

MASTER OF ARTS (HISPANIC STUDIES)

**COURSES FOR TWO-YEAR PG (HISPANIC STUDIES) PROGRAMME
(BASED ON NEP-2020)**

Semester I and II

- 1. Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework**
- 2. Structure 2 (Level 6.5): PG Curricular Structure with Coursework + Research**
- 3. Structure 3 (Level 6.5): Research**



**DEPARTMENT OF GERMANIC & ROMANCE STUDIES
FACULTY OF ARTS
UNIVERSITY OF DELHI
DELHI-110007**

**W.E.F FROM JULY 2025 AS PER PGCF
BASED ON NEP-2020**

Courses for Two-Year PG (Hispanic Studies) Programme

Programme Eligibility

B.A (Hons.) in Spanish

B.A (Prog.) with major/ minor in Spanish

B.A (Hons) in any discipline with Advanced Diploma in Spanish or B2 level as certified under the CEFR

1st Year (Semesters 1 & 2) of PG curricular structure for 2-year PG Programmes Syllabus for Semester I & II

1. Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework
2. Structure 2 (Level 6.5): PG Curricular Structure with Coursework + Research
3. Structure 3 (Level 6.5): Research
Semesters I & II Total: 44 Credits

Semester-I

Credit 22

Discipline Specific Course (DSC): Credits 12

Course Title	Credits
DSC-1: Evolution of Genres: Shorter Narrative Forms	4
DSC-2: Translation: Theory and Practice	4
DSC-3: Cultural History of Spain	4

Discipline-Specific Elective (DSE) - Any 02 from pool: Credits 8

Course Title	Credits
DSE 1 - Thematic Studies in Literature	4
DSE 2 - Women's Writings	4
DSE 3 - Elements of Linguistics	4
DSE 4 - Introduction to Media Studies	4
DSE 5 - Engaging with XIX Century Literature	4
DSE 6 - Children's and Adolescent Literature	4

Skill Based Courses (SBC) - Any 01 from pool: Credits 2

Course Title	Credits
SBC 1 - Media Skills	2
SBC 2 - Academic Writing	2

Semester-II

Credit 22

Discipline Specific Course (DSC): Credits 12

Course Title	Credits
DSC-4: Engaging with Themes	4
DSC-5: Evolution of Genres: Novel	4
DSC-6: Cultural History of Latin America	4

Discipline-Specific Elective (DSE) - Any 02 from pool: Credits 8

Course Title	Credits
DSE 7 - Advanced Study of an Author	4
DSE 8 - Engaging with Critical Issues in Hispanic Literature	4
DSE 9 - Understanding the Arts	4
DSE 10 - Critical Issues in Comparative Literature	4
DSE 11 - Europe and the Postcolonial World	4
DSE 12 - Engaging with XX Century Literature-1	4
DSE 13 - Life Writing	4

Skill Based Courses (SEC) - Any 01 from pool: Credits 2

Course Title	Credits
SBC 3 - Interpretation (Consecutive and Simultaneous)	2
SBC 4 - Approaches and Methodologies for teaching Spanish as a Foreign Language	2
SBC 5 – Functional Translation	2

Semester I**Credits 22****DSC-1: Evolution of Genres – Shorter Narrative Forms****Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Evolution of Genres – Shorter Narrative Forms	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To study diverse shorter narrative forms such as legends, chronicles, novellas, fable, fairy tales, cuentos fantásticos, microstories, flash narratives etc.
- To introduce the students to the historical evolution of these genres
- To equip students with basic tools for narratological analysis

Learning Outcomes

At the end of the semester, students:

- will be able to identify formal and thematic characteristics of various shorter narrative forms.
- can analyse the works of leading writers of these forms and their specificities.
- will develop an understanding of the evolution of these genres across various centuries up to the contemporary period

Syllabus:

UNIT I	9 hours
An introduction to Narratological Theories Characteristics of Shorter Narrative forms of the Medieval period: leyendas, fábulas etc.	
UNIT II	12 hours
Study and analysis of shorter narrative forms from the XVIII Century	
UNIT III	12 hours
Study and analysis of shorter narrative texts from the XIX Century	
UNIT IV	12 hours
Study and analysis of shorter narrative texts from the XX and XXI Centuries	

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 Rinehart 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.

DSC-2: Translation: Theory and Practice

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Translation: Theory and Practice	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To study of the principles of translation, contrastive syntactical structures (Spanish/English)
- To carry out translation of specific text types (Spanish/English, English/Spanish)
- To introduce theoretical approaches

Learning Outcomes

At the end of the semester, students:

- will be familiar with the different theoretical approaches to Translation Studies
- will be trained in the practical aspects of translation of different types of texts.

Syllabus:

UNIT I: Translation And Its Perspectives

9 hours

- Definition and scope of translation.
- Types of translation (e.g., literary, technical, legal, etc.).
- History and evolution of translation studies.

UNIT II: Translation Theories and Theorists

12 hours

<ul style="list-style-type: none"> • Key translation theories (e.g., communicative vs. semantic translation). • Concepts like equivalence, transference, and transliteration. • Post-structural and feminist perspectives on translation. 	
UNIT III: Complexities of Translation Techniques and Methods	12 hours
<ul style="list-style-type: none"> • Lexical Problems and Compensatory Mechanisms • Syntactic and Stylistic Problems and Procedures • Addressing untranslatability due to linguistic or cultural factors. • Handling idioms, metaphors, and figurative language. • Ethical considerations in translation 	
UNIT IV	12 hours
Translation Practice Spanish to English/ Hindi Translation Practice English/ Hindi to Spanish	
Suggested Readings: <ol style="list-style-type: none"> 1. Peter Newmartz: <i>A Textbook of Translation</i>, New York/London/Toronto, 1988. 2. John Bignenet/Rainer Schulte (eds.): <i>The Craft of Translation</i>. The University of Chicago Press: Chicago & London, 1989. 3. Susan Bassnett-Maguire: <i>Translation Studies</i>. Methuen and Co.: 1980. 4. Andre Lefevere: <i>Translation; Rewriting and the manipulation of Literary Fame</i>. Routledge: London 1992. 5. Georges Mounin, <i>Los problemas teóricos de la traducción</i>. Gredos: Madrid. 1989. 6. Valentin Garcia Yebra: <i>En torno a la traducción</i>. Gredos: Madrid 1980. Additional material will 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: <ul style="list-style-type: none"> • 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.	

DSC-3: Cultural History of Spain

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		

Cultural History of Spain	04	3	1	0	Nil	Nil
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Learning Objectives

- To study the major social and cultural movements and their reflection in literature and the arts
- To learn about the major cultural movements in Spain

Learning Outcomes

At the end of the semester, students:

- will develop an understanding of the cultural history of Spain.
- will have studied about the major cultural movements in Spain.

Syllabus:**UNIT I****9 hours**

Prehistoric and Ancient Spain (Prehistory - 476 AD)

UNIT II**12 hours**

Al-Andalus, Spain of Three Cultures and Reconquest (711-1492)

Catholic Kings, Discovery of America and Age of Exploration (15th – 17th Century)

The Spanish Golden Age (15th – 16th Century)

UNIT III**12 hours**

The Bourbon Reforms and the Crisis of the Old Regime (18th - Early 19th Century):

Spanish Enlightenment, Napoleonic Invasion, Constitution of 1812.

The Struggles Between Liberalism and Absolutism (19th – Early 20th Century):

The Carlist War, The First Republic of Spain (1873), The Restoration (1874-1923)

UNIT IV**12 hours**

Spain from Early 20th Century:

- Crisis of Monarchy (1923 – 1931)
- Second Republic (1931 – 1936)
- Spanish Civil War (1936 – 1939)
- Post War Spain (1939 – Modern times)
- Francisco Franco's regime (1939 – 1975)
- Transition to Democracy
- Modern Spain

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. Suárez Fernández, Luis (1999), *HISTORIA de España antigua y media*, Rialp, Spain.
 4. Ruiz, Teofilo F. (2014), *Spanish Society, 1400-1600*, Taylor & Francis, London.
 5. Casanova, Julián, and Gil Andrés, Carlos (2014), *Twentieth Century Spain: A History*, Cambridge University Press, United Kingdom
 6. Raymond Carr and Juan Pablo Fusi Aizpurúa: *Spain: Dictatorship to Democracy*, London 1979.
 7. Vilar Pierre, *La Guerra Civil Española*. Criticas: Barcelona 1986.
 8. _____ *Historia de España*, Criticas L Barcelona 1985.
 9. Gerald Brenan: *The Spanish Labyrinth*. Cambridge University Press: Cambridge 1990.
 10. Jaime Vicens-Vives: *Historia social y económica de España y América*. Barcelona 1957.
- 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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DSE-1: Thematic Studies in Literature

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Engaging with Themes	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To study of a particular theme along with the narrative, cultural, ideological strategies involved. A new theme is chosen every year.
- To develop analytical skills to study a literary theme
- To develop the capacity to distinguish between theme and motif in Literature
- To develop an understanding of critical issues related to the chosen theme

Learning Outcomes

At the end of the semester, students:

- will be able to understand the theme along with the narrative, cultural and ideological strategies involved.
- will be able to critically engage with various aspects involved to analyse the theme
- will be able to analyse a variety of narrative and generic techniques to represent the same theme

Syllabus:

UNIT I

12 hours

Study of the theoretical questions related to the theme

UNIT II

12 hours

Study and analysis of literary texts that are based on the theme	
UNIT III	12 hours
Study of the formal devices deployed to depict the theme	
UNIT IV	9 hours
Comparative analysis of the studied texts	
<p>Suggested themes:</p> <p>Autobiography, Travel and Migration, Diversity and Unity in Multicultural Societies, Narrative Spaces, Popular Fiction, Literature and history, Urban spaces and cityscapes, India in other Literature, Experimental Literature, Imaginary Homelands, Life Writing, Places in Literature, Literary Islands, Corporeality, or other similar themes. The theme will be announced at the beginning of the academic year.</p> <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Gerald Martin: <i>Journeys through the Labyrinth</i>, Verso: 1989. 2. Cesar Fernandez Moreno. <i>Latin America in its literature</i>. Holmes and Meier Publishers, 1980. 3. Jo Labanyi: <i>Myth and History in the Contemporary Spanish Novel</i>. Cambridge University Press: Cambridge 1989. 4. Francisco Morales Padrón, <i>América en sus novelas</i>, Ed. Cultura Hispánica del I.C.I., 1983. <p>Readings would be suggested by the Department on the basis of the theme chosen.</p> <p>Additional material may be provided by the Department.</p>	
<p>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:</p> <ul style="list-style-type: none"> • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group discussion <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time</p>	

DSE 2: Women's Writing

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Women's Writing	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives <ul style="list-style-type: none"> To locate and analyse major trends in women's writing from the Hispanic world To understand issues, themes and debates in the light of various critical perspectives formulated by the gender studies. To study a selection of texts by women writers of the Hispanic world 	
Learning Outcomes At the end of the semester, students: <ul style="list-style-type: none"> will develop an understanding of women writers and major trends will become familiar with the works of major women writers will be able to analyse the literary texts in the light of various perspectives of gender theory. 	
Syllabus:	
UNIT I	9 hours
Women writers from Spain (19 th century) Carmen de Burgos, Rosalía de Castro, Emilia Pardo Bazán,	
UNIT II	12 hours
Women writers from Latin America (19 th century) Gertrudis Gómez de Avellaneda, Soledad Acosta,	
UNIT III	12 hours
Women writers from Spain (20 th century) Carmen Martín Gaité, Rosa Montero, Almudena Grandes, Marina Mayoral,	
UNIT IV	12 hours
Women writers from Latin America (20 th century) Alfonsina Storni, Julia de Burgos, Rosario Castellanos, Nancy Morejón, Daisy Zamora, Gioconda Belli, Luisa Valenzuela Comparative analysis of textual strategies	
Suggested Readings: <ol style="list-style-type: none"> <i>Breve historia feminista de la Literatura española</i>, Iris M. Zavala (coord.), Tomos I, II, III, IV, V, VI, Plaza Edición: RUBI, Ed. Del Hombres Anthropos, Madrid 1996. Biruté Ciplijauskaite, <i>La construcción del yo femenino en la Literatura</i>, Cádiz, Servicio de Publicaciones, Universidad de Cádiz, 2004. Geraldine Nichols, <i>Des-cifrar la diferencia: Narrativa femenina de la España contemporánea</i>, siglo XXI, 1992. Eliana Ortega (ed.), <i>Escritoras de Nuestra América Más allá de la ciudad letrada</i>, Cyber Humanistas no.22, University of Chile, 2002. <i>Women, Culture and Politics in Latin America</i>, Seminar on Feminism & Culture in Latin America, University of California Press, 1990. Additional readings would be suggested by the Department on the basis of the authors selected.	
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: <ul style="list-style-type: none"> 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.

DSE 3: Elements of Linguistics

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Elements of Linguistics	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives:

- To familiarise students with critical issues only on general linguistics as well as on applied linguistics.
- To introduce various Linguistic theories that have emerged since Structuralism proposed by Ferdinand de Saussure.

Learning Outcomes:

At the end of the semester, students:

- will be able to understand the structure and components of language and the fundamental concepts of linguistic inquiry.
- will be able to apply theory into practice in their own language acquisition process.

Syllabus:

UNIT I

10 hours

General Linguistics: Scope of Linguistics and its different branches

UNIT II

12 hours

Linguistics signs and its characteristics as defined by Ferdinand de Saussure, Synchrony, diachronic linguistics, the Difference between “langue and parole”

UNIT III

12 hours

Phonetics (Vowels, semi-vowels, consonants, syllables), and Phonology (elision, liaison, intonation)

Morphology (Flexion, derivation), Syntax (basic structures of the Spanish language, introduction to generative grammar)

UNIT IV

11 hours

Sociolinguistics, Concepts: Speech Acts, performance, competence, enunciation, Jakobson's model of communication, Textual Grammar, Critical Discourse Analysis.

Suggested Readings:

1. Muñoz-Basols, Javier, Nina Moreno, et al (2017), *Introducción a la lingüística hispánica actual - teoría y práctica*, Routledge, London and New York
2. Prieto, Carlos (2010), *Cinco mil años de palabras*, Fondo de cultura económica, México
3. Pinker, Steven (2012), *El instinto de lenguaje*, Alianza Editorial; Grupo Anaya, Madrid

4. Escandell, M. Victoria (coord) (2011), *Invitación a la lingüística*, Editorial Universitaria Ramon Aceres UNED, Madrid
5. Gil Fernández, Juana (2005), *Los sonidos del lenguaje*, Editorial Síntesis, Madrid
6. Callies M et Gotz S : *Learner corpora in language testing and assessment*, John Benjamins Publishing company, Amsterdam.

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.

DSE 4: Introduction to Media Studies

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Media Studies	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To introduce the representational and communicative practices developed in different forms of the media
- Equip students with basic tools to analyse materials produced by each

Learning Outcomes

At the end of the semester, students:

- will develop an understanding of the evolution of the various forms of the media
- will become familiar with the print media practices.
- will become familiar with the electronic media and cinema.

Syllabus:

UNIT I

12 hours

Origin and History of Media

UNIT II	12 hours
Evolution of the Print Media	
UNIT III	12 hours
Evolution of Electronic Media	
UNIT IV	9 hours
Introduction to Media Studies	
Suggested Readings: <ol style="list-style-type: none"> 1. Kolker, Robert.: <i>Media Studies: an introduction</i>. Malden, MA: Wiley-Blackwell, 2009 2. Nelmes, Jill (ed.): <i>An Introduction to Film Studies</i>. 4th edition, London, New York: Routledge, 2007 3. Stam, Robert; Miller, Toby (eds.): <i>Film and Theory: An Anthology</i>, Oxford: Blackwell Publishers, 2000 4. Badley, Linda; Palmer, R. Barton; Schneider, Steven Jay: (eds.): <i>Traditions in World Cinema</i>. Edinburgh: Edinburgh University Press, 2006 5. Long, Paul; Wall, Tim: <i>Media Studies: Texts, Production and Context</i>. Harlow, Essex, New York: Pearson Longman, 2009 <p>Additional readings would be suggested by the Department.</p>	
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: <ul style="list-style-type: none"> • 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.	

DSE 5: Engaging with XIX Century Literature

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Engaging with XIX Century Literature	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To introduce students to major literary movements that emerged in the 19th Century

<ul style="list-style-type: none"> To develop an understanding of the political, historical and social contexts in which these works emerged Developing and understanding of the innovations and changes brought by 19th century writers. 	
Learning Outcomes At the end of the semester, students: <ul style="list-style-type: none"> will be able to identify the basic characteristics of each literary movements that emerged in the 19th century will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements will be able to understand the similarities and differences of each literary movement. will be equipped with analytical tools to study the literary works of this century. 	
Syllabus:	
UNIT I	9 hours
Romanticism Suggested Authors: Mariano José de Larra, Gustavo Adolfo Bécquer, Rosalía de Castro, Gertrudis Gómez de Avellaneda, Andrés Bello, Esteban Echevarría, José Mármol, Ricardo Palma, Fernández de Lizardi, José Martí, Soledad Acosta de Samper	
UNIT II	12 hours
Realism Benito Pérez Galdós, Leopoldo Alas Clarín, Emilia Pardo Bazán,	
UNIT III	12 hours
Generación del 98 Miguel de Unamuno, Azorín	
UNIT IV	12 hours
Modernism Rubén Darío, Antonio Machado	
Suggested Readings: <ol style="list-style-type: none"> 1. Angel del Rio, <i>Historia de la literatura española</i>, Ed. Bruguera: Madrid 1985. 2. Donald Shaw, <i>Historia de la literatura española</i> 5, Ariel: Barcelona 1973. 3. Santos Sanz Villanueva: <i>Historia de la literatura española</i> 6, Ariel: Barcelona 1984. 4. Luis Sainz de Medrano, <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.	
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: <ul style="list-style-type: none"> 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.	

DSE 6: Children's and Adolescent Literature

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Children's and Adolescent Literature	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To define what is Children's Literature and distinguish it from Literature for Adults.
- To introduce the learner to different genres of children's and adolescent literature.
- To read children's and adolescent literature texts.

Learning Outcomes

At the end of the semester, students:

- will be introduced to the changing conceptions of children's literature.
- will analyse various genres meant for young children and adolescents.
- will become aware of the role of children's literature in transmitting issues of identity, etc.

Syllabus:

UNIT I	9 hours
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Changing conceptions of children's literature: Literature for children and /or adult readers?

UNIT II	12 hours
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Shorter narrative forms: fables and fairy tales

UNIT III	12 hours
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Poetry and prose

Carmen Conde, Gloria Fuertes, Juan Ramón Jiménez, Federico García Lorca

UNIT IV	12 hours
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Concept of young adult literature

Narrative writings/ novels

Suggested Authors: Isabel Allende, María Teresa Andruetto, Pablo de Santis, Andrea Ferrari, Alfredo Gómez Cerda, Belén Gopegui, Jordi Sierra i Fabre

Suggested Readings:

1. Bettelheim, Bruno. (1975). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage.
2. Cervera, Juan. (1991). *Teoría de la literatura infantil*. Bilbao: Mensajero.
3. Garalon, Ana. (2001). *Historia portatil de la literatura infantil*. Madrid: Anaya.
4. Lage Fernandez, Juan Jose. (2010). *Diccionario historico de autores de la literatura infantil y juvenil contemporanea*. Granada: Editorial Octaedro Andalucía.
5. Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.

6. Propp, Vladimir. (1988). *Morphology of the Folk Tale*, Austin: University of Texas Press.
7. Velia, Bosch. (2000). *Clasicos de la literatura infantil-juvenil de America Latina y el Caribe*, Caracas: Biblioteca Ayacucho.

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.

SBC 1: Media Skills

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Media Skills	02	01	0	01	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To provide knowledge about a brief history of journalism in the Hispanic world
- To develop critical thinking skills regarding media consumption.
- To understand the different types of media and their impact on society.
- To develop skills to analyze and evaluate media messages effectively.
- To enhance communication skills for creating compelling media content (written, audio, or visual).
- To provide practical experience in using various media tools and platforms

Learning Outcomes

At the end of the semester, students will:

- understand and analyse different media forms.
- be familiar with print and audio-visual media of Hispanic world.
- develop an understanding of various types of journalism
- be able to compare news items on different channels to analyse differences in news presentations.
- develop skills to read, compare and analyse articles/reports/editorials/programmes/information across various types of media

<ul style="list-style-type: none"> • develop skills to prepare reports/ blogs/ articles/ editorials/forum on internet etc. • be equipped with basic editing skills • create various media content like social media posts, reels, podcasts, audio-visual posts, short films, ads, campaigns, social awareness posts etc. 	
Syllabus:	
UNIT I	8 hours
<ul style="list-style-type: none"> • Brief History of journalism in the Hispanic world • Traditional and Digital Media: Origins, Convergences and Transformations. • Different media elements like framing, symbolism, and language use. • Role of advertising • Critical analysis of news, social media, and entertainment content. • Specific media types: print, broadcast (TV, radio), film, digital media websites, social media etc. 	
UNIT II	7 hours
<ul style="list-style-type: none"> • Principles of storytelling for different media platforms. • Writing clear and concise messages for various audiences. • Essential media production tools. Writing for print (news articles, blog posts) • Basic audio editing and recording skills (podcasts) • Visual storytelling with photography and videography basics • Ethics of Media discourse 	
Practical Component	30 hours
<ul style="list-style-type: none"> • Media Project using the skills learned throughout the course. • Projects can be individual or group-based • Examples of projects: 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/Reporting crime/Preparing weather reports/Writing small reports on a given topic for wall-newspaper/Preparing a forum on the Internet; (TV/University life)/ managing interactions/Editing assignments, creating a short documentary, a public service announcement, a blog series, or a social media campaign etc. 	
Suggested Readings:	
<ol style="list-style-type: none"> 1. www.totallygonzo.org 2. 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. <p>Additional readings may be provided by the Department.</p>	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

SBC 2: Academic Writing

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course	Eligibility Criteria	Prerequisite of the Course
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		Lecture	Tutorial	Practical/ Practice		
Academic Writing	02	01	0	01	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To familiarize students with various forms of academic writing such as research papers, monographs, conference presentations, academic essays, book reviews, literature reviews, dissertations, etc.
- To enable students to conduct clearly structured academic research in the field of literary, cultural, translation or didactic studies
- To improve academic and idiomatic vocabulary and expressions
- To equip students with tools to report, document, and present research findings, observations, analysis and arguments clearly in an academic format

Learning Outcomes

At the end of the semester, students will:

- be able to structure and write an academic writing project following the standard norms and conventions of academic writing
- be able to produce coherent argumentative/persuasive texts in order to present and defend her/ his point of view.

Syllabus:

UNIT I: Structure of Academic Writing

8 hours

- Introduction that includes research questions and hypothesis
- Objective, methodology and plan of the academic paper/dissertation
- Development: How to divide the key arguments/findings in subparts/chapters
- Conclusion: How to synthesise arguments/observations/findings and conclude

UNIT II: Stylistic and Ethical aspects of argumentative texts

7 hours

- Difference between claims and justifications
- How to present arguments based on evidence
- How to use connectors to produce coherent texts
- Incorporate scholarly research and counter-arguments
- Ethical issues in research

Practical Component

30 hours

- Preparing bibliography using various styles of references such as APA, MLA, Chicago etc.
- Writing a sample paper with references in the form of Intext Citations, footnotes.
- Managing software for editing and detecting plagiarism.
- Managing AI tools and their use.

Suggested Readings:

1. Bailey, Stephen. *Academic Writing: A Practical Guide for Students*, Routledge, 2004.
2. Coffin, Caroline et al. *Teaching Academic Writing: A Toolkit for Higher Education*. Routledge, 2003.
3. Marin, Marta. *Escritura académica*. Aique, 2020.
4. Vallejo, Raúl. *Manual de escritura académica*. Quito, 2006
5. Brian Paltridge and Sue Starfield. *Thesis and Dissertation Writing in a Second Language*, Routledge, 2007

6. Brian Paltridge and Sue Starfield. *Getting Published in Academic Journals*, University of Michigan Press. 2016
7. Wayne C. Booth. Gregory G. Colomb et al. *The Craft of Research*. University of Chicago Press; 4. edition (18 Oct. 2016)
8. Eco, Umberto. *How to write a thesis*.

Additional material may be provided by the Department.

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

Semester II

DSC-4: Engaging with Themes

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Engaging with Themes	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To study of a particular theme along with the narrative, cultural, ideological strategies involved. A new theme is chosen every year.
- To develop analytical skills to study a literary theme
- To develop the capacity to distinguish between theme and motif in Literature
- To develop an understanding of critical issues related to the chosen theme

Learning Outcomes

At the end of the semester, students:

- will be able to understand the theme along with the narrative, cultural and ideological strategies involved.
- will be able to critically engage with various aspects involved to analyse the theme
- will be able to analyse a variety of narrative and generic techniques to represent the same theme

Syllabus:

UNIT I

12 hours

Study of the theoretical questions related to the theme

UNIT II

12 hours

Study and analysis of literary texts that are based on the theme

UNIT III

12 hours

Study of the formal devices deployed to depict the theme

UNIT IV

9 hours

Comparative analysis of the studied texts

Suggested themes:

Autobiography, Travel and Migration, Diversity and Unity in Multicultural Societies, Narrative Spaces, Popular Fiction, Literature and history, Urban spaces and cityscapes, India in other Literature, Experimental Literature, Imaginary Homelands, Life Writing, Places in Literature, Literary Islands, Corporeality, or other similar themes. The theme will be announced at the beginning of the academic year.

Suggested Readings:

5. Gerald Martin: *Journeys through the Labyrinth*, Verso: 1989.
6. Cesar Fernandez Moreno. *Latin America in its literature*. Holmes and Meier Publishers, 1980.
7. Jo Labanyi: *Myth and History in the Contemporary Spanish Novel*. Cambridge University Press: Cambridge 1989.
8. Francisco Morales Padrón, *América en sus novelas*, Ed. Cultura Hispánica del I.C.I., 1983.

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

DSC-5: Evolution of a Genre – Novel

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Evolution of Genres - Novel	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- Study of the novel and its development through a selection of representative authors from the Renaissance till the present day.

<ul style="list-style-type: none"> • Imparting techniques and narratological strategies to analyse novel 	
Learning Outcomes At the end of the semester, students: <ul style="list-style-type: none"> • will develop an understanding of the specificities of the genre. • will become familiar with the historical evolution of the genre. • will read the major authors of Hispanic literature. • will be able to identify and analyse themes depicted in novels. 	
Syllabus:	
UNIT I	9 hours
Theories of the Novel and various sub-genres of novel	
UNIT II	12 hours
Origins of the novel from the Renaissance to the 18 th century	
UNIT III	12 hours
Novels of the 19 th Century	
UNIT IV	12 hours
Novels of the 20 th and 21 st Centuries	
Suggested Readings: <ol style="list-style-type: none"> 1. Ángel del Río, <i>Historia de la literatura española</i>, Ed. Bruguera: Madrid 1985. 2. Alan Deyermond: <i>Historia de la literatura española</i> 1. La Edad Media. Ariel: Barcelona 1970. 3. R.O. Jones: <i>Historia de la literatura española</i> 2. Vol.1 & 2 Ariel: Barcelona 1974. 4. E.M. Wilson y D. Moir: <i>Historia de la literatura española</i> 3, Ariel: Barcelona 1974. 5. N. Glendinning: <i>Historia de la literatura española</i> 4, Ariel: Barcelona 1973. 6. Donald Shaw, <i>Historia de la literatura española</i> 5, Ariel: Barcelona 1973. 7. Santos Sanz Villanueva: <i>Historia de la literatura española</i> 6, Ariel: Barcelona 1984. 8. Luis Sainz de Medrano, <i>Historia de la literatura hispanoamericana</i>, Taurus 1989. 9. Enrique Anderson Imbert, <i>Antología de la literatura hispanoamericana</i>, tomo I y II, Holt Rinehart and Winston, 1970. 10. Dorothy J. Hale, <i>Social Formalism: The Novel in Theory from Henry James to the Present</i>, Stanford University Press, California, 1998. 11. Georg Lukács, <i>The Historical Novel</i>, University of Nebraska Press, Londres, 1983. 12. Jeremy Hawthorn, <i>Studying the Novel: An Introduction</i>, Universal Book Stall, New Delhi, 1985 13. Lennard J Davis., <i>Resisting Novels: Ideology and Fiction</i>, Methuen, New York, 1987. 14. Susan Sniader Lanser, <i>The Narrative Act: Point of View in Prose Fiction</i>, Princeton University Press, Princeton, New Jersey, 1981. 15. Wallace Martin, <i>Recent Theories of Narrative</i>, 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: <ul style="list-style-type: none"> • 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.	

DSC-6: Cultural History of Latin America

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Cultural History of Latin America	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To study the major social and cultural movements and their reflection in literature and the arts
- To learn about the major cultural movements in Latin America

Learning Outcomes

At the end of the semester, students:

- will develop an understanding of the cultural history of Latin America.
- will have studied about the major cultural movements in Latin America.

Syllabus:

UNIT I

9 hours

Pre-Columbian Civilizations (Prehistory - 1492)

- Migration theories (Bering Strait, Pacific coastal routes), hunter-gatherers, early agricultural societies
- Maya (250-900 AD): City-states, writing system, astronomy, mathematics
- Aztecs (14th-16th Century): Tenochtitlán, tribute system, religious practices
- Incas (15th-16th Century): Cuzco, Machu Picchu, quipus, road system

UNIT II

12 hours

Conquest and Colonization (1492 – 1700s)

- Christopher Columbus' Voyages (1492-1504): Motivations, first encounters, impact on indigenous populations
- Hernán Cortés and the Conquest of the Aztecs (1519-1521)
- Francisco Pizarro and the Conquest of the Incas (1532-1533)
- Impact of European Contact: Diseases (smallpox, measles), warfare, alliances with indigenous groups, early indigenous rebellions
- The Encomienda System: Forced labour, Role of the Catholic Church, Missionary efforts (Bartolomé de las Casas), Religious syncretism
- Social Hierarchy (*Mestizaje*): *Peninsulares*, *criollos*, *mestizos*, indigenous peoples, African slaves

UNIT III

12 hours

Independence and Nation-Building (1700s–1850s)

- The Enlightenment and its influence on Latin America

<ul style="list-style-type: none"> • Independence movements: Haiti, Mexico, South America • The end of colonial rule and the formation of new nations • Early struggles with governance, political instability and 19th Century regimes 	
UNIT IV	12 hours
<p>Political and Economic Transformations (1850s–1910s)</p> <ul style="list-style-type: none"> • Caudillos and the rise of military leaders • Economic modernization: agriculture, exports, and foreign investments • Social hierarchies and racial divisions • The role of the Catholic Church in politics <p>U.S. and European interventions (Monroe Doctrine, Panama Canal)</p> <p>Social Movements and Revolutions (1910s–1950s)</p> <ul style="list-style-type: none"> • Mexican Revolution (1910–1920) and its impact • Labour movements and indigenous rights • Populism and nationalist leaders (Juan Perón, Lázaro Cárdenas, etc.) • The rise of U.S. influence: Good Neighbour Policy, economic control • Cultural shifts: art, literature, and identity movements • Cold War and Modern Latin America (1950s–2000s) • The U.S. Interventions in Latin America: Operation Condor • Democratic transitions and contemporary challenges 	
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Keen, Benjamin, and Haynes, Keith (2012.) <i>A History of Latin America</i>, Cengage Learning, United States 2. Todorov, Tzvetan (1993) <i>The Conquest of America</i>, Harper and Row, New York 3. Williamson, Edwin (2013) <i>Historia de América Latina</i>, Fondo de Cultura Económica, Mexico 4. Cesar Fernandez Moreno. <i>Latin America in its literature</i>. Holmes and Meier Publishers, 1980. 5. Jaime Vicens-Vives: <i>Historia social y económica de España y América</i>. Barcelona 1957. 6. Del Sarto, Ana & Trigo, A. et al (ed.) (2004), <i>The Latin American Cultural Studies Reader</i>, Duke University Press, Durham & London 7. Womack, John, and Womack, John (2011), <i>Zapata and the Mexican Revolution</i>, Knopf Doubleday Publishing Group, New York 8. Knight, Alan (2016) <i>The Mexican Revolution: A Very Short Introduction</i>, Oxford University Press, United Kingdom 9. Jean Franco (1969) <i>The Modern Culture of Latin America</i>. Pelican Books 10. Beezley, William H. (ed.) (2012), <i>Latin American Popular Culture Since Independence: An Introduction</i>, Rowman & Littlefield Publishing Group, Incorporated, United Kingdom <p>Additional readings would be provided by the Department.</p>	
<p>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:</p> <ul style="list-style-type: none"> • 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.

DSE 7: Advanced Study of an Author

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Advanced Study of an Author	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To study a selection of writings of a specific author to examine the questions raised in her/his writings.
- Developing an in depth understanding of writing styles, thematic aspects and formal choices of the writer.
- Understanding how the writings of an author evolve by engaging with his/her works through a comparative approach.

Learning Outcomes

At the end of the semester, students:

- will develop an understanding of the author's writing styles through her/his works through a comparative approach.
- will become familiar with the questions and issues raised in the works studied.
- will develop a critical overview on the works produced by the author.

Syllabus:

UNIT I	12 hours
Critical questions raised by the author and the historical context	
UNIT II	12 hours
Writing styles of the author	
UNIT III	12 hours
Formal characteristics of her/his works	
UNIT IV	9 hours
Reception of the works	

Suggested Authors :

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.

Suggested Readings:

1. María Stopen, *Los autores, el texto, Los lectores en el Quijote*, México, 2002

2. Mikhail Bakhtin, *Problems of Dostoevsky's Poetics*, Manchester University Press, 1984
3. Roland Barthes, *The Death of the Author*, (Trans by Richard Howard) Athenaeum Library of Philosophy, 1997.
4. M. Foucault, *What is an Author?* (Trans DF. Bouchard & S. Simon) Ithaca, New York, 1977
5. Edward Said, *The World, the Text and the Critic*, Vintage, London, 1983

Additional readings would be suggested by the Department on the basis of the author chosen.

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.

DSE 8: Engaging with Critical Issues in Hispanic Literature

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Engaging with Critical Issues in Hispanic Literature	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To engage 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 etc.).in the study of literature
- To understand the debates around the issue selected

Learning Outcomes

At the end of the semester, students:

- will develop an understanding of the specific issue and its representation in Spanish and Francophone Literature.
- will be familiar with some literary and theoretical texts around the issue.
- will become familiar with one issue and its theoretical and literary underpinnings.

Syllabus:	
UNIT I	12 hours
Theoretical framework in order to understand and analyse the specific issue	
UNIT II	12 hours
Study and analysis of the issue through selected texts	
UNIT III	12 hours
Developing a comparative approach to engage with the issue.	
UNIT IV	9 hours
Contemporary debates related to the selected critical perspective	
Suggested Readings: <ol style="list-style-type: none"> 1. Mignolo, Walter. D.: <i>The Idea of Latin America</i>, Blackwell Publishing, 2005. 2. Williams, Raymond: <i>Keywords: A Vocabulary of Culture and Society</i>. New York: Oxford University Press, 1983 3. Bennett, Tony; Grossberg, Lawrence; Morris, Meaghan: <i>New Keywords: A Revised Vocabulary of Culture and Society</i>, Malden, MA: Blackwell Publishing, 2005 4. Bourdieu, Pierre: <i>The Field of Cultural Production</i>. New York: Columbia University Press, 1993 5. Eco, Umberto: <i>On Literature</i>. London: Vintage, 2006 Additional readings would be suggested by the Department on the basis of the issue chosen.	
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: <ul style="list-style-type: none"> • 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.	

DSE 9: Understanding the Arts

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Understanding the Arts	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives:	
<ul style="list-style-type: none"> To introduce the specific artistic practices of various art forms such as visual, performing and other arts. Approaches and methodological tools to study and analyse visual and performing arts 	
Learning Outcomes:	
At the end of the semester, students:	
<ul style="list-style-type: none"> will develop an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, Spanish Impressionists, Spanish Surrealists, Italian Baroque, etc. will develop an understanding of structures and perspectives of everyday life as seen by painters. will be equipped with tools to analyse artworks 	
Syllabus:	
UNIT I	9 hours
Analysing an artwork: Introduction to Methods and Approaches	
UNIT II	12 hours
Elements of Art	
UNIT III	12 hours
Components of Art	
UNIT IV	12 hours
Evolution of various artistic movements in France and Francophone Countries	
Suggested Readings:	
<ol style="list-style-type: none"> Adams, Laurie Schneider, (1996), <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press. Arnason, H. H. (2003), <i>History of Modern Art: Painting, Sculpture, Architecture, Photography</i>, New York: Prentice Hall. Boime, Albert (1990) <i>A Social History of Modern Art</i>, Volumes 5, Chicago: University of Chicago Press, Burckhardt, Jacob. (2004). <i>The Civilization of the Renaissance in Italy</i> (1855), New York: Penguin Hopkins, David, (2000), <i>After Modern Art 1945-2000 (Oxford History of Art)</i>, NY: OUP. Read, Herbert (1984), <i>Meaning of Art</i>, London: Faber & Faber. 	
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:	
<ul style="list-style-type: none"> 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.	

DSE 10: Critical Issues in Comparative Literature

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Critical Issues in Comparative Literature	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To learn about various approaches to comparative Literature
- To study various frames of comparison
- To understand the debates around comparative Literature

Learning Outcomes

At the end of the semester, students:

- will develop a basic understanding of the field of Comparative Literature
- will develop the capacity to compare literary texts based on a frame of comparison
- will be equipped with analytical tools to compare literary works.

Syllabus:

UNIT I 9 hours

Comparative literature: Definition, scope and methods

UNIT II 12 hours

Contemporary critical issues in Comparative Literature: Weltliteratur/World Literature and Visva Sahitya, Comparative Literature and Cultural Studies (with special attention to the Indian context), Multilingualism and Comparative Literature.

UNIT III 12 hours

Intertextuality, Interdisciplinarity, Translation Zone

UNIT IV 12 hours

Comparative Literature in the Global South with focus on India
Postcolonial and decolonial perspectives of comparative Literature

Suggested Readings:

1. Apter, Emily, *The Translation Zone: A New Comparative Literature*, Princeton University Press, 2006
2. Owen Aldridge: *Comparative Literature: matter and method*, Urbana, University of Illinois Press, 1969
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. Dasgupta, Shubha "The German School of Comparative Literature." *Comparative Literature: Theory and Practice*. Ed. Amiya Dev and Sisir Kumar Das. Shimla: Indian Institute of Advanced Study, 1989.

7. 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.
8. Dev, Amiya. "Comparative Literature in India." CLCWeb: Comparative Literature and Culture 2.4 (2000)
9. Guilen, Claudio, *The Challenges of Comparative Literature*, trans by Cola Franzen, Cambridge University Press, 1993.
10. Majumdar, Swapan, *Comparative literature: Indian dimensions*, Calcutta, India: Papyrus, 1987
11. 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).
12. Spivak, Gayatri Chakravorty: *Death of a Discipline*, Columbia University Press, 2003.
13. Steven Tötösy de Zepetnek and Tutun Mukherjee: *Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies*, New Delhi: Cambridge University Press India, 2013.
14. Zepetnek, Steven Tötösy de and Mukherjee, Tutun. *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
- Group discussion

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

DSE 11: Europe and the Postcolonial World

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Europe and the Postcolonial World	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives <ul style="list-style-type: none"> To study a selection of postcolonial writings To understand the historical context of colonization To study the literary and theoretical debates about postcoloniality and decoloniality 	
Learning Outcomes At the end of the semester, students: <ul style="list-style-type: none"> will study the writings of contemporary writers from Europe and the postcolonial world to understand the historical context of colonization. will become familiar with the literary and theoretical debates about postcoloniality and decoloniality. 	
Syllabus:	
UNIT I: Colonial Histories and its critic	9 hours
<ul style="list-style-type: none"> The rise and expansion of European empires. The impact of colonialism on indigenous societies and cultures. 	
UNIT II: Postcolonial Theories	12 hours
<ul style="list-style-type: none"> Introduction to postcolonial studies and key theorists (e.g., Edward Said, Gayatri Spivak, Homi Bhabha, Partha Chatterjee, Dipesh Chakravorty etc.) Concepts like Orientalism, hybridity, and subaltern studies. 	
UNIT III: Decolonization, Independence Movements and its Aftermath	12 hours
<ul style="list-style-type: none"> The process of decolonization in Asia, Africa, and the Americas. Case studies of independence movements and their leaders. The remnants of colonialism in modern Europe and former colonies. Migration, multiculturalism, and identity in postcolonial societies. Economic and political relationships between Europe and the Global South. 	
UNIT IV: Contemporary Issues	12 hours
<ul style="list-style-type: none"> The impact of globalization on former colonies. Discussions on neocolonialism and its manifestations in the modern world. Decolonial philosophies and Cultural Production The role of cultural and literary narratives in shaping decolonial identities. 	
Suggested Readings: <ol style="list-style-type: none"> Blaut, J.M. <i>The Colonizer's Model of the world: Geographical Diffusions and Eurocentric History</i>, New York, Guilford Press, 1993. Hardt, Michael and Negri, Antoni, <i>Empire</i>, Harvard University Press. <i>History of Conquest & Oppression in the Western World</i>, Santa Fe, Clear Light Publishers, 2000. Mignolo, Walter. D.: <i>The Idea of Latin America</i>, Blackwell Publishing, 2005 Pascale Casanova, <i>The World Republic of Letters</i>, Harvard University Press, 2007. Stephen Greenblatt, <i>Marvellous Possessions, the World of the New World</i>, University of Chicago Press, 1991 Tony Ballantyne and Antoinette Burton, <i>Bodies in Contact: Rethinking Colonial Encounters in the World History</i>, Duke University Press, Durham, London, 2005. Additional readings will 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: <ul style="list-style-type: none"> 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.

DSE 12: Engaging with XX Century Literature-1

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Engaging with XX Century Literature-1	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To introduce students to major literary movements that emerged in the first half of the 20th Century (1900-1950)
- To develop an understanding of the political, historical and social contexts in which these works emerged
- Developing an understanding of the innovations and changes brought by the 20th-century writers.

Learning Outcomes

At the end of the semester, students:

- will be able to identify the basic characteristics of each literary movements that emerged in the first half of the 20th century
- will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements.
- will be able to understand the similarities and differences of each literary movement.
- will be equipped with analytical tools to study the literary works of this century.

Syllabus:

UNIT I	9 hours
Generación del 27	
UNIT II	12 hours
Literatura de la posguerra	
UNIT III	12 hours
La novela regionalista	
UNIT IV	12 hours
La novela latinoamericana	

Suggested Readings:

1. Ángel del Río, *Historia de la literatura española*, Ed. Bruguera: Madrid 1985.

2. Donald Shaw, *Historia de la literatura española 5*, Ariel: Barcelona 1973.
 3. Santos Sanz Villanueva: *Historia de la literatura española 6*, Ariel: Barcelona 1984.
 4. Luis Sainz de Medrano, *Historia de la literatura hispanoamericana*, Taurus 1989.
 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

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

DSE 13: Life Writing

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Life Writing	04	3	1	0	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To study various form of life writing – autobiographies, memoirs, testimonio, autofiction
- To study the relation between the self and the other

Learning Outcomes

At the end of the semester, students:

- will develop an understanding of the different genres of life writing
- will become familiar with the questions and issues raised in the works studied.

Syllabus:

UNIT I

12 hours

Autobiography

UNIT II

12 hours

Testimonio	
UNIT III	12 hours
Autofiction	
UNIT IV	9 hours
Diaries and Letter	
Suggested Readings: <ol style="list-style-type: none"> 1. Lejeune, Philippe. <i>On Autobiography</i>, University of Minnesota Press, 1989. 2. Geertz, Clifford. <i>Works and Lives: The Anthropologist as Author</i>. Stanford: Stanford University Press (1989). 3. Derrida, Jacques. <i>The Ear of the Other Otobiography, Transference, Translation</i> University of Nebraska (1988). 4. Alberca, Manuel. <i>El pacto ambiguo: De la autobiografía a la autoficción</i>. Biblioteca Nueva, 2007. 5. Lejeune, Philippe. <i>On Diary</i>, Biographical Research Center, 2009. 6. Whitlock, Gillian. <i>Postcolonial Life Narratives</i>. Oxford University Press, 2015. 7. Arfuch, Leonor. <i>Autobiografía y memoria</i>. FCE, 2013. <p>Additional readings would be suggested by the Department.</p>	
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: <ul style="list-style-type: none"> • 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.	

SBC 3: Interpretation (Consecutive and Simultaneous)

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Interpretation (Consecutive and Simultaneous)	02	01	0	1	As per the admission criteria	B2 Level in Spanish

Learning Objectives

<ul style="list-style-type: none"> • To introduce learners to different types of interpretation like consecutive, simultaneous etc. • To impart knowledge of various areas where interpretation is required. 	
Learning Outcomes At the end of the semester, students will: <ul style="list-style-type: none"> • have acquired basic skills in consecutive and simultaneous interpretation. • be introduced to the basic practical aspects of interpreting. • be familiar with the ethical and professional aspects of interpreting, such as confidentiality and impartiality. • develop specialised vocabulary in specific areas. 	
Syllabus:	
UNIT I	7 hours
<ul style="list-style-type: none"> • Introduction to interpretation vis a vis translation • History and evolution of interpretation • Importance and relevance of interpretation • Types of interpretation (dialogue/escort, consecutive, and simultaneous) • Qualities of an interpreter and the ethics of the profession • Fields of specialisation, such as conference, legal, media, medical, travel and tourism etc. 	
UNIT II	8 hours
<ul style="list-style-type: none"> • Global comprehension of a given speech • Understanding the content of a speech • Recognising words and phrases • Diction and register • Articulating and expressing speech • Intonation • Breathing techniques and pauses 	
Practical Component	30 hours
Practicing consecutive interpretation <ul style="list-style-type: none"> • Active listening and memory exercises • Note-taking • Reproducing Practicing simultaneous interpretation <ul style="list-style-type: none"> • Shadowing • Noting down numbers, names, and longer passages • Predicting a word or phrase, rephrasing • Reproducing 	
Suggested Readings: Any of the textbooks given below may be prescribed: <ol style="list-style-type: none"> 1. Gillies, A. (2013), <i>Conference interpreting: A student's practice book</i>. New York: Routledge. 2. Gillies, A. (2017), <i>Note-taking for consecutive interpreting: A short course</i>. New York: Routledge. 3. Nolan, J. (2005), <i>Interpretation: Techniques and exercises</i>. Multilingual Matters, 2005. 4. Puchała-Ladzińska, K. (2024), <i>Interpreting: an Art, a Craft or a Superpower?</i> V&R Unipress. 5. Tipton, R., Olgierda F. (2016), <i>Dialogue interpreting: A guide to interpreting in public services and the community</i>. London: Routledge Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

SBC 4: Approaches and Methodologies of Teaching Spanish as a Foreign Language

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Approaches and Methodologies of Teaching Spanish as a Foreign Language	02	01	0	1	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To familiarize students with recent developments in teaching methodologies for Spanish as a foreign language.
- To understand and assess the CEFR as a framework for foreign language teaching and evaluation, with focus on its relevance and challenges in the Indian context.

Learning Outcomes

At the end of the semester, students will:

- be able to design and implement effective lesson plans.
- be able to select language teaching techniques and approaches based on learners' needs
- be able to develop innovative classroom activities and teaching strategies integrating the Four skills
- develop skills to address the cultural and linguistic diversity of the Indian classroom.

Syllabus:

UNIT I: Classroom Management

10 hours

- Learn strategies for managing a language classroom effectively in the Indian context
- How to integrate the four skills, namely Listening Comprehension, Reading Comprehension, Oral production and Written Production in the foreign language classroom.
- Integration of Intercultural and Co-cultural Competences

UNIT II: Assessment and Use of ICT

5 hours

- Understanding different ways to assess students' language proficiency, including formative and summative assessments.
- Introduction to Descriptors proposed by CEFR
- Explore the use of technology in Spanish language teaching, such as online resources, software, and multimedia, AI
- Introduction to Flipped Classrooms

Practical

30 hours

- Classroom Observation

<ul style="list-style-type: none"> Develop lesson plans using the Task-Based approach incorporating different teaching tasks, activities and Project Works Teaching a class focusing on integrating the four skills
<p>Suggested Readings:</p> <ol style="list-style-type: none"> Muñoz-Basols, Javier, Nina Moreno, et al (2017), <i>Introducción a la lingüística hispánica actual - teoría y práctica</i>, Routledge, London and New York. Prieto, Carlos (2010), <i>Cinco mil años de palabras</i>, Fondo de cultura económica, México. Pinker, Steven (2012), <i>El instinto de lenguaje</i>, Alianza Editorial; Grupo Anaya, Madrid. Escandell, M. Victoria (coord) (2011), <i>Invitación a la lingüística</i>, Editorial Universitaria Ramon Aceres UNED, Madrid. Gil Fernández, Juana (2005), <i>Los sonidos del lenguaje</i>, Editorial Síntesis, Madrid. Callies M et Gotz S : <i>Learner corpora in language testing and assessment</i>, John Benjamins Publishing company, Amsterdam. <p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>

SBC 5: Functional Translation

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Functional Translation	02	01	0	01	As per the admission criteria	B2 Level in Spanish

Learning Objectives

- To familiarize students with translation techniques.
- To enable students with translation tools (including machine translation)

Learning Outcomes

At the end of the semester, students will:

- be able to prepare word glossaries of different fields.
- be able to recognise the limits and uses of machine translation.
- have read prepared translation of short texts

Syllabus:

UNIT I: Techniques of Translation	8 hours
<ul style="list-style-type: none"> Introducing the students to the techniques of translation. Making of word glossaries in different fields. 	
UNIT II: Machine Translation and its limits	7 hours
<ul style="list-style-type: none"> Machine translation and its limitations. Ethics and accountability in translation. 	
Practical Component	30 hours

<ul style="list-style-type: none">• Preparing glossaries• Translating short texts from different fields• Using machine translation and understanding its limitations.
<p>Suggested Readings:</p> <ol style="list-style-type: none">1. Bassnett, S. (2002). <i>Translation Studies</i>. New York: Routledge.2. Gile, Daniel. (2009). <i>Basic Concepts and Models for Interpreter and Translator Training</i>. Amsterdam: John Benjamins Publishing.3. Baker, Mona. (2011). <i>In Other Words. A Course Book in Translation</i>. New York: Routledge.4. Jones, Michele H. (2014). <i>The Beginning Translator’s Workbook</i>. New York. Toronto: University Press of America.5. Valentin Garcia Yebra: <i>En torno a la traducción</i>. Gredos: Madrid 1980. <p>Additional material may be provided by the Department.</p>
<p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>