

MASTER OF ARTS (ITALIAN STUDIES)

**COURSES FOR TWO-YEAR PG (ITALIAN 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 (Italian Studies) Programme

Programme Eligibility

B.A. (Hons.) in Italian

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

B.A. (Hons.) in any discipline with Advanced Diploma in Italian 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 a Genre: Shorter Narrative Forms	4
DSC-2: Translation: Theory and Practice	4
DSC-3: Cultural History of Italy-1	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 a Genre: Novel	4
DSC-6: Cultural History of Italy - 2	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 Italian 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 (SBC) - Any 01 from pool: Credits 2

Course Title	Credits
SBC 3 - Interpretation (Consecutive and Simultaneous)	2
SBC 4 - Approaches and Methodologies of Teaching Italian as a Foreign Language	2
SBC 5 - Translation in Practice	2

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Semester I**Credits 22****DSC-1: Evolution of a Genre – 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 a Genre – Shorter Narrative Forms	04	3	1	0	As per the admission criteria	B2 Level in Italian

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
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An Introduction to Narratological Theories

Characteristics of Shorter Narrative forms of the Medieval period: leggenda, favola, etc.

UNIT II	12 hours
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Study and analysis of shorter narrative forms from the XVIII Century

UNIT III	12 hours
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Study and analysis of shorter narrative texts from the XIX Century

UNIT IV	12 hours
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Study and analysis of shorter narrative texts from the XX and XXI Centuries

Suggested Readings:

1. A Marchese: *L'officina del racconto*, Mondadori: Milano.
2. A. Asor Rosa (ed.): *Letteratura italiana*, Einaudi: Turin, Vol. I-V.
3. AA. VV: *La letteratura italiana: Storia e testi*, Ricciard Milan Naples.
4. Calvino: *Fiabe italiane*, Einaudi Torino, Vol. I & II.
5. G. Finzi: *Racconti neri della Scapigliatura*.
6. M. Pazzaglia: *Letteratura italiana*, Zanichelli: Bolga.

7. N. Bonifazi: *Teoria del fantastico e il racconto fantastico in Italia*, Tarchetti, Pirandello, Buzzati, Longanesi: Milan.

8. R. Luperini (ed.): *Novecento*, Vol. I, II, Loescher: Turin.

9. Ruth Finnegan, *Oral Poetry, Its nature, significance and social context*, Cambridge University Press, 1977.

10. S. Battaglia: 'Dall'exemplum alla novella', in *La coscienza letteratura del Medioevo*, Naples, 1965.

11. S. Segre: *Lingua, stile e società*, Feltrinelli: Milan, 1974.

12. Scholes-Kellog: *La natura della narrativa*, Il Mulino: Bologna 1970.

13. V.J. Propp: *Morfologia della fiaba*, Einaudi: Turin.

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 Italian

Learning Objectives

- To study of the principles of translation, contrastive syntactical structures (Italian/English)
- To carry out translation of specific text types (Italian/English, English/Italian)
- 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
<ul style="list-style-type: none"> • 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 Italian to English/ Hindi Translation Practice English/ Hindi to Italian	
Suggested Readings: <ol style="list-style-type: none"> 1. Andre Lefevere: <i>Translation: Rewriting and the manipulation of Literary Fame</i>, Routledge: London 1992. 2. B. Terracini: <i>Il problema della traduzione</i>, Serra e Riva Editori: Milan 1983. 3. D. Cerenecca: <i>La traduzione, saggi e studi</i>, Lint: Trieste 1973. 4. E. Arcaini: <i>Principi de linguistica applicata</i>, Il Mulino: Bologna 1967. 5. Jeremy Munday: <i>Introducing Translation Studies, Theories and Applications</i>, New York: Routledge, 2012. 6. Malmkaer Kirsten, Windle, Kevin: <i>The Oxford Handbook of Translation Studies</i>, Oxford: OUP, 2011. 7. Mona Baker, Gabriela Saldanha, eds: <i>Routledge Encyclopedia of Translation Studies</i>, Abingdon/New York: Routledge, 2011 8. R. Titone: <i>Analisi psicolinguistica del tradurre</i>, in: Rassegna Italiana di Linguistica Applicata, N.2 9. Susan Bassnett-Maguire: <i>Translation Studies</i>, London: Routledge, 2014. 	
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 Italy-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		
Cultural History of Italy-1	04	3	1	0	As per the admission criteria	B2 Level in Italian

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 Italy

Learning Outcomes

At the end of the semester, students:

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

Syllabus:

UNIT I

12 hours

The Italian Renaissance: artistic, cultural, philosophical movements with special focus on Humanism and Innovation

Overview of the Renaissance as a cultural rebirth and its origins in Italy.

Key figures of the Renaissance: Leonardo da Vinci, Michelangelo, Raphael, and Titian.

Humanism and its influence on Italian thought, literature, and art.

Architectural innovations: Brunelleschi, Alberti, and the rise of Renaissance architecture.

The role of Italian city-states (Florence, Venice, Rome) in fostering the Renaissance.

Innovative techniques introduced by the Renaissance artists

The idea of Europe. Structures and Perspectives of Everyday life as seen by Renaissance figures

UNIT II

9 hours

The High Renaissance and Mannerism: The peak of the Renaissance: artistic and intellectual advancements in Rome and Florence.

Michelangelo's Sistine Chapel, Raphael's Vatican frescoes, and the evolution of Renaissance ideals.

Mannerism: departure from Renaissance classicism and its cultural implications.

Artists such as Pontormo, Bronzino, and Parmigianino.

UNIT III

12 hours

The Baroque Period in Italy: The emergence of the Baroque: cultural, religious, and political contexts (Counter-Reformation). Key figures: Caravaggio, Bernini, and Borromini.

Baroque architecture and sculpture: grandeur, drama, and movement.

Baroque music: Monteverdi and the early development of opera.

The influence of the Catholic Church and the Counter-Reformation on Baroque art and architecture.

<p>Renaissance literature and Philosophy during the Renaissance and Baroque: the works of Dante, Petrarch, and Boccaccio.</p> <p>The philosophy of Niccolò Machiavelli and his political thought in <i>The Prince</i>.</p> <p>Baroque literature: Torquato Tasso's <i>Gerusalemme Liberata</i> and the cultural shifts in poetry and prose.</p>	
UNIT IV	12 hours
<p>The Age of Enlightenment and Neoclassicism</p> <p>The impact of the Enlightenment on Italian culture: new ideas of reason, science, and politics.</p> <p>Italian contributions to the European Enlightenment: Vico, Beccaria, and the cultural dialogue with France and Britain.</p> <p>Neoclassicism: a return to classical ideals in art and architecture.</p> <p>Key artists: Canova's sculpture and the influence of Greco-Roman art.</p> <p>The decline of the old Italian city-states and the rise of Enlightenment thought in a changing Europe.</p> <p>The Late 18th Century and Prelude to Italian Unification</p> <p>Italy on the eve of the Napoleonic invasion: cultural, social, and political changes.</p> <p>The influence of Italian revolutionary ideas on Italian intellectuals.</p> <p>Italian cultural identity at the turn of the 18th century, paving the way for the Risorgimento.</p>	
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Alberto Asor Rosa (ed.): <i>Letteratura Italiana</i>, Einaudi: Turin, 1982-1986, Vol. I-VI. 2. Benedetto Croce: <i>Breviario d'estetica</i>, Laterza: Bari 1912. 3. C. Dionisotti: <i>Geografia e Storia della letteratura italiana</i>, Einaudi: Turin. 4. D. Cantimori: <i>La periodizzazione dell'età del Rinascimento</i>, in <i>Studi di Storia</i>, Einaudi: Turin. 5. E. Auerbach: <i>Mimesis</i>, Vol. 2, Einaudi: Turin 1956. 6. F. Mariani, F. Gnerre, R. Mordenti: <i>Le forme letterarie nella storia</i>, SEI, Turin, 1990, Vol. I. 7. G. Folena: <i>L'Italiano in Europa</i>, Einaudi: Turin. 8. G. Procacci: <i>Storia degli italiani</i>, Laterza: Bari, 1991. 9. Lynn Hunt (ed.), <i>The New Cultural History</i>, Berkeley, Los Angeles and London, University of California Press, 1989. 10. Mazzacurati: <i>Il Rinascimento dei moderni</i>, Il Mulino: Bologna. 11. Romano Luperini, Pietro Cataldi, Lidia Marchiani, Franco Marchese: <i>Il Nuovo: la scrittura e l'interpretazione</i>, 6 volumes (dalle origini alla modernità e contemporaneità), Palumbo Editore, Palermo, 2011. 12. Romano Luperini, Pietro Cataldi, Lidia Marchiani: Franco Marchese, <i>Liberi da interpretare, storia e antologia della letteratura italiana nel quadro della civiltà europea</i>, Volumes 1B, 3A, 2, 3B, 1°, Palumbo Editore, Palermo, 2019. 13. S. Timpanaro: <i>Classicismo e Illuminismo nell'Ottocento italiano</i>, Nistri: Pisa. <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 	

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

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		
Thematic Studies in Literature	04	3	1	0	As per the admission criteria	B2 Level in Italian

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, Genre of detectives, Places in Literature, Literary Islands, Corporeality, or other similar themes. The theme will be announced at the beginning of the academic year.

Suggested Readings:

1. A. Asor Rosa (ed.): *Letteratura Italiana*, Einaudi: Turin, 1982-1986, Vol. I-VI.
2. B. Croce: *Breviario d'estetica*, Laterza: Bari 1912.
3. C. Dionisotti: *Geografia e Storia della letteratura italiana*, Einaudi: Turin.
4. D. Cantimori: 'La periodizzazione dell'età del Rinascimento', in *Studi di Storia*, Einaudi: Turin.
5. E. Auerbach: *Mimesis*, Vol. 2, Einaudi: Turin 1956.
6. F. Mariani, F. Gnerre, R. Mordenti, *Le forme letterarie nella storia. La letteratura italiana nei sistemi culturali. Dalle origini al primo Ottocento*, SEI, Turin, 1990, Vol. I.
7. G. Folena: *L'Italiano in Europa*, Einaudi: Turin.
8. G. Procacci: *Storia degli italiani*, Laterza: Bari, 1991.
9. Mazzacurati: *Il Rinascimento dei moderni*, Il Mulino: Bologna.
10. S. Timapanaro: *Classicismo e Illuminismo nell'Ottocento italiano*, Nistri: Pisa.

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 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 Italian

Learning Objectives

- To locate and analyse major trends in women's writing from the Italian 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 Italian 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	12 hours
19th Century Italian Women Writers Matilde Serao, Carolina Invernizio	
UNIT II	9 hours
Early 20th Century Italian Women Writers Sibilla Aleramo, Grazia Deledda, Ada Negri	
UNIT III	12 hours
Post-World War II Italian Women Writers Natalia Ginzburg, Elsa Morante, Anna Maria Ortese	
UNIT IV	12 hours
Contemporary Italian Women Writers Dacia Maraini, Elena Ferrante, Melania G. Mazzucco Comparative analysis of textual strategies, discussion on narrative voice, perspective, and thematic evolution	
Suggested Readings: <ol style="list-style-type: none"> 1. Biancamaria Frabotta (a cura di), <i>Donne in poesia</i>, Roma, Savelli, 1976. 2. Giovanna Miceli Jeffries (ed.), <i>Feminine Feminists: Cultural Practices in Italy</i>, University of Minnesota Press, 1994. 3. Katherine Mitchell, <i>Italian Women Writers: Gender and Everyday Life in Fiction and Journalism</i>, University of Toronto Press, 2014. 4. Letizia Panizza and Sharon Wood (eds.), <i>A History of Women's Writing in Italy</i>, Cambridge University Press, 2000. 5. Lucilla Sergiacomo, <i>Femminilità e femminismo nelle scrittrici italiane del Novecento</i>, Narrativa, 37, 2015, pp. 119-151. 6. Luisa Passerini, <i>Memoria e utopia: il primato dell'intersoggettività</i>, Torino, Bollati Boringhieri, 2003. 7. Luisa Passerini, <i>Storie di donne e femministe</i>, Torino, Rosenberg & Sellier, 1991. 8. Maria Trigila, <i>Letteratura al femminile: dalle origini ai nostri giorni in Italia</i>, Caltanissetta, Salvatore Sciascia editore, 2004. 9. Marina Zancan, <i>La donna. L'età contemporanea</i>, in <i>Letteratura italiana. Le Questioni</i>, Torino, Einaudi, 1986, vol. V, pp. 811-827. 10. Marina Zancan, <i>Il doppio itinerario della scrittura: La donna nella tradizione letteraria italiana</i>, Biblioteca Einaudi, 1998. 11. Marziano Guglielminetti, <i>Le scrittrici, le avanguardie, la letteratura di massa</i>, in Empoli, n. 1, III serie, anno 1, 1983, Atti del Convegno La donna nella letteratura italiana del '900, pp. 11-26. 12. Paola Bono and Sandra Kemp (ed.), <i>Italian Feminist Thought: A Reader</i>, Oxford and Cambridge, Mass.: Basil Blackwell, 1991. 13. Sharon Wood, <i>Italian Women Writing</i>, Manchester, Manchester University Press, 1993. 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 Italian

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 Italian 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. Callies M et Gotz S: *Learner corpora in language testing and assessment*, John Benjamins Publishing company, Amsterdam.
2. Cecilia Andorno, *Dalla grammatica alla linguistica. Basi per uno studio dell'italiano*, Paravia Scriptorium, Torino 1999
3. Gaetano Berruto, *Sociolinguistica dell'italiano contemporaneo*, Roma, Carocci, 1987.
4. Luca Serianni e Alberto Castelvetti, *Grammatica italiana: italiano comune e lingua letteraria*, Torino, UTET, 1988.
5. Luca Serianni e Alberto Castelvetti, *Italiano. Grammatica, sintassi, dubbi*, Milano, Garzanti, 1997. (Versione ridotta della Grammatica italiana: italiano comune e lingua letteraria)
6. Marina Chini, *Che cos'è la linguistica acquisizionale*, Carocci, Roma, 2005.
7. Massimo Palermo, *Linguistica italiana*, Bologna, Il Mulino, 2015.

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 Italian

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:	
<ul style="list-style-type: none"> • 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. Alberto Papuzzi: <i>Professione Giornalista</i>, Donzelli, 2003. 2. Badley, Linda; Palmer, R. Barton; Schneider, Steven Jay: (eds.): <i>Traditions in World Cinema</i>. Edinburgh: Edinburgh University Press, 2006 3. Barbano A.: <i>Manuale di Giornalismo</i>, Laterza, 2012. 4. Calabrese O. / P. Violi: <i>I giornali. Guida alla lettura e all'uso didattico</i>, Espresso Strumenti, 1980. 5. Dardano M.: <i>Il linguaggio dei giornali italiani</i>, Laterza, 1973. 6. Gozzini G.: <i>Storia del giornalismo</i>, Mondadori, 2000. 7. Hunter Stockton Thompson: <i>Paura e disgusto a Las Vegas</i>, Bompiani, 2000. 8. Kolker, Robert: <i>Media Studies: An Introduction</i>. Malden, MA: Wiley-Blackwell, 2009 9. Lepri S.: <i>Professione giornalista</i>, Etas-Rcs Libri, 1991. 10. Long, Paul; Wall, Tim: <i>Media Studies: Texts, Production and Context</i>. Harlow, Essex, New York: Pearson Longman, 2009. 11. Medici M. / D. Proietti (ed.): <i>Il linguaggio del giornalismo</i>, Mursia, 1992. 12. Nelmes, Jill (ed.): <i>An Introduction to Film Studies. 4th edition</i>, London, New York: Routledge, 2007 13. Papuzzi A.: <i>Manuale del giornalista</i>, Donzelli, 1993. 14. Riccardo Benotti: <i>Viaggio nel New Journalism americano</i>, Aracne editrice, 2009. 15. Ryszard Kapuściński: <i>Autoritratto di un reporter</i>, Feltrinelli, 2006. 16. Stam, Robert; Miller, Toby (eds.): <i>Film and Theory: An Anthology</i>, Oxford: Blackwell Publishers, 2000 17. Truman Capote: <i>A sangue freddo</i>, Garzanti, 1966. 18. Truman Capote: <i>Il Duca nel suo dominio</i>, Oscar Mondadori, 2004. 	
Additional readings would be suggested 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 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 Italian

Learning Objectives

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

- 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	12 hours
Neoclassicism and Romanticism in Italy Risorgimento and National Literature	
UNIT II	12 hours
Verismo: Italian Realism	
UNIT III	12 hours
Scapigliatura and Melodramma	
UNIT IV	9 hours
Symbolism and Decadentismo	

Suggested Readings:

1. Mario Pazzaglia: *Letteratura italiana 3 L'Ottocento: testi e critica con lineamenti di storia letteratura*, Zanichelli, Bologna, 1993.

2. Ottavio Prosciutti: *Lineamenti di letteratura italiana*, Grafica, Perugia, 1980.
3. Paolo E. Balboni e Mario Cardona: *Storia e testi di letteratura italiana per stranieri*, Guerra Edizioni, Perugia, 2004.
4. Romano Luperini, Pietro Cataldi, Lidia Marchiani, Franco Marchese: *Il Nuovo: la scrittura e l'interpretazione*, Volume 5th, Palumbo Editore, Palermo, 2011.
5. Romano Luperini, Pietro Cataldi, Lidia Marchiani: Franco Marchese, *Liberi da interpretare, storia e antologia della letteratura italiana nel quadro della civiltà europea*, Volumes 1B,3A, 2, 3B, 1°, Palumbo Editore, Palermo, 2019
6. Silvestrini, M., Bura: C., *L'italiano e l'Italia*, Vol. 1: *Grammatica*, Vol. 2: *Esercizi*, Guerra, Perugia, 2000.

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 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 Italian

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 and adolescent literature.
- To read Children 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.

<ul style="list-style-type: none"> • will become aware of the role of children's literature in transmitting issues of identity, etc. 	
Syllabus:	
UNIT I	9 hours
Changing conceptions of children's literature: Literature for children and /or adult readers?	
UNIT II	12 hours
Shorter narrative forms: fables and fairy tales	
UNIT III	12 hours
Children's literature and transmission of values.	
UNIT IV	12 hours
Concept of young adult literature Narrative writings / novels	
Suggested Authors: Carlo Collodi, Gianni Rodari, Umberto Eco, Italo Calvino etc.	
Suggested Readings:	
<ol style="list-style-type: none"> 1. Avanzini, Alessandra. (2013). <i>Linee europee di letteratura per l'infanzia, Vol. I: Danimarca, Francia, Italia, Portogallo</i>, Regno Unito. Milano: FrancoAngeli. 2. Bruno, Bettelheim. (1975). <i>The Uses of Enchantment: The Meaning and Importance of Fairy Tales</i>. New York: Vintage. 3. Collodi, Carlo. (2012). <i>Le avventure di Pinocchio</i>. Milano: Mondadori. 4. Marazzi, Elisa. (2014). <i>Libri per diventare italiani. L'editoria per la scuola a Milano nel secondo Ottocento</i>. Milano: Franco Angeli. 5. Myers, Lindsay. (2012). <i>Making the Italians. Poetics and Politics of Italian Children's Fantasy</i>. Oxford: Peter Lang. 6. Nodelman, Perry. (2008). <i>The Hidden Adult: Defining Children's Literature</i>. Baltimore: John Hopkins University Press. 7. Paruolo, Elena. (Ed.). (2014). <i>Le letterature per l'infanzia. Prefazione di Antonella Cagnolati</i>. Roma: Aracne. 8. Propp, Vladimir. (1988). <i>Morphology of the Folk Tale</i>. Texas: University of Texas Press. 9. Rodari, Gianni. (1962). <i>Favole al telefono</i>. Torino: Einaudi. 10. Salgari, Emilio. (2009). <i>Il corsaro nero</i>. Milano: Mondadori. 11. Sciascia, Leonardo. (1973). <i>Il mare colore del vino</i>. Torino: Einaudi. 	
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:.</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>	

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 Italian

Learning Objectives

- To provide knowledge about a brief history of journalism in the Italian 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 Italian 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
- 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

- Brief History of journalism in the Italian 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

- 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

- 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:

1. A. Barbano: *Manuale di Giornalismo*, Laterza, 2012.
2. Alberto Papuzzi: *Manuale del giornalista*, Donzelli, 1993.
3. Alberto Papuzzi: *Professione Giornalista*, Donzelli, 2003.
4. G. Gozzini: *Storia del giornalismo*, Mondadori, 2000.
5. Hunter Stockton Thompson: *Paura e disgusto a Las Vegas*, Bompiani, 2000.
6. Jill Nelmes (ed.): *An Introduction to Film Studies. 4th edition*, London, New York: Routledge, 2007.
7. Linda Badley: Palmer, R. Barton; Schneider, Steven Jay: (eds.): *Traditions in World Cinema*. Edinburgh: Edinburgh University Press, 2006. Academic
8. M. Dardano: *Il linguaggio dei giornali italiani*, Laterza, 1973.
9. M. Medici / D. Proietti (ed.): *Il linguaggio del giornalismo*, Mursia, 1992.
10. O. Calabrese / P. Violi: *I giornali. Guida alla lettura e all'uso didattico*, Espresso Strumenti, 1980.
11. Paul Long, Tim Wall: *Media Studies: Texts, Production and Context*. Harlow, Essex, New York: Pearson Longman, 2009.
12. Riccardo Benotti: *Viaggio nel New Journalism americano*, Aracne editrice, 2009.
13. Robert Kolker: *Media Studies: An Introduction*. Malden, MA: Wiley-Blackwell, 2009.
14. Robert Stam, Toby Miller (eds.): *Film and Theory: An Anthology*, Oxford: Blackwell Publishers, 2000
15. Ryszard Kapuściński: *Autoritratto di un reporter*, Feltrinelli, 2006.
16. S. Lepri: *Professione giornalista*, Etas-Rcs Libri, 1991.
17. Truman Capote: *A sangue freddo*, Garzanti, 1966.
18. Truman Capote: *Il Duca nel suo dominio*, Oscar Mondadori, 2004.

Additional readings would be suggested by the Department.

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
		Lecture	Tutorial	Practical/ Practice		

Academic Writing	02	01	0	01	As per the admission criteria	B2 Level in Italian
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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 conventions 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. Berretta M., 'Connettivi testuali in italiano e pianificazione del discorso', in L. Coveri (a cura di), *Linguistica testuale*, Roma Bulzoni, 1984, 237-274.
3. Booth, Wayne C.; Colomb, Gregory G.; Williams, Joseph M. (15 May 2009). *The Craft of Research* (Third ed.). University of Chicago Press.
4. Brian Paltridge and Sue Starfield. *Getting Published in Academic Journals*, University of Michigan Press. 2016
5. Brian Paltridge and Sue Starfield. *Thesis and Dissertation Writing in a Second Language*, Routledge, 2007

6. C. Bazerman & D. Russell (1994). *Landmark essays in writing across the curriculum*. Davis, CA: Hermagoras Press.
7. C. Bazerman, J. Little, T. Chavkin, D. Fouquette, L. Bethel, and J. Garufis (2005). *Writing across the curriculum*. Parlor Press and WAC Clearinghouse.
8. Canagarajah, A. Suresh (2002). *A Geopolitics of Academic Writing*. University of Pittsburgh Press.
9. Cerruti - Monica Cini, *Introduzione elementare alla scrittura accademica*, pref. di T. Telmon, Laterza, Bari 2007, 2025.
10. Coffin, Caroline et al. *Teaching Academic Writing: A Toolkit for Higher Education*. Routledge, 2003.
11. Coinam, David (2004). 'Concordancing Yourself: A Personal Exploration of Academic Writing', *Language Awareness*, Vol. 13, Issue 1, pp. 49–55
12. De Beaugrande, R., Dressler W.U., *Introduzione alla linguistica testuale*, Bologna, Il Mulino, 1994.
13. De Mauro T., *Guida all'uso delle parole*, Roma, Editori Riuniti, 1980.
14. Eco, Umberto. *How to write a thesis*.
15. Ferrari A., Zampese L., *Grammatica: parole, frasi, testi dell'italiano*, Roma, Carocci, 2016.
16. Ferreri S., *L'alfabetizzazione lessicale. Studi di linguistica educativa*, Roma, Aracne, 2005.
17. Gallina F., *Condizioni di possibilità per un piano di alfabetizzazione lessicale in italiano L2 per studenti internazionali*, «Italiano LinguaDue», I (2019), 29-44.
18. Goodall, H. Lloyd Jr. (2000). *Writing Qualitative Inquiry: Self, Stories, and Academic Life* (Walnut Creek, CA: Left Coast Press)
19. Johns, Ann M. (1997). *Text, Role and Context: Developing Academic Literacies* (Cambridge: Cambridge University Press)
20. Lavinio C., *Comunicazione e linguaggi disciplinari. Per un'educazione linguistica trasversale*, Roma, Carocci, 2004.
21. Luey, Beth (2010). *Handbook for Academic Authors*, 5th ed. (Cambridge: Cambridge University Press)
22. Murray, Rowena, and Sarah Moore (2006). *The Handbook of Academic Writing: A Fresh Approach* (Maidenhead: Open University Press)
23. Palermo M., *Linguistica testuale dell'italiano*, Bologna, il Mulino, 2013.
24. Paltridge, Brian (2004). 'Academic Writing' in *Language Teaching*, Vol. 37, Issue 2, pp. 87–105
25. Prior, Paul A. (1998). *Writing/Disciplinarity: A Sociohistoric Account of Literate Activity in the Academy* (Mahwah, NJ; London: Lawrence Erlbaum)
26. Riccardo Gualdo, Lucia Raffaelli, Stefano Telve, *Pianificare e realizzare testi efficaci Copertina flessibile* – Carroci, Roma febbraio 2014
27. Richards, Janet C., and Sharon K. Miller (2005). *Doing Academic Writing in Education: Connecting the Personal and the Professional* (Mahwah, NJ: Lawrence Erlbaum)
28. S. Rastelli, C. Bagna, *Manifesto per l'insegnamento della lingua italiana agli studenti internazionali*. Otto commenti, Pisa, Pacini, 2020.
29. Troncarelli D., *La riflessione grammaticale nei recenti manuali didattici per l'insegnamento dell'italiano L2*, «Italiano a stranieri», XX, 2016, 8-14.
30. Wayne C. Booth. Gregory G. Colomb et al. *The Craft of Research*. University of Chicago Press; 4. edition (18 Oct. 2016)

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 Italian

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 particular 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
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Study of the theoretical questions related to the theme

UNIT II	12 hours
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Study and analysis of literary texts that are based on the theme

UNIT III	12 hours
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Study of the formal devices deployed to depict the theme

UNIT IV	9 hours
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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, Detective-Genre, Places in Literature, Literary Islands, Corporeality, or other similar themes. The theme will be announced at the beginning of the academic year.

Suggested Readings:

1. Asor Rosa (ed.): *Letteratura Italiana*, Einaudi: Turin, 1982-1986, Vol. I-VI.
2. B. Croce: *Breviario d'estetica*, Laterza: Bari 1912.

3. C. Dionisotti: *Geografia e Storia della letteratura italiana*, Einaudi: Turin.
 4. D. Cantimori: 'La periodizzazione dell'età del Rinascimento', in *Studi di Storia*, Einaudi: Turin.
 5. E. Auerback: *Mimesis*, Vol. 2, Einaudi: Turin 1956.
 6. F. Mariani, F. Gnerre, R. Mordenti, *Le Forme Letteratura Nella Storia*, SEI, Turin, 1990, Vol. I.
 7. G. Folena: *L'Italiano in Europa*, Einaudi: Turin.
 8. G. Procacci: *Storia degli italiani*, Laterza: Bari, 1991.
 9. Gerald Martin: *Journeys through the Labyrinth*, Verso: 1989.
 10. Mazzacurati: *Il Rinascimento dei moderni*, Il Mulino: Bologna.
 11. S. Timapanaro: *Classicismo e Illuminismo nell'Ottocento italiano*, Nistri: Pisa.
- 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 a Genre - Novel	04	3	1	0	As per the admission criteria	B2 Level in Italian

Learning Objectives

- Study of the novel and its development through a selection of representative authors from the Renaissance till the present day.
- Imparting techniques and narratological strategies to analyse novel

Learning Outcomes

At the end of the semester, students:

- will develop an understanding of the specificities of the genre.

<ul style="list-style-type: none"> • will become familiar with the historical evolution of the genre. • will read the major authors of Italian 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
Early forms of novel in Italy	
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. C. Segre: <i>Avviamento all'analisi del testo letterario</i>, Einaudi: Turin 1984. 2. Dorothy J. Hale: <i>Social Formalism : The Novel in Theory from Henry James to the Present</i>, Stanford University Press, California, 1998. 3. E. Pasquini (ed.): <i>Guida allo studio della letteratura italiana</i>, Il Mulino: Bologna, 1985. 4. E. Raimondi: <i>Il romanzo senza idillio</i>, Einaudi: Turin 1974. 5. G. Contini: <i>Esercizi di lettura</i>, Einaudi, Turin. 6. G. Debenedetti: <i>Il romanzo</i>, Garzanti: Milan 1971. 7. G. Lukacs, M. Bachtin: <i>Problemi di teoria del romanzo</i>, Einaudi Turin. 8. Georg Lukàcs: <i>The Historical Novel</i>, University of Nebraska Press, Londres, 1983. 9. Jeremy Hawthorn: <i>Studying the Novel: An Introduction</i>, Universal Book Stall, New Delhi, 1985 10. Lennard J Davis: <i>Resisting Novels: Ideology and Fiction</i>, Methuen, New York, 1987. 11. Susan Sniader Lanser: <i>The Narrative Act: Point of View in Prose Fiction</i>, Princeton University Press, Princeton, New Jersey, 1981. 12. 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 Italy-2

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 Italy-2	04	3	1	0	As per the admission criteria	B2 Level in Italian

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 of Italy

Learning Outcomes

At the end of the semester, students:

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

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

Napoleonic Era and its Influence on Italy

UNIT II**12 hours**

The Risorgimento and the Unification of Italy.
Post-Unification Italy and Industrial Revolution

UNIT III**12 hours**

Italy in the Early 20th Century: Futurism and Fascism

UNIT IV**12 hours**

Post-World War II Italy: Reconstruction and Cultural Renaissance
Contemporary Italy and European Integration

Suggested Readings:

1. Alberto Asor Rosa (ed.): *Letteratura Italiana*, Einaudi: Turin, 1982-1986, Vol. I-VI.
2. Benedetto Croce: *Breviario d'estetica*, Laterza: Bari 1912.
3. C. Dionisotti: *Geografia e Storia della letteratura italiana*, Einaudi: Turin.
4. D. Cantimori: 'La periodizzazione dell'età del Rinascimento', in *Studi di Storia*, Einaudi: Turin.
5. E. Auerback: *Mimesis*, Vol. 2, Einaudi: Turin 1956.
6. F. Mariani, F. Gnerre, R. Mordenti: *Le forme letterarie nella storia*, SEI, Turin, 1990, Vol. I.
7. G. Folena: *L'Italiano in Europa*, Einaudi: Turin.
8. G. Procacci: *Storia degli italiani*, Laterza: Bari, 1991.
9. Lynn Hunt (ed.), *The New Cultural History*, Berkeley, Los Angeles et Londres, University of California Press, 1989.
10. Mazzacurati: *Il Rinascimento dei moderni*, Il Mulino: Bologna.
11. Romano Luperini, Pietro Cataldi, Lidia Marchiani, Franco Marchese: *Il Nuovo: la scrittura e l'interpretazione*, 6 volumes (dalle origini alla modernità e contemporaneità), Palumbo Editore, Palermo, 2011.
12. Romano Luperini, Pietro Cataldi, Lidia Marchiani: Franco Marchese, *Liberi da interpretare, storia e antologia della letteratura italiana nel quadro della civiltà europea*, Volumes 1B, 3A, 2, 3B, 1°, Palumbo Editore, Palermo, 2019.
13. S. Timpanaro: *Classicismo e Illuminismo nell'Ottocento italiano*, Nistri: Pisa.

Additional readings would 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 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 Italian

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
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Critical questions raised by the author and the historical context

UNIT II	12 hours
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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: Alessandro Verri, Alessandro Manzoni, Giovanni Verga, Ippolito Nievo, Grazia Deledda, Luigi Pirandello, Italo Svevo, Carlo Emilio Gadda, Pier Paolo Pasolini, Cesare Pavese, Elio Vittorini, Vasco Pratolini, Alberto Moravia, Elsa Morante, Ignazio Silone, Carlo Cassola, Natalia Ginzburg, Gianna Manzini, Tommaso Landolfi, Idolina Landolfi, Massimo Bontempelli, Luigi Malerba, Elena Ferrante, Niccolò Ammaniti, Italo Calvino, Umberto Eco, Antonio Tabucchi, Dino Buzzati, Giorgio Faletti, Leonardo Sciascia, Stefano D'Arrigo, Gesualdo Bufalino etc.	
Suggested Readings: 1. Alberto Asor Rosa, Giorgio Inglese, eds., <i>Letteratura italiana. Gli autori: Dizionario bio-bibliografico e indici</i> , Turin: Einaudi, 1999-2000. 2. Alberto Asor Rosa, <i>Novecento Primo, Secondo e Terzo: Nuova Edizione Aggiornata Di Un Altro Novecento</i> , Florence: Sansoni 2004 3. Cesare Segre, Carlo Ossola, eds, <i>Antologia della poesia italiana</i> , Vols 1-3, Turin: Einaudi. 4. Giorgio Baroni, Mario Puppo, eds., <i>Manuale critic bibliografico per lo studio della letteratura italiana</i> , 5 ed. Turin: SEI, 2002. 5. <i>Storia della letteratura italiana</i> , 9 vols., Milan: Garzanti, 1987-1989. 6. Romano Luperini, Pietro Cataldi, Lidia Marchiani, Franco Marchese: <i>Il Nuovo: la scrittura e l'interpretazione</i> , 6 volumes (dalle origini alla modernità e contemporaneità), Palumbo Editore, Palermo, 2011.	
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: <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 8: Engaging with Critical Issues in Italian 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 Italian Literature	04	3	1	0	As per the admission criteria	B2 Level in Italian
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Learning Objectives

- To engage with specific issues related to Italian literary and cultural studies (Ex. alterity, memory, emotions, utopia, popular culture, technology, hyperreality, ecology, postcoloniality and decoloniality, migration, displacement, exile, marginalisation, conflict, resistance 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 Italian 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:

1. Asor Rosa, Alberto (ed.): 'Le questioni', in *Letteratura italiana*, Turin: Einaudi, 1986.
2. Bennett, Tony; Grossberg, Lawrence; Morris, Meaghan: *New Keywords: A Revised Vocabulary of Culture and Society*, Malden, MA: Blackwell Publishing, 2005.
3. Bourdieu, Pierre: *The Field of Cultural Production*. New York: Columbia University Press, 1993
4. Eco, Umberto: *Sulla letteratura*, Milano: Bompiani, 2002, (*On Literature*). London: Vintage, 2006).
5. Williams, Raymond: *Keywords: A Vocabulary of Culture and Society*. New York: Oxford University Press, 1983.

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:

- 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 Italian

Learning Objectives:

- 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:

- will develop an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, Italian 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:

- Adams, Laurie Schneider, (1996), *The Methodologies of Art: An Introduction*, NY: Westview Press.
- Arnason, H. H. (2003), *History of Modern Art: Painting, Sculpture, Architecture, Photography*, New York: Prentice Hall.
- Boime, Albert (1990) *A Social History of Modern Art*, Volumes 5, Chicago: University of Chicago Press,

- Burckhardt, Jacob. (2004). *The Civilization of the Renaissance in Italy* (1855), New York: Penguin.
- Hopkins, David, (2000), *After Modern Art 1945-2000 (Oxford History of Art)*, NY: OUP.
- Read, Herbert (1984), *Meaning of Art*, 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:

- 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 Italian

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	
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Apter, Emily, <i>The Translation Zone: A New Comparative Literature</i>, Princeton University Press, 2006 2. Owen Aldridge: <i>Comparative Literature: matter and method</i>, Urbana, University of Illinois Press, 1969 3. Bassnett, Susan: <i>Comparative Literature: A Critical Introduction</i>, Blackwell Publishing, 1993. 4. Damrosch, David: <i>What is World Literature?</i>, Princeton University Press, 2003. 5. Giulia De Gasperi & Joseph Pivato (eds.): <i>Comparative Literature for the New Century</i>, Montreal: McGill-Queen's U.P., 2018. 6. Dasgupta, Shubha "The German School of Comparative Literature." <i>Comparative Literature: Theory and Practice</i>. 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." <i>Aspects of Comparative Literature: Current Approaches</i>. Ed. Chandra Mohan. New Delhi: India Publishers & Distributors, 1989. 8. Dev, Amiya. "Comparative Literature in India." <i>CLCWeb: Comparative Literature and Culture</i> 2.4 (2000) 9. Guilen, Claudio, <i>The Challenges of Comparative Literature</i>, trans by Cola Franzen, Cambridge University Press, 1993. 10. Majumdar, Swapan, <i>Comparative literature : Indian dimensions</i>, Calcutta, India: Papyrus, 1987 11. Marina Grishakova, Lucia Boldrini, and Matthew Arnolds (eds.): "New Work in Comparative Literature in Europe" in <i>Special Issue CLCWeb: Comparative Literature and Culture</i>, 15.7 (2013). 12. Spivak, Gayatri Chakravorty: <i>Death of a Discipline</i>, Columbia University Press, 2003. 13. Steven Tötösy de Zepetnek and Tutun Mukherjee: <i>Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies</i>, New Delhi: Cambridge University Press India, 2013. 14. Zepetnek, Steven Tötösy de and Mukherjee, Tutun. <i>Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies</i>, New Delhi: Cambridge University Press India, 2013 <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

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 Italian

Learning Objectives

- 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:

- 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

- The rise and expansion of European empires.
- The impact of colonialism on indigenous societies and cultures.

UNIT II: Postcolonial Theories

12 hours

- 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

- The process of decolonization in Asia, Africa, and the Americas.
- Case studies of independence movements and their leaders.
- The process of decolonization in Asia, Africa, and the Americas.
- Case studies of independence movements and their leaders.

UNIT IV: Contemporary Issues

12 hours

- The impact of globalization on former colonies.
- Discussions on neo-colonialism 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:

1. Angelo Del Boca, *Gli italiani in Africa orientale*, 4 vols, Bari: Laterza, 1976-1986; Id., *Nostalgia delle colonie*, Vol. IV, Bari: Laterza, 1986.
2. Beverly Allen and Mario Russo, (eds.) *Revisioning Italy. National Identity and Global Culture*, Minneapolis-London: University of Minnesota Press, 1997.
3. Blaut, J.M. *The Colonizer's Model of the world: Geographical Diffusions and Eurocentric History*, New York, Guilford Press, 1993.
4. Edward Said, *The World, the Text and the Critic*, Vintage, London, 1983.
5. Hardt, Michael and Negri, Antoni, *Empire*, Harvard University Press.
6. *History of Conquest & Oppression in the Western World*, Santa Fe, Clear Light Publishers, 2000
7. Irma Taddia, *La memoria dell'impero: Autobiografie d'Africa Orientale*, Manduria, Lacaita, 1988.
8. Jacqueline Andall & Derek Duncan, eds., *Italian Colonialism: Legacy and Memory*, Bern: Peter Lang, 2005.
9. Mill & Taylor (ed.), *Colonial Italian America*, SR Books, 2006.
10. Nicola Labanca, *Oltremare: Storia dell'espansione coloniale italiana*, Bologna: Il Mulino, 2002.
11. Stephen Greenblatt, *Marvellous Possessions, the World of the New World*, University of Chicago Press, 1991.
12. Tony Ballantyne and Antoinette Burton, *Bodies in Contact: Rethinking Colonial Encounters in the World History*, Duke University Press, Durham, London, 2005.

Additional readings would be suggested 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 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 Italian
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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**

Early trends of 20th Century Italian literature

UNIT II**12 hours**

Ermetismo

UNIT III**12 hours**

Futurism

UNIT IV**12 hours**

Absurdism

Fascism and Literary Responses

Suggested Readings:

1. *La bottega dell'italiano: antologia di scrittori italiani del Novecento*, Rosangela Verri-Menzel, Bonacci Editore, Rome 1989.
2. Mario Pazzaglia: *Letteratura italiana 3 L'Ottocento: testi e critica con lineamenti di storia letteratura*, Zanichelli, Bologna, 1993.
3. Ottavio Prosciutti: *Lineamenti di letteratura italiana*, Grafica, Perugia, 1980.
4. Paolo E. Balboni e Mario Cardona: *Storia e testi di letteratura italiana per stranieri*, Guerra Edizioni, Perugia, 2004.
5. Silvestrini, M., Bura, C., *L'italiano e l'Italia*, Vol. 1: *Grammatica*, Vol. 2: *Esercizi*, Guerra, Perugia, 2000. Romano Luperini, Pietro Cataldi, Lidia Marchiani, Franco Marchese: *Il Nuovo: la scrittura e l'interpretazione*, Volume 6, Palumbo Editore, Palermo, 2011.

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 Italian

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
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Autobiography

UNIT II	12 hours
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Testimonio

UNIT III	12 hours
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Autofiction

UNIT IV	9 hours
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Diaries and Letter

Suggested Readings:

1. Caputo, Rino. Monaco, Matteo. (1997). *Scrivere la propria vita: l'autobiografia come problema critico e teorico*. Roma: Bulzoni.
2. Cavarero, Adriana. (2001). *Tu che mi guardi, tu che mi racconti, Filosofia della narrazione*. Milano: Feltrinelli.
3. De Botton, Alain. (May 11, 2004). *The Art of Travel*. New York: Vintage Books, A Division of Random House, Inc.
4. Demetrio, Duccio. (1995). *Raccontarsi. L'autobiografia come cura di sé*. Milano: Raffaello Cortina.

5. Derrida, Jacques. (1988). *The Ear of the Other Autobiography, Transference, Translation*. Lincoln: University of Nebraska Press (UNP).
6. Fallaci, Oriana. (1997). *Lettera a un bambino mai nato*. Milano: Biblioteca Universale Rizzoli.
7. Formenti, Laura. (1998). *La formazione autobiografica*. Milano: Guerini e associati.
8. Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
9. Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
10. Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
11. Grisi, Cesare. (2011). *Il romanzo autobiografico. Un genere tra opera e autore*. Roma: Carocci.
12. Guglielminetti, Marziano. "Biografia e autobiografia". in Rosa, Alberto Asor. (1986). *Letteratura Italiana Einaudi*, vol. 5: Le questioni. Torino: Einaudi, pp. 829–86.
13. Ricoeur, Paul. (1993). *Sé come un altro*. Milano: Jaca Book.
14. Segre, Cesare. (1985). *Avviamento allo studio del testo letterario*. Torino: Einaudi.
15. Terzani, Tiziano. (2002). *Lettera contro la guerra*. Milano: Tascabili degli Editori Associati.
16. Lejeune, Philippe. *On Autobiography*, University of Minnesota Press, 1989.

Additional readings would be suggested 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.

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	01	As per the admission criteria	B2 Level in Italian

Learning Objectives

- 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: <ol style="list-style-type: none"> 1. Caterina Falbo, Mariachiara Russo e Francesco Straniero Sergio, <i>Interpretazione simultanea e consecutiva. Problemi teorici e metodologie didattiche</i>, Milano, Hoepli, 1999. 2. Daniel Gile, <i>Basic concepts and models for interpreter and translator training</i>, Amsterdam, John Benjamins Pub, 1995. 3. G. Mack e M. Russo (a cura di), <i>Interpretazione di trattativa: la mediazione linguistico-culturale nel contesto formativo e professionale</i>, Milano, Hoepli, 2005. 4. Gillies, A. (2013), <i>Conference interpreting: A student's practice book</i>. New York: Routledge. 5. Gillies, A. (2017), <i>Note-taking for consecutive interpreting: A short course</i>. New York: Routledge. 6. Judith Farwick, <i>Between the Signs: how to take notes without words</i>, Duesseldorf, Germania, 2018. 7. Laura Bertone: <i>The Hidden Side of Babel: Unveiling Cognition, Intelligence and Sense</i>. 2006. 	

8. M. Russo, *La conferenza come evento comunicativo*, in C. Falbo, M. Russo, F. Straniero Sergio (a cura di), *Interpretazione simultanea e consecutiva. Problemi teorici e metodologie didattiche*, Milano, Hoepli, 1999, pp. 89-102.
9. Mason (a cura di), *Dialogue Interpreting, Special Issue of The Translator* 5/2, 1999.
10. Nolan, J. (2005), *Interpretation: Techniques and exercises*. Multilingual Matters, 2005.
11. Puchała-Ladzińska, K. (2024), *Interpreting: an Art, a Craft or a Superpower?*. V&R Unipress.
12. R. Merlini, *Dialogue Interpreting*, in F. Pöchhacker (a cura di), *Encyclopedia of Interpreting Studies*, New York, Routledge, 2015, pp. 102–107.
13. Roderick Jones, *Conference Interpreting Explained*. 1998.
14. S. Braun, *Remote Interpreting*, in H. Mikkelsen & R. Jourdenais (a cura di), *Routledge Handbook of Interpreting*, New York, Routledge, 2015, pp. 352-367.
15. Tipton, R., Olgierda F. (2016), *Dialogue interpreting: A guide to interpreting in public services and the community*. London: Routledge
16. U. Ozolins, *Telephone interpreting: understanding practice and identifying research needs*, in *The International Journal for Translation and Interpreting*, 3(2), 2011, pp. 33-47).

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 Italian 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 Italian as a Foreign Language	02	01	0	01	As per the admission criteria	B2 Level in Italian

Learning Objectives

- To familiarize students with recent developments in teaching methodologies for Italian 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

<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Classroom Observation • 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 	
Suggested Readings:	
<ol style="list-style-type: none"> 1. Barni, Monica, Troncarelli, Donatella, Bagna, Carla, <i>Lessico e apprendimenti. Il ruolo del lessico nella linguistica educativa</i>, Franco Angeli, Milano, 2008. 2. Borneto, Carlo Serra, <i>C'era una volta il metodo</i>, Carocci Editore, Roma, 1998. 3. Callies M et Gotz S: <i>Learner corpora in language testing and assessment</i>, John Benjamins Publishing company, Amsterdam. 4. Chini, Marina, <i>Che cos'è la linguistica acquisizionale</i>, Carocci Editore, Roma, 2005. 5. Ramat, Anna Giacalone (ed), <i>Verso l'italiano. Percorsi e strategie di acquisizione</i>, Carocci Editore, Roma, 2003. 6. Sinclair, John McH, <i>How to Use Corpora in Language Teaching</i>, John Benjamins Publishing Company, Amsterdam/Philadelphia, 2004. 	
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 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 Italian
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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

- Introducing the students to the techniques of translation.
- Making of word glossaries in different fields.

UNIT II: Machine Translation and its limits

7 hours

- Machine translation and its limitations.
- Ethics and accountability in translation.

Practical Component

30 hours

- Preparing glossaries
- Translating short texts from different fields
- Using machine translation and understanding its limitations.

Suggested Readings:

1. Andre Lefevere: *Translation: Rewriting and the manipulation of Literary Fame*, Routledge: London 1992.
2. B. Terracini: *Il problema della traduzione*, Serra e Riva Editori: Milan 1983.
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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.