany.</li> <li>3. Suárez Fernández, Luis (1999), <i>HISTORIA de España antigua y media</i>, Rialp, Spain</li> <li>4. Ruiz, Teofilo F. (2014), <i>Spanish Society, 1400-1600</i>, Taylor &amp; Francis, London.</li> <li>5. Keen, Benjamin, and Haynes, Keith (2012.) <i>A History of Latin America</i>, Cengage Learning, United States</li> <li>6. Todorov, Tzvetan (1993) <i>The Conquest of America</i>, Harper and Row, New York</li> <li>7. Williamson, Edwin (2013) <i>Historia de América Latina</i>, Fondo de Cultura Económica, Mexico Gerald Martin: <i>Journeys through the Labyrinth</i>, Verso: 1989.</li> <li>8. Cesar Fernandez Moreno. <i>Latin America in its literature</i>. Holmes and Meier Publishers, 1980.</li> <li>9. Jaime Vicens-Vives: <i>Historia social y económica de España y América</i>. Barcelona 1957.</li> </ol> <p>Additional material may be provided by the Department.</p>	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group Discussion</li> </ul> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language of the Media	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Language of the Media
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• The course will introduce the representational and communicative practices developed in different forms of the media, i.e. cinema / electronic and print media.</li> <li>• Equip students with basic tools to analyse materials produced by each</li> </ul>
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• The students will develop an understanding of the evolution of the various forms of the media</li> </ul>

<ul style="list-style-type: none"> <li>The students will become familiar with the print media practices.</li> <li>The students will become familiar with the electronic media and cinema</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 hours</b>
Origin and History of Media	
<b>UNIT II</b>	<b>12 hours</b>
Evolution of the Print Media	
<b>UNIT III</b>	<b>12 hours</b>
Evolution of Electronic Media	
<b>UNIT IV</b>	<b>9 hours</b>
Introduction to Media Studies	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Kolker, Robert: <i>Media Studies: An Introduction</i>. Malden, MA: Wiley-Blackwell, 2009</li> <li>Nelmes, Jill (ed.): <i>An Introduction to Film Studies. 4th edition</i>, London, New York: Routledge, 2007</li> <li>Stam, Robert; Miller, Toby (eds.): <i>Film and Theory: An Anthology</i>, Oxford: Blackwell Publishers, 2000</li> <li>Badley, Linda; Palmer, R. Barton; Schneider, Steven Jay: (eds.): <i>Traditions in World Cinema</i>. Edinburgh: Edinburgh University Press, 2006</li> <li>Long, Paul; Wall, Tim: <i>Media Studies: Texts, Production and Context</i>. Harlow, Essex, New York: Pearson Longman, 2009.</li> </ol> Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>Assignments/Presentations.</li> <li>Literature review</li> <li>Book review</li> <li>Movie review</li> <li>Project activity (group)</li> <li>Research cum presentation</li> <li>Term Paper writing</li> <li>Group Discussion</li> </ul> <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of an Author	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

<b>Study of an Author</b>
<b>Learning Objectives:</b>

<ul style="list-style-type: none"> <li>• The course will focus on a selection of writings of a specific author with a view to examine the questions raised in her/his writings.</li> <li>• Developing an in depth understanding of writing styles, thematic aspects and formal choices of the writer.</li> <li>• Understanding how the writings of an author evolve by engaging with his/her works through a comparative approach.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• The students will develop an understanding of the author's writing styles through her/his works through a comparative approach.</li> <li>• The students will become familiar with the questions and issues raised in the works studied.</li> <li>• The students will develop a critical overview on the works produced by the author</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 hours</b>
Critical questions raised by the author	
<b>UNIT II</b>	<b>12 hours</b>
Writing styles of the author	
<b>UNIT III</b>	<b>12 hours</b>
Formal characteristics of her/his works	
<b>UNIT IV</b>	<b>9 hours</b>
Reception of the works	
<b>Suggested authors:</b> Miguel de Cervantes, Federico García Lorca, Camilo José Cela, Carmen Martín Gaité, Ana María Matute, Ramón de Valle-Inclán, Almudena Grandes, Gabriel García Márquez, Jorge Luis Borges, Octavio Paz, Isabel Allende, Pablo Neruda, Carlos Fuentes, Cristina Peri Rossi, Elena Poniatowska, etc. among others.	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. María Stopen, <i>Los autores, el texto, Los lectores en el Quijote</i>, México, 2002</li> <li>2. Mikhail Bakhtin, <i>Problems of Dostoevsky's Poetics</i>, Manchester University Press, 1984</li> <li>3. Roland Barthes, <i>The Death of the Author</i>, (Trans by Richard Howard) Athenaeum Library of Philosophy, 1997.</li> <li>4. M. Foucault, <i>What is an Author?</i> (Trans DF. Bouchard &amp; S. Simon) Ithaca, New York, 1977</li> <li>5. Edward Said, <i>The World, the Text and the Critic</i>, Vintage, London, 1983</li> </ol> Additional material will be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group Discussion</li> </ul>	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Understanding Contemporary Europe	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Understanding Contemporary Europe	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Providing insights into contemporary Europe. It is conceived in three sections.</li> <li>• Understanding Europe through its Films that draw attention to a range of current issues, both social and political.</li> <li>• Developing and understanding of European history and politics during the post-war years from the perspective of their role in the formation of a common European identity</li> <li>• Familiarising with critical issues that have emerged in Europe Today, after the formation of European Union</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• The students will develop an understanding of contemporary Europe.</li> <li>• The students will become familiar with the major issues and debates in nationalism and transnationalism</li> <li>• The students will develop a critical perspective to analyse the implications of European Union in contemporary times.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
Introduction to Europe through contemporary Films	
<b>UNIT II</b>	<b>12 hours</b>
The Second World War, Challenges faced by Europe and Post World War II Reconstructions	
<b>UNIT III</b>	<b>12 hours</b>
Origin and history of the transnational idea of Europe: The Founders of European cooperations, Europe as an idea and an ideal.	
<b>UNIT IV</b>	<b>12 hours</b>
Europe Today: implications of the construction of the European Union (shift from nationalism to transnationalism) and its institutions European Union and its policies on immigration, industry and the arts and culture.	
<b>Suggested Readings</b> <ol style="list-style-type: none"> <li>1. Carr, Matthew. <i>Fortress Europe</i>. The New Press, 2016</li> <li>2. Holmes, Diana. <i>Smith, Alison. 100 Years of European Cinema</i>. Manchester University Press, 2000</li> <li>3. Galt, Rosalind. <i>The New European Cinema</i>. NY: Columbia University Press, 2006</li> <li>4. Gaddis, John Lewis, <i>The Cold War, A New History</i>. Penguin Books, 2006</li> <li>5. Jenkins, Brian. Sofos, Spyros. <i>Nation and Identity in Contemporary Europe</i>. Routledge, 1996</li> </ol>	

6. Kepel, Gilles. *The War for Muslim Minds*. Belknap Press, 2006
  7. Kingsley, Patrick. *The New Odyssey. The Story of Europe's Refugee Crisis*. Guardian Faber Publishing, 2016
  8. Lloyd, John. Marconi, Cristina. *Reporting the EU, News Media and the European Institutions*. I.B.Tauris, 2014
  9. Mazierska, Ewa. Rascaroli, Laura. *From Moscow to Madrid: Postmodern Cities*, European Cinema. I.B.Tauris, 2002
  10. Paul Cooke *Contemporary German Cinema*. Manchester University Press, 2012
  11. Sassoon, Donald. *The Culture of the Europeans*. HarperCollins UK, 2006.
- Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Movie review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History of 19th Century Literature	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

History of 19th Century Literature
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce students to major literary movements that emerged in the 19<sup>th</sup> Century</li> <li>• To develop an understanding of the political, historical and social contexts in which these works emerged</li> <li>• Developing and understanding of the innovations and changes brought by 19<sup>th</sup> century writers.</li> </ul>
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Students will be able to identify the basic characteristics of each literary movements that emerged in the 19<sup>th</sup> century</li> <li>• The students will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements</li> <li>• The students will be able to understand the similarities and differences of each literary</li> </ul>



movement. • Students will be equipped with analytical tools to study the literary works of this century.	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 hours</b>
Romanticism	
<b>UNIT II</b>	<b>12 hours</b>
Realism	
<b>UNIT III</b>	<b>9 hours</b>
Generación del 98	
<b>UNIT IV</b>	<b>9 hours</b>
Modernism	
<b>Suggested Readings:</b> 1. Angel del Rio, <i>Historia de la literatura española</i> , Ed. Bruguera: Madrid 1985. 2. Donald Shaw, <i>Historia de la literatura española 5</i> , Ariel: Barcelona 1973. 3. Santos Sanz Villaneuva: <i>Historia de la literatura española 6</i> , Ariel: Barcelona 1984. 4. Luis Sainz de Dedrano, <i>Historia de la literatura hispanoamericana</i> , Taurus 1989. 5. Enrique Anderson Imbert, <i>Antología de la literature hispanoamericana</i> , tomo I y II, Holt Rinehart and Winston, 1970. 6. Cambridge History of Spanish Literature 7. Oviedo, José Miguel, <i>Historia de la literatura hispanoamericana</i> . Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Movie review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group Discussion</li> </ul> <b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Research Methodology and Academic Writing	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1
Research Methodology and Academic Writing						

<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Enable students to conduct clearly structured academic research in the field of literary, cultural, translation or didactic studies</li> <li>• Equip students with tools to report, document, present research findings, observations, analysis and arguments clearly in an academic format</li> <li>• Familiarize students with various forms of academic writings such as research papers, monographs, conference presentations, academic essays, book review, literature review, dissertation and thesis.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• To enable students to structure and write an academic writing project following the standard norms and conventions of academic writing</li> <li>• To conduct research in Humanities following a methodological framework and report the findings in the form of an academic paper/article/dissertation/thesis.</li> <li>• Can produce coherent argumentative/persuasive texts in order to present and defend one's point of view.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
Structure of academic Writing: <ul style="list-style-type: none"> <li>• Introduction that includes research question, hypothesis, research objective, methodology and plan of the academic paper/dissertation</li> <li>• Development: How to divide the key arguments/findings in subparts/chapters</li> <li>• Conclusion: How to synthesise arguments/observations/findings and conclude</li> </ul>	
<b>UNIT II</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>• Research planning: Methods of Data Collection: Review of Literature, ways to conduct a survey: survey questionnaire, sample size, sample collection</li> <li>• Usage of software and other tools to document, classify and analyse the collected data.</li> </ul>	
<b>UNIT III</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>• Stylistic conventions of argumentative texts</li> <li>• Difference between claims and justifications</li> <li>• How to present arguments based on evidence</li> <li>• How to use connectors to produce coherent texts</li> <li>• Incorporate scholarly research and counter arguments</li> <li>• Reference work in form of footnotes, citations of sources, annotated bibliography etc (Various styles of references such as APA, MLA, Chicago etc.)</li> <li>• Plagiarism and ethics of research: Software to detect and avoid plagiarism</li> </ul>	
<b>UNIT IV</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>• Research Methods and Methodology (Qualitative, Quantitative, Comparative, Analytical, Descriptive, Thematic etc.)</li> <li>• Research Approaches (Marxist, Psychoanalytical, Structuralist, Post-structuralist, Feminist, Post-colonial, phenomenological etc.)</li> </ul>	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Brian Paltridge and Sue Starfield, Thesis and Dissertation Writing in a Second Language,</li> </ol>	

Routledge, 2007

2. Wayne C. Booth. Gregory G. Colomb et al. *The Craft of Research*. University of Chicago Press; 4. edition (18 Oct. 2016)
3. Marin, Marta. *Escritura académica*, Aique Educación. 2010.
4. Vallejo, Raúl. *Manual de Escritura Académica*, Corporación Editora Nacional, 2006.
5. Brian Paltridge and Sue Starfield. *Getting Published in Academic Journals*, University of Michigan Press. 2016.
6. Eco, Umberto. *How to Write a Thesis*, MIT, 2015.
7. Levine, Joseph. *Cómo escribir y presentar su tesis y disertación*. Michigan State University, English, French and Italian versions available.

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Movie review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## Semester VIII

### DISCIPLINE SPECIFIC CORE COURSE– 20 (DSC-20) Themes and Strategies in Literature

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Themes and Strategies in Literature	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

DSC-20 Themes and Strategies in Literature	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Study of particular themes along with the narrative, cultural, literary strategies involved. A new theme is chosen every year.</li> <li>Students develop analytical skills to study a literary theme</li> <li>Students develop the capacity to distinguish between theme and motif in Literature</li> <li>Students develop an understanding of critical issues related to the chosen theme</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Orients students towards the Study of particular themes along with the narrative, cultural &amp; ideological strategies involved.</li> <li>Enables students to critically engage with various aspects involved to analyse the theme</li> <li>Enables students to analyse a variety of narrative and generic techniques to represent the same theme.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
Study of the theoretical questions related to the theme	
<b>UNIT II</b>	<b>12 hours</b>
Study and analysis of literary texts that are based on the theme	
<b>UNIT III</b>	<b>12 hours</b>
Study of the formal devices deployed to depict the theme	
<b>UNIT IV</b>	<b>12 hours</b>
Comparative analysis of the studied texts	
<b>Practical component (if any) – NIL</b>	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Gerald Martin: <i>Journeys through the Labyrinth</i>, Verso: 1989.</li> <li>Cesar Fernandez Moreno. <i>Latin America in its literature</i>. Holmes and Meier Publishers, 1980.</li> <li>Jo Labanyi: <i>Myth and History in the Contemporary Spanish Novel</i>. Cambridge University Press: Cambridge 1989.</li> <li>Francisco Morales Padrón, <i>América en sus novelas</i>, Ed. Cultura Hispánica del I.C.I., 1983.</li> </ol> Readings would be suggested by the Department on the basis of the theme chosen.	

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

**The following Discipline Specific Electives (DSEs) of 4 credits will be offered in Semesters VII**

	Course Title
Pool of DSEs	Rhetoric and Composition
	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of Spain and Spanish Speaking Countries - 2
	Language of the Arts
	Critical Issues in Hispanic Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

### DISCIPLINE SPECIFIC ELECTIVES

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Rhetoric and Composition</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Passed Class XII</b>	<b>Attained a language level in Spanish equivalent to B1</b>

<b>Rhetoric and Composition</b>
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce students to literary and stylistic devices commonly used in the language</li> <li>• To familiarize students with literary tropes and genres</li> <li>• To introduce students to commonly used idiomatic expressions, proverbs and their</li> </ul>

historical origin.	
<ul style="list-style-type: none"> <li>To introduce students to advanced techniques of composition</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>The student will be able to identify and analyse common figures of speech,</li> <li>The student will be able to identify various literary Tropes and genres</li> <li>The student will be able to understand Idioms and Proverbs in their socio-historic contexts</li> <li>The student will be able to write advanced level compositions</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>11 hours</b>
Definition and study with examples of Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.	
<b>UNIT II</b>	<b>11 hours</b>
Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Clichés, Euphemism, Climax and Anticlimax, Paradox, Analogies.	
<b>UNIT III</b>	<b>11 hours</b>
Idioms and Proverbs with their historical origin.	
<b>UNIT IV</b>	<b>12 hours</b>
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	
Suggested Readings: <ol style="list-style-type: none"> <li>Beckson, Karl and Ganz, Arthur, <i>Literary Terms, A Dictionary</i>, Delhi: Rupa (1960, 1991).</li> <li>Delgado, Josefina. <i>Qué leer y Cómo</i>. Buenos Aires: El Ateneo (2002).</li> <li>Azaustre, Galiana Antonio y Juan Casas Rigall. <i>Introducción al análisis retórico, tropas, figuras y sintaxis del estilo</i>. Santiago de Compostela: Universidad de Santiago de Compostela (1994).</li> <li>Romera, Angel. <i>Manual de Retórica y Recursos Estilísticos</i>, Diario del Endriago, <a href="http://diariodelendriago.blogspot.com">http://diariodelendriago.blogspot.com</a></li> </ol> Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>Assignments/Presentations.</li> <li>Literature review</li> <li>Book review</li> <li>Project activity (group)</li> <li>Research cum presentation</li> <li>Creative Writing/Term Paper writing</li> <li>Group discussion</li> </ul>	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		

Study of a Genre: Poetry	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1
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Study of a Genre: Poetry	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To study of poetry as a genre and its development through a selection of representative authors from the Middle Ages till the present day.</li> <li>To impart tools and techniques for analysing poetic texts</li> <li>To familiarise students with various poetic forms</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>The student will develop an understanding of the specificities of the genre.</li> <li>The student will be able to apply various tools to analyse poetic texts</li> <li>The student will become familiar with the historical evolution of the genre.</li> <li>The student will be able to identify characteristics of specific poetic forms.</li> <li>The student will have read the major poets of Hispanic literature.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>11 hours</b>
Introduction to poetics Characteristics of poetic forms of the Medieval period.	
<b>UNIT II</b>	<b>11 hours</b>
Study and analysis of poetic texts from the Renaissance period Study and analysis of poetic texts from the XVII Century	
<b>UNIT III</b>	<b>11 hours</b>
Study and analysis of poetic texts from the XVIII Century Study and analysis of poetic texts from the XIX Century	
<b>UNIT IV</b>	<b>12 hours</b>
Study and analysis of poetic texts from the XX and XXI Centuries	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Angel del Rio, <i>Historia de la literatura española</i>, Ed. Bruguera: Madrid 1985.</li> <li>Alan Deyermond: <i>Historia de la literatura española</i> 1. La Edad Media. Ariel: Barcelona 1970.</li> <li>R.O. Jones: <i>Historia de la literatura española</i> 2. Vol.1 &amp; 2 Ariel: Barcelona 1974.</li> <li>E.M. Wilson y D. Moir: <i>Historia de la literatura española</i> 3, Ariel: Barcelona 1974.</li> <li>N. Glendinning: <i>Historia de la literatura española</i> 4, Ariel: Barcelona 1973.</li> <li>Donald Shaw, <i>Historia de la literatura española</i> 5, Ariel: Barcelona 1973.</li> <li>Santos Sanz Villanueva: <i>Historia de la literatura española</i> 6, Ariel: Barcelona 1984.</li> <li>Luis Sainz de Medrano, <i>Historia de la literatura hispanoamericana</i>, Taurus 1989.</li> <li>Enrique Anderson Imbert, <i>Antología de la literatura hispanoamericana</i>, tomo I y II, Holt Rinehart and Winston, 1970.</li> </ol> Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>Assignments/Presentations.</li> </ul>	



- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Novel	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Study of a Genre: Novel	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Study of the novel and its development through a selection of representative authors from the Renaissance till the present day.</li> <li>• Imparting techniques and narratological strategies to analyse novel</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• The student will develop an understanding of the specificities of the genre.</li> <li>• The student will become familiar with the historical evolution of the genre.</li> <li>• The student will read the major authors of Hispanic literature.</li> <li>• Students will be able to identify and analyse themes depicted in novels</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
Theories of the Novel and various sub-genres of novel	
<b>UNIT II</b>	<b>12 hours</b>
Origins of the novel from the Renaissance to the 18 <sup>th</sup> century	
<b>UNIT III</b>	<b>12 hours</b>
Novels of the 19 <sup>th</sup> Century	
<b>UNIT IV</b>	<b>12 hours</b>
Novels of the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Angel del Rio, <i>Historia de la literatura española</i>, Ed. Bruguera: Madrid 1985.</li> <li>2. Alan Deyermond: <i>Historia de la literatura española</i> 1. La Edad Media. Ariel: Barcelona 1970.</li> <li>3. R.O. Jones: <i>Historia de la literatura española</i> 2. Vol.1 &amp; 2 Ariel: Barcelona 1974.</li> <li>4. E.M. Wilson y D. Moir: <i>Historia de la literatura española</i> 3, Ariel: Barcelona 1974.</li> <li>5. N. Glendinning: <i>Historia de la literatura española</i> 4, Ariel: Barcelona 1973.</li> <li>6. Donald Shaw, <i>Historia de la literatura española</i> 5, Ariel: Barcelona 1973.</li> <li>7. Santos Sanz Villanueva: <i>Historia de la literatura española</i> 6, Ariel: Barcelona 1984.</li> <li>8. Luis Sainz de Medrano, <i>Historia de la literatura hispanoamericana</i>, Taurus 1989.</li> </ol>	

9. Enrique Anderson Imbert, *Antología de la literatura hispanoamericana*, tomo I y II, Holt Rhinehart and Winston, 1970.
10. Dorothy J. Hale, *Social Formalism: The Novel in Theory from Henry James to the Present*, Stanford University Press, California, 1998.
11. Georg Lukács, *The Historical Novel*, University of Nebraska Press, Londres, 1983.
12. Jeremy Hawthorn, *Studying the Novel: An Introduction*, Universal Book Stall, New Delhi, 1985
13. Lennard J Davis., *Resisting Novels: Ideology and Fiction*, Methuen, New York, 1987.
14. Susan Sniader Lanser, *The Narrative Act: Point of View in Prose Fiction*, Princeton University Press, Princeton, New Jersey, 1981.
15. Wallace Martin, *Recent Theories of Narrative*, Cornell University Press, Ithaca, 1986.

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Literary Translation: Theory and Practice	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Literary Translation: Theory and Practice
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Introduce students to debates around literary translation.</li> <li>• Impart skills required for translation of specific genres.</li> <li>• Familiarize students with the reception of translated literature and translation criticism.</li> <li>• Provide an overview of literary translation in Spanish speaking countries.</li> </ul>
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Students will be able to think critically and theoretically about translation.</li> <li>• Students will be able to apply various strategies and methods of translation of different kinds of literary texts.</li> <li>• Students will be able to further hone their practical translation skills.</li> </ul>
<b>Syllabus:</b>

<b>UNIT I</b>	<b>12 hours</b>
Challenges of translation (Translatability, Untranslatability, question of dialects, language registers, cultural nuances, humour etc.)	
<b>UNIT II</b>	<b>12 hours</b>
Translating poetic and dramatic texts	
<b>UNIT III</b>	<b>12 hours</b>
Translation criticism and reception of translated literature	
<b>UNIT IV</b>	<b>9 hours</b>
History of translation in Spanish speaking countries with focus on translations of Indian literary texts.	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Burger, Maya, and Nicola Pozza. <i>India in Translation through Hindi Literature</i>. (2010).</li> <li>2. Gentzler, Edwin: <i>Contemporary translation theories</i>. (2001).</li> <li>3. Lefevere, André. <i>Translation, rewriting, and the manipulation of literary fame</i>. (2016).</li> <li>4. Pym, A. <i>Negotiating the Frontier. Translators and Intercultures in Hispanic History</i>. (2000).</li> <li>5. Ruiz Casanova, J. F. <i>Aproximación a una historia de la traducción en España</i>. (2000).</li> <li>6. Santoyo, J.-C. <i>Historia de la Traducción: quince apuntes</i>. (1999).</li> <li>7. Sherry, Simon. <i>Gender In Translation- Cultural Identity and the Politics of Transmission</i>. (1992).</li> <li>8. Von Flotow, L., Von Flotow-Evans, L. . Translation and Gender: Translating in the "era of Feminism". (1997)</li> <li>9. Venuti, Lawrence. <i>The scandals of translation: Towards an ethics of difference</i>. (1998).</li> </ol> Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group Discussion</li> </ul>	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Methodology of Teaching a Foreign Language: Theory and Practice	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

**Methodology of Teaching a Foreign Language: Theory and Practice**

<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Create an awareness about cultural plurality and the importance of intercultural communication in a foreign language classroom.</li> <li>• Establish a theoretical basis and enable students to make lesson plans.</li> <li>• Enable students to design and plan a teaching unit</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Students will develop an understanding of the notions related to Foreign Language teaching.</li> <li>• Students will understand the role of culture and intercultural in a Foreign Language classroom.</li> <li>• Students will learn to develop a lesson plan while using authentic documents (les documents authentiques).</li> <li>• The students will be able to develop a teaching unit</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
Role of cultural, intercultural and co-cultural competence in the Foreign Language classroom.	
<b>UNIT II</b>	<b>12 hours</b>
Introduction to “Portafolio Europeo de las Idiomas » and CEFR (Marco Común Europeo de Referencia para las Lenguas)	
<b>UNIT III</b>	<b>12 hours</b>
“Los documentos auténticos” and Realia in a Foreign Language Classroom	
<b>UNIT IV</b>	<b>12 hours</b>
Lesson planning and its importance in a foreign language classroom. Planning and designing a Teaching Unit	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. De Santiago Guervós J., J. Fernandez Gonzalez (2017), <i>Fundamentos para la enseñanza del español como 2/L</i>, Arco Libros, Madrid</li> <li>2. Fernández, Sonsoles (2003), <i>Propuesta Curricular y Marco Común Europeo de Referencia</i>, Edinumen, Madrid</li> <li>3. Estaire, Sheila (2009), <i>El Aprendizaje de lenguas mediante tareas: de la programación al aula</i>, Edinumen, Madrid</li> <li>4. Hernández Muñoz, N., Muñoz-Basols, J. et al (2021), <i>La diversidad de español y su enseñanza</i>, Routledge, United Kingdom</li> <li>5. Fernández, C. E., Ainciburu, M. C. (2017). <i>La adquisición de la lengua española: Aprendizaje, enseñanza, evaluación: estudios en homenaje a Marta Baralo Ottonello</i>, Editorial Autores de Argentina, Argentina</li> <li>6. Omaggio Hadley, Alice (2000), <i>Teaching Language in Context</i>, Heinle &amp; Heinle, Boston</li> <li>7. Antón, M. (2013), <i>Métodos de Evaluación de ELE</i>, Arco Libros, Madrid</li> </ol> Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:. <ul style="list-style-type: none"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> </ul>	

- Research cum presentation
- Term Paper writing
- Practice teaching and making lesson plans
- Group Discussion

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Cultural History of Spain and Spanish Speaking Countries - 2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Passed Class XII</b>	<b>Attained a language level in Spanish equivalent to B1</b>

<b>Cultural History of Spain and Spanish Speaking Countries - 2</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Familiarise students with major social and cultural movements and their reflection in literature and the arts</li> <li>• Equip students to understand how historical contexts shape social and cultural lives of a given community.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Provide an overview of important artistic, architectural, philosophical and literary Movements of Spain and Spanish speaking Countries, representative figures, and their contribution from the Spanish Revolution till the 21st Century.</li> <li>• Develop an understanding of structures and Perspectives of Everyday life</li> <li>• Students will be able to prepare a synthesis of historical documents and artifacts.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 hours</b>
The Bourbon Reforms and the Crisis of the Old Regime (18th - Early 19th Century) Spain in the Age of Enlightenment Napoleonic Invasion and the Peninsular War (1808-1814)	
<b>UNIT II</b>	<b>12 hours</b>
Liberalism and Absolutism (19th Century) The Disaster of 1898 The Rise of Republicanism and The Second Spanish Republic Spanish Civil War (1931 – 1939) Franco’s Rule Transition to Democracy (1939-20th Century) and Modern Spain	
<b>UNIT III</b>	<b>12 hours</b>
Colonial Latin America and the Independence Movements (1700-1830)	
<b>UNIT IV</b>	<b>6 hours</b>
Latin America: Nation-Building and Struggles for Stability (1830-1900) <ul style="list-style-type: none"> <li>• Challenges of Newly Independent Nations</li> <li>• Economic Developments</li> </ul>	

- Social and Racial Structures
- Foreign Interventions:  
U.S. Influence and European Influence
- Modernization and Reform Movements

#### **Suggested Readings:**

1. Fusi, Juan Pablo (2016), *Historia mínima de España*. Turner, Spain
2. Chapman, Charles. (2018) *A History of Spain*. Germany: Endymion Press, Germany
3. Ringrose, David R. (1998) *Spain, Europe, and the 'Spanish Miracle', 1700-1900*, Cambridge University Press, United Kingdom
4. Brennan, Gerald (1990), *The Spanish Labyrinth*. Cambridge University Press, Cambridge
5. Vicens-Vives, Jaime (1957), *Historia social y económica de España y América*, Barcelona
6. Casanova, Julián, and Gil Andrés, Carlos (2014), *Twentieth Century Spain: A History*, Cambridge University Press, United Kingdom
7. Del Sarto, Ana & Trigo, A. et al (ed.) (2004), *The Latin American Cultural Studies Reader*, Duke University Press, Durham & London
8. Womack, John, and Womack, John (2011), *Zapata and the Mexican Revolution*, Knopf Doubleday Publishing Group, New York
9. Knight, Alan (2016) *The Mexican Revolution: A Very Short Introduction*, Oxford University Press, United Kingdom
10. Jean Franco (1969) *The Modern Culture of Latin America*. Pelican Books
11. Beezley, William H. (ed.) (2012), *Latin American Popular Culture Since Independence: An Introduction*, Rowman & Littlefield Publishing Group, Incorporated, United Kingdom
12. Jose Enrique Rodo: *Ariel*, University of Texas Press, Austin 1989.
13. D.C. Sarmiento: *Facundo: Civilización y barbarie*, Austral: Buenos, Aires 1962.
14. R.F. Retamar: *Calibán y otros ensayos*. Ed. Arte y Literatura: Havana 1979.
15. José C. Carlos Mariátegui: *Siete ensayos de interpretación de la realidad peruana*, Critica Barcelona 1976.

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language of the Arts	4	3	1	0	Passed Class XII	Attained a language level in Spanish

						equivalent to B1
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Language of the Arts	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To introduce the specific artistic practices of various art forms such as visual, performing and other arts.</li> <li>Approaches and methodological tools to study and analyse visual and performing arts</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, Spanish Impressionists, Spanish Surrealists, Italian Baroque, etc.</li> <li>Develop an understanding of structures and perspectives of everyday life as seen by painters.</li> <li>Equip with tools to analyse artworks.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
Analysing an artwork: Introduction to Methods and Approaches	
<b>UNIT II</b>	<b>12 hours</b>
Elements of Art	
<b>UNIT III</b>	<b>12 hours</b>
Components of Art	
<b>UNIT IV</b>	<b>12 hours</b>
Evolution of various artistic movements in France and Francophone Countries	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Adams, Laurie Schneider, (1996), <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press.</li> <li>Arnason, H. H. (2003), <i>History of Modern Art: Painting, Sculpture, Architecture, Photography</i>, New York: Prentice Hall.</li> <li>Boime, Albert (1990) <i>A Social History of Modern Art</i>, Volumes 5, Chicago: University of Chicago Press,</li> <li>Burckhardt, Jacob. (2004). <i>The Civilization of the Renaissance in Italy</i> (1855), New York: Penguin</li> <li>Hopkins, David, (2000), <i>After Modern Art 1945-2000 (Oxford History of Art)</i>, NY: OUP.</li> <li>Read, Herbert (1984), <i>Meaning of Art</i>, London: Faber &amp; Faber.</li> </ol> Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>Assignments/Presentations</li> <li>Literature review</li> <li>Book review</li> <li>Project activity (group)</li> <li>Research cum presentation</li> <li>Term Paper writing</li> <li>Group Discussion</li> </ul>	
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Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Critical Issues in Hispanic Literature	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Critical Issues in Hispanic Literature	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Engaging with specific issues related to Hispanic literary and cultural studies (Ex. alterity, memory, emotions, utopia, popular culture, technology, hyperreality, ecology, postcoloniality and decoloniality, migration, displacement, exile, marginalisation, conflict, resistance etc.).</li> <li>Specific readings would be suggested on the basis of the issues / areas selected.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>The students will develop an understanding of the specific issues and their representations.</li> <li>The students will be familiar with some literary and theoretical texts as well as cultural productions around the issues.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 hours</b>
Theoretical framework in order to understand and analyse the specific issue	
<b>UNIT II</b>	<b>12 hours</b>
Study and analysis of the issue through selected texts	
<b>UNIT III</b>	<b>12 hours</b>
Developing a comparative approach to engage with the issue.	
<b>UNIT IV</b>	<b>12 hours</b>
Contemporary debates related to the selected critical perspective	
<b>Suggested readings:</b> Although theoretical texts may vary depending on the selected critical area, following are some general readings that can be suggested: <ol style="list-style-type: none"> <li>Williams, Raymond: <i>Keywords: A Vocabulary of Culture and Society</i>. New York: Oxford University Press, 1983.</li> <li>Bennett, Tony; Grossberg, Lawrence; Morris, Meaghan: <i>New Keywords: A Revised Vocabulary of Culture and Society</i>, Malden, MA: Blackwell Publishing, 2005.</li> <li>Bourdieu, Pierre: <i>The Field of Cultural Production</i>. New York: Columbia University Press, 1993</li> <li>Eco, Umberto: <i>On Literature</i>. London: Vintage, 2006.</li> </ol> Additional material may be provided by the Department.	
<b>Evaluation:</b> The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> <li>Assignments/Presentations</li> </ul>	

- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History of 20th Century Literature	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

History of 20th Century Literature	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce students to major literary movements that emerged in the 20<sup>th</sup> Century</li> <li>• To develop an understanding of the political, historical and social contexts in which these works emerged</li> <li>• Developing and understanding of the innovations and changes brought by 20<sup>th</sup> century writers.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Students will be able to identify the basic characteristics of each literary movements that emerged in the 20th century</li> <li>• The students will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements</li> <li>• The students will be able to understand the similarities and differences of each literary movement.</li> <li>• Students will be equipped with analytical tools to study the literary works of this century.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>11 hours</b>
Generación del 27	
<b>UNIT II</b>	<b>12 hours</b>
Literatura de la posguerra	
<b>UNIT III</b>	<b>11 hours</b>
La novela regionalista	
<b>UNIT IV</b>	<b>11 hours</b>
La novela latinoamericana del boom Tendencias del posboom	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Angel del Rio, <i>Historia de la literatura española</i>, Ed. Bruguera: Madrid 1985.</li> <li>2. Donald Shaw, <i>Historia de la literatura española 5</i>, Ariel: Barcelona 1973.</li> <li>3. Santos Sanz Villanueva: <i>Historia de la literatura española 6</i>, Ariel: Barcelona 1984.</li> <li>4. Luis Sainz de Medrano, <i>Historia de la literatura hispanoamericana</i>, Taurus 1989.</li> </ol>	

5. Enrique Anderson Imbert, *Antología de la literatura hispanoamericana*, tomo I y II, Holt Rinehart and Winston, 1970.
6. Cambridge History of Spanish Literature
7. Oviedo, José Miguel, *Historia de la literatura hispanoamericana*.

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Comparative Literature	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Introduction to Comparative Literature	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Developing a basic understanding of comparative Literature</li> <li>• Familiarising students with basic tools of comparative literature</li> <li>• Familiarising students with various frames of comparison</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Students will develop a basic understanding of the field of Comparative Literature</li> <li>• Students will develop the capacity to compare literary texts based on a frame of comparison</li> <li>• Students will be equipped with analytical tools to compare literary works.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 hours</b>
Comparative literature: Definition, scope and methods	
<b>UNIT II</b>	<b>11 hours</b>
Comparative Literature in the World	
<b>UNIT III</b>	<b>11 hours</b>
Comparative Literature in India	
<b>UNIT IV</b>	<b>11 hours</b>
Weltliteratur/World Literature and Visva Sahitya Postcolonial and decolonial perspectives of comparative Literature	

1. Owen Aldridge: *Comparative Literature: matter and method*, Urbana, University of Illinois Press, 1969
2. Auerbach, Erich: *Mimesis: The Representation of Reality in Western Literature*, Princeton University Press, 1953.
3. Bassnett, Susan: *Comparative Literature: A Critical Introduction*, Blackwell Publishing, 1993.
4. Damrosch, David: *What is World Literature?*, Princeton University Press, 2003.
5. Giulia De Gasperi & Joseph Pivato (eds.): *Comparative Literature for the New Century*, Montreal: McGill-Queen's U.P., 2018.
6. Marina Grishakova, Lucia Boldrini, and Matthew Arnolds (eds.): "New Work in Comparative Literature in Europe" in *Special Issue CLCWeb: Comparative Literature and Culture*, 15.7 (2013).
7. Dasgupta, Shubha "The Spanish School of Comparative Literature." *Comparative Literature: Theory and Practice*. Ed. Amiya Dev and Sisir Kumar Das. Shimla: Indian Institute of Advanced Study, 1989. 19-26.
8. Das, Sisir Kumar, "Comparative Literature in India: A Historical Perspective." *Aspects of Comparative Literature: Current Approaches*. Ed. Chandra Mohan. New Delhi: India Publishers & Distributors, 1989. 1-14.
9. Spivak, Gayatri Chakravorty: *Death of a Discipline*, Columbia University Press, 2003.
10. Steven Tötösy de Zepetnek and Tutun Mukherjee: *Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies*, New Delhi: Cambridge University Press India, 2013.

Additional material may be provided by the Department.

**Evaluation:** The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.