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SEMESTER-IV BA (H) ITALIAN

GERMANIC AND ROMANCE STUDIES

Category I

(B.A. Honours in Italian in three years)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| DISCIPLINE SPECIFIC CORE COURSE - 10 (DSC-10) Language in Context: Intermediate Reading and Writing Skills (2) | | | | | | |
|---|---------|-----------------------------------|----------|---------------------|----------------------|--|
| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
| | | Lecture | Tutorial | Practical/ Practice | | |
| Language in Context: Intermediate Reading and Writing Skills (2) | 4 | 3 | 1 | 0 | Passed XII Class | Should have studied "Language in Context: Intermediate Reading and Writing Skills (1)" |

| DSC-10 Language in Context: Intermediate Reading and Writing Skills (1) | |
|--|----------------|
| Learning Objectives: Enable student to <ul style="list-style-type: none"> To read and understand longer texts related to socio-cultural issues. To answer questions in one's own words on tests related to socio-cultural issues. To write detailed descriptions. To attain A2 level of the CEF. | |
| Learning Outcomes: <ul style="list-style-type: none"> Enables learner to attain A2 Level of reading and writing skills in the concerned language Equip learners to read longer texts on socio-cultural issues in order to extract key information and conclusions of the text. Gives training to write straightforward connected texts on a range of familiar subjects within one's field of interest. | |
| Syllabus: | |
| UNIT I | 9 Hours |
| Reading | |

| | |
|--|----------------|
| <ul style="list-style-type: none"> • Reading longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task, identifying the main conclusions in clearly signalled argumentative texts, • Understanding clearly written, straightforward instructions for a piece of equipment. • Reading, analysing, and summarizing texts/articles on different social issues or current affairs. | |
| UNIT II | 9 Hours |
| Writing | |
| <ul style="list-style-type: none"> • Writing detailed descriptions on a range of familiar subjects within one's field of interest. • Writing accounts of experiences. • Describing feelings and reactions in simple connected text • Writing a description of an event, a recent trip - real or imagined • Describing and comparing education systems. | |
| UNIT III | 9 Hours |
| Writing | |
| <ul style="list-style-type: none"> • Writing an open letter to the authorities. • Writing a petition. • Describing and analysing cultural representations. • Writing a short story. • Writing blogs. • Writing short, simple essays on topics of interest. etc. | |
| UNIT IV | 9 Hours |
| Lexical, Morphosyntactic and Phonological Competences | |
| <ul style="list-style-type: none"> • Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilization. • Grammatical structures required to describe events, feelings, impressions, opinions in past, present, and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, developed sense of various moods, tenses and voices etc. • Developing sufficient understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and read more independently predicting pronunciation of unknown words. | |
| UNIT V | 9 Hours |
| Co-cultural and Inter-cultural Competence | |
| <ul style="list-style-type: none"> • Awareness of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register. • Awareness of the salient politeness conventions and acting and responding appropriately. | |
| Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Milano: Bruno Mondadori. • De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>, Perugia: Guerra Edizioni. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 3</i>. Firenze: Alma Edizioni. • Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua. | |

- Mattedi, Cristina. (2012). *Voci di autori italiani: Interviste e brani scelti*. Perugia: Guerra Edizioni.

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.

DISCIPLINE SPECIFIC CORE COURSE – 11 (DSC-11)

Language in Context: Intermediate Listening and Speaking Skills (2)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---------|-----------------------------------|----------|---------------------|----------------------|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Language in Context: Intermediate Listening and Speaking Skills (2) | 4 | 3 | 1 | 0 | Passed XII Class | Should have studied “Language in Context: Intermediate Listening and Speaking Skills (1)” |

| Total No. of Credits | Distribution of Total Credits | | | No. of Hours of Lectures | No. of Hours of Tutorials | No. of Hours of Practical | Total Hours of Teaching |
|----------------------|-------------------------------|--------------------|---------------------|--------------------------|---------------------------|---------------------------|-------------------------|
| | Lecture (Credits) | Tutorial (Credits) | Practical (Credits) | | | | |
| 4 | 3 | 1 | 0 | 45 | 15 | 0 | 60 |

| DSC-11 | |
|--|----------------|
| Language in Context: Intermediate Listening and Speaking Skills (2) | |
| Learning Objectives: Enable student to <ul style="list-style-type: none"> • To listen and to understand radio and TV programs. • To answer questions on programmes recorded across various audio-visual media. • To express one’s opinion and give one’s point of view in a structured manner. • To attain Level A2 of CEF | |
| Learning Outcomes: <ul style="list-style-type: none"> • Enable learners to attain A2 Level of listening and speaking skills in the concerned language • Equip learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly • Provide learners with basic debating and presentation skills | |
| Syllabus: | |
| UNIT I | 9 Hours |
| Listening | |

| | |
|---|----------------|
| <ul style="list-style-type: none"> • Understanding main points presented in a talk/lecture/radio commentary/TV program on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. • Understanding films in which visuals and action carry much of the story line, and which are delivered clearly in straightforward language. | |
| UNIT II | 9 Hours |
| Speaking | |
| <ul style="list-style-type: none"> • Giving detailed accounts of experiences, feelings and reactions. • Relating details of unpredictable occurrences, e.g., an accident. • Relating the plot of a book or film and describing his/her reactions. • Describing dreams, hopes, ambitions, events, real or imagined. • Preparing, conducting, and presenting results of opinion polls on various social issues. • Preparing and presenting skits. | |
| UNIT III | 9 Hours |
| Speaking | |
| <ul style="list-style-type: none"> • Debating and/or making oral presentations on various social issues. • Narrating one's experiences of foreign language learning. • Explaining why something is a problem. • Making brief comments on the views of others. • Comparing and contrasting alternatives. • Discussing what to do, where to go, who or what to choose. | |
| UNIT IV | 9 Hours |
| Lexical, Morphosyntactic and Phonological Competences <ul style="list-style-type: none"> • Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilization. • Grammatical structures required to describe events, feelings, impressions, opinions in past, present, and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, developed sense of various moods, tenses and voices etc. • Developing sufficient understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and read more independently predicting pronunciation of unknown words. | |
| UNIT V | 9 Hours |
| Co-cultural and Inter-cultural Competence | |
| <ul style="list-style-type: none"> • Awareness of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register. • Awareness of the salient politeness conventions and acting and responding appropriately. | |
| Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Antonelli, G. (2007). <i>L'italiano nella società della comunicazione</i>. Bologna: Mulino. • De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni. | |

- Mattedi, Cristina. (2012). *Voci di autori italiani: Interviste e brani scelti*. Perugia: Guerra Edizioni.
- Merin, Telis. (2008). *Nuovo Progetto Italiano 3*. Roma: Edilingua.

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.

DISCIPLINE SPECIFIC CORE COURSE– 12 (DSC-12)

Engaging with Literary Texts (2)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Engaging with Literary Texts (2) | 4 | 3 | 1 | 0 | Passed XII Class | Should have studied, “Engaging with Literary Texts (1)” |

| Total No. of Credits | Distribution of Total Credits | | | No. of Hours of Lectures | No. of Hours of Tutorials | No. of Hours of Practical | Total Hours of Teaching |
|----------------------|-------------------------------|--------------------|---------------------|--------------------------|---------------------------|---------------------------|-------------------------|
| | Lecture (Credits) | Tutorial (Credits) | Practical (Credits) | | | | |
| 4 | 3 | 1 | 0 | 45 | 15 | 0 | 60 |

| DSC-12 | |
|--|-----------------|
| Engaging with Literary Texts (2) | |
| Learning Objectives: At the end of Semester 4, a student will <ul style="list-style-type: none"> • be able to read and understand intermediate level texts (literary/semi-literary/audio-visual/advertisements etc.) adapted for the students of A2 Level, and answer questions on them; • be able to analyse, express their underlying meaning and answer questions based on them; • enables learner to attain A2 Level of the Common European Framework (CEF). • Partially able to evaluate the form and content of literary and non-literary texts. | |
| Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> • Enable students to attain A2 Level of reading, understanding, analysing and writing skills in the concerned language. • Reading and understanding intermediate level texts and answering questions on them. • Equip students to analyse, express their underlying meaning and answer questions based on them; • Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts. | |
| Syllabus: | |
| UNIT I | 12 Hours |

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|---|----------------|
| Literary Texts (Prose) | |
| A selection will be made from the following list: | |
| 4-5 texts will be introduced and analysed in the class. | |
| UNIT II | 9 Hours |
| Literary Texts (Poetry) | |
| A selection will be made from the following list: | |
| 4-5 texts will be introduced and analysed in the class. | |
| UNIT III | 9 Hours |
| Intermediate and Semi-literary Texts | |
| A selection will be made from the following list: | |
| 4-5 texts will be introduced and analysed in the class. | |
| UNIT IV | 9 Hours |
| Audio / Visual Texts – Films / Video Clips | |
| A selection will be made from the following list: | |
| 4-5 texts will be introduced and analysed in the class. | |
| UNIT V | 6 Hours |
| Advertisements – Print / Electronic | |
| A selection will be made from the following list: | |
| Various ads from newspapers, social media, YouTube etc. | |
| Practical component (if any) – NIL | |
| Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano. • Guastella, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni. • Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma, Carocci editore. • Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la poesia Italiana: analisi di testi esemplari</i>. Roma, Carocci editore. • Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore. • Pichiassi, Mauro. Zagnanelli, Giovanna. (2003). <i>Contesti italiani</i>, Perugia: Guerra Edizioni. • Roberts, Nick (ed.). (1999). New Penguin Parallel Text: <i>Short stories in Italian</i>. Penguin Books. | |
| 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. | |

**COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
OFFERED BY THE DEPARTMENTS**

DISCIPLINE SPECIFIC ELECTIVE (DSE-2)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|--|---------|-----------------------------------|----------|---------------------|----------------------|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Introduction to the History of Italy (2) | 4 | 3 | 1 | 0 | Passed Class XII | Should have studied, "Introduction to the History of Italy (1)" |

| Total No. of Credits | Distribution of Total Credits | | | No. of Hours of Lectures | No. of Hours of Tutorials | No. of Hours of Practical | Total Hours of Teaching |
|----------------------|-------------------------------|--------------------|---------------------|--------------------------|---------------------------|---------------------------|-------------------------|
| | Lecture (Credits) | Tutorial (Credits) | Practical (Credits) | | | | |
| 4 | 3 | 1 | 0 | 45 | 15 | 0 | 60 |

| Introduction to the History of Italy (2) | | | | | | | |
|--|--|--|--|--|--|-----------------|--|
| Learning Objectives: | | | | | | | |
| <ul style="list-style-type: none"> To introduce students to major social, political, and cultural events in Italy and Italophone countries. To study the impact of these social, political, and cultural events in the Italophone world and in Europe. | | | | | | | |
| Learning Outcomes: | | | | | | | |
| <ul style="list-style-type: none"> Familiarize students with the major social, political, and cultural events from the medieval to contemporary period. Provide a good understanding of Contemporary Italy and its relations with the Italian speaking world including its policy towards immigration. | | | | | | | |
| Syllabus: | | | | | | | |
| UNIT I | | | | | | 15 Hours | |
| <ul style="list-style-type: none"> The Gaul's and the Franks. The making of the Kingdom of Italy (987-1453) and Consolidation of the Italian Monarchy. | | | | | | | |
| UNIT II | | | | | | 15 Hours | |
| <ul style="list-style-type: none"> Italian Revolution and the Napoleonic era. Rise of Republican thought in the 19th century and the Third Republic with special emphasis on its policy towards education. Italy and its colonies. | | | | | | | |
| UNIT III | | | | | | 15 Hours | |

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| <ul style="list-style-type: none"> Contemporary Italy and its relations with the Italian speaking world / European Union, including its policy towards immigration. | |
| Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Cantarella, Eva. Guidorizzi, Giulio. (2010). <i>Dall'impero romano alla crisi del Trecento</i>. Milano: Einaudi Scuola. Del Boca, Angelo. (1992). <i>L'Africa nella coscienza degli Italiani</i>. Roma-Bari: Laterza. Pallotti, Gabriele. Cavadi, Giorgio. (2014). <i>Che Storia: la storia italiana raccontata in modo semplice</i>. Roma: Bonacci. Prosperi, Adriano. Viola, Paolo. (2004). 1. <i>Dalla peste del Trecento al Concilio di Trento</i>. 2. <i>Dalle guerre di religione alla guerra dei Trent'anni</i>. 3. <i>Dall'assolutismo alla rivoluzione francese</i>. 4. <i>Dal Congresso di Vienna al trionfo del capitalismo</i>. 5. <i>Dal 1870 alla seconda guerra mondiale</i>. Milano: Einaudi scuola. | |
| 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. | |

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Life in Italy | 4 | 3 | 1 | 0 | Passed Class XII | Nil |

| Total No. of Credits | Distribution of Total Credits | | | No. of Hours of Lectures | No. of Hours of Tutorials | No. of Hours of Practical | Total Hours of Teaching |
|----------------------|-------------------------------|--------------------|---------------------|--------------------------|---------------------------|---------------------------|-------------------------|
| | Lecture (Credits) | Tutorial (Credits) | Practical (Credits) | | | | |
| 4 | 3 | 1 | 0 | 45 | 15 | 0 | 60 |

| Life in Italy | |
|---|-----------------|
| Learning Objectives: <ul style="list-style-type: none"> To introduce the learner to various aspects of contemporary culture (films, art, education system...) in Italy and Italophone countries. | |
| Learning Outcomes: <ul style="list-style-type: none"> Initiate learners to the culture and civilization of Italy and Italian speaking countries. Provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Italy and the Italophone countries. Introduce the students to the great thinkers of Italy and other Italophone countries in the areas of literature, cinema, art, etc. Enable students to understand and analyse cultural aspects of the Italian and Italophone Countries and develops intercultural competence amongst students | |
| Syllabus: | |
| UNIT I | 15 Hours |
| <ul style="list-style-type: none"> Basic knowledge of various cultural and civilisational aspects of Italy and Italophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, | |

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| festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc. | |
| UNIT II | 15 Hours |
| <ul style="list-style-type: none"> Great thinkers of Italy and other Italophone countries | |
| UNIT III | 15 Hours |
| <ul style="list-style-type: none"> Introduction to literature, cinema, art of Italy and other Italophone countries | |
| <p>Learning/Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> Caprara, Mario. Semprini, Gianluca. (2012). <i>Neri! La storia mai raccontata della destra radicale, eversiva e terrorista</i>. Rome: Newton Compton Editori. Caprara, Mario. Semprini, Gianluca. (2007). <i>Destra estrema e criminale</i>. Rome: Newton Compton Editori. De Lutiis, Giuseppe. (1984). <i>Storia dei servizi segreti in Italia</i>. Roma: Editori Riuniti. De Rosa, Gabriele. et al. (2003). <i>L'Italia repubblicana nella crisi degli anni Settanta: Sistema politico e istituzioni</i>. Soveria Mannelli: Rubbettino Editore. Ferraresi, Franco. (1995). <i>Minacce alla democrazia. La destra radicale e la strategia della tensione in Italia nel dopoguerra</i>. Milano: Feltrinelli. http://www.istat.it/it/archivio/129854 ISTAT. (15 June 2015). "Cittadini Stranieri. Popolazione residente e bilancio demografico al 31 dicembre 2014". Rome: ISTAT. Rao, Nicola. (2009). <i>Il piombo e la celtica: Storie di terrorismo nero dalla Guerra di strada allo spontaneismo armato</i>. Milano: Sperling & Kupfer. Viale, Guido. (1978). <i>Il Sessantotto: tra rivoluzione e restaurazione</i>. Rimini: NdA Press. Weinberg, Leonard. (1995). "Italian Neo-Fascist Terrorism: A comparative Perspective in Terror form extreme right" in Bjórge, Tore. (1995). <i>Terror from the Extreme Right</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. | |

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|----------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Different Text Types | 4 | 3 | 1 | 0 | Passed Class XII | Nil |

| Total No. of Credits | Distribution of Total Credits | | | No. of Hours of Lectures | No. of Hours of Tutorials | No. of Hours of Practical | Total Hours of Teaching |
|----------------------|-------------------------------|--------------------|---------------------|--------------------------|---------------------------|---------------------------|-------------------------|
| | Lecture (Credits) | Tutorial (Credits) | Practical (Credits) | | | | |
| 4 | 3 | 1 | 0 | 45 | 15 | 0 | 60 |

| Different Text Types |
|--|
| <p>Learning Objectives:</p> <ul style="list-style-type: none"> To introduce and familiarize the learner to different types of literary and non-literary texts. To identify the linguistic, discursive and formal specificity of literary and non-literary texts |

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| <ul style="list-style-type: none"> To analyze the form and content of literary and non-literary texts | |
| Learning Outcomes: <ul style="list-style-type: none"> Develop skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and non-literary texts. Enable learners to develop relevant analytical skills to critically evaluate the form and content of these texts. Help learners to identify different language registers, rhetoric and other compositional specificities of the texts. | |
| Syllabus: | |
| UNIT I | 15 Hours |
| Prose | |
| Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres: short story fable chronicle myth novella tales anecdote autobiography biography novel play | |
| UNIT II | 15 Hours |
| Poetry | |
| Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc., written in a simple and accessible language. | |
| UNIT III | 15 Hours |
| Intermediate and Semi-Literary Texts | |
| Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex. | |
| Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Biagi, Enzo. (2004). <i>La nuova storia d'Italia a fumetti: dall'impero romano ai giorni nostri</i>. Milano: Mondadori. De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011) <i>Domani 3</i>. Firenze: Alma Edizioni. Guastalla, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni. Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la poesia Italiana: analisi di testi esemplari</i>. Roma: Carocci editore. Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Carocci editore. Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore. Pichiassi, Mauro. Zagnanelli, Giovanna. (2003) <i>Contesti italiani</i>. Perugia: Guerra Edizioni. | |
| 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.

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|--------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Debating and Presentation Techniques | 4 | 3 | 1 | 0 | Passed Class XII | Nil |

| Total No. of Credits | Distribution of Total Credits | | | No. of Hours of Lectures | No. of Hours of Tutorials | No. of Hours of Practical | Total Hours of Teaching |
|----------------------|-------------------------------|--------------------|---------------------|--------------------------|---------------------------|---------------------------|-------------------------|
| | Lecture (Credits) | Tutorial (Credits) | Practical (Credits) | | | | |
| 4 | 3 | 1 | 0 | 45 | 15 | 0 | 60 |

| Debating and Presentation Techniques | |
|--|-----------------|
| Learning Objectives: <ul style="list-style-type: none"> The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will attain A2 level of CEF. | |
| Learning Outcomes: <ul style="list-style-type: none"> Enable students to attain A2 Level of reading and writing skills in the concerned language Enable students to attain A2 Level of listening and speaking skills in the concerned language Equip students to read and write about opinions, plans, instructions related to one's immediate environment. Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life. | |
| Syllabus: | |
| UNIT I | 9 Hours |
| Listening | |
| Identifying the main points in short, clear, simple messages and announcements. | |
| UNIT II | 12 Hours |
| Reading | |
| Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc. | |
| UNIT III | 15 Hours |
| Speaking | |
| <ul style="list-style-type: none"> Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs. Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine | |

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| matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc. | |
| UNIT IV | 9 Hours |
| Writing | |
| Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need. | |
| Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Firenze: Alma edizioni. • Carlo Guastalla, Ciro Massimo Naddeo, <i>Domani 1</i>, Alma Edizioni, Firenze (2010). • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni. • Guastalla, Carlo, Naddeo. Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni. • Luciana Ziglio, Giovanna Rizzo, <i>Espresso 1</i>, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012. • Mariateresa Serafini, <i>Nuovo l'italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. • Susanna Nocchi, <i>Grammatica pratica della lingua italiana</i>, Alma edizioni, Firenze. • Tettamanti, Vittoria. Talini, Stefania. (2003). <i>Foto parlanti</i>. Roma: Bonacci editore. | |
| 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-V
BA (H) ITALIAN
GERMANIC AND ROMANCE STUDIES
Category I

(B.A. Honours in Italian in three years)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE - 13 (DSC-13)
Language in Context: Advanced Reading and Writing Skills (1)

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|----------|-----------------------------------|----------|---------------------|-------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Language in Context: Advanced Reading and Writing Skills (1) | 4 | 3 | 1 | 0 | Passed XII Class | Nil |

| DSC-13 | |
|---|-----------------|
| Language in Context: Advanced Reading and Writing Skills (1) | |
| Learning Objectives: Enable student to <ul style="list-style-type: none"> To read and understand argumentative texts related to contemporary issues. To identify and summarize the main arguments in texts related to contemporary issues in one's own words. To write a text on contemporary issues presenting and defending one's point of view. To partially attain level B1 of the CEF. | |
| Learning Outcomes: <ul style="list-style-type: none"> Enable learners to partially attain B1 Level of reading and writing skills in the concerned language. Develop skills to read and identify the content of news items, articles, and reports on a wide range of cultural, social, academic, professional topics, deciding whether closer study is worthwhile. Train learners to formulate structured and coherent texts (formal/informal) on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples | |
| Syllabus: | |
| UNIT I | 12 Hours |
| Reading | |
| <ul style="list-style-type: none"> Understanding and summarizing the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialization, articles and reports concerned with | |

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|--|-----------------|
| contemporary problems in which the writers adopt positions or viewpoints. | |
| UNIT II | 12 Hours |
| Writing | |
| <ul style="list-style-type: none"> • Writing formal and informal letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. • Writing argumentative texts on a wide range of topics by expanding and supporting his/her main points with relevant supporting details and examples. • Conducting surveys and preparing questionnaires using Internet resources. • Preparing bibliographies/reading indexes/formatting projects/composing. | |
| UNIT III | 12 Hours |
| Lexical, Morphosyntactic and Phonological Competences | |
| <ul style="list-style-type: none"> • Developing a good range of vocabulary for matters connected to one's field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Italian as well as Italian and Italophone contexts. • Grammatical structures required for complex usages of moods, tenses and voices, detailed usages of prepositions, complex pronouns, and connectors to compose complex sentences and structured texts in a coherent and cohesive manner. • Developing good understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication. | |
| UNIT IV | 9 Hours |
| Co-cultural and Inter-cultural Competence | |
| <ul style="list-style-type: none"> • Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, Formulations and reformulations depending on the communicative contexts. • Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of Italian and Italophone communities. | |
| Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Corno, Dario. (2012). <i>Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica</i>. Milano: Mondadori. • Cotugno, A. Malagnini, F. (ed.). (2013). <i>Manuale di scrittura e comunicazione</i>. Bologna: Zanichelli. • Degl'Innocenti, Elisabetta. (2002). <i>Il manuale della scrittura</i>. Torino: Paravia. • Fratte Giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). <i>Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2-B2+</i>. Perugia: Guerra Edizioni. • Garavelli, Bice Mortara. (2003). <i>Prontuario di punteggiatura</i>. Bari: Editori Laterza. | |

- Mengaldo, Pier Vincenzo. (2008). *Attraverso la prosa italiana: analisi di testi esemplari*. Roma: Carocci editore.
- Roncoroni, Angelo. (2009). *Manuale di scrittura. Teoria e pratica dello scrivere in italiano*. Milano: Carlo Signorelli Editore.
- Serafini, Maria Teresa. (2009). *Nuovo l'italiano: grammatica e scrittura*. Milano: Fabbri.
- Serafini, Maria Teresa. Arcidiacono, Luciana. (2006). *Comunicare con l'italiano: Testi e scritture*. Milano: Fabbri.

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.

DISCIPLINE SPECIFIC CORE COURSE – 14 (DSC-14) Language in Context: Advanced Listening and Speaking Skills (1)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Language in Context: Advanced Listening and Speaking Skills (1) | 4 | 3 | 1 | 0 | Passed XII Class | Nil |

| DSC-14 Language in Context: Advanced Listening and Speaking Skills (1) | |
|--|--|
| Learning Objectives: Enable student to <ul style="list-style-type: none"> • To listen and to understand radio and TV programs of long duration related to contemporary social issues. • To identify and summarize the main arguments of programmes recorded across various audio-visual media in a structured manner. • To express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner. • To partially attain Level B1 of the CEF. | |
| Learning Outcomes: <ul style="list-style-type: none"> • Enable learners to partially attain B1 Level of listening and speaking skills in the concerned language. • Develop skills to identify the content by listening to news items, TV reports, short documentaries on a wide range of cultural, social, academic, professional topics. • Train learners to sustain a chain of reasoned argument while debating and presenting on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples | |
| Syllabus: | |

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|---|-----------------|
| UNIT I | 12 Hours |
| Listening | |
| <ul style="list-style-type: none"> Understanding the content and line of argument of short documentaries TV reports, news reports, on a wide range of cultural, social, academic, professional topics, live interviews, talk shows, plays, the majority of films in standard dialect. | |
| UNIT II | 12 Hours |
| Speaking | |
| <ul style="list-style-type: none"> Engaging in extended conversation on most general topics in a clearly participatory fashion. Debating and presenting on various issues of importance by sustaining a chain of reasoned argument. Taking notes. Preparing minutes. Commentary on audio-visual material. | |
| UNIT III | 12 Hours |
| Lexical, Morphosyntactic and Phonological Competences | |
| <ul style="list-style-type: none"> Developing a good range of vocabulary for matters connected to one's field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Indian as well as Italian and Italophone contexts. Grammatical structures required for complex usages of moods, tenses and voices, detailed usages of prepositions, complex pronouns, and connectors to compose complex sentences and structured texts in a coherent and cohesive manner. Developing good understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication | |
| UNIT IV | 9 Hours |
| Co-cultural and Inter-cultural Competence | |
| <ul style="list-style-type: none"> Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, formulations depending on the communicative contexts. Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of Italian and Italophone communities | |
| Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Antonelli, G. (2007). <i>L'italiano nella società della comunicazione</i>. Bologna: il Mulino. Cortese, Antonella. (2011). <i>Ascoltare per studiare: cittadinanza e costituzione</i> (B1). Perugia: Guerra Edizioni. De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. Fratte Giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). <i>Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2- B2+</i>. Perugia: Guerra Edizioni. Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua. | |
| 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.

DISCIPLINE SPECIFIC CORE COURSE– 15 (DSC-15)

History of Italian Literature-(1)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| History of Italian Literature-(1) | 4 | 3 | 1 | 0 | Passed XII Class | Nil |

| DSC-15 History of Italian Literature-(1) | |
|--|-----------------|
| Learning Objectives: <ul style="list-style-type: none"> To introduce the learner to different cultural and intellectual movements in Italian and Italophone Literature from its origins to the 18th century. To read both Italian and Italophone literary texts representing major cultural and intellectual movements from the beginning to the 18th century | |
| Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> Familiarize students with literary texts written in Italian with focus on the major cultural and intellectual movements from the origins to the eighteenth century. Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods. | |
| Syllabus: | |
| UNIT I | 15 Hours |
| <ul style="list-style-type: none"> Develop understanding of writings from the medieval period till the Renaissance, such as medieval romances, farces, fabliaux etc. | |
| UNIT II | 15 Hours |
| <ul style="list-style-type: none"> Understanding and analysing major literary movements after renaissance till Italian Enlightenment, such as classicism, baroque etc. | |
| UNIT III | 15 Hours |
| <ul style="list-style-type: none"> Reflections on Italian encounter with otherness by introducing excerpts from the works of Italophone writers. | |
| Practical component (if any) – NIL | |
| Suggested Readings | |
| Novels <ul style="list-style-type: none"> Foscolo, Ugo. <i>Le ultime lettere di Jacopo Ortis</i>, in Foscolo, Ugo. (1974). Opere. Milano-Napoli: Ricciardi Editore. | |

Plays

- Goldoni, Carlo. *La locandiera* and *Il ventaglio*. in Ortolani, Giuseppe. (1940). Tutte le opere di Carlo Goldoni. Milano: Mondadori Editore.
- Macchiavelli, Niccolò. *La mandragola*. ed. Stoppelli, Pasquale. (2016). Milano:
- Macchiavelli, Niccolò. *La mandragola*. ed. Stoppelli, Pasquale. (2016). Milano: Mondadori.

Short texts and Poetry

- Alighieri, Dante. *La divina commedia* in Borzi, I. (2015). *Tutte le opere di Dante Alighieri*. Rome: Newton Compton Editori.
- Ariosto, Ludovico. (1992). *L'orlando furioso*. 2 voll. Torino: Giulio Einaudi editore.
- Boccaccio, Giovanni. *Decameron*. ed. Branca, Vittore. (1956). Torino: Utet. (http://www.letteraturaitaliana.net/pdf/Volume_2/t318.pdf)
- Petrarca, Francesco. *Il canzoniere*. ed. Contini, Giancarlo. (1964). Torino: Einaudi. (http://www.letteraturaitaliana.net/pdf/Volume_2/t319.pdf)
- Sacchetti, Franco. (1946). *Il Trecento novelle*. ed. Pernicone, Vincenzo. Firenze: Sansoni.
- Tasso, Torquato. (1961). *Gerusalemme liberata*. Milano: Feltrinelli. [e-text available online, edited by Carini, Anna Maria.
- (https://www.liberliber.it/mediateca/libri/t/tasso/gerusalemme_liberata/pdf/gerusa_p.pdf)

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.

**COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
OFFERED BY THE DEPARTMENTS**

DISCIPLINE SPECIFIC ELECTIVE (DSE-3)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|-------------------------------------|----------|-----------------------------------|----------|---------------------|-------------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Introduction to Translation. | 4 | 3 | 1 | 0 | Passed Class XII | Nil |

| Introduction to Translation. | |
|--|-----------------|
| Learning Objectives: <ul style="list-style-type: none"> To introduce and define different types of translation and basic concepts of translation. To acquaint and teach learners the basic translation techniques. To translate simple non- literary texts. | |
| Learning Outcomes: <ul style="list-style-type: none"> Familiarizes students with language for specific purposes. Familiarize students to the techniques of translation. Enable students to do Scientific and Technical translation, and translation of sacred texts. Help students to make word glossaries in above fields. Enable students to read parallel literature on texts chosen for translation. Sensitizes students towards Machine translation and its limitations. Develops awareness about ethics and accountability in translation. | |
| Syllabus: | |
| UNIT I | 15 Hours |
| <ul style="list-style-type: none"> Study of language used in industries such as hospitality, tourism, banking, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets). Scientific and Technical translation. | |
| UNIT II | 12 Hours |
| <ul style="list-style-type: none"> Introducing the student to the techniques of translation Making of word glossaries in above fields. | |
| UNIT III | 9 Hours |
| <ul style="list-style-type: none"> Machine translation and its limitations. Ethics and accountability in translation. | |
| UNIT IV | 9 Hours |

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| <ul style="list-style-type: none"> • Reading of parallel literature on texts chosen for translation. • Role of Translation in Multimedia contexts. | |
| Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Baker, Mona. (2011). <i>In Other Words: A Course Book in Translation</i>. New York: Routledge. • Basnett-McGuire, Susan. (1980, 2013). <i>Translation Studies</i>. London: Routledge. • Gile, Daniel. (2009). <i>Basic Concepts and Models for Interpreter and Translator Training</i>. Amsterdam Philadelphia: John Benjamin Publishing. • Munday, Jeremy. (2012), <i>Introducing Translation Studies, Theories and Applications</i>, New York: Routledge. • Malmkjær, Kirsten. Windle, Kevin. (2011), <i>The Oxford Handbook of Translation Studies</i>, Oxford: OUP | |
| 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. | |

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|----------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Techniques of Written Expression | 4 | 3 | 1 | 0 | Passed Class XII | Nil |

| Techniques of Written Expression | |
|---|-----------------|
| Learning Objectives: <ul style="list-style-type: none"> • To introduce and define different types of texts and basic concepts of a text. • To acquaint and teach learners the basic writing techniques. • To enhance the understanding of a text in terms of logic order. | |
| Learning Outcomes: <ul style="list-style-type: none"> • Familiarize students with writing techniques. • Familiarize students to the deep and logical meaning of a text. • Enable students to do Scientific and logical order of a text. • Help students to use advanced level terminology. | |
| Syllabus: | |
| | |
| UNIT I | 15 Hours |
| <ul style="list-style-type: none"> • Structuring an argument. Understanding the exigencies of academic writing in literary and cultural studies, translation: theory and practice; foreign language learning and teaching. | |
| UNIT II | 15 Hours |
| <ul style="list-style-type: none"> • Introduction to various kind of techniques to check plagiarism in a text. • Plagiarism and its importance in academics. | |
| UNIT III | 15 Hours |

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| <ul style="list-style-type: none"> Coherence in formulation of an argument, conducting surveys and making questionnaires, using Internet resources, making bibliographies, reading indexes, making citations, formatting projects. | |
| Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Elisabetta Degl’Innocenti, <i>Il manuale della scrittura</i>, Paravia, Torino, 2002. Angelo Roncoroni, <i>Manuale di scrittura. Teoria e pratica dello scrivere in italiano</i>, Carlo Signorelli Editore, Milano, 2009. Mariateresa Serafini, <i>Nuovo l’italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. Mariateresa Serafini; Luciana Arcidiacono, <i>Comunicare con l’italiano. Testi e scritture</i>, Fabbri, Milano, 2006. A. Cotugno; F. Malagnini (ed.), <i>Manuale di scrittura e comunicazione</i>, Zanichelli, Bologna, 2013. Dario Corno, <i>Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica</i>, Mondadori, Milano, 2012. | |
| 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. | |

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|-----------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Study of European Art | 4 | 3 | 1 | 0 | Passed Class XII | Nil |

| Study of European Art | |
|--|-----------------|
| Learning Objectives: <ul style="list-style-type: none"> To introduce students to the various major Art Movements in Europe from the Renaissance to the Contemporary Period. To study artworks of painter’s representative of the Major Art Movements in Europe. | |
| Learning Outcomes: <ul style="list-style-type: none"> Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, Barocco Italiano etc. Develop an understanding of structures and Perspectives of Everyday life as seen by painters. Equip with tools to analyse artworks. | |
| Syllabus: | |
| UNIT I | 15 Hours |
| <ul style="list-style-type: none"> Introduction to the Civilization of Europe in the Renaissance. (Paintings on ‘Europa’; Dürer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa. Maps of Europe. The idea of Europe. Structures and Perspectives of Everyday life as seen by painters. | |
| UNIT II | 15 Hours |

| | |
|---|-----------------|
| <ul style="list-style-type: none"> Understanding of structures and Perspectives of Everyday life as seen by painters | |
| UNIT III | 15 Hours |
| <ul style="list-style-type: none"> Overview of important European Art Movements, representative artists and their artworks: Spanish Baroque, Italian Renaissance, Flemish School, Italian Impressionists, Spanish Surrealists etc. | |
| Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Argan, Giulio Carlo. (1978). <i>Storia dell'arte italiana 1 2 3 4 5 volumi</i>. Firenze: Sansoni. Grave, Johannes. (2012). <i>Caspar David Friedrich</i>. Munich: Prestel Publishing. Sander, Joachim. (2013). <i>Albrecht Dürer: His Art in Context</i>. Munich: Prestel Verlag | |
| 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. | |

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|--|----------|-----------------------------------|----------|---------------------|-------------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Children and Adolescent Literature. | 4 | 3 | 1 | 0 | Passed Class XII | Nil |

| Children and Adolescent Literature | |
|---|-----------------|
| Learning Objectives: <ul style="list-style-type: none"> 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, understand and analyse Children and adolescent literature texts. | |
| Learning Outcomes: <ul style="list-style-type: none"> Introduce students to the changing conceptions of children's literature. Help students in analysing various genres meant for young children and adolescents. Sensitize students about the role of children's literature in transmitting values. | |
| Syllabus: | |
| UNIT I | 15 Hours |
| <ul style="list-style-type: none"> Changing conceptions of children's literature: Literature for children and /or adult readers? | |
| UNIT II | 15 Hours |
| <ul style="list-style-type: none"> Folklore, fables and fairy tales for young children Theatre for children | |
| UNIT III | 15 Hours |
| <ul style="list-style-type: none"> Children's literature and transmission of values. | |
| Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Avanzini, Alessandra. (2013). <i>Linee europee di letteratura per l'infanzia</i>, Vol. I: Danimarca, Francia, Italia, Portogallo, Regno Unito. Milano: FrancoAngeli. Bruno, Bettelheim. (1975). <i>The Uses of Enchantment: The Meaning and Importance of Fairy Tales</i>. New York: Vintage. Collodi, Carlo. (2012). <i>Le avventure di Pinocchio</i>. Milano: Mondadori. | |

- Marazzi, Elisa. (2014). *Libri per diventare italiani*. L'editoria per la scuola a Milano nel secondo Ottocento. Milano: Franco Angeli.
- Myers, Lindsay. (2012). *Making the Italians. Poetics and Politics of Italian Children's Fantasy*. Oxford: Peter Lang.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Paruolo, Elena. (Ed.). (2014). *Le letterature per l'infanzia*. Prefazione di Antonella Cagnolati. Roma: Aracne.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*. Texas: University of Texas Press.
- Rodari, Gianni. (1962). *Favole al telefono*. Torino: Einaudi.
- Salgari, Emilio. (2009). *Il corsaro nero*. Milano: Mondadori.
- Sciascia, Leonardo. (1973). *Il mare colore del vino*. Torino: Einaudi.

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.

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Life writing. | 4 | 3 | 1 | 0 | Passed Class XII | Nil |

| Life writing. | |
|--|-----------------|
| Learning Objectives: | |
| <ul style="list-style-type: none"> • To define and identify the characteristics of an autobiography, a biography, and a travelogue. • To distinguish between an autobiography, a biography, and a travelogue. • To read and analyse an autobiography, a biography, and a travelogue. | |
| Learning Outcomes: | |
| <ul style="list-style-type: none"> • Help to analyse the characteristics of Autobiographical and biographical texts. • Familiarize students with Diaries and Letters. • Equip students to analyse and write about Travel experiences. | |
| Syllabus: | |
| UNIT I | 15 Hours |
| Reading, writing, and analysing | |
| <ul style="list-style-type: none"> • Autobiographies, Confessions, Memoirs. • Fictional Autobiographies. • Autobiographical Songs | |
| UNIT II | 15 Hours |
| <ul style="list-style-type: none"> • Reading, writing and analysing Diaries and Letters | |
| UNIT III | 15 Hours |
| <ul style="list-style-type: none"> • Reading, writing and analysing Travelogues, travelogues and other forms of travel narratives | |
| Learning/Teaching Material: Any of the textbooks given below may be prescribed: | |
| <ul style="list-style-type: none"> • Caputo, Rino. Monaco, Matteo. (1997). <i>Scrivere la propria vita: l'autobiografia come problema critico e teorico</i>. Roma: Bulzoni. • Cavarero, Adriana. (2001). <i>Tu che mi guardi, tu che mi racconti, Filosofia della narrazione</i>. Milano: Feltrinelli. | |

- De Botton, Alain. (May 11, 2004). *The Art of Travel*. New York: Vintage Books, A Division of Random House, Inc.
- Demetrio, Duccio. (1995). *Raccontarsi. L'autobiografia come cura di sé*. Milano: Raffaello Cortina.
- Derrida, Jacques. (1988). *The Ear of the Other Autobiography, Transference, Translation*. Lincoln: University of Nebraska Press (UNP).
- Fallaci, Oriana. (1997). *Lettera a un bambino mai nato*. Milano: Biblioteca Universale Rizzoli.
- Formenti, Laura. (1998). *La formazione autobiografica*. Milano: Guerini e associati.
- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Grisi, Cesare. (2011). *Il romanzo autobiografico. Un genere tra opera e autore*. Roma: Carocci.
- Guglielminetti, Marziano. “*Biografia e autobiografia*”. in Rosa, Alberto Asor. (1986). *Letteratura Italiana Einaudi*, vol. 5: Le questioni. Torino: Einaudi, pp. 829–86.
- Ricoeur, Paul. (1993). *Sé come un altro*. Milano: Jaca Book.
- Segre, Cesare. (1985). *Avviamento allo studio del testo letterario*. Torino: Einaudi.
- Terzani, Tiziano. (2002). *Lettera contro la guerra*. Milano: Tascabili degli Editori Associati.

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.