



**Department of Spanish Studies, School of Languages  
Doon University, Dehradun**

**Syllabus for five-year Integrated M.A.**

Introduced in the academic year 2010-2011

**Program Out Come (POC)**

To introduce and equip the students with basic, intermediate and advanced levels of Spanish language vis-à-vis four basic language skills i.e. listening, speaking, reading and writing and also cultural competence by introducing courses on literature, history and culture throughout the programme. To introduce the students to linguistics to be able to understand the process of language learning/acquisition of Spanish as a foreign language. To introduce the students to literary theories and basics of research to be able to contribute to the field of knowledge by adding a new angle of interpretation of a certain theme/topic undertaken for the dissertation.

**Program Specific Out Come (PSOC)**

Students are able to communicate themselves at an advanced level in the Spanish language. Students have a strong command over linguistics, applied linguistics, translation, interpretation and literary theories and they are equipped with appropriate skills pertaining to the field of research.

**Course Out Come (COC)**

Course Code	Course Title	Course Out Come
<b>Semester I</b>		
SLS - 101	Everyday Spanish-I	Students will be able to : <ul style="list-style-type: none"><li>● Express themselves orally.</li><li>● Introduce themselves.</li><li>● Deliver basic messages of daily life.</li></ul>
SLS - 102	Spanish through Audio visual-I	Students will be able to: <ul style="list-style-type: none"><li>● Develop basic listening skills.</li><li>● Respond to basic questions.</li><li>● Deliver basic messages of daily life.</li></ul>

SLS - 103	Grammar in Practice-I	Students will be able to: <ul style="list-style-type: none"> <li>• Develop skills to use grammar correctly.</li> <li>• Communicate correctly in a given situation.</li> <li>• Develop knowledge of Spanish language at a basic level.</li> </ul>
SLS – 104	Introduction to appreciation of Spanish Literature (in English)	Students will be able to: <ul style="list-style-type: none"> <li>• Get familiarized with Spanish Literature as well as Literature in general.</li> <li>• Understand the concept of literary analysis and understand the basic literary tools used.</li> <li>• Develop understanding of literary composition, styles etc.</li> </ul>
SLS – 105	Spanish History & Culture-I	Students will be able to: <ul style="list-style-type: none"> <li>• Learn about the timeline of Spanish History.</li> <li>• Develop knowledge of Spanish History up to the 18th Century.</li> <li>• Learn about the cultural aspects of the period.</li> </ul>
<b>Semester II</b>		
SLS - 106	Everyday Spanish-II	Students will be able to : <ul style="list-style-type: none"> <li>• Have conversations formally and informally.</li> <li>• Speak in the simple past.</li> <li>• Express continuous actions.</li> </ul>
SLS – 107	Spanish through Audio-visual-II	Students will be able to: <ul style="list-style-type: none"> <li>• Develop basic listening skills and converse in a more formal set-up.</li> <li>• Respond to questions in the simple past.</li> <li>• Deliver basic messages in present continuous tense.</li> </ul>
SLS – 108	Grammar in Practice-II	Students will be able to: <ul style="list-style-type: none"> <li>• Understand Spanish language grammar rules.</li> <li>• Develop better communication and writing skills.</li> <li>• Comprehend the language well.</li> </ul>
SLS – 109	Introduction to appreciation of Latin American Literature (in English)	Students will be able to: <ul style="list-style-type: none"> <li>• Analyze literary texts from Latin America.</li> <li>• Understand literary composition, styles etc. for enhancing literary comprehension and written expression.</li> <li>• Learn language through analysis of selected literary texts.</li> </ul>

SLS – 110	Spanish History & Culture-II	Students will be able to: <ul style="list-style-type: none"> <li>● Develop knowledge about Spanish Culture.</li> <li>● Understand the timeline of the 20th Century.</li> <li>● Develop an understanding of politics in Spain.</li> </ul>
<b>Semester III</b>		
SLS – 201	Introduction to Literature-I (focus on Spain)	Students will be able to: <ul style="list-style-type: none"> <li>● Understand the timeline of Spanish literature.</li> <li>● Understand the major trends and tendencies in a given historical context.</li> <li>● Read and analyse excerpts from seminal works of Spanish literature.</li> </ul>
SLS – 202	Grammar in Practice-III	Students will be able to: <ul style="list-style-type: none"> <li>● Understand Spanish language grammar rules at the intermediate level.</li> <li>● Develop better communication and writing skills.</li> <li>● Comprehend the language well.</li> </ul>
SLS – 203	Communicative Spanish-I	Students will be able to: <ul style="list-style-type: none"> <li>● Develop greater oral fluency.</li> <li>● Improve accuracy of expression.</li> <li>● Develop communicative strategies.</li> </ul>
SLS – 204	Written Expression-I	Students will be able to: <ul style="list-style-type: none"> <li>● Write short texts with a simple and clear aim.</li> <li>● Write basic messages in everyday life context.</li> <li>● Write texts using all the tenses.</li> </ul>
SLS – 205	Latin America: History and Culture-I	Students will be able to: <ul style="list-style-type: none"> <li>● Understand the history of Latin America.</li> <li>● Identify the geographical description of Latin America.</li> <li>● Develop an understanding of the chronological events starting from Classical Period till Colonisation.</li> </ul>

LEL – 440	Hispanic World: Culture & Civilization-I (Elective Course)	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the timeline of the major historical events pertaining to the Hispanic World.</li> <li>• Understand the characteristics and issues of the contemporary Hispanic World.</li> <li>• Watch films on the issues of Latin America to analyse a situation in a given context.</li> </ul>
<b>Semester IV</b>		
SLS – 206	Introduction to Literature-II (focus on Latin America)	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the timeline of Latin American literature with the genre pertaining to each period.</li> <li>• Analyse Latin American literary works in historical and cultural context.</li> <li>• Identify rhetorical appeals and strategies of the Latin American Writers.</li> </ul>
SLS – 207	Grammar in Practice-IV	Students will be able to: <ul style="list-style-type: none"> <li>• Understand Spanish language grammar rules at the intermediate level.</li> <li>• Develop better communication and writing skills.</li> <li>• Comprehend the language well.</li> </ul>
SLS – 208	Communicative Spanish-II	Students will be able to: <ul style="list-style-type: none"> <li>• Have wider conversational vocabulary.</li> <li>• Express themselves with fluency.</li> <li>• Participate in spoken exchanges.</li> </ul>
SLS – 209	Written Expression-II	Students will be able to: <ul style="list-style-type: none"> <li>• Develop a set of writing skills at the intermediate level.</li> <li>• Express themselves using idiomatic expressions.</li> <li>• Write especially in the business world.</li> </ul>
SLS – 210	Latin American History & Culture-II	Student will be able to: <ul style="list-style-type: none"> <li>• Explore the History of colonial Latin America.</li> <li>• Gain understanding of the origins, development and impact of revolutionary movements in Latin America.</li> <li>• Reflect and discuss important issues of the complex colonial Latin America.</li> </ul>

LEL - 441	Hispanic World: Culture & Civilization II (Elective Course)	Students will be able to: <ul style="list-style-type: none"> <li>• Develop awareness about certain cultural practices that shapes social values, political affiliations and economic contributions in Hispanic society.</li> <li>• Understand the differences and struggle of Hispanics in Latin America and the United States through art expressions such as films, literature and music.</li> <li>• Discuss the commonalities between India and Latin America taking multiculturalism into account.</li> </ul>
<b>Semester V</b>		
SLS – 301	Reading and Analysis of Texts on Spanish Themes (Literary and Non- Literary)	Students will be able to: <ul style="list-style-type: none"> <li>• Read and analyse literary as well as non-literary texts on Spanish themes.</li> <li>• Analyse texts through analogies and imitation.</li> <li>• Learn the vocabulary in a context as well as identify the linguistic nuances in the texts.</li> </ul>
SLS – 302	Introduction to Translation (Commercial/Social Science Texts into English)	Students will be able to: <ul style="list-style-type: none"> <li>• Understand translation theories, terminologies, techniques and challenges.</li> <li>• Translate commercial and social science texts using these techniques.</li> <li>• Translate technical texts.</li> </ul>
SLS – 303	Spanish for Specific Objectives-I	Students will be able to: <ul style="list-style-type: none"> <li>• Understand multidisciplinary use of Spanish.</li> <li>• Acquire professional knowledge in multiple fields.</li> <li>• Learn traditional and modern models through class participation, and acts.</li> </ul>
SLS – 304	Contemporary Spain	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the key aspects of Spanish society and culture in modern times.</li> <li>• Learn about the contemporary developments in Spain in the 20th and 21st Century.</li> <li>• Analyse and deduce logically on a given situation taught throughout the course.</li> </ul>
<b>Semester VI</b>		

SLS – 305	Reading & Analysis of Texts on Latin American Themes	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the Spanish used in various Latin American countries.</li> <li>• Analyse and understand the political background of the texts</li> <li>• Connect the texts with the history of Latin America</li> </ul>
SLS – 306	Literary Translation (Into English/Hindi)	Students will be able to: <ul style="list-style-type: none"> <li>• Understand translation theories, terminologies, techniques and challenges.</li> <li>• Translate Spanish and Latin American literary texts using these techniques.</li> <li>• Translate short literary texts.</li> </ul>
SLS – 307	Spanish for Specific Objectives-II	Students will be able to: <ul style="list-style-type: none"> <li>• Understand multidisciplinary use of Spanish.</li> <li>• Acquire professional knowledge in multiple fields.</li> <li>• Learn traditional and modern models through class participation, and acts.</li> </ul>
SLS – 308	Contemporary Latin America	Students will be able to: <ul style="list-style-type: none"> <li>• Attain understanding of Latin American history from the beginning of the twentieth century to the present.</li> <li>• Explore the issues such as Latin America in the global economy, relations between Latin America and the United States, Dictatorships and democracies in the 20th Centuries,</li> <li>• Understand the new challenges in Latin America as well as the new possibilities of change emerging constantly in Latin America.</li> </ul>
<b>Semester VI</b>		
SLS – 401	Spanish Literature: Middle Ages	Students will be able to: <ul style="list-style-type: none"> <li>• Acquire knowledge of the origins of Spanish literature.</li> <li>• Read seminal literary works from the Middle Ages.</li> <li>• Understand the evolution of the Spanish language in the course of time through texts from the Middle Ages.</li> <li>• Identify the significance of the Middle Ages in contemporary times.</li> </ul>

SLS – 402	Theory and Practice of Translation: Commercial & Technical Texts	Students will be able to: <ul style="list-style-type: none"> <li>• Understand Translation as a process and a product.</li> <li>• Understand the theories of Translation.</li> <li>• Practice translation of commercial and technical texts.</li> <li>• Identify problems of translation.</li> </ul>
SLS – 403	Cultural History of Spain	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the evolution of Spanish as a language as well as an identity of a people.</li> <li>• Understand Spanish culture through art and artefacts.</li> <li>• Develop an understanding of cultural history of Spain since the Middle Ages till date.</li> <li>• Understand the contemporary issues in Spain in a context.</li> </ul>
SLS – 404	Introduction to Linguistics	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the basics of Linguistics.</li> <li>• Get an understanding of concepts like Semantics, Syntax, Phonemes, Morphology etc.</li> <li>• Understand theories of language acquisition.</li> <li>• Conduct study of language through theory and practice.</li> </ul>
<b>Semester VIII</b>		
SLS – 405	Spanish Literature: Golden Age	Students will be able to: <ul style="list-style-type: none"> <li>• Familiarize with the most well known texts from the very significant time period in Spanish literature i.e. Golden Age.</li> <li>• Understand the various genres of literature with help of the selected texts.</li> <li>• Identify the importance and significance of the Golden Age in contemporary times.</li> <li>• Understand the evolution of Spanish language in the course of time through these texts.</li> </ul>
SLS – 406	Literary Translation (Into Spanish)	Students will be able to: <ul style="list-style-type: none"> <li>• Understand Literary Translation as a process and a product.</li> <li>• Understand the theories of Translation.</li> <li>• Practice translation of literary texts pertaining to different genres.</li> <li>• Analyse the strategies employed in various translated texts of a source text.</li> </ul>

SLS – 407	Cultural History of Latin America	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Gain a thorough understanding of the major themes of Latin American history.</li> <li>● Understand history as a creative endeavour, as a tool that gives a guide to understanding the present.</li> <li>● Develop the ability to think critically about the subjectivity of the apparently factual, transparent discourse and to argue creatively and convincingly.</li> <li>● Understand the contemporary issues in Latin America in a context.</li> </ul>
SLS – 408	Introduction to Theories of Literature	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Develop an understanding of literary theories.</li> <li>● Read texts from diverse fields and analyse them using the theories.</li> <li>● Develop an understanding of the existing trends from Spain and Latin America in the field.</li> <li>● Develop an understanding of the emerging trends from Spain and Latin America in the field.</li> </ul>
<b>Semester IX</b>		
SLS – 501	Spanish Literature-I: Enlightenment, Romanticism & Realism	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Develop an understanding of the 18th and 19th Century Spanish Literature.</li> <li>● Gain an understanding of literary trends emerging from Spain from the period.</li> <li>● Read one complete work from 19th Century Spanish literature.</li> <li>● Analyse texts in the context of 19th Century Spanish intellectual history.</li> </ul>
SLS – 502	Latin American Literature-I: Focus on 19th Century	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the major intellectual trends in Latin America in the 19th Century.</li> <li>● Read texts from 19th Century Latin American literature.</li> <li>● Read one complete work from 19th Century Latin American literature.</li> <li>● Analyse texts in the context of 19th Century Latin American intellectual history.</li> </ul>



SLS – 503	Introduction to Interpretation	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the different aspects of Interpretation.</li> <li>• Understand the techniques of Interpretations.</li> <li>• Understand the importance of speed in interpretation.</li> <li>• Develop necessary skills to interpret in different situations.</li> </ul>
SLS – 504	Applied Linguistics with reference to Spanish as a Foreign Language	Students will be able to: <ul style="list-style-type: none"> <li>• Understand linguistic approaches and methods to translation.</li> <li>• Develop an understanding of classical and modern approaches for applied linguistics.</li> <li>• Learn about the teaching and learning methods of Spanish as a foreign language and its implementation in the context of India.</li> <li>• Develop didactic units.</li> </ul>
SLS - 505	Research Methods for Dissertation	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the basics of research.</li> <li>• Develop necessary skills for academic writing.</li> <li>• Structure synopsis.</li> <li>• Understand the qualities of a good researcher.</li> </ul>
<b>Semester X</b>		
SLS – 506	Spanish Literature-II: Focus on 20 <sup>th</sup> Century	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the major intellectual trends in Spain in the 20th Century.</li> <li>• Read texts from 20th Century Spanish literature.</li> <li>• Read one complete work from 20th Century Spanish literature.</li> <li>• Analyse texts in the context of 20th Century intellectual history of Spain.</li> </ul>
SLS – 507	Latin American Literature-II: Focus on 20 <sup>th</sup> Century	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the major intellectual trends in Latin America in the 20th Century.</li> <li>• Read texts from 20th Century Latin American literature.</li> <li>• Read one complete work from 20th Century Latin American literature.</li> <li>• Analyse texts in the context of 20th Century Latin American intellectual history.</li> </ul>

SLS - 508	Consecutive and Simultaneous Interpretation	Students will be able to: <ul style="list-style-type: none"> <li>• Understand the nuances of Interpretation.</li> <li>• Understand the differences between various types of Interpretations.</li> <li>• Build vocabulary pertaining to the ambit of interpretation.</li> <li>• Develop necessary skills to do consecutive and simultaneous interpretations.</li> </ul>
SLS – 509	History of Ideas in Latin America & India in 20th Century	Students will be able to: <ul style="list-style-type: none"> <li>• Read texts written by Latin American intellectuals in India.</li> <li>• Understand the intellectual history of Latin America in the 20th Century.</li> <li>• Perceive commonalities between Latin America and India.</li> <li>• Appreciate and analyse reception of India in Latin America in contemporary times.</li> </ul>
SLS – 510	Dissertation	Students will be able to: <ul style="list-style-type: none"> <li>• Complete an original research work in Spanish language in consultation with faculty-supervisor.</li> <li>• Write a dissertation on a topic pertaining to an aspect of Hispanic Studies.</li> <li>• Understand how to structure and format a research work.</li> <li>• Gain an understanding to develop a theoretical framework as well as a methodological framework for a research topic.</li> </ul>

### **Detailed Course Content**

#### **Semester-I**

**Course Code: SLS-101**

**Course Title: Everyday Spanish-I**

**Credits: 3 Hours per week: 3**

#### **Objective:**

Through this course students will be able to express themselves orally and in writing in the Spanish language and will be able to deliver basic messages of daily life.

**Course outline:**

It will be divided into two sections with two-semester exams (Mid Term and Final Exam):

**Contents:**

<b>SECTION I</b>	<b>SECTION II</b>
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**Week I**

- Alphabets
- Graphics and Sounds: b/v, j/g, z/s, z/c
- Formal and informal greetings

**Week II**

- Introduction (*Presentación*) including useful questions for the classroom

**Week III**

- Subject Personal Pronouns
- Este, esta, estos, estas, esto
- Gender and number of noun

**Week IV**

- Nationality, profession, age, marital status
- To express our opinion about others and to describe their qualities

**Week V**

- Relationships
- Numbers

**Week VI**

- Usage of *porque* to give explanation
- Indicative Mood Simple Present Tense (three conjugations –ar, -er, -ir)
- Gender and number of adjectives

**Week VII**

- Talk about likes, dislikes, preferences (verbs *gustar, querer, preferir* etc.)

**Week VIII**

- Tell likes, dislikes by using *a mi también, a mi tampoco, a mi sí, a mi no* etc.

**Week IX**

- Locate places, buildings, things, people (*hay, está/están*)

**Week I**

- Describe and give opinion about things
- Go shopping

**Week II**

- Prepositions for location
- Adverbs: *también, tampoco* etc.

Simple Future Tense (ir+a...)

**Week III**

- Locate people and objects, and ask for and tell addresses
- Express needs, wishes and priorities

**Week IV**

- Numbers
- Days, week and month
- Seasons

**Week V**

- Nationalities, countries and languages
- Professions
- Addresses

**Week VI**

- House
- Family
- Physical Appearances
- Means of Transport
- Shops and public relations

**Week VII**

- Verbs: *gustar, doler, encantar, parecer*
- *Hacer* to describe weather
- Everyday activities (sending emails etc.)

**Week VIII**

- Revision

### **Communicative Functions throughout the Semester:**

- Express greetings and introduce oneself
- Express taste/liking and disliking
- Express agreements and disagreements
- Express physical states and states of mind
- Order something in a public establishment
- Express doubt, indecision, and ignorance of something
- Invite someone and make an appointment
- Express plans and projects
- Express obligation
- Make, accept and refuse suggestions

### **Context-Vocabulary:**

- Hobbies and pastimes: travelling, sports, cinema etc.
- Vocabulary of house, classroom, college/university, landscapes etc.
- Family and friends
- Food and meals
- Visiting a doctor
- Kinds of means of transports
- Adjectives to express feelings and physical states: *cansado, fuerte, sano, dormido* etc.

### **Material:**

Course material will contain exercises of

- Classroom activities such as postcard making to describe others
- Dictation
- Workshops on finding adjectives for the classmates
- Filling various kinds of forms
- Write addresses, postcards and informal notes
- Crosswords/Quizzes/Riddles/Puzzles
- Fill in the blanks

- Write short descriptions
- Creative writing
- Plan a tour, a party and a leisure evening
- Write formal and informal letters and invitations
- Reproduce the texts after reading or listening to the recordings

**NOTE:** This course will be coordinated with SLS-102 Spanish through Audio-Visual and SLS-103 Grammar in practice and practical will be combined with reading, listening and visual exercises through Multi Media Lab, classroom activities and assignments.

### **Mode of Evaluation:**

- Mid Term exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

### **BIBLIOGRAPHY**

#### **Textbook:**

- *Gente Nueva Edición 2* (A1-A2), Libro de alumno, Difusión

#### **Reference books:**

- *Aula Internacional 2 Curso de Español Nivel A 2* (Libro de alumno, Cuaderno de ejercicio, CD), Jaime Corpas, Agustín Garmendia, Carmen Soriano, Difusión, Barcelona, 2010
- *Avance: Curso de español, Nivel básico*, Concha Moreno, Victoria Moreno y Piedad Zurita, SGEL, Madrid, 2004
- *450 ejercicios gramaticales*, Sánchez, [Gómez](#)
- *Español en español*, Graupera y Pace, Van Nostrand Reinhold Company
- *Español sin fronteras, Nivel A 2*, Lobato, García, Gargallo, SGEL, Madrid, 2005
- *Gramática de uso de español: Teoría y práctica con soluciones*, Luis Aragonés y Ramón Palencia, SMZ, Cesma Madrid, 2003
- *Gramática y Ortografía para la ESO*, Santillana, Madrid, 2004
- *Gramática y Ortografía para Primaria*, Santillana, Madrid, 2004
- *Juegos y actividades para enriquecer el vocabulario*, María Amparo Montaner Montava, Arco Libros, Madrid, 1999

- *Método de español para extranjeros, Nivel elemental*, Aurora Centellas, Edinumen; Madrid, 1995
- *Pasaporte 2*, Matilde Cerrolaza, Edelsa
- *Rápido, rápido: Curso intensivo de español*, Lordes Miquel y Neus Sans, Difusión, Barcelona 2002
- *Redes: curso de español para extranjeros Nivel 1*, Jesús Quiñones y Carmen Oliva, SM, Madrid, 2002

**Course Code: SLS-102**

**Course Title: Spanish through Audio Visual-I**

**Credits: 3 Hours per week: 3**

**Objectives:**

The objective of this course is to familiarize the students with the usage of the Spanish they learn in the courses of “Everyday Spanish” and “Grammar” by using audio visual tools, thus doing away with the inhibitions they might have in speaking in a foreign tongue and make the learning more interactive.

**Brief Course Description:**

Through audio, visual and audio-visual tools the students shall further familiarize themselves with the language. The idea is that they initially become more comfortable interacting through these mediums rather than directly. Learning through these techniques, memorizing vocabulary and phrases becomes easier and at times even unconscious. This course shall go in concordance with the “Everyday Spanish” and the grammar course that they are studying and here we will be using various audio and visual and audio-visual tools to reiterate what they have learnt in these classes. This will involve coordination with those who are in charge of the above mentioned courses.

**Course outline:**

It will be divided into two sections with two semester (Mid Term and Final) exams.:

**Content:**

<b>SECTION I (Till Mid Term)</b>	<b>SECTION II (Post Mid Term)</b>
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<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• Audio exercise for differentiating Alphabets and Sounds: b/v, j/g, z/s, z/c</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>• Visual tools, pictures and cartoons for practicing.</li> <li>• Numbers upto 20.</li> <li>• Practising asking for information like age, nationality, profession.</li> <li>• Practising self introduction.</li> </ul> <p><b>WEEK 3 &amp; 4</b></p> <ul style="list-style-type: none"> <li>• Gender and number of nouns</li> <li>• Songs to practise basic sentence formation, introduction and use simple present.</li> </ul> <p><b>WEEK 5,</b></p> <ul style="list-style-type: none"> <li>• Practising verbs, introduction, greetings, demonstratives, sentence formation further.</li> <li>• Digits from 20-100</li> </ul> <p><b>WEEK 6 &amp; 7</b></p> <p>Audio visual presentations/ Presentations of small skits to practice the above</p> <ul style="list-style-type: none"> <li>• Talking about the qualities of other people.</li> <li>• Giving explanations using <i>porque</i>.</li> <li>• Talking about likings and preferences.</li> </ul>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• Going to shop, asking about prices.</li> <li>• Further numerals.</li> <li>• Vocabulary of clothes</li> <li>• classroom</li> </ul> <p><b>WEEK 2</b></p> <p>Songs to practise expressing the near future. (ir + a)</p> <ul style="list-style-type: none"> <li>• Through pictures describing locations and building vocabulary of farm, doctors clinic, market, garment store</li> <li>• Express necessity using <i>tener</i></li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Expressing frequency of things</li> <li>• To use <i>muy mucho demasiado</i></li> <li>• <i>Un/una/uno</i></li> <li>• Direct object/indirect object pronouns</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Direct object and Indirect object pronouns</li> <li>• Seasons etc</li> </ul> <p><b>WEEK 5</b></p> <ul style="list-style-type: none"> <li>• Reflexive Verbs</li> <li>• Vocabulary of Daily activities</li> <li>• Practicing vocabulary of Professions,</li> </ul>
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<p style="text-align: center;"><b>WEEK 8</b></p> <ul style="list-style-type: none"> <li>• Describing everyday activities, practicing present continuous tense.</li> <li>• Describing people, places and things, asking for directions and finding things by using prepositions.</li> </ul> <p style="text-align: center;"><b>WEEK 9</b></p> <ul style="list-style-type: none"> <li>• Interrogative pronouns</li> <li>• Use of <i>hay/esta, estan</i>. Describing market scene</li> </ul>	<p style="text-align: center;"><b>WEEK 6</b></p> <ul style="list-style-type: none"> <li>• Physical Appearances, house and family, transport</li> <li>• Expressing time, day, month etc</li> <li>• Going to restaurants,</li> </ul> <p style="text-align: center;"><b>WEEK 7</b></p> <ul style="list-style-type: none"> <li>• Quantifiers: <i>poco, mucho, demasiado,</i></li> <li>• Practicing the vocabulary of fruits and vegetables , Buying food</li> </ul> <p style="text-align: center;"><b>WEEK 8</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul>
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**Material:**

Material in the form of audio, visual and audio-visual tools and exercises will be selected by the course instructor and brought to the class. The exercises can be

- picture cuttings
- flashcards
- muted videos
- audio visual clippings of movies and advertisement
- audio songs
- telephonic conversations
- puzzles etc

**Mode of Evaluation:**

- Mid Term exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

**BIBLIOGRAPHY**

**Text Books:**

- Gente Nueva Edición 2 (A1-A2), Libro de alumno, Difusión
- Castro, Francisca, Ignacio Rodero Carmen Sardinero Compañeros. Curso de español. (Libro de alumno, CD)

**Reference books:**

- Corpas, Jaime, Agustín Garmendia, Carmen Soriano, Aula Internacional 2 Curso de Español Nivel A 2 (Libro de alumno, Cuaderno de ejercicio, CD), Difusión, Barcelona, 2010
- *Pasaporte 2*, Matilde Cerrolaza, Edelsa
- *Learn Spanish through Music*, SUBLingual Music, 2010

**Course Code: SLS-103**

**Course Title: Grammar in Practice-I**

**Credits: 3 Hours per week: 3**

**Objective:**

Through this course students will develop the required skills to use correct grammar in practice while they communicate in Spanish. The focus will be on use of grammar in communication rather than knowledge of rules of grammar. The course along with SLS 101 and SLS 102 will aim to take the students to an A1 level of Spanish according to the *Common European Framework of Reference for Languages*.

**Course outline:**

It will be divided into two sections taking the two-semester exams (Mid Term and Final Exam) into account.

**Contents:**

<b>SECTION I</b> (Upto Mid Sem Exam)	<b>SECTION II</b> (From Mid Sem to Final Exam)
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<ul style="list-style-type: none"> <li>• The Spanish Alphabet</li> <li>• Basic Rules of <i>Accentuación</i></li> <li>• Concept of Gender and Number of Nouns</li> </ul> <p>along with Definite and Indefinite Articles</p> <p>-Vocabulary related to things found in/around a University</p> <p>-Vocabulary of Professions</p> <ul style="list-style-type: none"> <li>• Concept of Gender and Number of Adjectives in Spanish</li> </ul> <p>-Vocabulary related to common adjectives of Moods/Personality</p> <p>-Adjectives of Nationality</p> <ul style="list-style-type: none"> <li>• Rules to convert the gender and number of Nouns and Adjectives</li> <li>• Subject or Personal Pronouns – yo, tú, él...</li> <li>• Concept of Verb Conjugations according to subject pronouns</li> <li>• Conjugations of the Verb: SER</li> <li>• Posesivos I: Mi/s, tu/s, su/s, nuestro/a/os/as, Vuestro/a/os/as, su/s</li> <li>• Conjugations of the Verb: ESTAR</li> <li>• Simple sentences using SER nationality, professions etc.</li> </ul> <p>-Position of Adjectives behind nouns</p> <ul style="list-style-type: none"> <li>• Concept of Gender Number Concordance</li> <li>• Numbers: 0 to 100</li> </ul> <p>Contexto Comunicativo: Hablar de la nacionalidad, profesión, carácter básico de sí mismo y de amigos y familiares</p> <ul style="list-style-type: none"> <li>• Use of SER and ESTAR, differences</li> <li>• Expressing time using SER</li> </ul>	<ul style="list-style-type: none"> <li>• Verb <i>Gustar</i>: Use in expressing likes and dislikes</li> <li>• Interrogative Pronouns: <i>qué, quién, cómo, dónde, cuándo, cuánto, a dónde, de dónde</i></li> <li>• Basic questions with interrogations</li> <li>• More Irregular Verbs, Verbs with Orthographic Change like <i>Coger</i>; Verbs ending in -CER, -CIR; Verbs like <i>Oír, Decir, Poner, Venir, Hacer</i> etc.</li> <li>• Phrases with HACER, <i>Hace frío/calor ...</i></li> <li>• Perífrasis: Ir+a+Verb in inf</li> <li>• Vocabulary of colour, facial features, hair type, height, weight of a person, qualities, personality, habits etc.</li> <li>• Este, Ese, Aquel, Cuál, Cuáles</li> <li>• Contexto Comunicativo: Describing a person using SER, TENER, LLEVAR</li> <li>• Vocabulary of Shops and Areas of a Market- Mall, What one gets there</li> <li>• Expressing Necessity using the periphrasis: Tener + que + Verb in Infinitive</li> <li>• Asking for and telling the price of things <i>¿Cuánto cuesta/n?</i></li> <li>• Numbers above 100, gender, number concordance</li> <li>• Vocabulary: - Talla, Número, Quedar bien etc.</li> <li>• Direct Object and Indirect Object Pronouns (Sentences like <i>Me la llevo, Me lo compro</i>)</li> <li>• Contexto Comunicativo: Shopping for Clothes</li> <li>• Posesivo II: <i>Mío/a/os/as, Tuyo/a/os/as....</i></li> </ul>
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<ul style="list-style-type: none"> <li>• Expressing Existence and Location using Hay/Estar</li> <li>• The Three Conjugations of Regular Verbs in Present Indicative Tense</li> <li>• Reflexive Verbs: Concept</li> <li>• Irregular Verbs: Diptongación: E-&gt;IE, O-&gt;UE; E-&gt;I</li> <li>• Contexto Comunicativo: Hablar de -dónde vivo, cómo es el barrio, qué hay, dónde está</li> <li>• Some verbs with irregularity in 1<sup>st</sup> person: Salir</li> <li>• Verb: IR</li> <li>• Vocabulary related to Daily Routine</li> <li>• Contexto Comunicativo: Hablar brevemente de la rutina diaria</li> <li>• Verb: Tener, uses, expressions</li> <li>• Contexto Comunicativo: Hablar de Edad, y posesión</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing frequency of activities...a veces, muchas veces, siempre, nunca etc...</li> <li>• Days, weeks and months</li> <li>• Vocabulary of Body Parts, Verb: Doler</li> <li>• Vocabulary of Food, Fruits and Vegetables</li> <li>• Weights and Measures</li> <li>• Quantifiers: poco, suficiente, mucho, ningún, ninguno/a, algún, alguno/a</li> <li>• 'SE' Impersonal</li> <li>• ¿Cómo se hace? ¿Qué lleva este plato?</li> <li>• Verbs: Pedir, Traer along with Direct and Indirect Object Pronouns ¿Le traigo algo? etc.</li> <li>• Contexto Comunicativo: Ordering in a Restaurant, Hacer la compra</li> </ul>
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**Material:**

Course material will contain exercises of:

- Identifying parts of speech
- Fill in the blanks
- Make Sentences
- Change the forms as per instructions such as changing gender or number or tense or mood etc
- Putting words in the correct order to form a correct sentence to practice the syntax
- Write short descriptions
- Reproduce the texts after reading or listening to the recordings

**NOTE:** This course will be coordinated with SLS 101 Everyday Spanish I and SLS-102 Spanish through Audio-Visual and incorporate reading, listening and visual exercises through Multi Media Lab, classroom activities and assignments.

**Mode of Evaluation:**

- Mid Term exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

**BIBLIOGRAPHY****Textbook:**

- *Uso de la gramática española (Nivel Elemental)*, Francisca Castro, Edelsa, 2012.
- *Gramática de uso de español: Teoría y práctica con soluciones*, Luis Aragonés y Ramón Palencia, SMZ, Cesma Madrid, 2003

**Reference books:**

- *Gramática básica del estudiante de español*, Rosario Alonso Raya y otros, Difusión, Madrid, 2010
- *Diccionario práctico de gramática*, Óscar Cerrolaza Gili, Edelsa, Madrid, 2005
- *Gramática Didáctica del Español*, Leonardo Gómez Torrego, Ediciones SM, Madrid, 2007
- *Aula Internacional 1 Curso de Español Nivel A 1- A2* (Libro de alumno, Cuaderno de ejercicio, CD), Jaime Corpas, Agustín Garmendia, Carmen Soriano, Difusión, Barcelona, 2010
- *450 ejercicios gramaticales*, Sánchez, [Gómez](#)
- *Español sin fronteras, Nivel A 1*, Lobato, García, Gargallo, SGEL, Madrid, 2005
- *Rápido, rápido: Curso intensivo de español*, Lordes Miquel y Neus Sans, Difusión, Barcelona 2002
- *Redes: curso de español para extranjeros Nivel 1*, Jesús Quiñones y Carmen Oliva, SM, Madrid, 2002

**Course Code: SLS-104**

**Course Title: Introduction to appreciation of Spanish Literature-I**

**Credits: 3 Hours per week: 3**

**Objectives:**

The objective of this course is to provide the students with an introduction to not only Spanish literature but also literature in general and to the concepts of literary analysis by understanding the basic tools towards literary appreciation.

It aims at analyzing literary texts from Spain and get a glimpse of the rich literary treasure of Spain.

It also has as an objective an understanding of literary composition, style etc for enhancing comprehension and written expression and articulating of written expression along with language learning through analysis of selected literary texts.

### **Brief Course Description:**

One of the key aspects that students should take away from the course is an appreciation of different genres as well as a reflection on the concept of genre itself. We will learn about the different genres in literature and culture and read a variety of texts. At the same time the course also aims to familiarize the students with the diverse cultures of the Spanish-speaking world. Hence we read a rich selection of Spanish writers from across centuries. We focus on reading texts closely, asking critical and informed questions of them, and considering their cultural, political, and historical contexts.

The course is designed to help students develop the primary understanding of the tools needed for more advanced study of Hispanic literatures through the reading and analysis of selected literary texts that they shall be doing later in the programme. The course might also highlight the importance of the socio-historical context to literary works by presenting texts from different historical periods.

The course is also designed to introduce the students to the art and science of appreciating literature for the purpose of

- Understanding literary composition, style etc for enhancing comprehension and written expression
- Articulating written expression along with language learning through analysis of selected literary texts

### **Course Outline:**

It will be divided into one preliminary, three major and a final section taking the three semester exams into account.

### **PRELIMINARY SECTION**

#### **Content:**

- Introduction of literature
- Genres and elements of literature
- Methods of analyzing poetry and prose
- Brief account of Spanish literature

- Reading and analysis of various (about 6-8) literary texts/excerpts (narrative and poetry) from the writings of well known Spanish authors (Vega, Bécquer, Lorca, Aleixandre, Machado etc)

***Focus of the Semester***

**Content:**

SECTION I	SECTION II
<ul style="list-style-type: none"> <li>• Introduction to literature in general.               <ul style="list-style-type: none"> <li>➤ Mario Vargas Llosa: “<i>Why Literature?</i>”</li> </ul> </li> <li>• Genres and Elements of literature.</li> <li>• Rhetorical figures and tools to appreciation of language.</li> <li>• Reading and analysis of:               <ul style="list-style-type: none"> <li><i>Literary texts or excerpts</i> (narrative and poetry) from the writings of well known Spanish laureates.                   <ul style="list-style-type: none"> <li>➤ San Juan de la Cruz, <i>La noche Oscura</i></li> <li>➤ Pedro Antonio de Alarcón, <i>El Libro Talonario*</i></li> <li>➤ Juan Ramón Jiménez, <i>Vino, Primero Pura</i></li> </ul> </li> </ul> </li> </ul>	<p><b>WEEK 3 and 4</b></p> <ul style="list-style-type: none"> <li>• Reading and analysis of:               <ul style="list-style-type: none"> <li><i>Literary texts or excerpts</i> (narrative and poetry) from the writings of well known Spanish laureates</li> </ul> </li> </ul>

**Material:**

Excerpts of graded literary texts in Spanish selected by the Course Instructor will be distributed to the students.

**NOTE:** This course will be taught in English but the texts used will be in Spanish. Along with analysing the texts students also have to memorize, reproduce and/or enact (if required) the texts in simple Spanish. The practical will be combined with presentations, assignments and workshops.

**Mode of Evaluation:**

- Mid term 30%

- End Term Exam: 50%
- Assignment/ Class performance: 20%

## **BIBLIOGRAPHY**

- Florit, Eugenio, Introduction to Spanish Poetry: A Dual-Language Book, New York, 1991
- Flores, Angel, Spanish Stories Dual Language Book, New York, 1987
- Cabrales, José Manuel y Guillermo Hernández, Literatura Española y Latinoamericana-1, Madrid, 2010.
- An Introduction to Spanish American Literature, Third Edition, Jean Franco, Cambridge University Press, New York, 1994

**Course Code: SLS-105**

**Course Title: Spanish History and Culture- I**

**Credits: 3 Hours per week: 3**

### **Objectives:**

To introduce to the students Spanish Culture in context of its history and its evolution since the beginnings of the Iberian Peninsula, covering the major historical periods until end of 18<sup>th</sup> Century

### **Course Outline:**

It will be divided into one preliminary, two major and a final section taking one mid semester and one end semester examination into account.

### **Content:**

<p><b>SECTION I</b> Upto Mid Sem Exam (9 Weeks)</p>	<p><b>SECTION II</b> From Mid Sem upto End Sem (8 Weeks)</p>
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<ul style="list-style-type: none"> <li>• Geography of Spain, Languages of Spain, Neighboring Countries, Present System of Government etc</li> <li>• Beginnings of the Iberian Peninsula</li> <li>• Romanization of Iberia</li> <li>• Visigoths</li> <li>• Moorish Spain</li> <li>• Reconquista</li> <li>• Co-Existence of three cultures in Spain</li> <li>• Cultural Richness of Al-Andalus</li> <li>• Art and Architecture of this period</li> </ul>	<ol style="list-style-type: none"> <li>1. 1492- Key Events under the Catholic Kings</li> <li>2. -Discovery of the New World and Rise of Spanish Empire</li> <li>3. Los Habsburgos or La Casa de Austria</li> <li>4. Art and Culture of the Golden Age (Siglo de Oro)</li> <li>5. -Renaissance</li> <li>6. -Baroque</li> <li>7. Enlightenment</li> <li>8. “Despotismo Ilustrado”, La Casa de los Borbones</li> </ol>
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**Material:**

Handouts, Power Point Presentations and Audio Visual Materials such as documentaries and videos will be used to teach this course to the students. As Art, Culture, Architecture is such an important part of the course alternate classes will be held in the Multi Media Lab.

*NOTE:* This course will be taught in English. Course material will be combined with certain films and clips relevant to the topic being taught. Power point presentations will be given with ample range of images to fully comprehend the different styles in architecture and arts.

**Mode of Evaluation:**

- Mid Semester Exam: 30%
- Final Exam: 50%
- Class Performance + Assignments: 20%

**BIBLIOGRAPHY**

Tamames, Ramón and Sebastián Quesada. Imágenes de España. Madrid: Edelsa, 2001.

**Semester-II**

**Course Code: SLS-106**

**Course Title: Everyday Spanish-II**

**Credits: 3 Hours per week: 3**

## **Objective:**

The objective of this course is to expose the students to express themselves orally in Spanish language so that further they develop the ability to deliver basic messages in daily life context.

## **Contents:**

<b>SECTION I</b>	<b>SECTION II</b>
<ul style="list-style-type: none"><li>• Alphabets</li><li>• Sounds: b/v, j/g, z/s, z/c</li><li>• Formal and informal greetings</li><li>• Introduction (Presentación)</li><li>• Gender and number</li><li>• Subject Personal Pronouns</li><li>• Indicative Mood Simple Present: regular verbs, irregular verbs (ser, estar, tener: phrasal usage also) and reflexive verbs</li><li>• Interrogative Pronouns: qué, quién, cómo, dónde, cuándo, cuánto, A dónde, de dónde</li><li>• Basic questions with interrogations</li><li>• Determiners: articles, possessives and demonstratives</li><li>• Difference between the usage of Ser and Estar</li><li>• Describe everyday activities</li><li>• Estar + gerund (Present)</li><li>• Identify oneself and other person/persons and to describe people, things and places</li><li>• Locate people and things, and ask for and explain addresses</li></ul>	<ul style="list-style-type: none"><li>• Tell and ask for time</li><li>• Express needs, wishes and priorities</li><li>• Verbs: gustar, doler, encantar, parecer</li><li>• Contrast between haber and estar</li><li>• Prepositions for location</li><li>• Adverbs: también, tampoco etc</li><li>• Simple Future Tense (ir+a...)</li><li>• Basic lexicon for the classroom</li><li>• Numbers</li><li>• Days, week and month</li><li>• Nationalities, countries and languages</li><li>• Professions</li><li>• Addresses</li><li>• Family</li><li>• Physical Appearances</li><li>• Means of Transport</li><li>• Shops and public relations</li><li>• House</li><li>• Everyday activities</li><li>• Indicative Simple Past of regular verbs</li></ul>

### **Communicative Functions throughout the Semester:**

- Express greetings and introduce oneself
- Express taste/liking and disliking
- Express agreements and disagreements
- Express physical states and states of mind
- Order something in a public establishment
- Express doubt, indecision, and ignorance of something
- Invite someone and make an appointment
- Express plans and projects
- Express obligation
- Make, accept and refuse suggestions

### **Context-Vocabulary:**

- Hobbies and pastimes: travelling, sports, cinema etc.
- Vocabulary of house, classroom, college/university, landscapes etc.
- Family and friends
- Food and meals
- Visiting a doctor
- Kinds of means of transports
- Adjectives to express feelings and physical states: cansado, fuerte, sano, dormido etc.

### **Material:**

Course material will contain exercises of

- Classroom activities such as postcard making to describe others
- Dictation
- Workshops on finding adjectives for the classmates
- Filling various kinds of forms
- Write addresses, postcards and informal notes
- Crosswords/Quizzes/Riddles/Puzzles
- Fill in the blanks
- Write short descriptions
- Creative writing
- Plan a tour, a party and a leisure evening

- Write formal and informal letters and invitations
- Reproduce the texts after reading or listening to the recordings
- Basic proverbs, idioms and phrases
- Colloquial expressions of Spain and Latin America

**NOTE:** This course will be coordinated with SLS-102/107 Spanish through Audio-Visual and SLS-103/108 Grammar in practice and the practical will be combined with the reading, listening and visual exercises through Multi Media Lab, classroom activities and assignments.

### **Mode of Evaluation:**

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

### **BIBLIOGRAPHY**

#### **Textbook:**

- Aula Internacional 2 Curso de Español Nivel A 2 (Libro de alumno, Cuaderno de ejercicio, CD), Jaime Corpas, Agustín Garmendia, Carmen Soriano, Difusión, Barcelona, 2010

#### **Reference books:**

- *Avance: Curso de español, Nivel básico*, Concha Moreno, Victoria Moreno y Piedad Zurita, SGEL, Madrid, 2004
- *450 ejercicios gramaticales*, Sánchez, [Gómez](#)
- *Español en español*, Graupera y Pace, Van Nostrand Reinhold Company
- *Español sin fronteras, Nivel A 2*, Lobato, García, Gargallo, SGEL, Madrid, 2005
- *Gramática de uso de español: Teoría y práctica con soluciones*, Luis Aragonés y Ramón Palencia, SMZ, Cesma Madrid, 2003
- *Gramática y Ortografía para la ESO*, Santillana, Madrid, 2004
- *Gramática y Ortografía para Primaria*, Santillana, Madrid, 2004
- *Juegos y actividades para enriquecer el vocabulario*, María Amparo Montaner Montava, Arco Libros, Madrid, 1999
- *Método de español para extranjeros, Nivel elemental*, Aurora Centellas, Edinumen; Madrid, 1995
- *Pasaporte 2*, Matilde Cerrolaza, Edelsa

- *Rápido, rápido: Curso intensivo de español*, Lordes Miquel y Neus Sans, Difusión, Barcelona 2002
- *Redes: curso de español para extranjeros Nivel 1*, Jesús Quiñones y Carmen Oliva, SM, Madrid, 2002

**Course Code: SLS-107**

**Course Title: Spanish through Audio-visual-II**

**Credits: 3 Hours per week: 3**

## **Objectives**

The objective of the course Spanish through Audio-visual-II is to develop the listening part of the Spanish understanding. The students will be exposed to different Spanish spoken countries accent, dialogues, situations and cultural environments in order to be able to recognize and understand this language and in consequence being able to communicate, which is the main aim of the subject.

The major focus of this course will be communicative in Spanish as communication is the most important part of language learning. This course is entirely practical creating a strong intercommunicative environment in the class between the students and the teacher.

## **Theory Classes**

This subject will be coordinated with the courses SLS-101/106 Everyday Spanish and SLS-103/108 Grammar in Practice which develop the first part of the level A1. All the exercises developed in the classes will be supported by the grammar that the students will be learning in the previous mentioned subjects.

In all the sessions teacher will develop a brief summary of the grammar that the students will be studying in order to focus them on the situation that they will face along the written or oral exercises.

## **Practical Classes**

As it was explained in the “objectives” section, the objective of this course is to develop in the student the capability of recognizing from the simplest sounds (like simple words) to a full conversation. In order to achieve this aim, several types of materials will be used like:

- Recorded conversations, where people involved will have different accents in order to develop in the student the capability to recognize and get used to all them.
- Dictations
- Sketches of different movies. All the movies are Spanish or Latin-American.
- Spanish and Latin-American songs.

- Games like Scrabble, “Parchis”, “Quién es Quién”, Bingo of verbs and also several webs like Rayuela or other ones in order to check the vocabulary and expressions.
- Eurotalk CDs which will allow the student to listen and record at the same time his/her voice in order to correct himself/herself.

All the sessions will be held in the Multi Media Lab.

All the material will be provided to the students every week in a CD or by email.

#### Mode of Evaluation

- Midterm Exam (compulsory): 30%
- Final Exam: 50%
- Assignments: 20%

The exams will be divided in two main parts:

- ❖ Written part (dictations mainly)
- ❖ Comprehension part (listening and answering questions or develop a summary about what it is played in the system)

#### Bibliography

As it was mentioned before, the material will be media or music material for different movies, songs or CDs, therefore all the material given will be compiled by the teacher.

**Course Code: SLS-108**  
**Course Title: Grammar in Practice III**  
**Credits: 3 Hours per week: 3**

#### Objectives:

Through this course students will develop the required skills to use correct grammar in practice while they communicate in Spanish. The focus will be on use of grammar in communication rather than knowledge of rules of grammar. .

#### Course Outline:

It will be divided into two sections taking the two semester exams into account.

#### Content:

<b>SECTION I (Upto Mid-term)</b>	<b>SECTION-II (After Mid term)</b>
<p>1. Verbo “Creer”</p> <p>Conjunciones</p> <ul style="list-style-type: none"> <li>• Listado de conjunciones y su clasificación</li> <li>• Distinción según estructuras.</li> </ul>	<p>9. Comparativos</p> <ul style="list-style-type: none"> <li>• Más que</li> <li>• Menos que</li> <li>• Igual que</li> <li>• Mayor que</li> <li>• Menor que</li> </ul>

<p>2.- Prendas de Vestir y artículos de aseo personal</p> <ul style="list-style-type: none"> <li>• Uso de “Quería.....”</li> <li>• Adjetivos demostrativos // ¿Cuál / cuáles?</li> <li>• Diálogo en tienda</li> <li>• Vocabulario de prendas de vestir y artículos de aseo personal</li> </ul> <p>3.- Estructura de Artículo + adjetivo</p> <ul style="list-style-type: none"> <li>• Uso de esta estructura</li> </ul> <p>4.- Adverbios</p> <ul style="list-style-type: none"> <li>• Listado de adverbios básicos y su clasificación</li> <li>• Distinción según estructuras.</li> </ul> <p>5.- Estructuras verbales</p> <ul style="list-style-type: none"> <li>• Verbo parecer (se) + muy / bastante / poco + adjetivo</li> </ul> <p>6.-Adjetivos posesivos</p> <p>7.- Descripción personal</p> <ul style="list-style-type: none"> <li>• Vocabulario de características personales y partes del cuerpo.</li> <li>• ¿Quién es quién? (Juego muy útil).</li> </ul> <p>8.- Preposiciones</p> <ul style="list-style-type: none"> <li>• Listado de preposiciones.</li> <li>• Distinción según estructuras.</li> </ul>	<ul style="list-style-type: none"> <li>• Peor que</li> <li>• Mejor que</li> </ul> <p>10. Pretérito indefinido</p> <ul style="list-style-type: none"> <li>• Verbos regulares – estructura y listado</li> <li>• Verbos irregulares – estructura y listado</li> </ul> <p>11.- Alimentos</p> <ul style="list-style-type: none"> <li>• Tradición, horarios y comida (España y Latinoamérica). Hábitos actuales.</li> <li>• Listado de productos.</li> <li>• Diálogo en un restaurante</li> <li>• Diálogo en un mercado.</li> </ul> <p>12. Verbos irregulares</p> <ul style="list-style-type: none"> <li>• Poner (en presente y pret. indefinido)</li> <li>• Traer</li> <li>• Dar</li> <li>• Saber</li> <li>• Decir</li> </ul> <p>13.- Pret Perfecto Compuesto</p> <ul style="list-style-type: none"> <li>• Verbos regulares – estructura y listado</li> </ul> <p>14.- Mis cualidades y defectos</p> <ul style="list-style-type: none"> <li>• Descripción de las mismas</li> <li>• Habilidades: uso del verbo “saber” + infinitivo (se jugar al tenis, por ejemplo)</li> </ul> <p>15.- Futuro Simple</p> <ul style="list-style-type: none"> <li>• Verbos regulares – estructura y listado</li> </ul> <p>16.- Biografía</p> <ul style="list-style-type: none"> <li>• Poner en práctica todo lo aprendido en el curso y realizar biografía de alumnos.</li> <li>• Poner en práctica todo lo aprendido en el curso y realizar un cuento o comic.</li> </ul>
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Bibliography

Textbook: En Acción

**Course Code: SLS-109**

**Course Title: Introduction to appreciation of Latin American Literature**

**Credits: 3 Hours per week: 3**

**Objectives:**

The objective of this course is to provide the students with an introduction to not only Latin American literature but also literature in general and to the concepts of literary analysis by understanding the basic tools towards literary appreciation.

It aims at analyzing literary texts from Latin America and get a glimpse of the rich literary treasure of Various Latin American countries.

It also has as an objective and understanding of literary composition, style etc for enhancing comprehension and written expression and articulating of written expression along with language learning through analysis of selected literary texts.

**Course Description:**

One of the key aspects that students should take away from the course is an appreciation of different genres as well as a reflection on the concept of genre itself. We will learn about the different genres in literature and culture and read a variety of texts. At the same time the course also aims to familiarize the students with the diverse cultures of the Spanish-speaking world. Hence we read a rich selection of Latin American writers from across centuries. We focus on reading texts closely, asking critical and informed questions of them, and considering their cultural, political, and historical contexts.

The course is designed to help students develop the primary understanding of the tools needed for more advanced study of Hispanic literatures through the reading and analysis of selected literary texts that they shall be doing later in the programme. The course might also highlight the importance of the socio-historical context to literary works by presenting texts from different historical periods.

To introduce the students to the art and science of appreciating literature for the purpose of

- Understanding literary composition, style etc for enhancing comprehension and written expression
- Articulating written expression along with language learning through analysis of selected literary texts

**Course Outline:**

It will be divided into two sections taking the two semester exams into account.

**Content:**



SECTION I	SECTION II
<ul style="list-style-type: none"> <li>• Introduction to literature</li> <li>• Importance of reading literature</li> <li>• What is Latin American literature?</li> <li>• Its uniqueness and relevance</li> <li>• Reading of excerpts (bilingual) from poetry and prose begins.</li> <li>• El Periquillo Sarniento</li> <li>• Civilización y Barbarie</li> <li>• Martín Fierro</li> <li>• Azul</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry of Gabriela Mistral</li> <li>• Pablo Neruda</li> <li>• Garcia Márquez</li> <li>• Alfonsina Storni</li> <li>• Octavio Paz</li> <li>• Roberto Bolaño</li> </ul>

**Material:**

Excerpts of graded literary texts in Spanish selected by the Course Instructor will be distributed to the students.

**NOTE:** This course will be taught in English but the texts used will be in Spanish. Along with analysing the texts students also have to memorize, reproduce and/or enact (if required) the texts in simple Spanish. The practical will be combined with presentations, assignments and workshops.

**Mode of Evaluation:**

- Mid-Semester Exam: 30%
- Final Exam: 50%
- Class Performance/Assignments: 20%

**Bibliography**

- Cabrales, Jose Manuel y Guillermo Hernandez, *Literatura Espanola y Latinoamericana-I*, Madrid, 2010.
- *An Introduction to Spanish American Literature*, Third Edition, Jean Franco, Cambridge University Press, New York, 1994

**Course Code & Title:**  
**SLS-110 Spanish History and Culture-II (From dictatorship till date)**  
**Credits: 3 Hours per week: 3**

**Objectives:**

To introduce to the students Spanish culture in context of its history and its evolution since the beginnings of the Iberian Peninsula, covering the major historical periods (Romanization, Moorish Spain, Catholic kings, Franco's regime) till the contemporary times.

**Course Outline:**

It will be divided into one preliminary, three major and a final section taking the three semester exams into account.

**Content:**

Revision

- Introduction to Spain
- Geography of Spain
- Languages of Spain
- Neighbouring countries

<b>SECTION I Before midterm</b>	<b>SECTION II After midterm</b>
<ul style="list-style-type: none"><li>• Customs and Traditions: Cuisine, Festivals, Values, Social structure</li><li>• History : 20th Century starting from 1898 till contemporary period 2011</li><li>• Spanish politics since 1975: PSOE, PP</li></ul>	<p>Brief account of Post Civil War scenario</p> <ul style="list-style-type: none"><li>• Spanish Ethnicity</li><li>• Contemporary Crisis and Issues in Spain: Immigration, Demographic regression, Unemployment, Discontent with the present government</li><li>• Spanish popular culture: Cinema, Music, Dance, Sports</li></ul>

**Material:**

Handouts will be distributed to the students from time to time on the relevant topics.

NOTE: This course will be taught in English. Course material will be combined with certain films and clips relevant to the topic being taught. Power point presentations will be given with ample range of images to fully comprehend the different styles in architecture and arts.

**Mode of Evaluation:**

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**BIBLIOGRAPHY**

- Historia de España

- Modern Spanish Culture
- Viva la cultura

**II year**

**Semester-III**

**Course Code: SLS-201**

**Course Title: Introduction to Literature (focus on Spain)**

**Credits: 3    Hours per week: 3**

**Objectives:**

A systematic introduction to literature of Spain. Through this course the students will get a brief understanding of the trends and tendencies of Spanish literature as per the historical context. The concepts of genre, literary analysis and appreciation of texts already introduced in SLS-104 and SLS-109 will be taken further in this course and students will be expected to analyze independently literary texts in Spanish and express their understanding in Spanish. They will also understand how the historical context, the philosophy and thought of a particular period are reflected in literature and how they influence it.

**Course Outline:**

Introduction to some aspects of theory of literature in general required to start appreciating Spanish literature.

**General Content:**

- What is literature?
- What are its functions?
- What are genres?
- What is the relation between history and reality in literature?

**Content:**

<b>SECTION I</b>	<b>SECTION II</b>
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<ul style="list-style-type: none"> <li>• Theory of Literature</li> <li>• Middle Ages</li> <li>• Renaissance (First part of Siglo de Oro)</li> <li>• Works/Genres/Writers: Mester de clerecía, Mester de juglaría, romance, <i>Cantar de Mio Cid</i>; <i>La Celestina</i>; Sonetos, Garcilaso de la Vega; Poesía mística, San Juan de la Cruz; Novelas renacentistas (breve definiciones) - Novela picaresca: <i>Lazarillo de Tormes</i>; Miguel de Cervantes, <i>Don Quijote de la Mancha</i>;</li> <li>• Baroque (Second part of Siglo de Oro)</li> <li>• Romanticism</li> <li>• Realism</li> </ul>	<ul style="list-style-type: none"> <li>• Works/Genres/Writers: poesía de Góngora y Quevedo (culteranismo y conceptismo), Teatro nacional (Lope de Vega, Calderón de la Barca), Poesía romántica, Espronceda y Bécquer; Drama romántica, <i>Don Juan Tenorio</i>; costumbrismo, Mariano José de Larra; Benito Pérez Galdós, Emilia Pardo Bazán,</li> <li>• Modernist poetry (Antonio Machado)</li> <li>• Avant-garde and G. 27</li> <li>• Post Civil War</li> <li>• Works//Genres/Writers: Antonio Machado, Juan Ramón Jiménez, Poesía de Generación de 27 (Lorca, Miguel Hernández, Alberti etc); Teatro de García Lorca, Novela en la posguerra, varias tendencias, Camilio José Cela, Miguel Delibes, <i>Tiempo de silencio</i>- Luis Martin Santos, novela y drama en exilio: Ramón J Sender, Max Aub</li> </ul>
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**Material:**

Key characteristics of the literature produced in each of the periods mentioned below, reading, interpretation and analysis of excerpts from key texts (at least 1 of each genre) as examples of the theory, names of major writers or figures who influence the period and how, their major works (however biography or complete literary productions of a writer will not be a focus in this course).

**NOTE:** This course will be taught in Spanish and the students will be expected to write the exams in Spanish as well.

**Mode of Evaluation:**

- Mid Term Exam: 30%
- Final Exam: 50%

- Class Performance/Assignment: 20%

## **BIBLIOGRAPHY**

- *Literatura española 1 and 2* by José Manuel Cabrales and Guillermo Hernández
- *Lengua Española y Literatura* by Vivanco and Viñas

**Course Code: SLS-202**

**Course Title: Grammar in Practice III**

**Credits: 3 Hours per week: 3**

### **Objectives:**

Through this course students will develop the required skills to use correct grammar in practice while they communicate in Spanish. The focus will be on the knowledge of grammar use of correct grammar in communication. This course along with SLS 201 and SLS 203 will aim to take the students to B1 level of Spanish according to the *Common European Framework* of Reference for *Languages*.

### **Course outline:**

It will be divided into two sections taking the two-semester exams (Mid Term and Final Exam) into account.

### **Contents:**

Section-I	Section-II
<ul style="list-style-type: none"> <li>• Revision of Contents of A1 and A2 with special focus on Past Tense, Reflexive Verbs, Ser and Estar, Gustar, Object Pronouns</li> <li>• Unit I of TB, llevar + gerundio, seguir + gerundio,</li> <li>• Pluscuamperfecto de indicativo: había hablado</li> <li>• Unit 2 of TB, Imperative Forms of Regular and Irregular Verbs and their uses</li> <li>• El que, La que, Lo que, Los que, las que...posesivos in the form of “el mío, la mía, los míos”, lo neutro...no le/la/lo entiendo</li> <li>• Unit 3</li> <li>• Uso de SINO, Tanto/ como, Tan , preposiciones por/para</li> <li>• Unit 4: Conectores I: Causa y Consecuencia; porque, ya que, dado que, como, puesto que, es que, así que, de modo que,</li> <li>• Conectores II: Aunque, Sin embargo</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5: Me parece bien/mal que + presente de subjuntivo, forms of subjunctive, concept</li> <li>• Express Needs/ Desires/ Requests, Verbs: Querer/pedir/exigir/necesitar + que + Subj. Etc</li> <li>• Unit 6 : Contar anécdotas, using conectors and different tense along with subjunctive in narrating anecdotes, expressing interest while listening to one</li> <li>• Unit 7 and 8: Expressing disagreements, Giving Counterarguments, superlativos :ísimo/a/s</li> <li>• Unit 9: Futuro Simple</li> <li>• Futuro Perfecto</li> <li>• El Condicional</li> <li>• Revision</li> </ul>

### **Material:**

Course material will contain exercises of

- Identifying parts of speech
- Fill in the blanks
- Make Sentences

- Change the forms as per instructions such as changing gender or number or tense or mood etc

Putting words in the correct order to form a correct sentence to practice the syntax

- Write short descriptions
- Reproduce the texts after reading or listening to the recordings

**NOTE:** This course will be coordinated with SLS 203 Communicative Spanish I and SLS-204 Written Expression I and incorporate reading, listening and visual exercises through Multi Media Lab, classroom activities and assignments.

### **Mode of Evaluation:**

- Mid Term exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

### **BIBLIOGRAPHY**

#### **Textbook:**

- *Aula Internacional 3*, J. Corpas, A. Garmendia, C. Soriano, Difusión, Madrid, 2006
- *Gramática de uso de español: Teoría y práctica con soluciones*, Luis Aragonés y Ramón Palencia, SMZ, Cesma Madrid, 2003

#### **Reference books:**

- *Gramática básica del estudiante de español*, Rosario Alonso Raya y otros, Difusión, Madrid, 2010
- *Diccionario práctico de gramática*, Óscar Cerrolaza Gili, Edelsa, Madrid, 2005
- *Gramática Didáctica del Español*, Leonardo Gómez Torrego, Ediciones SM, Madrid, 2007
- *450 ejercicios gramaticales*, Sánchez, [Gómez](#)
- *Español sin fronteras 3, Nivel B1*, Lobato, García, Gargallo, SGEL, Madrid, 2005
- *Rápido, rápido: Curso intensivo de español*, Lordes Miquel y Neus Sans, Difusión, Barcelona 2002
- *Redes: curso de español para extranjeros Nivel 2*, Jesús Quiñones y Carmen Oliva, SM, Madrid, 2002
- *Gente Nueva Edición 2*, Ernesto Martín Peris, Neus Sans, Difusión, Madrid, 2009

**Course Code: SLS-203**

**Course Title: Communicative Spanish-I**

**Credits: 3 Hours per week: 3**

**Objectives:**

- To develop greater oral fluency and improve accuracy of expression in a wide variety of formal and informal situations
- To develop communicative strategies and widen conversational vocabulary
- To acquire the capacity to recognize and express subtleties and nuances
- To develop the capacity to use intonation to convey meaning
- To express oneself with sufficient speed and phonetic accuracy to be able to participate effectively in spoken exchanges

**Course Outline:**

It will be divided into two sections with two-semester exams (Mid Term and Final exam).

**Contents:**

<b>SECTION I</b>	<b>SECTION II</b>
<p><b><u>Week I</u></b></p> <p>Communicative function (CF): <i>Conversation on vacations</i></p> <ul style="list-style-type: none"> <li>• Revision of Contents of A1 and A2 with special focus on Past Tense, Reflexive Verbs, <i>Ser and Estar, Gustar</i>, Object Pronouns</li> </ul> <p><b><u>Week II</u></b></p> <p>CF: <i>Expressing an action in continuity/past</i></p> <ul style="list-style-type: none"> <li>• Unit 1 of TB, <i>llevar + gerundio, seguir + gerundio</i></li> </ul> <p><b><u>Week III</u></b></p> <p>CF: <i>Narrating an action in the past</i></p> <ul style="list-style-type: none"> <li>• <i>Pluscuamperfecto de indicativo: había hablado</i></li> </ul> <p><b><u>Week IV</u></b></p> <p>CF: <i>Giving commands/instructions</i></p>	<p><b><u>Week I</u></b></p> <p>CF: <i>Expressing opinions</i></p> <ul style="list-style-type: none"> <li>• Unit 5: <i>Me parece bien/mal que + presente de subjuntivo</i>, concept and forms of subjunctive</li> </ul> <p><b><u>Week II</u></b></p> <p>CF: <i>Expressing needs/desires/requests</i></p> <ul style="list-style-type: none"> <li>• Verbs: <i>querer/pedir/exigir/necesitar + que + Subj. etc.</i></li> </ul> <p><b><u>Week III</u></b></p> <p>CF: <i>Telling jokes and anecdotes</i></p> <ul style="list-style-type: none"> <li>• Unit 6 : <i>Contar anécdotas, using connectors and different</i></li> </ul>



<ul style="list-style-type: none"> <li>Unit 2 of TB: Imperative Forms of Regular and Irregular Verbs and their uses</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>El que, La que, Lo que, Los que, las que...posesivos in the form of “el mío, la mía, los míos”, lo neutro...no le/la/lo entiendo</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>Unit 3: Use of SINO, Tanto/ como, Tan, preposiciones: por/para</li> </ul> <p><b><u>Week VII</u></b></p> <p>CF: <i>Discussions and debates</i></p> <ul style="list-style-type: none"> <li>Unit 4: Conectores I: Causa y Consecuencia; porque, ya que, dado que, como, puesto que, es que, así que, de modo que,</li> </ul> <p><b><u>Week VIII</u></b></p> <p>CF: <i>Discussions and debates</i></p> <ul style="list-style-type: none"> <li>Conectores II: Aunque, Sin embargo</li> </ul> <p><b><u>Week IX</u></b></p> <p>Revision</p>	<p>tense along with subjunctive in narrating anecdotes, expressing interest while listening to one</p> <p><b><u>Week IV</u></b></p> <p>CF: <i>Expressing disagreements, Giving counterarguments</i></p> <ul style="list-style-type: none"> <li>Unit 7 and 8: Superlativos :ísimo/a/s</li> </ul> <p><b><u>Week V</u></b></p> <p>CF: <i>Narrating an action in future</i></p> <ul style="list-style-type: none"> <li>Unit 9: Futuro Simple</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>Futuro Perfecto</li> </ul> <p><b><u>Week VII</u></b></p> <p><i>Expressing wishes/desires</i></p> <ul style="list-style-type: none"> <li>El Condicional</li> </ul> <p><b><u>Week VIII</u></b></p> <p>Revision</p>
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**Communicative Functions throughout the Semester:**

*The following functions shall be practiced by turn-taking or group discussion in order to understand various language registers, functional language, linguistic structures, gestures, mannerisms etc.*

- Express agreements and disagreements
- Express physical states and states of mind
- Express doubt, indecision and ignorance of something
- Invite someone and make an appointment

- Express plans, projects and intentions
- Express obligation
- Make, accept and refuse suggestions
- Describing and comparing places, people and habits
- Telling stories and anecdotes
- Expressing opinions
- Reacting to an event
- Expressing judgment, wishes and feelings
- Expressing probability and degrees of certainty
- Elaborating on, retelling and reproducing/summarizing what has been said
- Expressing permission
- Giving instructions

**Material:**

Course material will contain practical exercises (oral and listening) in the class room or as an assignment of

- Debates
- Negotiations
- Presentations
- Interactions
- Interviews

**NOTE:** This course will be coordinated with SLS 202 Grammar in Practice III and SLS-204 Written Expression I (Grammar & Colloquial Expressions) and practical will be combined with reading, listening and visual exercises through Multi Media Lab, classroom activities and assignments.

**Mode of Evaluation:**

*Oral exam which may include viva-voce, dictation, questions on audio/video clips, debates, group discussions etc.*

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

## **BIBLIOGRAPHY**

### **Textbook:**

- *Aula Internacional 3*(CD), J. Corpas, A. Garmendia, C. Soriano, Difusión, Madrid, 2006

### **Reference books:**

- *Gramática de uso de español: Teoría y práctica con soluciones*, Luis Aragonés y Ramón Palencia, SMZ, Cesma Madrid, 2003
- *Gramática básica del estudiante de español*, Rosario Alonso Raya y otros, Difusión, Madrid, 2010
- *Diccionario práctico de gramática*, Óscar Cerrolaza Gili, Edelsa, Madrid, 2005
- *Gramática Didáctica del Español*, Leonardo Gómez Torrego, Ediciones SM, Madrid, 2007
- *450 ejercicios gramaticales*, Sánchez, [Gómez](#)
- *Español sin fronteras 3, Nivel B1*, Lobato, García, Gargallo, SGEL, Madrid, 2005
- *Rápido, rápido: Curso intensivo de español*, Lordes Miquel y Neus Sans, Difusión, Barcelona 2002
- *Redes: curso de español para extranjeros Nivel 2*, Jesús Quiñones y Carmen Oliva, SM, Madrid, 2002
- *Gente Nueva Edición 2*, Ernesto Martín Peris, Neus Sans, Difusión, Madrid, 2009

**Course Code: SLS-204**

**Course Title: Written Expression-I (Grammar and colloquial expression)**

**Credits: 3 Hours per week: 3**

### **Objective:**

To write short texts with a very simple and clear aim in a well defined context in order to produce and understand basic messages in everyday life context keeping the growth of grammar into account.

### **Course Outline:**

It will be divided into two sections with two semester exams (Mid Term and Final exam).

**Contents:**

<p><b>SECTION I (Till Mid Term)</b></p> <p><b><u>Week I</u></b></p> <p>CF: <i>Expressing opinions</i></p> <ul style="list-style-type: none"><li>Unit 5: <i>Me parece bien/mal que + presente de subjuntivo</i>, concept and forms of subjunctive</li></ul> <p><b><u>Week II</u></b></p> <p>CF: <i>Expressing needs/desires/requests</i></p> <ul style="list-style-type: none"><li>Verbs: querer/pedir/exigir/necesitar + que + Subj. etc.</li></ul> <p><b><u>Week III</u></b></p> <p>CF: <i>Telling jokes and anecdotes</i></p> <ul style="list-style-type: none"><li>Unit 6 : Contar anécdotas, using connectors and different tense along with subjunctive in narrating anecdotes, expressing interest while listening to one</li></ul> <p><b><u>Week IV</u></b></p> <p>CF: <i>Expressing disagreements, Giving counterarguments</i></p> <ul style="list-style-type: none"><li>Unit 7 and 8: Superlativos :ísimo/a/s</li></ul> <p><b><u>Week V</u></b></p> <p>CF: <i>Narrating an action in future</i></p> <ul style="list-style-type: none"><li>Unit 9: Futuro Simple</li></ul>	<p><b>SECTION II (Post Mid Term)</b></p> <p><b><u>Week I</u></b></p> <ul style="list-style-type: none"><li>Unit 5: <i>Me parece bien/mal que + presente de subjuntivo</i>, concept and forms of subjunctive, concept</li></ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"><li>Express Needs/ Desires/ Requests, Verbs: querer/pedir/exigir/necesitar + que + Subj. etc.</li></ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"><li>Unit 6 : Contar anécdotas, using connectors and different tense along with subjunctive in narrating anecdotes, expressing interest while listening to one</li></ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"><li>Unit 7 and 8: Expressing disagreements, Giving Counterarguments, superlativos :ísimo/a/s</li></ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"><li>Unit 9: Futuro Simple</li></ul> <p><b><u>Week VI</u></b></p>
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<p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>• Futuro Perfecto</li> </ul> <p><b><u>Week VII</u></b></p> <p><i>Expressing wishes/desires</i></p> <ul style="list-style-type: none"> <li>• El Condicional</li> </ul> <p><b><u>Week VIII</u></b></p> <p>Revision</p>	<ul style="list-style-type: none"> <li>• Futuro Perfecto</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>• El Condicional</li> </ul> <p><b><u>Week VIII</u></b></p> <p>Revision</p>
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**Communicative Functions throughout the Semester:**

- Express agreements and disagreements
- Express physical states and states of mind
- Order something in a public establishment
- Express doubt, indecision, and ignorance of something
- Invite someone and make an appointment
- Express plans, projects and intentions
- Express obligation
- Make, accept and refuse suggestions
- Give commands and instructions

**Context-Vocabulary:**

- Food and meals
- Visiting a doctor
- Hobbies and pastimes: travelling, sports, cinema etc.
- Vocabulary of landscapes
- Different means of transports
- Adjectives to express feelings and physical states: *cansado, fuerte, sano, dormido* etc.

**Material:**

Course material will contain exercises of

- Dictation
- Filling various kinds of forms
- Write addresses, postcards and informal notes
- Crosswords
- Fill in the blanks
- Write short descriptions
- Creative writing
- Plan a tour, a party and a leisure evening
- Write emails, informal letters and invitations
- Reproduce the texts
- Basic proverbs, idioms and phrases
- Colloquial expressions of Spain and Latin America

**NOTE:** This course will be coordinated with SLS-202 Grammar in Practice III and SLS 203 Communicative Spanish I and practical will be combined with reading, listening and visual exercises through Multi Media Lab, classroom activities and assignments.

**Mode of Evaluation:**

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

**BIBLIOGRAPHY**

**Textbook:**

- *Aula Internacional 3* , J. Corpas, A. Garmendia, C. Soriano, Difusión, Madrid, 2006
- *Gramática de uso de español: Teoría y práctica con soluciones*, Luis Aragonés y Ramón Palencia, SMZ, Cesma Madrid, 2003

**Reference books:**

- *Gramática básica del estudiante de español*, Rosario Alonso Raya y otros, Difusión, Madrid, 2010

- *Diccionario práctico de gramática*, Óscar Cerrolaza Gili, Edelsa, Madrid, 2005
- *Gramática Didáctica del Español*, Leonardo Gómez Torrego, Ediciones SM, Madrid, 2007
- *450 ejercicios gramaticales*, Sánchez, [Gómez](#)
- *Español sin fronteras 3, Nivel B1*, Lobato, García, Gargallo, SGEL, Madrid, 2005
- *Rápido, rápido: Curso intensivo de español*, Lordes Miquel y Neus Sans, Difusión, Barcelona 2002
- *Redes: curso de español para extranjeros Nivel 2*, Jesús Quiñones y Carmen Oliva, SM, Madrid, 2002
- *Gente Nueva Edición 2*, Ernesto Martín Peris, Neus Sans, Difusión, Madrid, 2009

**Course Code: SLS-205**

**Course Title:**

**Latin America: History and Culture-I (Pre-Columbian Civilization to Colonization)**

**Credits: 3 Hours per week: 3**

**Objectives:**

In this survey course of Latin American history and culture we aim to introduce the students to the history of Spanish America. The course will be in English. We will begin with a brief geographical description of the continent in order to give a background for events. At the end of the semester we hope to make the students aware of the chronology of events in the New World from the Classic Period and Post Classic Periods (AD 1-1500) till the end of Spanish colonialism in the nineteenth century as well as with the major historical personalities.

**Brief Course Description:**

We will start with an overview of Pre Hispanic civilizations (Olmecs in Teotihuacán, Aztecs in Tenochtitlán and Incas in Peru) and then study the conditions that led to the European discovery of America. These include the need for spices and the search for a new route to the East. In this context we mention Christopher Columbus' journeys and those of other great explorers like Ferdinand Magellan and Americo Vespucci after whom America was named. The conquistadors (Hernán Cortés, Francisco Pizarro) succeeded the explorers and Spanish colonialism became established with the uprooting of indigenous communities. New institutions like *encomiendas*, and *reducciones* came about. The former restricted the freedom of indigenous people while the latter were a result of Spanish missionary activities to educate the native people in Spanish and convert them to Christianity. With the help of films like *The*

*Mission* and 1492 and small extracts from text books and class notes we will explain these phenomena. The Spanish presence in the New World was not just conquest but an encounter of two different civilizations and new races like the mestizos (Indians and Europeans), and mulattos (Africans and Europeans) were born. The Wars of Spanish American Independence were fought by these populations and by the end of the semester we will engage with the major figures involved such as Simon Bolivar the Liberator.

**Course outline:**

It will be divided into two sections with two semester (Mid Term and Final) exams.:

**Content**

<b>SECTION I</b>	<b>SECTION II</b>
<p><b>WEEKS 1, 2, 3</b></p> <p>Latin American land and people</p> <ul style="list-style-type: none"> <li>• Primary geographic features</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Theories of arrival of people in America</li> <li>• Brief Introduction to Ancient American Civilizations: Incas and Aztecs. Historical Centres: Tenochtitlán (Mexico) Cuzco (Peru)</li> </ul> <p><b>WEEKS 4 and 5</b></p> <ul style="list-style-type: none"> <li>• Expansion of the Iberian Peninsula</li> <li>• Exploration of Atlantic and West African coast</li> </ul>	<p><b>WEEKS 1, 2, 3</b></p> <ul style="list-style-type: none"> <li>• New racial categories in the Americas: Criollos, Mestizos, Mulattos, Peninsulares etc</li> <li>• The structure of caste and class</li> <li>• Spiritual conquest of Americas</li> </ul> <p><b>WEEKS 4,5,6</b></p> <ul style="list-style-type: none"> <li>• Illustrious Names in Spanish colonial Letters: Inca Garcilaso de la Vega, Sor Juana de la Cruz, Carlos Sigüenza y Góngora. Cultural and economic exchange between New and Old World.</li> <li>• Creole society in the 17<sup>th</sup> Century</li> </ul> <p><b>WEEK 7</b></p> <p><b>Revision</b></p>



<ul style="list-style-type: none"> <li>• Discovery of America and Christopher Columbus. Conquistadors of the New World: Francisco Pizarro, Hernán Cortés and others. Extermination and Wars with native peoples</li> </ul> <p><b>WEEKS 6,7,8</b></p> <ul style="list-style-type: none"> <li>• Spanish and Portuguese colonies in the Americas. Cities founded. Viceroyalties and their capitals. Spanish colonial and missionary structures: Encomiendas, Hacienda, Reducciones.</li> <li>• Revision of administration under Hapsburgs.</li> <li>• Mining Centres</li> <li>• Intra and Inter regional trade</li> </ul>	
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**Bibliography:**

1. Williamson, Edwin. *The Penguin History of Latin America*, London: 1992
2. Fornés Bonavia Dolz, *Fundamentos de Historia de América*, Madrid: 1988

**Mode of Evaluation:**

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

**Course Code & Title:**

**LEL-440 Hispanic World: Culture & Civilization-I**

## Credits: 3 Hours per week: 3

### Course Description:

The course may be centred more on the contemporary Hispanic World, its characteristics and identities and its issues (i.e. Units- 7- 11) than the history of Latin America and Spain (i.e. Units 1-6). But the need to refer to the past becomes important when trying to understand the present. Therefore the visit through the past/history will focus more on concepts than facts and will be dealt more like a story than theoretically. Needless to say that Units 1-6 will be take lesser time than Units 7-11. As required these units may be revisited when discussing the modern Hispanic World. The categorization of the matter into Units has been done for the ease of understanding of the students and to keep a track of where is the class headed to. Specially because keeping a track of Latin American and Spanish history may be confusing for them. Not necessarily would the lectures take the same course. The lectures may take a different approach and a different direction all together as per the requirements of the class. This is important to be able to weave a comprehensible story out of the history of two major regions of the world who have a history of their own yet cannot be understood without the history of the other.

### UNIT 1- Recognizing the Hispanic World

a) Name of countries

b) “Hispanic”, “Hispanohablantes”, “Iberia”, “Iberian Peninsula”

c) Latin America as South America, Central America, Caribbean, North America (Mexico)

### UNIT 2- Pre Colombian Cultures in Latin America:

(Taught through a power point presentation. Geographical Location, Time, Achievements, Religion, Notable Characteristics, Decline. )

a) Maya

b) Aztecs

c) Incas

d) A brief mention of other inhabitants of the continent

### Unit 3- Contact between the Old world and New World

a) Civilization vs Barbarism

b) “America” painting. The problem that may be seen behind the approach or perspective with which this contact was perceived. The old world as clothed male and the new world as a nude female. ‘Redemption’ of the new world. Giving an ‘identity’ to the new world.

c) Films: *1492: Conquest of Paradise* and Perfume Bora Bora Advertisement clip (Its similarity to the painting ‘America’)

#### **Unit 4- Brief History of Iberia till the Disaster of 1898**

a) Brief mention only: Moors- Fall of Granada- Reconquest- Expulsion of Jews and Muslims- preoccupation with purity of blood and racial hierarchy – Inquisition

b) Importance of 1492

c) Visuals of cultural assimilation in art, music and architecture through convivencia different religions

c) Loss of colonies

#### **Unit 5- Conquest of the Americas**

1) Film: *Guns, Germs and Steel: Conquest of Americas*, documentary.

#### **Unit 6- Colonization of American Continent**

1) Flotilla- Gold- Pirates (Pirates of the Caribbean)

2) Spread of Christianity

3) Increasing wealth and power for Spain

4) Encomienda- Haciendas (plantations)- Slavery- addition of the African race to miscegenation

5) Syncretism- Virgin of Guadalupe. Acculturation- Music, food etc

6) Miscegenation- Caste System- Racial hierarchy- Its relation to the modern times.\*

7) Images of the Mexican Pinturas de Castas/ Paintings of the Caste

\*\* UNIT 4,5,6 in close coordination with each other.

#### **Unit 7- Problems with Latin American War for Independence**

1) Quick chaotic freedom

2) Freedom driven by selfish criollo motives. (Bourbon reforms and how they hurt the interest of the criollos)

3) Lack of a system of administration once free - Dictatorships-

5) Mention of Simon Bolivar and his Pan American Ideas.

4) In the case of Cuba, US intervention in the Cuban freedom. Mention of Jose Marti and Nuestra America. Mention of his idea of Pan Americanism and his warning against the 'bigger enemy'.

#### **Unit 7- Spanish Civil War and Franco Regime**

- a) Civil War
- b) Franco and his regime
- c) Spain in the World Wars
- c) Post Franco- La Movida

**Unit 8- Socialist Revolutions in Latin America- US Intervention**

- a) Understanding of the need of these revolutions.
- b) The huge gap between the elite and the poor.
- c) Capitalist Pro US Dictatorships versus suffering majority.
- d) Cuban Revolution
- e) Fidel Castro and Che Guevara. Che Guevara’s Failed attempt at exporting the revolution and his death. US involvement in his Death
- f) Film: *Motorcycle Diaries*
- g) Populism and important figures through this phase of Latin American history.
- h) Important revolutions as per the need of the course.

Film: *Machuca*

**Unit 9- Contemporary Issues in Latin America**

- Problem 1- Identity Crisis
- Problem 2- Racial Hierarchy
- Problem 3- US Intervention
- Problem 4- Instable governments
- Problem 5- Drugs and Illegal Market
- Problem 6- Latinos in USA and their status

The other units have surrounded these topics. The discussions in the class, the history discussed and the films seen have all been done around these issues. It has been tried that in each class everything that has been discussed is concluded with its implication in the current times.

# How all these problems can be linked back to the period of colonization.

Films: *When Worlds Collide, documentary*

*Plan Colombia, documentary*

*Spanglish*

## **Unit 10- Contemporary Issues in Spain**

- a) Economic crisis
- b) Basque national identity and separatist issue

## **Unit 10- Latin American and Spanish Identities (culture)**

- a) MUSIC
- b) FESTIVALS
- c) DANCES
- d) CUISINE
- e) FOOTBALL
- f) FILMS
- g) ART and MURALISM
- h) POPULAR CULTURE
- h) MODERN IDENTIFICATION OF Latin America WITH PRECOLUMBIAN CULTURE-  
Symbols of this Identification.

### **Semester-IV**

**Course Code: SLS-206**

**Course Title: Introduction to Literature-II (focus on Latin America)**

**Credits: 3 Hours per week: 3**

### **Objectives:**

Through this course the students will learn about the main themes and important figures in Latin American literature. It will not follow a chronological literary history. Students are encouraged to read original texts in Spanish and appreciate it in terms of content and language and write analysis of it.

### **Course Outline:**

It will be divided into two parts taking the two semester exams (mid term and final exam) into account.

### **PRELIMINARY SECTION**

Introduction to some aspects of theory of literature in general required to start appreciating Spanish literature.

- What is literature?
- What are its functions?
- What are genres?
- What is the relation between history and reality in literature?

**Content:**

SECTION I	SECTION II
<ul style="list-style-type: none"> <li>• Literature of the Conquistadores and Voyagers</li> <li>• Eduardo Galeano</li> <li>• Relación entre la Literatura y la Identidad de America Latina</li> <li>• Poesía Negrista (Nicolas Guillén)</li> <li>• Julio Cortázar (Queremos tanto a Glenda)</li> <li>• Mario Benedetti (Micro relatos)</li> <li>• Horacio Quiroga (Naturalismo)</li> </ul>	<ul style="list-style-type: none"> <li>• Temas en la poesía de Cesar Vallejo</li> <li>• Pablo Neruda y <u>Compromiso Político en la literatura de América Latina</u></li> <li>• Renovación</li> <li>• Nueva Narrativa Hispanoamericana (Características)</li> <li>• Realismo Mágico (García Márquez)</li> <li>• Novela Regionalista</li> <li>• Novela Indigenista</li> <li>• Novela de dictadura</li> <li>• Novela de la Revolución Mexicana</li> <li>• Revision</li> </ul>

**Material:**

Key characteristics of the literature produced in each of the periods mentioned below, reading, interpretation and analysis of excerpts from key texts (at least 1 of each genre) as examples of the theory, names of major writers or figures who influence the period and how, their major works (however biography or complete literary productions of a writer will not be a focus in this course).

**NOTE:** This course will be taught in Spanish and the students will be expected to write the exams in Spanish as well.

**Mode of Evaluation:**

- Mid term exam: 30%

- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

## **BIBLIOGRAPHY**

- *Literatura española 1 and 2* by José Manuel Cabrales and Guillermo Hernández
- *Lengua Española y Literatura* by Vivanco and Viñas

**Course Code: SLS-207**  
**Course Title: Grammar in Practice-IV**  
**Credits: 3 Hours per week: 3**

### **Objective:**

The objective of the course is to develop the theoretical and practical aspects of the Spanish grammar. The students will be exposed to different types of grammar exercises in order to be able to analyze the structure and understand this language and in consequence being able to communicate with correct structures and expressions, which is the main aim of the course.

Grammar in language learning is often seen as the most important element. Therefore, to speak a language fluently one has to develop a strong command over its grammar. The main objective is to focus on the communicative use of the grammar in this course.

### **Theory Classes:**

This course is completely based on the Grammar theory that the students need to learn in order to reach the level A2 (vide MCER). For all the grammatical concepts, vocabulary will be explained.

In all the sessions, first part of the class will be theoretical. Therefore along this period the teacher will explain the theory of each Grammar lesson with clear and specific examples.

### **Practical Classes:**

As it was explained in the “objectives” section, the objective of this course is to develop in the student the skills of structuring and understanding the Spanish language. In order to achieve this aim, several types of exercises will be used like:

- Exercises with gaps, where the students will need to know vocabulary and interpret it in order to fill the gaps.
- Exercises with arrows, where the students will join one column, which it will contain a part of one sentence or expression, with another column with the rest of it.
- Exercises V/F. In all these exercises the students will have to recognize which of the options given is the correct one.
- Exercises
- Games like Bingo of verbs, words up (in order to revise the vocabulary), scrabble and also several websites like “Aprender español”, which is oriented to improve skills on Grammar and vocabulary.
- CDs which will allow the students to listen and recognize the grammar mistakes in some expressions or structures in daily life context.
- All the sessions will be held in the class and/or in the Multi Media Lab .

Functional content:

- ❖ Se utiliza / se usa....
- ❖ Me dejas?....
- ❖ Me cuesta + infinitivo (me cuesta aprender español)
- ❖ ¿Cuánto tiempo hace...? / ¿Desde cuándo..? / ¿ Hace mucho..?
- ❖ Yo también / tampoco
- ❖ Me prestas / dejas.../ Me puedes pasar-dejar
- ❖ Va/n muy bien + inf / nombres
- ❖ Pasarlo bien / mal
- ❖ Yo creo / me parece...
- ❖ ¿Qué te parece....? / ¿ Qué tal + art + nombre?
- ❖ Lo mejor es que + inf
- ❖ Lo más difícil / fácil
- ❖ Tenemos los mismos gustos /gustos parecidos –diferentes
- ❖ Es que..... (excusas o justificarse)

**Mode of Evaluation:**

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

The exams will be divided in two main parts:

- ❖ Written part (exercises with gaps, correct answers to chose among several, arrow exercises, relation between photos and parraghraphs, etc)
- ❖ Comprehension part (a text with some comprehension and grammar questions)

Bibliography

- ❖ Aula Internacional 2 (text book for the course)
- ❖ Español en marcha
- ❖ Student´s grammar books
- ❖ Pasaporte 2
- ❖ Análisis de la gramática española a través de ejercicios.

As it was mentioned before, some other material will be compiled by the teacher and given to the students.

**Course Code: SLS-208**

**Course Title: Communicative Spanish-II**

**Credits: 3 Hours per week: 3**

**Objective:**

The objectives of this course are to develop greater oral fluency and improve expression and accuracy in a wide variety of situations.



## **Course Description:**

To this effect, a practical and participative methodology will be employed which will allow the students to work with different spoken genres (debates, negotiations, presentations, interactions, interviews etc.) while acquiring appropriate norms for effective communication (turn-taking, politeness, register, functional language, linguistic structures, gestures etc.)

By the end of the course the students should likely be able to:

- Express themselves accurately in a wide variety of formal and informal situations
- Develop communicative strategies and widen conversational vocabulary
- Acquire the capacity to recognize and express subtleties and nuances
- Develop the capacity to use intonation to convey meaning
- Express themselves with sufficient speed and phonetic accuracy to be able to participate effectively in spoken exchanges

## **Course Content:**

As this course focuses on oral fluency, the grammar content is limited to those elements necessary for spoken expression.

### • FUNCTIONAL - SITUATIONAL CONTENTS:

- Describing and comparing places, people and habits
- Telling stories and anecdotes
- Expressing opinions
- Showing agreement and disagreement
- Reacting to an event
- Expressing judgment, wishes and feelings
- Expressing probability and degrees of certainty
- Elaborating on, retelling and summarizing what has been said
- Expressing permission
- Giving instructions
- Expressing plans and intentions

### • PHONETIC CONTENTS:

- Pronunciation and interpretation of the vowel system, diphthongs and triphthongs

- Emphasis on difficult consonant clusters
- Intonation

### Methodology

The following activities will be done in class

- Debates on topics such as “La destrucción contra el desarrollo.” or “Como los productos como Fair and Lovely, afectan la actitud de India.”
- Theatre Workshops.
- Activities focussing on problems that are evident in the debates.
- Activities in concordance with the other courses of Grammar and Written Expression
- Listening and learning songs to make the students get used to a certain sentence structure.
- Video-viewing for practising comprehension and elaborating, retelling and summarizing what has been seen.

### Course Material

Since the course focuses on oral expression, any material when needed shall be made available by the teacher.

### Mode of Evaluation

- |                  |     |
|------------------|-----|
| • Mid-Term Exam: | 30% |
| • Final Exam:    | 50% |
| • Assignments:   | 20% |

### BIBLIOGRAPHY

- Cerrolaza Gili, Oscar, Diccionario Practico de Gramatica, Madrid, 2007
- Corpas, Jaime, Agustin Garmendia, Eva Garcia, Carmen Soriano, Aula Internacional 1: libro del alumno, 2004
- Learn Spanish through Music, SUBLingual Music, 2010

**Course Code: SLS-209**

**Course Title: Written Expression-II (Business Spanish)**

**Credits: 3 Hours per week: 3**

**Objective:**

The objectives of this course are to develop greater writing skills and improve written expression and accuracy in a wide variety of situations especially in the business world.

**Course Description:**

To this effect, a practical and participative methodology will be employed which will allow the students to work with different written genres (debates, negotiations, presentations, interactions, interviews etc.) while acquiring appropriate norms for effective communication (turn-taking, politeness, register, functional language, linguistic structures, gestures etc.)

By the end of the course the students should likely be able to:

- Express themselves accurately in a wide variety of formal and informal situations
- Develop communicative strategies and widen conversational vocabulary in written
- Acquire the capacity to recognize and express subtleties and nuances
- Develop the capacity to use intonation to convey meaning
- Express themselves with sufficient speed and phonetic accuracy to be able to participate effectively in a commercial situation

**Course Content:**

As this course focuses on written fluency, the grammar content is limited to those elements necessary for written expression.

- FUNCTIONAL - SITUATIONAL CONTENTS:
  - Describing and comparing places, people and habits
  - Writing stories and anecdotes
  - Expressing opinions
  - Showing agreement and disagreement
  - Reacting to an event
  - Expressing judgment, wishes and feelings
  - Expressing probability and degrees of certainty
  - Elaborating on, retelling and summarizing what has been said
  - Expressing permission
  - Giving instructions

- Expressing plans and intentions by writing letters

### **Methodology**

The following activities will be done in class:

CV writing, Business letter writing (at least 4-5 forms), business vocabulary, facing an interview, dealing with the clients etc.

### **Course Material**

Since the course focuses on written expression, any material when needed shall be made available by the teacher.

### **Mode of Evaluation**

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20% 10%

### **BIBLIOGRAPHY**

- Cerrolaza Gili, Oscar, Diccionario Practico de Gramatica, Madrid, 2007
- Corpas, Jaime, Agustin Garmendia, Eva Garcia, Carmen Soriano, Aula Internacional 1: libro del alumno, 2004
- Learn Spanish through Music, SUBLingual Music, 2010

**Course Code: SLS-210**

**Course Title: Latin America: History and Culture (Colonization till date)**

**Credits: 3 Hours per week: 3**

### **Objective:**

This course aims to familiarize the students with the historical events and cultural heritage of Latin America.

### **Course Description:**

The Spanish empire in the western hemisphere was the first modern European empire. In this two-semester sequence on Latin American history and culture students will discuss the social, economic and political dynamics of the diverse cultures and societies in the Americas. Attention will be focused on the Spanish empire in South America. We will know about the historical timeline and events while examining the significance of the expansion of Europeans into the Western hemisphere, the ideology and organization of empire, and socio-economic and political processes of change that contributed to the demise of three centuries

of European domination in The Americas. To do so, brief information and small extracts of important texts may also be introduced.

The students will also be introduced to the culture of Latin American. This shall be done genre wise, region wise, and historical influence wise so as to give proper concordance to the vast cultural heritage of so many countries put together.

The course will be conducted in primarily two sections: A. History and B. Culture.

### **Course Outline**

#### Section A. HISTORY:

(The following history outline shall be taught in brief.)

##### The Colonial period

- Encomienda and Black Slavery
- Spiritual conquest of Americas
- Inquisition in the New World
- The structure of class and caste: Mestizos, Life in haciendas, status of women
- The bourbon reforms
- Labor struggle, Political reforms, Revolt of the Masses (in peru)

##### Nationalism: The wars for Independence

- Mexico: Revolution and stability
- Cuba: Nationalism and Revolution
- Argentina : the long decline
- Chile: Democracy, Revolution and Dictatorship
- Other wars of Independence

##### Liberation of South America

- The challenges of the Latin world
- o Reform, crisis and Independence
- o Liberal and conservatives conflicts
- o Civilization and Barbarism

##### Latin America in the Nineteenth and Twentieth Century

- Decolonization and search for National Identities
  - o Argentina: The liberation of Paraguay, Uruguay and Upper Peru
  - o The Mexican politics and economy: Diaz
  - o Other dictatorships
- Revolutions
  - o Mexican Revolution
  - o Other revolutions

## **Section B. CULTURE**

An introduction: historical influence on Latin American Culture (a product of influences by: )

- European colonial culture
- Nineteenth and twentieth century immigration
- Introduction of slaves from Africa

Introduction to Festivals, Education System, Construction of Society, Status of women,

Colonial Period: Encomienda, religion, Inquisition, Class and caste, Slavery

Bourbon reforms, Labor struggle, reforms, revolts

Wars of independence

(Reform, crisis and independence)

Liberal-conservative conflict

Civilization and barbarism

Decolonization: Dictatorships

Revolutions

Contemporary situation

Cultural influence in latin American due to history of: European colonial period,

Nineteenth and twentieth century immigration,

Introduction of slaves from Africa

Festivals, Education System, Youth today

Construction of Society, Status of women

**Mode of Evaluation:**

- Midterm Exam: 30%
- Final Exam: 50%
- Assignments: 20%

**Readings:**

Extract from Domingo Sarmiento, “Civilization and Barbarism”

Extract from Bartolome De las Casas, “Historia de las Indias”

Gabriel García Márquez: “The Solitude of Latin America” (Nobel Speech)

**Bibliography:**

Child, Jack. Latin American History through Its Art and Literature, University Press of America, 2010

King, John. The Cambridge Companion to Modern Latin American Culture, Cambridge University Press, 2004

**Reference books:**

1. A la escucha: Materiales para el Desarrollo de la Destreza de Comprensión Oral en Español Como Lengua Extranjera Comprensión oral; Autor: Ramón Palencia, Publisher: SM Ediciones, ISBN: 9788434835962
2. Al teléfono: Comprensión y expresión oral; Autor: Teresa Bordón, Publisher: SM Ediciones, ISBN: 9788434841161
3. De dos en dos: Libro de ejercicios interactivos de producción oral; Autor: Lourdes Miquel y Neus Sans, Publisher: Difusión, Madrid, ISBN: 9788484431374
4. Español por destrezas: escribe en español; Autor: Carmen Arnal, Publisher: SGEL, Madrid, ISBN: 9788471435811
5. Método de español para los extranjeros - Libro del alumno + Libro de claves + CD de audiciones - Nivel Elemental, Author: Aurora Centellas, Publisher: Edinumen, Madrid, ISBN: 9788489756557
6. Rápido, rápido - curso intensivo de español / Libro del alumno + Cuaderno del libro + CD + DELE - Level A1 - B1; Author: Miguel Lourdes, Publisher: Difusión, Madrid, ISBN: 9788484434610.
7. Redes: curso de español para extranjeros: Nivel 1 y 2; Autor: María Jesús Quiñones Calonge, Publisher: SM Ediciones, Madrid, ISBN: 9788434888401

8. The Penguin History of Latin America, Author- Edwin Williamson, Publisher: Penguin, ISBN: 9780140125597

**Course Code: LEL-441**

**Course Title: Hispanic World: Culture and Civilization-II**

**Credits: 3 Hours per week: 3**

**Objectives:**

In this elective course we intend to acquaint Spanish and non Spanish speaking students alike about contemporary issues in the Spanish speaking world. It will be predominantly film based, supplemented by occasional articles by seminal thinkers. Latin America has been a continent which the Indian intelligentsia has looked at with interest because of the post independence trajectory of its various countries. Indeed, it has been considered a precursor as regards happenings, failures, successes and developmental models in the erstwhile colonised and now decolonised world. There are striking commonalities between India and Latin America as regards, its economic problems, social structure and indigenous as well as multicultural /multiracial populations. This course has been devised with these features in mind and will be in English.

**Course Outline:**

It will be divided into two sections with two semester exams (Mid Term and Final exam).

**Brief Course Description:**

Three broad themes will be covered spread over the semester: Multiculturalism resulting from large diaspora communities in the United States as well as the constant migration from South to North America, Narcotrafficking and its effects on society and U.S. interventions in Latin America. We propose to follow the schedule described below:

**SECTION I**

Before midterm

- What is Multiculturalism? Readings from Ilan Stavans, The Hispanic Condition, Reflections on Culture and Identity in America.
- Explanation of Hyphenated Identities: Chicanos, Nuyoricans etc
- Stories by Hispanic writers in English: Sandra Cisneros
- Border regions, violence and multiculturalism:

Films: The Milagro Beanfield War, Spanglish, Bordertown, La zona, The Virgin of Juarez,



- U.S Interventions in Latin America: Readings from Clive Ponting, The Pimlico History of the Twentieth Century
- Films directed by Oliver Stone: JFK, Nixon, El Salvador,
- U.S. Intervention in Chile, Films: Salvador Allende, Machuca

## **SECTION-II**

After midterm

- Narcotrafficking. The role of culture in situations of extreme violence. Articles on the representation of crime in recent fictional and non fictional accounts
- Excerpts from The Power of the Dog by Don Winslow.
- Films: American Gangster, Scarface, and others

### **Bibliography:**

Blog of the Alcohol and Drugs Industry <http://pointsadhsblog.wordpress.com/>

Stavans, Ilan. The Hispanic Condition, Reflections on Culture and Identity in America. New York: Harper Collins. 1995

Journal of the Hemispheric Institute: <http://hemisphericinstitute.org/hemi/en/e-misferica-82/reguillo>

Ponting, Clive. The Pimlico History of the Twentieth Century. London: Pimlico 1999

Mode of Evaluation:

- Mid-Semester Exam: 30%
- Final Exam: 50%
- Class Performance/Assignments: 20%

### **III year**

### **Semester-V**

**Course Code: SLS-301**

**Course Title: Reading and Analysis of texts on Spanish Themes (Literary and Non Literary)**

**Credits: 3 Hours per week: 3**

### **Objectives:**

The aim of this course is to firstly acquaint the students with differences in registers and usage in various kinds of non – fictional texts (political reports, science news, advertisements, presidential speeches, opinion essays, commercial letters, celebrity interviews, cuisine recipes, medical prescriptions and sports bulletins) and consequently understand the nuances in the usage of the language in different scenarios. In this manner, the students will get an idea of idiomatic expressions and jargon used in diverse fields and also the distinct tonalities of Latin American Spanish and that used in the Iberian Peninsula.

The course would also acquaint the students with selection of literary texts by famous Spanish authors that will consolidate, sharpen and advance the students grasp of Spanish language, culture thought and themes.

### **Brief Course Description:**

Students will read short political reports, opinion essays, and scientific texts in the non-literary texts section and learn their vocabulary. They will then initiate the writing of such texts through analogies and imitation. The vocabulary they learn will also help them in complementary courses such as translation. The material used in the course will be obtained from Spanish language newspapers, magazines, and other media sources like the television and You tube for sports bulletins and interviews.

In the literary texts section, the students will read graded texts, selected from Textbook anthologies of Spanish Literature. The students will not only learn the vocabulary and mind the linguistic nuances but also analyze these texts at a contextual level. Each text will be followed by a set of questions that would help the students in its comprehension.

### **Content:**

<b>SECTION I</b> <b>Before Mid Term exam</b>	<b>SECTION II</b> <b>Before Final Exam</b>
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<p><b>WEEKS 1, 2, 3 (Non- Literary Texts)</b></p> <ul style="list-style-type: none"> <li>• Cartoon Strip</li> <li>• Celebrity Interviews</li> <li>• Product description (instructions on usage etc.)</li> </ul> <p><b>WEEKS 4,5,6 and 7 (Literary Texts)</b></p> <ul style="list-style-type: none"> <li>• Miguel de Cervantes: El Retablo de las Maravillas*</li> </ul>	<p><b>WEEK 1, 2, 3, 4 (Non- Literary Texts)</b></p> <ul style="list-style-type: none"> <li>• Emails and mobile text messages</li> <li>• Article on culture and society</li> <li>• Yellow Page and other Advertisements</li> </ul> <p><b>WEEK 5, 6 and 7 (Literary Texts)- Whichever of the following.</b></p> <ul style="list-style-type: none"> <li>• Leopoldo Alas Clarin: El Jornalero*</li> <li>• Francisco Ayala: El Inquisidor* Baltasar Gracian: El héroe*</li> <li>• Mariano Jose de Larra: El Castellano Viejo*</li> </ul>
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**Mode of Evaluation:**

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

**Material:**

Non literary texts in Spanish selected and graded by the Course Instructor will be distributed to the students along with exercises. Literary texts will be selected by the course instructor from textbook anthologies of Spanish literature.

**Bibliography**

\*Zahareas, Anthony, Barbara Kaminar de Mujica, *Readings in Spanish Literature*, Oxford University Press, 1975

**Course Code: SLS-302**

**Course Title: Introduction to Translation (Commercial / Social Sciences texts) (into English)**

**Credits: 3 Hours per week: 3**

**Objective:** To introduce the theory of translation and its applications in order to understand and develop technique of translating technical, commercial and social sciences texts from Spanish to English.

**Course outline:**

It will be divided into two sections taking the two semester exams (Mid Term and Final Exam) into account:

**Contents:**

<b>SECTION I</b>	<b>SECTION II</b>
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<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>• Preliminaries to translation as a process and a product (What is translation and its relevance)</li> <li>• Explanation of context vocabulary for e.g.: Source language, Target language etc.</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>• Theory of translation and genre of texts</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>• Identification of genre of texts ranging from commercial texts in Spanish to informative texts etc through understanding the context.</li> </ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>• Translation of CV and job application</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>• Translation of agreements and contracts</li> </ul> <p><b><u>Week VI &amp; VII</u></b></p> <ul style="list-style-type: none"> <li>• Translation of newspaper articles</li> </ul> <p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>• Translation of texts on banking</li> </ul> <p><b><u>Week IX</u></b></p> <ul style="list-style-type: none"> <li>• Translation of technical and scientific texts</li> </ul>	<p><b><u>Week I &amp; II</u></b></p> <ul style="list-style-type: none"> <li>• Translation of Social Sciences texts (for e.g.: brochures of NGOs, forums, movements etc.)</li> </ul> <p><b><u>Week III &amp; IV</u></b></p> <ul style="list-style-type: none"> <li>• Translations of texts from Travelogues, Travel guides</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>• Translation of advertisements</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>• Translation of legal texts</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>• Highlight the distinction of various language registers between Source language and Target language through translation</li> <li>• Problems encountered while translating non literary, technical and scientific texts</li> </ul> <p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul>
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**Course Material**

- Handouts relevant to the course content will be distributed by the Course In charge.

- Screening of films based on Translation and Cultural differences/Adaptation or acclimatisation for e.g. Lost in Translation, The Interpreter, East is East, West is West etc.

**NOTE:** This course can be given in accordance with SLS-301 Reading and Analysis of texts as texts compiled for this course can be used for doing translation in the classroom.

### **Mode of Evaluation**

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

### **BIBIOGRAPHY:**

- Aguirre Blanca; Hernández, Consuelo, *Curso de español comercial*, SEGEL, Madrid, 1987.
- De Enterría, Josefa Gómez, *Correspondencia comercial en español*, SEGEL, Madrid, 1990.
- Dhingra, Anil; Ganguly, S.P., *A Manual of Professional Spanish*, Centre for Latin American & Caribbean Studies of India, New Delhi, 1994.
- Haywood, Loiusé M.; Thompson, Michael; Harvey, Sandor, *Thinking Spanish translation: a course in translation method Spanish to English*, Routledge, Oxon, 2009.
- Valdivieso, José H.; Valdivieso, L. Teresa, D. C. Heath / Co., *Negocio y comunicación*, Lexington, Massachussets, 1988.

**Course Code: SLS-303**

**Course Title: Spanish for Specific Objectives-I**

**Credits: 3 Hours/week: 3**

**Objective:** To introduce and develop expressions, grammar structures and vocabulary related to different areas or sectors in order to develop a conversation/ discussion based on newspaper articles, news, magazines etc.

### **Course outline:**

It will be divided into two sections taking the two-semester exams (Mid Term and Final Exam) into account:

### **Contents:**

**SECTION I**

**SECTION II**

<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>• Revision I (verbal tenses &amp; vocabulary)</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>• Revision II (grammar structures)</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>• Cinema: vocabulary &amp; expressions</li> <li>• Texts /Articles related to discuss about.</li> </ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>• Commercial I: vocabulary &amp; expressions.</li> <li>• Newspaper articles related to discuss about.</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>• Tourism I: Vocabulary &amp; expressions</li> <li>• Magazine articles related to discuss about</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>• Financial I: vocabulary &amp; expressions</li> <li>• Articles related to discuss about.</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>• Commercial II: vocabulary &amp; expressions.</li> <li>• Magazine articles related to discuss about.</li> </ul> <p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>• Music I: vocabulary &amp; expressions</li> <li>• Magazine article related to discuss about.</li> </ul> <p><b><u>Week IX</u></b></p> <ul style="list-style-type: none"> <li>• Financial II: vocabulary &amp; expressions</li> </ul>	<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>• Music II: vocabulary &amp; expressions.</li> <li>• News to discuss about.</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>• Science: vocabulary &amp; expressions</li> <li>• News to discuss about.</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>• Commercial III: vocabulary &amp; expressions.</li> <li>• Articles /News related to discuss about.</li> </ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>• Tourism II: vocabulary &amp; expressions</li> <li>• Articles to discuss about.</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>• Financial III: vocabulary &amp; expressions.</li> <li>• Articles /News related to discuss about</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>• Medical : vocabulary &amp; expressions</li> <li>• Magazine articles to discuss about.</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>• Society: vocabulary &amp; expressions</li> <li>• News to discuss about.</li> </ul> <p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul>
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- Articles related with the subject.

### **Course Material**

- Handouts relevant to the course content will be distributed by the Course In charge.
- Audiovisual documents based on the subject of the week.

### **Mode of Evaluation**

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

### **BIBIOGRAPHY:**

- Spanish Newspaper : “El País”
- Spanish Newspaper: “El Mundo”
- Spanish Newspaper: “Expansión”
- Spanish Newspaper: “Cinco Días”
- Digital Spanish Newspaper: “www.20minutos.es”
- Chilean Newspaper: “El Mercurio”
- Magazine: “National Geographic”, Spanish Version
- Magazine: “The Economist”, Spanish Version
- YOUTUBE videos related with several subjects

**Course Code: SLS-304**

**Course Title: Contemporary Spain**

**Credits: 3 Hours per week: 3**

### **Objectives:**

To enable students to be able to understand, analyze, discuss and probe into the key aspects of Spanish society and culture in the 20<sup>th</sup> and 21<sup>st</sup> century. Students will learn about the very contemporary developments and their genesis in the 20<sup>th</sup> Century. They will also learn to present their analysis and logical deductions in Spanish in both written and oral form based on the knowledge they would gain from the course.

### **Course Outline:**

It will be divided into one preliminary section, two major sections and a final section with one mid semester and one final exam.

**PRELIMINARY SECTION:** Introduction to the Course and its objectives. Revision of History till 1873.

### **Content:**

**SECTION I ( Upto Mid Sem Exam)**

1. Making of modern Spain: Historical Aspects (Week 1, 2, 3, 4 and 5)
  - a. Spain in late 19<sup>th</sup> and early 20<sup>th</sup> Century: Divisions, Social Problems, Politics
  - b. Civil War: Causes, Manifestations and Consequences
  - c. *Franquismo*
  - d. Transition to Democracy
  - e. Spain in the EU
  - f. PSOE and PP: Governance turns and Changes
  
2. Contemporary Spanish Society: Challenges (Week 6, 7, 8)
  - a. Question of Identity in Spanish Society and Culture: *Nacionalismos*
  - b. Immigration
  - c. Unemployment

**SECTION II (From Mid Sem to Final Exams)**

3. Economy of Spain (Week 1, 2, 3 and 4 )
  - a. The five sectors
  - b. Important Companies
4. Spain after the 2008 Economic Crisis: (Week 5 and 6)
  - a. Austerity Measures,
  - b. Salary Cuts
  - c. Public Reaction
  - d. New Forms of Protest
5. Spanish Popular Culture: Cinema, Fashions, Sports (Week 7 and 8)

**Material:**

**Textbook:** *España Contemporánea* by Cristina López Moreno, SGEL, 2005.

Reference Book: *Contemporary Spain* by Christopher Ross and others, Hodder Education, 2008.

Additional articles/films/documentaries will complement the book. Students will be expected to come to the class after doing a preliminary reading of the text book. Class lectures would be interactive sessions to clarify and summarize the content of the book.

**NOTE:** This course will be taught in Spanish. Course material will be combined with certain films and clips relevant to the topic being taught.

**Mode of Evaluation:**

- Mid-Semester Exam: 30%

- Final Exam: 50%
- Assignments: 20%

**Semester-VI**

**Course Code: SLS-305**

**Course Title: Reading and Analysis of texts on Latin American Themes (Literary and Non-Literary)**

**Credits: 3    Hours/week: 3**

**Objectives:**

The aim of this course is to firstly acquaint the students with differences in registers and usage in various kinds of non – fictional texts (political reports, science news, advertisements, presidential speeches, opinion essays, commercial letters, celebrity interviews, cuisine recipes, medical prescriptions and sports bulletins) and consequently understand the nuances in the usage of the language in different scenarios. In this manner, the students will get an idea of idiomatic expressions and jargon used in diverse fields and also the distinct tonalities of Latin American Spanish and that used in the Iberian Peninsula.

The course would also acquaint the students with selection of literary texts by famous Latin American authors that will consolidate, sharpen and advance the students grasp of not only the language but also Latin American culture, thought and themes.

**Brief Course Description:**

Students will read short political reports, opinion essays, and scientific texts in the non-literary texts section and learn their vocabulary. They will then initiate the writing of such texts through analogies and imitation. The vocabulary they learn will also help them in complementary courses such as translation. The material used in the course will be obtained from Spanish language newspapers, magazines, and other media sources like the television and You tube for sports bulletins and interviews.

In the literary texts section, the students will read graded texts, selected from textbook anthologies of Latin American literature. The students will not only learn the vocabulary and mind the linguistic nuances but also analyze these texts at a contextual level. Each text will be followed by a set of questions that would help the students in its comprehension.

**Content:**

<p><b>SECTION I</b> <b>Before Mid Term exam</b></p>	<p><b>SECTION II</b> <b>Before Final Exam</b></p>
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<p><b>WEEKS 1, 2 (Non- Literary Texts)</b></p> <ul style="list-style-type: none"> <li>• Article on culture and society</li> <li>• Celebrity Interviews</li> </ul> <p><b>WEEKS 3, 4, 5, 6 and 7 (Literary Texts)</b></p> <ul style="list-style-type: none"> <li>• José Joaquín Fernández de Lizardi: El Periquillo Sarmiento (Fragmento)</li> <li>• Esteban Echeverría: La cautiva (Fragmentos)</li> <li>• José Hernández: Martín Fierro (Comienzo)</li> <li>• Domingo Sarmiento: Facundo (Fragmento)</li> <li>• Ricardo Palma: El Alacrán de Fray Gómez (Fragmento)</li> </ul>	<p><b>WEEK 1, 2, 3 (Non- Literary Texts)</b></p> <ul style="list-style-type: none"> <li>• Opinion Essays from Newspapers</li> <li>• Presidential speeches</li> <li>• Yellow Page and other Advertisements</li> </ul> <p><b>WEEK 4, 5,6 and 7 (Literary Texts)</b></p> <ul style="list-style-type: none"> <li>• José Martí: Versos Sencillos</li> <li>• Rómulo Gallegos: Dona Barbará</li> <li>• Ciro Alegría: El Mundo es Ancho y Ajeno</li> <li>• Mariano Azuela: Los de Abajo</li> </ul>
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**Mode of Evaluation:**

- |                                      |     |
|--------------------------------------|-----|
| • Mid Term Exam:                     | 30% |
| • Final Exam:                        | 50% |
| • Continuous evaluation/Assignments: | 20% |

**Material:**

Non literary texts in Spanish selected and graded by the Course Instructor will be distributed to the students along with exercises. Literary texts will be selected by the course instructor from textbook anthologies of Latin American literature.

**Bibliography**

de Navascués, Javier, *Breve Biblioteca Hispánica (III)*, EUNSA, (Ediciones Universidad de Navarra, S.A.) 1998

**Course Code: SLS-306**

**Course Title: Literary Translation (Into English)**

**Credits: 3 Hours/week: 3**

Objective: To introduce the theory of literary translation and its applications in order to understand and develop technique of translating commercial and social sciences texts from Spanish to English and vice versa.

Course outline:

It will be divided into two sections taking the two semester exams (Mid Term and Final Exam) into account:

Contents:

Translation of Literary texts:

## **SECTION I (Before Mid Term)**

Week I

- Preliminaries to translation as a process and a product (What is translation and its relevance)
- Explanation of context vocabulary for e.g.: Source language, Target language etc.

Week II

- What is Literary Translation?

Week III

- Domesticating Translation
- Foreignizing Translation

Week IV

- What is Cultural Borrowing/Cultural transposition/Calque?

Week V, VI & VII

- Translation of folktales, Juvenile literature

Week VIII

- Translation of excerpts from poetry

Week IX

- Translation of excerpts from literary essays

## **SECTION-II**

### **After midterm**

Week I

- Explanation of various types of translation (for e.g: Intralingual translation, Gist translation etc.)

Week II

- Translation of excerpts from poetry

Week III

- Comparison of two translations

Week IV

- Translation of excerpts from literary articles and narratives

Week V

- Highlight the distinction of various language registers between Source language and Target language through literary translation

Week VI

- Translation of journalistic texts
- Translations of texts from Travelogues, Travel guides

Week VII

- Problems encountered while translating non literary texts

Week VIII

- Revision

### Course Material

- Handouts relevant to the course content will be distributed by the Course In charge.

Mode of Evaluation

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

### BIBIOGRAPHY:

- Haywood, Loiose M.; Thompson, Michael; Harvey, Sandor, Thinking Spanish translation: a course in translation method Spanish to English, Routledge, Oxon, 2009.
- Vislumbres, India & Ibero-America, Vol 2 and 3, 2010

**Course Code: SLS-307**

**Course Title: Spanish for Specific Objectives-II**

**Credits: 3 Hours/week: 3**

**Objective:** To introduce and develop expressions, grammar structures and vocabulary related to different areas or sectors in order to develop a conversation/discussion based on newspaper articles, news, magazines etc.

### Course outline:

It will be divided into two sections taking the two semester exams (Mid Term and Final Exam) into account:

### Contents:

<b>SECTION I (Before Mid Term)</b>	<b>SECTION II After midterm</b>
Week I • Revision I Week II	Week I • “How to negotiate?? Chapter III (in Europe) • Articles/movie to discuss about

<ul style="list-style-type: none"> <li>• Commercial I: BPO's</li> <li>• Document/New to discuss about.</li> </ul> <p>Week III</p> <ul style="list-style-type: none"> <li>• Financial I: Financial Concepts.</li> <li>• Article to discuss about.</li> </ul> <p>Week IV</p> <ul style="list-style-type: none"> <li>• “How to negotiate?? Chapter I (in Asia)</li> <li>• News/movie to discuss about.</li> </ul> <p>Week V</p> <ul style="list-style-type: none"> <li>• “Travelling, does it open minds or close them??”</li> <li>• Article/new to discuss about.</li> </ul> <p>Week VI</p> <ul style="list-style-type: none"> <li>• “Money and Visa for living in country”</li> <li>• Article/new to discuss about it.</li> </ul> <p>Week VII</p> <ul style="list-style-type: none"> <li>• “How to negotiate? Chapter II (in U.S.A)</li> <li>• News to discuss about.</li> </ul> <p>Week VIII</p> <ul style="list-style-type: none"> <li>• “Foreign companies in India” (Latin Market)</li> <li>• Articles from magazines for discussion</li> </ul>	<p>Week II</p> <ul style="list-style-type: none"> <li>• “Exporting from India to Latin World”</li> <li>• Articles/news to discuss about.</li> </ul> <p>Week III</p> <ul style="list-style-type: none"> <li>• “Globalization”. Concept and perception</li> <li>• Articles/news to discuss about.</li> </ul> <p>Week IV</p> <ul style="list-style-type: none"> <li>• “How to negotiate?? Chapter IV” (in Latin World)</li> <li>• News/movie to discuss about</li> </ul> <p>Week V</p> <ul style="list-style-type: none"> <li>• “Educational system in India and how it affects/benefits economy/country”</li> <li>• Articles/news to discuss about.</li> </ul> <p>Week VI</p> <ul style="list-style-type: none"> <li>• “India and Spain/Latin America Relations” Past and Present.</li> <li>• Articles from magazines for discussion</li> </ul> <p>Week VII &amp; VIII</p> <ul style="list-style-type: none"> <li>• Revision</li> </ul>
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### Course Material

- Handouts relevant to the course content will be distributed by the Course In charge.
- Audiovisual documents related to the subject of the week.

### Mode of Evaluation

- Mid Term Exam: 30%



- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

**BIBLIOGRAPHY:**

- “Socios”, Difusion 2010
- “Expertos I & II”, Difusion 2009
- Magazine “The Economist”, Spanish Version
- Spanish Newspaper “Cinco Días”
- Spanish Newspaper “Expansión”

Spanish Newspaper “El País”, the “Economy and Financial pages” (“hojas sepias”)

**Course Code: SLS-308**

**Course Title: Contemporary Latin America**

**Credits: 3 Hours per week: 3**

**Objectives:**

To enable students to be able to understand, analyze, discuss and probe into the key aspects of Latin American society and culture in the 20<sup>th</sup> and 21<sup>st</sup> century. Students will learn about the contemporary issues in Lat Am. and their genesis in the complicated history. They will also learn to present their analysis and logical deductions in Spanish in both written and oral form based on the knowledge they would gain from the course.

**Brief Description**

As the name suggests, this course tries to look at contemporary Latin America (20<sup>th</sup> Century), its problems and challenges and try to look at the history to find the genesis of these. As students have already studied Latin American History for one complete year in the form of courses SLS 205 and SLS 210 they are expected to have a preliminary knowledge of major historical events. In this course they are expected to read and analyze the history and relate them to other contexts for example post colonial experience in India and other former colonies etc, the challenges of the third world in general, experience with democracy and revolution.

**Content:**

<b>SECTION I</b>	<b>SECTION II</b>
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<p><b><u>19<sup>th</sup> Century</u></b></p> <ol style="list-style-type: none"> <li>6. Independence of Latin America from Spanish Colonialism</li> <li>7. Birth of Nation States- Initial Challenges</li> <li>8. Caudillismo, Militarismo</li> <li>9. Division of Society</li> <li>10. Instability of the Governments</li> <li>11. Dictatorships</li> </ol>	<p><b><u>Towards the 20<sup>th</sup> Century</u></b></p> <ol style="list-style-type: none"> <li>1. Modernisation (1875- 1900)</li> <li>2. European Immigration</li> <li>3. Development of Technology</li> <li>4. Final Blow to Spanish Colonialism</li> </ol> <p><b><u>20<sup>th</sup> Century</u></b></p> <ol style="list-style-type: none"> <li>1. Mexican Revolution</li> <li>2. US Intervention in Lat Am sply. Central America</li> <li>3. Post Cold War Scenario</li> <li>4. Cuban Revolution</li> <li>5. Populismo</li> <li>6. Latin American New Left</li> <li>7. Experience with Globalization</li> </ol> <p><b><u>Contemporary Latin American Culture</u></b>  Modernism, Magic Realismo, Post Boom  Hispanic and Chiacano Culture  Art and Cinema of Latin America</p> <p><b><u>Revision</u></b></p>
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**Material:**

**Text Book**

Imágenes de América Latina by Sebastián Quesada. Madrid: Edelsa, 2001. (Chapters: 1, 2, 9-13)

**Other Reference Books/Material**

Breve Historia de Latinoamérica. Manuel Lucena. Madrid: Cátedra, 2010.

Understanding Contemporary Latin America. Richard S. Hillman and Thomas J. D'Agostino. Colorado: Lynne Rienner, 2011

Dispatches from Latin America. Prashad, Vijay and Ballvé, Teo. New Delhi: Leftword, 2008.

Latin America in Crisis. John W. Sherman. Oxford, 2000.

Students will be expected to have done the required readings from the text book to allow a lively discussion on the topics in class. They will also be encouraged to browse media/internet to find additional information.

**NOTE:** This course will be taught in Spanish.

**Mode of Evaluation:**

- Mid-Semester Exam: 30%
- Final Exam: 50%
- Assignments: 20%

**IV year**

**Semester-VII**

**Course Code: SLS-401**

**Course Title: Spanish Literature: Middle Ages**

**Credits: 4      Hours per week: 4**

**COURSE DESCRIPTION:**

This course provides an introduction to the general conception of Spanish Middle Ages (Edad Media) wherein the focus will be on understanding the then Spanish society, evolution of Spanish language through seminal texts of this time period. It will also provide the students to find their way into the antecedents of Golden Age (Siglo de Oro). Subsequently, it will also help to understand the importance and relevance of Spanish Middle Ages in the contemporary times.

**COURSE OBJECTIVE:**

- To acquire basic knowledge about the origins of Spanish literature
- To familiarize with the first most well-known texts of Spanish literature by reading seminal texts from this time period
- To understand the various genres of literature with help of the selected texts
- To identify the importance and significance of Edad Media
- To understand the evolution of Spanish language in the course of time through these texts
- To find their way into the antecedents of Siglo de Oro.

**COURSE OUTLINE:**

It will be divided into two sections (8 weeks per section):

**COURSE CONTENT:**

<b><u>SECTION I (Before Mid Term)</u></b>	<b><u>SECTION II (Before final Exam)</u></b>
<p><b><u>Week I</u></b>  <i>Revision</i></p> <ul style="list-style-type: none"> <li>• What is Literature, its genres and elements of literature?</li> <li>• Origins of Spanish literature</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>• General conception of Spanish Middle Ages (Edad Media)</li> <li>• History/time period (From 5<sup>th</sup> to 15<sup>th</sup> Century)</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>• Nomenclature of Spanish Middle Ages</li> <li>• Importance and significance of Edad Media</li> </ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>• Reading of seminal texts begins: Jarchas</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>• Cantar de amigos</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>• Villancicos</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>• El romancero español</li> </ul> <p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>• Cantares de Gesta: <ul style="list-style-type: none"> <li>➤ El Cantar de Mío Cid (Anonymous) (<i>More into detail</i>)</li> <li>➤ Mocedades de Rodrigo</li> <li>➤ Cantar de Roncesvalles</li> </ul> </li> </ul>	<p><b><u>Week IX</u></b></p> <ul style="list-style-type: none"> <li>• Mester de Clerecía: <ul style="list-style-type: none"> <li>➤ Milagros de Nuestra Señora (Gonzalo de Berceo)</li> </ul> </li> </ul> <p><b><u>Week X</u></b></p> <ul style="list-style-type: none"> <li>➤ El Poema de Fernán González</li> </ul> <p><b><u>Week XI</u></b></p> <ul style="list-style-type: none"> <li>• El Libro de Buen Amor (Juan Ruiz, Arcipreste de Hita)</li> </ul> <p><b><u>Week XII</u></b></p> <ul style="list-style-type: none"> <li>• Calila e Dimna</li> </ul> <p><b><u>Week XIII</u></b></p> <ul style="list-style-type: none"> <li>• El Conde Lucanor (Infante Juan Manuel)</li> </ul> <p><b><u>Week XIV</u></b></p> <ul style="list-style-type: none"> <li>• La Celestina (Introduction)</li> <li>• Understanding the Evolution of Spanish language in the course of time through these texts</li> <li>• Reading it in Indian Context</li> </ul> <p><b><u>Week XV</u></b></p> <ul style="list-style-type: none"> <li>• Understanding the importance and significance of reading literature from Spanish Middle Age in modern times</li> </ul> <p><b><u>Week XVI</u></b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul>

**NOTE:** This course will be taught in Spanish and the reading material will also be in Spanish. Assignments and the two semester exams will also be conducted in Spanish.

**TEACHING METHODOLOGY:**

Excerpts from the above mentioned works will be taught (1-2 weeks a text) followed by reading of a Commentary written by famous thinkers/authors.

### **MODE OF EVALUATION:**

- Mid Term Exam: 30%
- Final Semester Exam: 50%
- Continuous Evaluation/Assignments: 20%

### **BIBLIOGRAPHY:**

1. Fernando Lázaro and Vicente Tusón, *Literatura Española: Bachillerato 2*, Ananya
2. José Antonio Maravall, *The Culture of the Baroque*
3. Stephen Gilman, *The Spain of Fernando de Rojas*.
4. Juan Luis Alborg, *Historia de la literatura española*, Gredos, Madrid, 1992, vol.1.
5. A. D. Deyermond, *Historia de la literatura española I*, La Edad Media, Ariel, Barcelona, 1985.
6. Francisco Rico, *Historia y crítica de la literatura española*, Edad Media, vol. 1, Crítica, Barcelona, 1980.
7. Juan Luis Alborg, *Historia de la literatura española*, Gredos, Madrid, 1992, vol. 3 and 4.

**Course Code: SLS-402**

**Course Title: Theory and Practice of Translation (Commercial & Technical texts)**

**Credits: 4 Hours per week: 4**

**Objective:** To introduce the Contemporary theories of translation and its applications in order to understand and develop technique of translating different kind of documents /texts from English to Spanish.

### **Course outline:**

It will be divided into two sections taking the two semester exams (Mid Term and Final Exam) into account:

### **Contents:**

<b>SECTION I</b> <b>(Before Mid Term)</b>	<b>SECTION II</b> <b>(Before Final Exam)</b>
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<p><b><u>Week I (revision week)</u></b></p> <ul style="list-style-type: none"> <li>• Translation: Concept</li> <li>• Process or product</li> <li>• Source Language &amp; Target Language.</li> <li>• Genre of texts.</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>• Theory of Equivalence (“Equivalencia”)</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>• Texts related with the Theory mentioned above.</li> </ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>• Translation of birth certificate and civil state certificate.</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>• Translation of banking documents (general loan format and other simple documents).</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>• Theory of Skopos (“Finalidad”)</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>• Text related with the Theory mentioned above.</li> </ul> <p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>• Translation of contracts (commercial /professional / telephone company, etc)</li> </ul> <p><b><u>Week IX</u></b></p> <ul style="list-style-type: none"> <li>• Translation of a general will format and affidavit (land/student one) document.</li> </ul>	<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>• Descriptive Theories</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>• Texts related with the Theories mentioned above</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>• Theory of Scepticism (“Indeterministas”)</li> </ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>• Texts related with the Theory mentioned above</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>• Theory of “One to One” (“Localización”)</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>• Translation of medical / scientific texts</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>• Translation of commercial manuals</li> </ul> <p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul>
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**Course Material**

- Handouts relevant to the course content will be distributed by the Course In charge.
- Audiovisual documents based on Translation.

### **Mode of Evaluation**

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

### **BIBIOGRAPHY:**

- PYM, ANTHONY: “*Teorías Contemporáneas de la Traducción*”. Intercultural Studies Group, 2010.
- LOPEZ GARCÍA, DÁMASO: “*Teorías de la traducción. Antología de textos*”. Escuela de Traductores de Toledo. Publicaciones de la Universidad de Castilla-La Mancha, 1996.
- PASCUA FEBLES, ISABEL; MOYA JIMÉNEZ, VIRGILIO; BRAVO UTRERA, SONIA; SOCORRO TRUJILLO, KARINA; BOLAÑOS MEDINA, ALICIA: “*Teoría, didáctica y práctica de la Traducción*”, Netbiblio, S.L., A Coruña, 2003.
- HAYWOOD, LOIUSE; THOMPSON, MICHAEL; HARVEY, SANDOR, “*Thinking Spanish translation*”, Routledge, Oxon, 2009.
- GARCÍA YEBRA, V.: “*Teoría y práctica de la traducción*”, 2 vols., Madrid, Gredos, 1982.
- NEWMARK, P.: *Manual de traducción*, Madrid, Cátedra, 1992
- GARCÍA YEBRA, Valentín: “*En torno a la traducción. Teoría. Crítica. Historia*”. Madrid: Gredos, (1983).
- HATIM, BASIL; MASON, IAN: “*Teoría de la traducción*”, Editorial Ariel, S.A, 1995.
- HURTADO, AMPARO: “*La enseñanza de la Traducción*”, Publicaciones de la Universitat Jaume I, (1996).
- CARBONELL, Ovidi (1999): “*Traducción y cultura: de la ideología al texto*”. Salamanca: Almar.
- L.BASTIN, GEORGES; DELISLE, JEAN: “*Iniciación a la Traducción*”, Universidad Central de Venezuela, 2006.
- NEWMARK, Peter (1988): “*A Textbook of Translation*”. New York & London: Prentice-Hall.

**Course Code: SLS-403**

**Course Title: Cultural History of Spain**

**Credits: 4 Hours/week: 4**

### **COURSE DESCRIPTION:**

This course provides an overview of the cultural history of Spain, from the origins of Spain to the twentieth century, covering texts and cultural artefacts from Spain. Students will become familiar with major events and significant political, social and cultural trends in the Iberian Peninsula. The students will study key moments of this trajectory through the analysis of representative cultural productions.

**COURSE OBJECTIVE:**

To enable students to understand, analyze and present in writing their knowledge of Spanish Cultural History

**COURSE OUTLINE:**

It will be divided into two sections from the beginning until Mid-term exam and from the Mid-term exam till the End term exam.



## **SECTION I**

- 1.** What is Culture? Why study it? What is Cultural History?
- 2.** Spain from Prehistoric Time up to Romanization
  - a.** Cave Paintings of Altamira, Sculpture of Iberians
  - b.** Impact of Romanization of the Iberian Peninsula
  - c.** Roman Architecture, Its Features with Examples
  - d.** The coming of the Visigoths and its impact
  - e.** Romanesque Art
- 3.** Moorish Spain
  - a.** Art and Architecture of Andalucía, Its Features with Examples
  - b.** Reconquista
  - c.** The co-existence of the three cultures: Islam, Judaism and Christianity
- 4.** The Catholic Monarchs and the Hapsburg Dynasty
  - a.** Significance of 1492, Discovery of Americas and its impact
  - b.** Inquisition
- 5.** Siglo de Oro I: Renaissance Art and Culture
  - a.** Humanism and Renaissance Thought
  - b.** Paintings (El Greco)
  - c.** Architecture (El Escorial)
  - d.** Literature (Cervantes)

## SECTION II

6. Siglo de Oro II: Baroque Art and Culture
  - a. Desengaño and Baroque mentality
  - b. Paintings (Velázquez, Zurbaran, Murillo)
  - c. Architecture (Salamanca, Madrid)
  - d. Literature (Gongora, Quevedo)
7. 18<sup>th</sup> Century: Enlightenment and Neoclassicism
8. 19<sup>th</sup> Century Spain [Week 4 and 5]
  - a. French Invasion and its Impact
  - b. Afrancesamiento
  - c. Francisco de Goya's Paintings
9. 1874-1931: Restoration and Silver Age of Spanish Culture
  - a. Restoration of Monarchy, Historical Aspects
  - b. Realism in Literature
  - c. Disaster of 1898 and its impact, Modernism and the Generation of 98
  - d. Avant-garde Art Movements, Picasso, Dalí, Sorolla
  - e. Generation of 27 in Poetry, Art and Film
10. Civil War and Francoist Spain
  - a. Repression and Censorship in Art and Culture
  - b. Civil War in European Literature and culture
11. Contemporary Spanish Culture
  - a. Important Contemporary Film Makers
  - b. Important Contemporary Writers and Artists

### **Material:**

**Textbook:** *Imágenes de España* by Ramón Tamames and Sebastian Quesada. Edelsa. Madrid. 2001.

### **Other Reference Books/Material**

Historia de la Cultura de España.

BBC Documentary Series on Art of Spain by Andrew Graham

<http://www.slideshare.net/swagatabasu> For PPTs on topics related to the course

[www.spainisculture.com](http://www.spainisculture.com)

For Images on Art and Architecture of Spain

<http://www.spainthenandnow.com/>

For Reference to History in English

### **Reading List**

*Ornament of the World*, Maria Rosa Menocal

*Historia de la lengua española*

*Spain a History*, Raymond Carr

*History of Spain and Portugal*, Stanley G Payne

*Breve historia de España*, Pierre Vilar

### **Mode of Evaluation:**

- Mid-Semester Exam: 30% (Written)
- Final Exam: 50% (Written)
- Term Paper: 20% (Individual Presentation on Any one Period of Spanish Cultural History)

**Course Code: SLS-404**

**Course Title: Introduction to Linguistics**

**Credits: 4 Hours per week: 4**

**Course Description:** Language is a complex system, unique to human beings and essential for all human endeavours. This course provides the tools necessary for understanding the structure of language and how language works based on the concepts and recent theoretical knowledge developed in the field of linguistics. This course serves as the first part of the course on linguistics while SLS 504 deals with applied aspects of linguistics with special reference to teaching Spanish as a foreign language.

**Objective:** The aim of this course is to introduce to the students the basic theoretical concepts of Linguistics and knowledge of its branches and enable them to apply that in a more advanced level.

**Course outline:** It will be divided into two sections taking the two semester exams (Mid Term and Final Exam) into account:

### **Contents:**

SECTION I	SECTION II
<p><b><u>Unit I</u></b></p> <ul style="list-style-type: none"> <li>● Presentation of the course</li> <li>● Why study languages?</li> <li>● What study linguistics?</li> <li>● Brief History of Spanish Language</li> </ul> <p><b><u>Unit II</u></b></p> <ul style="list-style-type: none"> <li>● 20th century approaches – Saussure and Chomsky</li> <li>● Difference between Prescriptive vs Descriptive Linguistics</li> <li>● Mental Grammar</li> </ul> <p><b><u>Unit III</u></b></p> <ul style="list-style-type: none"> <li>● Linguistic Sign</li> <li>● Language as a System</li> <li>● Characteristics of Human Languages</li> <li>● Language Variation (General)</li> <li>● Multilingualism, Language Shift, Diglossia</li> </ul> <p><b><u>Unit IV</u></b></p> <ul style="list-style-type: none"> <li>● Parts of Linguistics</li> <li>● Branches of Linguistics</li> </ul> <p><b><u>Unit V</u></b></p> <ul style="list-style-type: none"> <li>● Phonetics and Phonology of Spanish Language</li> </ul>	<p><b><u>Unit VI</u></b></p> <ul style="list-style-type: none"> <li>● Spanish Morphology: Structure of Words</li> <li>● Principals of Derivation of Words</li> <li>● Flexion</li> </ul> <p><b><u>Unit VII</u></b></p> <ul style="list-style-type: none"> <li>● Spanish syntax: structure of sentences</li> <li>● Spanish Lexicon and morphosyntax</li> </ul> <p><b><u>Unit VIII</u></b></p> <ul style="list-style-type: none"> <li>● Spanish Semantics</li> <li>● Semantic Relationships</li> </ul> <p><b><u>Unit IX</u></b></p> <ul style="list-style-type: none"> <li>● Spanish Pragmatics</li> </ul> <p><b><u>Unit X</u></b></p> <ul style="list-style-type: none"> <li>● Variation in Spanish Language</li> <li>● Main differences in different Spanish varieties</li> </ul>

**Text Book** : Ignacio Hualde, José et al. 2010. *Introducción a la Lingüística Hispánica*. Cambridge University Press.

**Mode of Evaluation**

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

**BIBIOGRAPHY:**

**Text Books** : Ignacio Hualde, José et al. 2010. *Introducción a la Lingüística Hispánica*. Cambridge University Press.

**Additional Reference**

Muñoz-Basols, Javier et al. 2017. *Introducción a la Lingüística Hispánica Actual: Teoría y Práctica*. Routledge.

- Akmajian, Adrian, Demers, Richard, Farmer, Ann & Harnish, Robert. 2001. *Linguistics: An introduction to language and communication*. 5<sup>th</sup> Ed. Boston: MIT Press.
  - Arellano, Silvia. 2000. A hierarchy of requests in California Spanish: Are indirectness and mitigation polite? En Ana Roca (ed), *Research on Spanish in the U.S.*, 319-332. Somerville, MA: Cascadilla Press.
  - Azevedo, Milton. 2004. Lenguaje, lengua y lingüística. En *Introducción a la lingüística española*, P 1-27. New York: Prentice Hall.
  - Barrutia, Richard y Armin Schwegler. 1994. *Fonética y fonología españolas*. New York: John Wiley.
  - Bright, William. 2004. *International Encyclopedia of Linguistics*. 2<sup>nd</sup> Ed. New York: Oxford University Press.
  - Coseriu, Eugenio. 1973. Sistema, norma y habla. En *Teoría del lenguaje y lingüística general*, P 11-113. Madrid: Gredos.
  - Crystal, David. 2003. *A dictionary of linguistic and phonetics*. 5<sup>th</sup> Ed. Cambridge: Blackwell.
  - Finnegan, Edward. 1999. *Language and its structure and use*. Orlando, FL: Harcourt.
  - Hualde, José Ignacio, A. Olarrea y Ana María Escobar. 2002. *Introducción a la lingüística hispánica*. 2<sup>nd</sup> Ed. Cambridge University Press.
  - King, Larry y Margarita Suñer. 2003. *Gramática española*. 2<sup>nd</sup> Ed. Boston: McGraw-Hill.
  - Lipski, John. 1994. *Latin American Spanish*. London: Longman.
  - O'Grady, William. 1997. *Contemporary Linguistic Analysis: An Introduction* (co-edited with J. Archibald). Sixth edition. Toronto: Pearson-Longman, 2008. (The U.S. edition of this book, co-edited with J. Archibald, M. Aronoff & J. Rees-Miller and entitled *Contemporary Linguistics*, is published by St. Martin's Press.).
  - Páez Urdaneta, Iraset. 1995. En *Comunicación, lenguaje humano y organización del código lingüístico*. Valencia, Venezuela: Vadell Hermanos.
  - Quilis, Antonio y Joseph Fernández. 1990. *Curso de fonética y fonología españolas para estudiantes angloamericanos*. Madrid: Consejo Superior de Investigaciones Científicas.
  - Stewart, M. 1999. *The Spanish language today*. New York: Routledge.
  - Tyler, John. 1995. *Linguistic categorization: Prototypes in Linguistic Theory*. Oxford, UK: Clarendon Press.
  - Valdés, Guadalupe. 1995. Bilingües y bilingüismo en los Estados Unidos: la política lingüística en una época anti-inmigrante. *Alteridades* 5(10), P 25-42.
- Whitley, M. Stanley. 2002. *Spanish/English Contrasts: A Course in Spanish Linguistics*. 2<sup>nd</sup> Ed. Washington: Georgetown University Press.

### **Semester-VIII**

**Course Code: SLS-405**

**Course Title: Spanish Literature: Golden Age**

**Credits: 4**

**Hours/week: 4**

**COURSE DESCRIPTION:**

This course provides an introduction to the general conception of Spanish Golden Age (Siglo de Oro) wherein the focus will be on understanding the then Spanish society, evolution of Spanish language through seminal texts of this time period. Subsequently, it will also help to understand the importance and relevance of Spanish Golden Age in the contemporary times.

**COURSE OBJECTIVE:**

- To familiarize with the most well known texts from the very significant time period in Spanish literature Golden Age (Siglo de Oro)
- To understand the various genres of literature with help of the selected texts
- To identify the importance and significance of Siglo de Oro in contemporary times
- To understand the evolution of Spanish language in the course of time through these texts

**COURSE OUTLINE:**

It will be divided into two sections (8 weeks per section):

**COURSE CONTENT:**

<b><u>SECTION I</u></b> <b>(Before Mid Term)</b>	<b><u>SECTION II</u></b> <b>(Before Final Exam)</b>
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<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>• General conception of Golden Age (Siglo de Oro) in Spanish literature</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>• History/time period (From 15<sup>th</sup> to 17<sup>th</sup> Century)</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>• Nomenclature of Spanish Golden Age</li> <li>• Importance and significance of Siglo de Oro</li> </ul> <p><b><u>Week IV &amp; V</u></b></p> <ul style="list-style-type: none"> <li>• Reading of seminal texts begins: The Other in late medieval society. Texts: <i>La Celestina</i> (Francisco de Rojas) Poems: Romances viejos “Romance del Rey Moro que perdió Alhama”.</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>• <i>Cantar de los Cantares</i> (Fray Luis de León)</li> <li>• Mysticism in Spanish thought <i>Una noche oscura</i> (San Juan de la Cruz)</li> </ul> <p><b><u>Week VII &amp; VIII</u></b></p> <ul style="list-style-type: none"> <li>• Spanish society in Siglo de Oro (late 16th and 17th centuries) a) (emphasis on el pícaro) (chapters from <i>Lazarillo de Tormes</i> (film as well), <i>Guzmán de Alfarache</i> (Mateo Alemán). Paintings- Velázquez: <i>Vieja friendo huevos</i>”, “El aguador de Sevilla”, “El almuerzo”.</li> </ul>	<p><b><u>Week IX, X &amp; XI</u></b></p> <ul style="list-style-type: none"> <li>• Spanish society in Siglo de Oro: b) Class conflicts in 17th century Spain <i>La fuerza de sangre and El celoso extremeño</i> (Cervantes) Poem “Poderoso caballero es Don Dinero (Quevedo) c) Effect of wars on Spanish society: Poem : (Luis de Góngora) “La más bella niña”. (Paintings Velázquez “La rendición de Breda”, (Zurbarán) “Defensa de Cádiz contra los ingleses”.</li> </ul> <p><b><u>Week XII &amp; XIII</u></b></p> <ul style="list-style-type: none"> <li>• Introduction on chivalresque novels: first chapter from <i>Don Quijote de La Mancha</i> (Cervantes)</li> </ul> <p><b><u>Week XIV &amp; XV</u></b></p> <ul style="list-style-type: none"> <li>• Paintings (False honour) (Velázquez) “Menippo”</li> <li>• El perro del hortelano” (Lope de Vega) (film as well)</li> <li>• Honour in Spanish society: Drama: “El médico de su honra” (Pedro Calderón de la Barca)</li> </ul> <p><b><u>Week XVI</u></b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul>
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**NOTE:** This course will be taught in Spanish and the reading material will also be in Spanish. Assignments and the two semester exams will also be conducted in Spanish.

**TEACHING METHODOLOGY:**

Excerpts from the above mentioned works will be taught (1-2 weeks a text) followed by reading of a Commentary written by famous thinkers/authors.

**MODE OF EVALUATION:**

- Mid Term Exam: 30%
- Final Semester Exam: 50%

- Continuous Evaluation/Assignments: 20%

**BIBLIOGRAPHY:**

1. A. D. Deyermond, *Historia de la literatura española I*, La Edad Media, Ariel, Barcelona, 1985.
2. Juan Luis Alborg, *Historia de la literatura española*, Gredos, Madrid, 1992, vol. 3 and 4.
3. Domínguez Ortiz, A., Gállego, J., & Pérez Sánchez, A.E. (1989). *Velázquez*. New York: The Metropolitan Museum of Art. [ISBN 9780810939066](#).\* Edward H. Friedman and Catherine Larson, eds. *Brave New Words: Studies in Spanish Golden Age Literature* (1999)
4. Hugh Thomas. *The Golden Age: The Spanish Empire of Charles V* (2010)
5. Victor Stoichi, ed. *Visionary Experience in the Golden Age of Spanish Art* (1997)

**Course Code: SLS-406**

**Course Title: Literary Translation (Into Spanish)**

**Credits: 4 Hours per week: 4**

**Objective:** To introduce the theory and techniques of Literary Translation and its applications in order to understand and develop the process of translating different kind of documents /texts from English to Spanish.

**Course outline:**

It will be divided into two sections taking the two semester exams (Mid Term and Final Exam) into account:

**Contents:**

<p><b>SECTION I</b> <b>(Before Mid Term)</b></p>	<p><b>SECTION II</b> <b>(Before Final Exam)</b></p>
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<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>• Literary Translation: Concept</li> <li>• Theory of Literary Translation</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>• Problems of Literary Translation.</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>• Translation of a Children's book chapter (several paragraphs).</li> </ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>• Translation of Editorials I.</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>• Translation of Essay I</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>• Translation of Fairy Tale I</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>• Translation of Narrative text.</li> </ul> <p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>• Translation of Contemporary Poetry</li> </ul>	<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>• Translation of a Contemporary Theatre/Play</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>• Translation of Fairy Tale II</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>• Translation of Contemporary Poetry.</li> </ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>• Translation of Fable</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>• Translation of Essay II</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>• Translation of Narrative text.</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>• Translation of Editorials II.</li> </ul> <p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul>
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### **Course Material**

- Handouts relevant to the course content will be distributed by the Course In charge.

### **Mode of Evaluation**

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments: 20%

### **BIBIOGRAPHY:**

- TORRE, E.: “*Teoría de la Traducción Literaria*”, Madrid, Síntesis, 1994.
- GALLEGO ROCA, M.: “*Traducción y literatura: los estudios literarios ante las obras traducidas*”, Madrid, Júcar, 1994.
  - HERMANS, Th. (ed.): “*The Manipulation of Literature. Studies in Literary Translation*”, London and Sydney, Croom Helm, 1985
  - SAMANIEGO FERNÁNDEZ, Eva (1996): “*La traducción de la metáfora*”. Valladolid: Universidad de Valladolid.
- LOPEZ GARCÍA, DÁMASO: “*Teorías de la traducción. Antología de textos*”. Escuela de Traductores de Toledo. Publicaciones de la Universidad de Castilla-La Mancha, 1996.
- PAZ, Octavio: *Traducción: literatura y literalidad*, Barcelona, Tusquets, 1971
- CAMPS, ASSUMTA: “*Traducción Literaria en la Época Contemporánea*”, Peter Lang, 2008
- HAYWOOD, LOIUSE; THOMPSON, MICHAEL; HARVEY, SANDOR, “*Thinking Spanish translation*”, Routledge, Oxon, 2009.
- GARCÍA YEBRA, V.: “*Teoría y práctica de la traducción*”, 2 vols., Madrid, Gredos, 1982.
- NEWMARK, P.: “*Manual de traducción*”, Madrid, Cátedra, 1992
- GARCÍA YEBRA, Valentín: “*En torno a la traducción. Teoría. Crítica. Historia*”. Madrid: Gredos, (1983).

**Course Code: SLS-407**

**Course Title: Cultural History of Latin America**

**Credits: 4 Hours/week: 4**

### **COURSE DESCRIPTION**

This course examines the discovery and colonization of Spanish speaking Latin America and the subsequent rise of nation states in Central and South America. The course emphasizes on the political, social, and cultural changes that Latin American countries have gone through to become modern nations in the last 500 years, and also examines how Latin American people have attempted to understand themselves and their civilization in the same time period. Contemporary Latin American authors and visual and performing arts are studied to understand the nature of this struggle through time and throughout the region.

### **COURSE OBJECTIVE:**

The goal is to gain a thorough understanding of the major themes of Latin American history, and to learn to view this complex history through the eyes of its greatest contemporary writers. The goal will also be for students to understand history as a creative endeavour that requires an imaginative understanding of how man lives in time and as a tool that gives a guide to understanding the present. Emphasis will also be laid on developing the students ability to think critically about the subjectivity of the apparently factual, transparent discourse and to argue creatively and convincingly.

## COURSE PLAN

● Till Midterm- Unit 1 to Unit 5

● Till Endterm- Unit 6 to Unit 8

### **UNIDAD 1- Culturas amerindias (mayas, aztecas, incas)**

#### **Material Used:**

- **Lecturas:** [Popol Vuh](#): historia de la creación del mundo y leyendas heroicas
- [Libros de Chilam Balam](#): profecías del calendario sagrado
- Poesía atribuida a [Nezahualcóyotl](#)
- [Crónicas mexicas](#) sobre la conquista
- **Imágenes:** [Arquitectura y arte maya](#) y [Arquitectura y arte azteca](#)
- **Mapas:**
  - [Zonas geográfico-culturales de Mesoamérica](#)
  - [Olmecas \(c. 1000 a. C.\)](#)
  - [Teotihuacán \(c. 500 d. C.\)](#)
  - [Territorios mayas \(ss. II-XV\)](#)
  - [Tenochtitlán \(mexicas\) y el lago Texcoco, c. 1519](#)
  - [Imperio de Tenochtitlán \(Triple Alianza\) c. 1519](#)
  - [Tawantinsuyu \(imperio inca\), ss. XV-XVI](#)

### **UNIDAD 2- La Conquista y Colonización**

- ❖ **Debates sobre la colonización de América**
- ❖ **La cultura letrada y las Américas**
- ❖ **Los márgenes del Imperio**

#### **Material Used:**

- **Lecturas:** Colón, [carta a Luis de Santángel](#) (1493; [versión modernizada](#))
- Texto del *Requerimiento*
- Cortés, [Segunda carta de relación](#)
- Bernal Díaz, [Historia verdadera de la conquista de la Nueva España](#)
- Bernardino de Sahagún, [Historia general de las cosas de Nueva España](#)
- Tzvetan Todorov, "[Cortés y Moctezuma: de la comunicación](#)"
- Juan Ginés de Sepúlveda, *Democrates alter* (1550)
- Bartolomé de Las Casas, [Brevísima relación](#) (c. 1542; 1552)
- Garcilaso de la Vega, el Inca, [Comentarios reales](#)
- Felipe Guaman Poma de Ayala, *Nueva corónica y buen gobierno*
- Alvar Núñez Cabeza de Vaca, [Nafragios](#) (1542; 1555)
- **Imágenes:** Imágenes del [Códice florentino](#) de Sahagún, [Ediciones](#) de la segunda carta de Cortés (mapa de Tenochtitlán), Imágenes del manuscrito de [Guaman Poma](#)
- **Mapas:**
  - [Mapamundi de 1489 \(manuscrito\)](#)
  - [Los cuatro viajes de Cristóbal Colón \(1492-1502\)](#)
  - [Tratado de Tordesillas entre España y Portugal \(1494\)](#)
  - [Mapamundi de M. Waldseemüller \(1507\): "América"](#)
  - [Tenochtitlán \(1524, posiblemente basado en un mapa de Cortés\)](#)
  - [Mapa portulano italiano \(1512\)](#)
  - [Imperio americano de Carlos V](#)
  - [Ciudad de México](#) (vista de la ciudad impresa en Flandes en 1572, basada en el mapa de 1524)

- [Virreinos americanos \(Nueva España y Perú\)](#)
- [Mapa del Imperio Inca preparado por Felipe Guaman Poma, c. 1600](#)

### UNIDAD 3 – Sincretismo y Barroco de Indias

#### Material Used:

- **Lecturas:** Sor Juan Inés de la Cruz, "[Las inimitables plumas de la Europa](#)" (romance)
- Fragmento de la [Respuesta a Sor Filotea](#) (1691)
- "[Hombres necios que acusáis](#)" (poema)
- **Imágenes:** Barroco americano: [artes plásticas](#) y Barroco americano: [Sta. María Tonantzintla](#) (s. XVIII)

### Unit 4 – La Ilustración en Hispanoamérica

- ❖ Race, Mestizaje and Creole Dreams
- ❖ Enlightenment and the Haitian Revolution

#### Material Used:

- **Lecturas:** Andrés Bello: "[Oda a la vacuna](#)" (1804)
- **Imágenes:** Las [pinturas de castas](#)

### UNIDAD 5 – Las Guerras de Independencia

#### Material Used:

- **Lectura:** Simón Bolívar: "[Carta de Jamaica](#)" (1815) y "[Discurso de Angostura](#)" (1819)
- [Letras del Himno nacional chileno \(1819\) y del argentino \(1812\)](#)
- [Memorias de Agravios](#)
- [Catecismo o Instrucción Popular](#)
- **Mapas:**
- [Las campañas de Simón Bolívar](#)
- [La independencia de Hispanoamérica](#)
- [América después de las guerras de Independencia](#)

### UNIDAD 6 - La creación de los estados nacionales en Hispanoamérica

- ❖ Creole Elites and Independent Self-Fashioning (1820s-1860s)
- ❖ Vanguard Construction of Nations
- ❖ Millennial Dilemma/Ambivalence (1890s-1900s)
- ❖ Nationalizing Popular Culture (1930s – 1940s)

#### Material Used:

- **Lectura:** [Poesía de la Independencia hispanoamericana](#)
- [José Joaquín Fernández de Lizardi](#): "El Periquillo Sarmiento"
- Domingo Faustino Sarmiento: [Facundo o civilización y barbarie](#) (1845)
- Andrés Bello: [Prólogo de la Gramática castellana destinada al uso de los americanos](#) (1847)
- Andrés Bello: "[Autonomía cultural de América](#)" (1836)
- José Hernández: *El gaucho Martín Fierro* (1872)
- José Martí: "[Nuestra América](#)" (1891)
- Rubén Darío: "[Sonatina](#)" (1896)

- Jose Enrique Rodó: "Ariel"
  - Lourdes Arizpe: "[El indio: mito, profecía, prisión](#)"
  - Ricardo Palma: Tradiciones Peruanas
- UNIDAD 7 - El siglo XX en Hispanoamérica: revoluciones, dictaduras, globalización**

- ❖ Cuban Revolution
- ❖ Culture and Politics/ National Identity
  - ❖ Post-War Modernity (1950s – 1960s)

**Material Used:**

- **Lecturas:** Luis Palés Matos "[Majestad negra](#)" (1937)
- Jorge Luis Borges: "[La escritura del Dios](#)" (1949) y "[Pierre Menard, autor del Quijote](#)" (1941)
- Julio Cortázar: "[Casa tomada](#)" (1951) y "[Después del almuerzo](#)" (1956)
- Juan Rulfo: "[Es que somos muy pobres](#)" (1953), "Diles que no me maten"
- Pablo Neruda: "[Oda a la cebolla](#)" (1954) y "[Oda al tiempo](#)" (1960)
- Fidel Castro: [Segunda Declaración de La Habana](#) (1962)
- Ejército Zapatista de Liberación Nacional (EZLN): [Declaración de la Selva Lacandona](#) (1994)
- Las Madres de la Plaza de Mayo: [Conferencia](#)
- **Imágenes:** Muralismo mexicano:
  - [Diego Rivera: muestra de pintura](#)
  - [David Alfaro Siqueiros: muestra de pintura](#)
  - [José Clemente Orozco: muestra de pintura](#)
  - **Otros artistas:**
    - [Frida Kahlo: muestra de pintura](#)
    - [Wifredo Lam: muestra de pintura](#)
    - [Fernando Botero: muestra de pintura](#)
- **Música:** Nueva Trova Cubana:
  - [Canción de los Comités de Defensa de la Revolución Cubana](#)
  - [Si el poeta eres tú](#) (sobre Che Guevara)
    - **Canción de protesta:**
      - Silvio Rodríguez: "[La oveja negra](#)"
      - Rubén Blades: "[Desapariciones](#)"
      - Manu Chao: "[Desaparecido](#)"
      - Manu Chao: "[Clandestino](#)"
      - Orishas: "[Desaparecidos](#)"

**UNIDAD 8 - La presencia hispana en los Estados Unidos**

- ❖ Local and Global Cultures/ Global Issues
- ❖ Idea of democracy (1980s – 2000s)

**Material Used:**

- **Lecturas:** Octavio Paz: "[El pachuco y otros extremos](#)", fragmento de *El laberinto de la soledad* (1950)
- Richard Rodriguez: fragmento de "[Hunger of Memory: The Education of Richard Rodriguez](#)" (1982)
- Rudolfo Anaya: *Bless Me, Ultima* (1972)
- Esmeralda Santiago: *When I was Puerto Rican* (1993)

- Judith Ortiz Cofer: "[The Latin Deli: An Ars Poetica](#)" (1993)
- Gloria Anzaldúa: fragmentos de "[Borderlands/La Frontera](#)" (1987)
- Junot Díaz: "[Fiesta, 1980](#)" (1996)
- Mario Vargas Llosa: "[Un muro de mentiras](#)" (2006)
- **Música y vídeo:** Fragmento de la Pelicula: West Side Story: "[America](#)"
- Molotov: "[Gimme da Power / Dame todo el poder](#)"

## **BIBLIOGRAPHY**

1. Leslie Bethle ed, *A Cultural History of Latin America Literature, Music and the Visual Arts in the 19th and 20th Centuries*, Cambridge University Press, 1998
2. King, John, *Cambridge Companion to Modern Latin American Culture*, Cambridge University Press, 2004
3. Jean Franco, *An Introduction to Spanish-American Literature*, Cambridge, Cambridge University Press, 1995

**Course Code: SLS-408**

**Course Title: Introduction to Theories of Literature**

**Credits: 4 Hours/week: 4**

## **Objectives:**

To familiarise the students with some of the literary theories and related concepts useful for the understanding of literary texts. This is an introductory course and does not intend to go into in depth study of various theories. To enable them to grasp the concepts and scope of literary theory, critical theory and cultural studies in general terms. However the course does not intend to familiarise students with every theory/theoretician. Emphasis will be laid on the understanding of certain frequently used tools and concepts and the application of theory in the critical understanding of literary text. Reference will also be made to contributions to literary theory by Spanish and Latin American critics.

## **Content:**

### **SECTION I**

Upto Mid Sem Exam

#### **1. Revision of Literary Concepts done in other courses so far (Week 1)**

What is literature? Role of Literature? Genres? Literary Canon? Figuras Retóricas?

#### **2. Classical Literary Theory (Week 2 and 3)**

- Poetics of Aristotle and Plato
- Their importance in Renaissance Literature
- Brief Review of Classical Indian Theory on Art and Literature

#### **3. Russian Formalist School of Literary Criticism (Week 4 and 5)**

- Poetics

#### **4. Structuralism (Week 6, 7 and 8)**

- Language

Week 9: Exam

**SECTION II**  
From Mid Sem to Final Exams

5. **Post Structuralism (Week 10, 11 and 12)**
  - Deconstruction
6. **Marxist and Neo Marxist Criticism (Week 13 and 14)**
  - Ideology and Literature
7. **Psychoanalytic Criticism (Week 15 and 16)**
  - Self
8. **Post Colonial Criticism (Week 17)**
  - Questions of Identity and the 'Other'

**Material:**

**Textbook:**

Ascención Rivas Hernández. *De la poética a la teoría de la literatura*. Ediciones Universidad Salamanca. March 2005. Salamanca

**Other Reference Books/Material**

The *Johns Hopkins Guide to Literary Theory and Criticism*

David Viñas Piquer. *Historia de la crítica literaria*. Editorial Ariel, 2007

Antonio García Berrio, Teresa Hernández Fernández. *Crítica literaria: Iniciación al estudio de la literatura*. Ediciones Cátedra, S.A., 2004

Tyson, Lois. *Critical Theory Today*. Routledge, New York. 2008.

Peter Barry. *Beginning Theory*. Manchester University Press. 2007.

**NOTE:** This course will be taught in Spanish. All the classes will take place in Audio Visual Media Lab.

**Mode of Evaluation:**

- Mid-Semester Exam: 30% (10 Marks for Written and 20Marks for Oral)
- Final Exam: 50% (15 Marks for Written and 35 Marks for Oral)
- Assignments: 20% (100 % Written: Application of any chosen theory on given literary text in Spanish )

V year

**Semester-IX**

Course Code: SLS-501

**Course Title: Spanish Literature-I: Enlightenment, Romanticism & Realism**

**Credits: 4 Hours per week: 4**

**Course Description:**

This course aims to examine literary genres in connection with concurrent cultural and historical events during the 19<sup>th</sup> century in Spain. It will be an exploration of literature as a reflection of the experiences and events meaningful to Spanish society during this time period such as liberalism, conservatism, decadence of bourbon dynasty, regeneracionismo, Disaster of 1898 etc. Emphasis will be laid on the ways in which literature and other cultural artefacts give voice to value systems, traditions, and beliefs.

**Objectives:**

To make the students know the literary history, the key trends and read excerpts from key texts of Spanish literature in the 19<sup>th</sup> century. To enable them to read, analyse and identify the main characteristics of each literary trend/genre.

**Content:**

**SECTION I**

Upto Mid Sem Exam

**1. Enlightenment and Neoclassicism**

- a. La Poética de Ignacio de Luzán
- b. Leandro Fernández de Moratín, *El sí de la niñas*
- c. Prose during 18th century: Jovellanos, Feijoo, Cadalso

**2. Romanticism**

- a. Concept and Historical Context
- b. Emergence in Europe
- c. Late Arrival in Spain



- d. General Characteristics

### 3. Poetry of Romanticism

- a. José de Espronceda, *Canción del Pirata*, *El estudiante de Salamanca*
- b. Gustavo Adolfo Bécquer, *Rimas y Leyendas*
- c. Rosalía de Castro *En las orillas del Sar*

### 4. Drama of Romanticism

- a. Duque de Rivas, *Don Álvaro o la fuerza del sino*
- a. José Zorilla, *Don Juan Tenorio*

## SECTION II

From Mid Sem to Final Exams

### 5. Prose of Romanticism

- a. Mariano José de Larra: Costumbrismo, *Artículos* Full Text: *El Casarse Pronto y Mal*

### 6. Realism

- a. Concept and historical context of late 19<sup>th</sup> century
- b. Costumbrismo
- c. Resurgence of the Novel
- d. Cecilia Bohl de Faber <<Fernan Caballero>>, *La Gaviota*
- e. Pedro Antonio de Alarcón, *El sombrero de tres picos*
- f. Juan Valera, *Pepita Jiménez*
- g. Leopoldo Alas <<Clarín>>, *La Regenta*
- h. **Benito Pérez Galdos: Classification of Galdos's novels**
  - i. *Doña Perfecta*
  - ii. *Episodios Nacionales*
  - iii. *Fortunata y Jacinta*
  - iv. *Misericordia*

## **7. Naturalism**

- a. Emilia Pardo Bazán, *Los Pasos de Ulloa, Cuentos*

## **8. Introduction to Modernism and Generation of 1898**

### **Material:**

**Textbook:** *Literatura española 1 and 2* by José Manuel Cabrales and Guillermo Hernández

### **Other Reference Books/Material**

### **Mode of Evaluation:**

- Mid-Semester Exam: 30% (Written)
- Final Exam: 50% (Written)
- Term Paper: 20% (Students will chose any one complete work from the works whose excerpts will be done in class and submit a written analysis and do a presentation on the same)

**Course Code: SLS-502**

**Course Title: Latin American Literature- I (Focus on XIX Century)**

**Credits: 4**

### **COURSE DESCRIPTION**

This course would include the important literary trends and representative authors of 19th Century Latin-American literature. Some selected works would be taken up that allow analysis of nationalism, romanticism, realism, naturalism in literature and some genres of journalistic origin like *Costumbrismo* which profile the characteristics of the identity of the new Latin-American nations. The paper also focuses on cultural traditions and sketches the path of Latin-American societies towards modernization.

### **COURSE OBJECTCIVE**

1. To understand major themes in the nineteenth century literary trend of Latin America
2. To acquaint the students with the noted Latin American writers and works of the century.

### **COURSE PLAN**

The methodology of the course will be such that excerpts will be taught from the following selection of texts with the discussion of the major trends, while simultaneously reading and discussing one selected complete work through the semester.

### **COURSE CONTENT:**

#### Themes and trends to be discussed.

- Romanticismo/Naturalismo
- Costumbrismo
- Neoclasicismo
- Nacionalismo
- Naturalismo
- Modernismo
- *Tradición* (de Ricardo Palma)

Works and Authors: (The following list is indicative of the works that may be studied in the course.)

- *El Periquillo Sarniento* by José Joaquín Fernández de Lizardi
- Gauchesque rioplatense works:
  - *El Matadero* by Esteban Echeverría
  - *Facundo* by Domingo Faustino Sarmiento
  - *Martín Fierro* by José Hernández
- Andrés Bello (1761-1865): *Silva a la agricultura de la zona tórrida* y la *Alocución a la poesía*.
- *Nuestra América* by José Martí.
- *Azul* by Rubén Darío
- *Tradiciones Peruanas* by Ricardo Palma
- *Aves sin Nido* by Clorinda Matto de Turner

### **Mode of Evaluation:**

- Mid Semester : 30%

- Final Exam: 50%
- Class Performance: 20%

### **BIBLIOGRAPHY**

- de Navascues, Javier. Breve Biblioteca Hispánica III, Literatura hispanoamericana (Siglo XIX-XX), EUNSA, 1998

**Course Code: SLS-503**

**Course Title: Introduction to Interpretation**

**Credits: 4 Hours per week: 4**

### **Course Description:**

This course aims to analyze the various practical aspects of Interpretation.

### **Objectives:**

The students will be able to interpret in different kinds of situations like conferences, meetings, etc.

### **Content:**

#### Theory

- Interpretation- understanding as a process and a product
- Different types of Interpretations and differences between them.
- Introduction to techniques of Interpretation
- Memory exercises
- Increment of Vocabulary exercises
- Shadowing exercises
- Intonations and accents
- Speed in Interpretation
- Choice of the word I (grammar/vocabulary choices)
- Self-evaluation

#### Practice

- Speeches (different subjects: economical, financial, technological...etc)

- Business Meeting
- Political Meeting
- Cultural Meeting
- Conferences

**Material:**

- Audio from different conferences, meetings, interviews from different sectors like politics, business, science, etc
- Oral Practical training exercises.

**Mode of Evaluation:**

- Mid-Semester Exam: 30%
- Final Exam: 50%
- Assignments: 20%

**Bibliography:**

León Mario, “*Manual de interpretación y traducción*”, Ediciones Luna S.L. (2000)

Nolan James, “*Interpretation: Techniques and Exercises*”, Multilingual Ltd (2005)

Roderick Jones, “*Conference interpreting explained*”, St. Jerome Publishing, (1998)

Szabó, “*Interpreting: From preparation to performance. Recipes for practitioners and teachers*”, British Council Hungary (2003)

**Links:**

<http://interpreters.free.fr/simultaneous.htm>

**Course Code: SLS – 504**

**Course Title: Applied Linguistics with reference to Spanish as a Foreign Language**

**Credits: 4 Hours per week: 4**

**Course Description:**

This course in the final year of the integrated M.A programme has been conceptualized to provide the necessary theoretical and practical knowledge of applied linguistics with reference to teaching Spanish as a foreign language. Applied Linguistics intends to apply knowledge of

theories of linguistics to solve real life issues such as language learning. Teaching Spanish as a foreign language in India is the main area where students find employment after completion of their M.A programme. Therefore, this course is extremely relevant. This course is in continuation of SLS-404 which is Introduction to Linguistics.

**Objectives:**

The students will become well equipped with both theoretical and practical knowledge of teaching Spanish as a foreign language to work as teachers in different contexts.

**Content:**

<p style="text-align: center;"><b>SECTION I (Up to Mid Term)</b></p>	<p style="text-align: center;"><b>SECTION II (Upto End Term)</b></p>
<ol style="list-style-type: none"> <li>1. Revision of Concepts on and Characteristics of Human Language</li> <li>2. What is Applied Linguistics? Its relationship with other branches of linguistics and humanities</li> <li>3. Language Acquisition               <ol style="list-style-type: none"> <li>a. Behaviorist Paradigm</li> <li>b. Universal Grammar and Innateness Approach</li> <li>c. Stages of Acquisition of Mother Tongue by a Child</li> </ol> </li> <li>4. Second Language Learning and Acquisition               <ol style="list-style-type: none"> <li>a. Factors that impact learning of a foreign language</li> </ol> </li> <li>5. Methods of Teaching a Foreign Language               <ol style="list-style-type: none"> <li>a. Grammar Translation Method</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>b. Direct Method</li> <li>c. Audio Lingual Method</li> <li>d. Cognitive Methods</li> <li>e. Communicative Approach</li> <li>6. Use of IT and new technologies in teaching Foreign Languages</li> <li>7. Teaching of Spanish as a foreign Language in the Multilingual Context of India</li> <li>8. Practicals               <ol style="list-style-type: none"> <li>a. Class Observation</li> <li>b. Teaching a class of ELE for real-like experience</li> <li>c. Developing Didactic Material</li> <li>d. Developing Games, Quiz etc.</li> </ol> </li> </ol>

### **Course Material**

- Muñoz-Basols, Javier et al. (2017) *Introducción a la lingüística hispánica actual: teoría y práctica*, Routledge.
- Muñoz-Basols, Javier et al. (2019) *The Routledge Handbook of Spanish Language Teaching*. Routledge.

### **Mode of Evaluation:**

- Mid Term Exam: 30%
- Final Exam: 50%
- Continuous evaluation/Assignments/ Practicals: 20%

### **BIBLIOGRAPHY:**

- Krashen, Peter (1982) *Principals and Practice in Second Language Acquisition*. Pergamon Press.
- Muñoz-Basols, Javier et al. (2017) *Introducción a la lingüística hispánica actual: teoría y práctica*, Routledge.
- Muñoz-Basols, Javier et al. (2019) *The Routledge Handbook of Spanish Language Teaching*. Routledge.
- Instituto Cervantes (2002) *Marco Común Europeo de Referencia para las lenguas: Aprendizaje, Enseñanza, Evaluación*.  
[https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/marco/cvc\\_mer.pdf](https://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/cvc_mer.pdf)

**Websites:** Profedeele.es

**Course Code: SLS-505**

**Course Title: Research Methods for Dissertation**

**Credits: 4 Hours per week: 4**

**Course Description:** This is the first part of the compulsory course on Dissertation which is part of the requirement to get a Master of Arts degree in Spanish from Doon University. Writing an MA dissertation enables students to use the knowledge gained through various taught courses and probe further into any chosen topic through research, analysis and reasoning. An MA dissertation is the first step that students take in the direction of research for which the main idea is that of new knowledge creation. Research work at MA level promotes developing a new angle/interpretation of existing knowledge. The idea of problematization/ hypothesis formulation and effective utilization of primary and secondary sources are fundamental at this stage. The course titled SLS 505- Research Methods for Dissertation is meant for initiating the process that would, by the end of next semester, yield a high-quality Master Dissertation.

**Objectives:** The course aims to impress upon the students the requirements of academic research; to enable the students to choose the theme for their MA dissertation and research in order to develop a research proposal by the end of the semester; to train the students to cultivate a suitable standard of academic writing in both content and tone; to familiarize the students

with the requirements of a formatting style, such as MLA and to train the students to write a book review that meets the standard of a UGC-recognized academic journal.

**Course outline:** The course will be divided into two sections taking the two semester exams (Mid Term and Final Exam) into account. The students will have 3 contact hours per week in the form of a class or workshop with the course in-charge and 2 hours per fortnight in the form of a seminar. One of the fortnightly seminars will be attended by the Departmental Faculty Council. Thus, there will be an average of 4 contact hours per week with the course in-charge. In addition to the contact hours with the course in-charge, the student will get 1 hour per fortnight with the assigned dissertation supervisor<sup>1</sup>

**Contents:**

SECTION I	SECTION II
<b>I Explain research terminology:</b> Thesis; Research questions; Research Hypothesis Methodological framework; Theoretical framework; Delimitation of the research area.	<b>V Structure of the synopsis:</b> Introducing the topic; Theoretical Framework, Methodological framework and Delimiting the research
<b>II Aspects of research:</b> Qualitative; Quantitative; Bibliographical; Biographical; Theoretical; Interpretative.	<b>VI MLA style format:</b> Concordance between in-text citations and works cited. Title format, italicization, indentation, headings, sub-headings, block quotes.
<b>III Suitable areas of research:</b> Literature, linguistics, cultural studies, translation. Intersection of theory, selected text and researcher’s standpoint as the marker of suitability.	<b>VII Online resources for research:</b> JSTOR, DOAJ, Project Muse, Google Scholar, archives.org, issuu.com

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<sup>1</sup> After a supervisor has been assigned.



<p><b>IV Academic writing:</b>  Organizing the text.  Purpose of the introduction - summarizing;  development of the topic.  Types of conclusion – open and closed.  Constructing the argument and exposition.  Thematic coherence.  Depersonalizing the text.  Nuancing and modulating the language.  Use of rhetoric for conveying emphasis,  contradiction, conditionality, cause-  consequence relations.</p>	<p><b>VIII Qualities of a good researcher:</b>  Intellectual integrity, scientific attitude,  collaborative approach.</p>
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### **Course Material:**

Textbooks/ Essential reference -

- Deshpande, H.V. *Research in Literature and Language: Philosophy, Areas and Methodology*. 2018.
- Kidwai, Aisha. *SLL&CS Research Handbook*. JNU. 2012. Open access download from: <http://www.jnu.ac.in/SLLCS/SLLCS%20Research%20Manual.pdf>.
- Vazquez, Gracilea. *Guía Didáctica del discurso Académico Escrito*. Edinumen, 2001.

Online Resources -

The Purdue Online Writing Lab (OWL). <https://owl.english.purdue.edu/>.

- Coursera. ¿Cómo hacer una tesis? (UNAM). <https://www.coursera.org/learn/como-hacer-una-tesis>.

Other materials such as handouts and video links relevant to the course content will be shared by the Course In-charge.

### **Mode of Evaluation**

Review of an academic book relevant to the student’s research to be submitted by mid-semester.	10%
Oral presentation of the final research synopsis.	10%
Written submission of the final research synopsis of 2000 words including tentative bibliography.	50%

Continuous Evaluation of **Seminar Saturday** would be done by the Department Faculty Council and total marks will be declared by the end of the semester.

30%

### **Mode of Supervisor Selection**

Familiarize the students with research interests of the faculty.	By Week 3
Students submit 2 areas of research interest, in order of preference, to the course in-charge.	By Week 4
Supervisor allocations to be decided by the Departmental Faculty Council comprising all faculty teaching MA courses.	By Week 5

### **Bibliography:**

- Aranda, José Carlos. *Manual de Ortografía y Redacción*. Berenice. 2010.
- Cassany, Daniel. *La cocina de la escritura*. Anagrama, 1995.
- Castro-Gonzalez, Segundo. *¿Y Ahora? ¿Cómo escribo mi propuesta de investigación?* Universidad de Puerto Rico. 2020.
- Cervera, Angel. *El comentario de textos*. Espasa. 1999
- Dominguez, César, Haun Saussy and Darío Villanueva. *Introducción a la literatura comparada*. Tauras, 2016.
- Posner, Richard. *El pequeño libro del plagio*. El hombre del tres. 2013.
- Seth, Kalpana. *Research Methodology in English*. Muralilal and Sons. 2010.

## **Semester X**

**Course Code: SLS – 506**

**Course Title: Spanish Literature-II (Focus on XX Century)**

**Credits: 4 Hours per week: 4**

### **Course Description:**

This course aims to examine literary genres in connection with concurrent cultural and historical events during the 20<sup>th</sup> century in Spain. It will be an exploration of literature as a reflection of the experiences and events meaningful to Spanish society during this time period such as republicanism, civil war, Franco's regime, democracy and integration with Europe etc. Emphasis will be laid on the ways in which literature and other cultural artefacts give voice to value systems, traditions, and beliefs.

### **Objectives:**

To make the students know the literary history, the key trends and read excerpts from key texts of Spanish literature in the 20<sup>th</sup> century. To enable them to read, analyse and identify the main characteristics of each literary trend/genre.

**Content:**

**SECTION I**

Upto Mid Sem Exam

**9. Modernismo and Generation of 1898**

- a. Ramón María de Valle Inclán
- b. Miguel de Unamuno
- c. The four Novels of 1902
  - i. *Sonata de otoño* de Ramón María del Valle-Inclán
  - ii. *Camino de Perfección* de Pio Baroja
  - iii. *Amor y Pedagogía* de Miguel de Unamuno
  - iv. *La voluntad* de José Martínez Ruiz
- d. Poetry of Antonio Machado

**10. Generation of 1914**

- a. José Ortega y Gasset
- b. Ramón Gómez de la Serna's *Greguerías*

**11. Juan Ramón Jiménez, *Pastorales*, *Diario de un poeta recién casado*, *'Dios deseado y deseante'***

**12. Avant Garde Movements and Generation of 1927**

Poetry of

- a. Federico García Lorca
- b. Rafael Alberti
- c. Pedro Salinas
- d. Miguel Hernández

**13. Poetry and Theatre during the Civil War**

- a. Federico García Lorca's *The Rural Tragedies*, *Así que pasen cinco años*

**SECTION II**  
From Mid Sem to Final Exams

**14. Posguerra**

- a. Spanish Literature in Exile: Ramón J Sender, Max Aub
- b. Carmen Laforet, *Nada* (1944)
- c. Camilo José Cela's *Tremendismo*, *La familia de Pascual Duarte* (1942)
- d. Miguel Delibes *Los santos inocentes*
- e. Antonio Buero Vallejo *La historia de una escalera* (Theatre of Protest)

**15. Renovation of form and content in the generation of 50**

- a. Rafael Sánchez Ferlosio *El Jarama* (1955)
- b. Luis Martín Santos *Tiempo de Silencio* (1962)
- c. Carmen Martín Gaité *Entre Visillos* (1957)
- d. Juan Goytisolo *Reivindicación del conde don Julián* (1970)

**16. Poetry of Generation of 50**

- a. José Manuel Caballero Bonald
- b. Jaime Gil de Biedma
- c. Ángel González
- d. Antonio Gamoneda
- e. Antonio Colinas

**17. Historical Memory and Identity in Contemporary Spanish literature**

- a. Ana María Matute *Primera Memoria* (1959)
- b. Almudena Grandes *El corazón helado* (2007)
- c. Javier Cercas *Soldados de Salamina* (2003)
- d. Javier Marías *El corazón tan blanco* (1992)
- e. Juan Marsé *El amante bilingüe* (1993)

**Material:**

**Textbook:**

*Literatura española 1 and 2* by José Manuel Cabrales and Guillermo Hernández

**Other Reference Books/Material**

**Mode of Evaluation:**

- Mid-Semester Exam: 30% (Written)
- Final Exam: 50% (Written)

- Assignments: 20% (Term paper on any one complete work and its presentation)

**Course Code: SLS-507**

**Course Title: Latin American Literature- II (Focus on XX Century)**

**Credits: 4 Hours per week: 4**

### **COURSE DESCRIPTION**

This course deals with Latin American literature in the 20th century. It will deal chronologically with a selection of poetry, short stories, novels and essays. These works would be selected to allow the analysis of various themes and trends in twentieth century literature.

### **COURSE OBJECTIVE**

1. To understand major themes in the twentieth century literary trend of Latin America
2. To acquaint the students with the noted Latin American writers and works of the century.

### **COURSE PLAN**

The methodology of the course will be such that excerpts will be taught from the following selection of texts with the discussion of the major trends, while simultaneously reading and discussing one selected complete work through the semester.

### **COURSE CONTENT**

#### **Themes and Trends:**

- La Vanguardia (Surrealism)
- Indigenismo
- Novelas de la Tierra (Novelas Regionalistas), Psychological/ Urban Novels
- Latin American Boom
- Magic Realism and ‘lo real maravilloso’
- Post-Boom

**Works and Authors** (The following list is indicative of the works that may be studied in the course.)

- The Vanguardist Poetry

- Pablo Neruda
- Gabriela Mistral
- Octavio Paz
- Jorge Luis Borges
- Cesar Vallejo
- Novelas de la tierra / Novelas Regionalistas
  - Rómulo Gallegos. *Doña Bárbara* (1929)
- Novelas Indigenistas
  - Miguel Angel Asturias. *Hombres de Maíz* (1949)
  - Ciro Alegria. *El Mundo es Ancho y Ajeno* (1941)
- Novelas Políticas/ Novelas de la revolución mexicana
  - Mariano Azuela. *Los de Abajo* (1916)
- The Latin America Short Story
  - Horacio Quiroga. *Cuentos de la selva* (1918)
  - Felisberto Hernández
  - Jorge Luis Borges. *Ficciones* (1944)
  - Juan Rulfo. *El llano en llamas* (1953)
  - Mario Benedetti. *Montevideanos* (1959)
  - Juan Carlos Onetti. *El infierno tan temido y otros cuentos* (1962)
  - Julio Cortázar. *Todos los fuegos el fuego* (1966)
- The Latin American Novel
  - Boom
    - Magic Realism and ‘Lo Real Maravilloso’
    - Alejo Carpentier *El Reino de este Mundo* (1949)
    - Gabriel García Márquez. *Cien Años de Soledad* (1967)
  - Historical Fiction
    - Carlos Fuentes. *La Muerte de Artemio Cruz* (1962)

- Post Boom (trends and themes)
  - Manuel Puig. *El Beso de la Mujer Araña*, 1976
  - Roberto Bolaño
  - Women Writers
  - Luisa Valenzuela
  - Isabel Allende
  - Clarice Lispector
- Modern Essay
- Octavio Paz. *El Laberinto de la Soledad*

### **Mode of Evaluation:**

- Mid Semester : 30%
- Final Exam: 50%
- Class Performance: 20%

### **BIBLIOGRAPHY**

- de Navascues, Javier. Breve Biblioteca Hispánica III, Literatura hispanoamericana (Siglo XIX-XX), EUNSA, 1998

**Course Code: SLS-508**

**Course Title: Consecutive and Simultaneous Interpretation**

**Credits: 4    Hours per week: 4**

### **Course Description:**

This course aims to analyze the various practical aspects of Consecutive and Simultaneous Interpretations.

### **Objectives:**

The students will be able to interpret consecutively as well as simultaneously in different kinds of situations like conferences, meetings, etc.

### **Content:**

#### Theory

- Consecutive Interpretations

- Different types of Consecutive Interpretations and differences between them.
- Introduction to techniques of Consecutive Interpretation
- Consecutive - understanding as a process and a product
- Different types of Simultaneous Interpretations and differences between them.
- Introduction to techniques of Simultaneous Interpretation
- Memory exercises
- Increment of Vocabulary exercises
- Shadowing exercises
- Intonations and accents
- Speed in Simultaneous Interpretation
- Choice of the word (grammar/vocabulary choices)
- Self-evaluation

#### Practice

- Speeches (different subjects: economical, financial, technological...etc)
- Business Meeting
- Political Meeting
- Cultural Meeting
- Conferences

#### **Material:**

- Audio from different conferences, meetings, interviews from different sectors like politics, business, science, etc
- Oral Practical training exercises.

#### **Mode of Evaluation:**

- Mid-Semester Exam: 30%
- Final Exam: 50%
- Assignments: 20%



### **Bibliography:**

- León Mario, “*Manual de interpretación y traducción*”, Ediciones Luna S.L. (2000)
- Nolan James, “*Interpretation: Techniques and Exercises*”, Multilingual Ltd (2005)
- Roderick Jones, “*Conference interpreting explained*”, St. Jerome Publishing, (1998)
- Szabó, “*Interpreting: From preparation to performance. Recipes for practitioners and teachers*”, British Council Hungary (2003)

### **Links:**

<http://interpreters.free.fr/simultaneous.htm>

**Course Code: SLS-509**

**Course Title: History of Ideas in Latin America & India in 20th Century**

**Credits: 4. Hours per week: 4**

### **COURSE DESCRIPTION**

This course aims to deal with some of the manifestations of literary, cultural, philosophical or socio-political reflections on India observed in Latin America that may serve as source material for establishing an intellectual history connecting Latin America and India. Such texts or excerpts thereof will be taken up for reading and analysis.

### **COURSE OBJECTIVE**

In the context of the cultural reality of a Latin American identity the students will be encouraged to develop an understanding and capacity to appreciate and analyse the nature of Indian reception in that area in the 20<sup>th</sup> Century since the dawn of modernism up to our times. By studying this evolution in such writings we will aim at elaborating an intellectual history of ideas that has helped in highlighting Indian themes and personalities there and in perceiving commonalities between Latin America and India.

### **COURSE PLAN**

The course methodology will consist in reading and commentary of selected texts from available sources.

### **COURSE CONTENT:**

<b>SECTION I</b>	<b>SECTION II</b>
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<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>• What is ‘Latin America’</li> <li>➤ Genesis of the term ‘Latin America’, its first use in literature etc. Text: <i>Las dos Américas</i> by José María Torres Caicedo</li> <li>➤ Literary history of the movement of modernism: perception of the East.</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>➤ General view of linkages and connecting ideas.( Projection and Analysis of print and video material (such as reports and articles of newspapers and journals like “La Nación” and “El Repertorio Americano” and video like ‘Soul Connection’ made by the Ministry of External Affairs, Govt. Of India)</li> </ul> <p><b><u>Week III &amp; IV</u></b></p> <p>Roberto Bolaño: <i>Ojo Silva</i></p> <p>Rodrigo Rey Rosa: <i>El tren a Travancore</i></p> <p><b><u>Week VII &amp; VIII</u></b></p> <p>Octavio Paz: <i>Vislumbres de la India, A Tale of Two Gardens: Poems from India</i></p>	<p><b><u>Week I &amp; II</u></b></p> <p>Rubén Darío, José Vasconcelos, and Victoria Ocampo (India: culture and freedom struggle: Tagore, Gandhi, Nehru &amp; Indira)</p> <p><b><u>Week III &amp; IV</u></b></p> <p>Cecilia Meireles: her travel and Works. Severo Sarduy: <i>Benarés</i>, “El Oriente de Severo Sarduy” by Gustavo Guerrero</p> <p><b><u>Week V &amp; VI</u></b></p> <p>Josefina Baez: <i>Dominicanish</i>, Rogelio Sinan: <i>Dos aventuras en el Lejano Oriente</i>, Julio Cortázar’s <i>Prosa del Observatorio</i></p> <p>Marco Glantz.</p> <p>.</p> <p><b><u>Week VIII</u></b></p> <p>Juan Alfredo Pinto Saavedra: Stories from <i>Flor de Loto</i></p>
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**Mode of Evaluation:**

- Mid Semester : 30%
- Final Exam: 50%
- Class Performance: 20%

## **BIBLIOGRAPHY**

- de Navascues, Javier. *Breve Biblioteca Hispánica III, Literatura hispanoamericana (Siglo XIX-XX)*, EUNSA, 1998
- Zea Aguilar, Leopoldo. *América Latina en sus ideas*

Excerpts from individual authors will be included.

**Course Code: SLS-510**

**Course Title: Dissertation**

**Credits: 4**

**Hours per week: 4 (research in consultation with faculty-supervisor and writing)**

A Dissertation on a topic pertaining to an aspect of Hispanic studies is required to be submitted in consultation with a faculty-supervisor from the department in about 7000 words including bibliography in MLA formatting in Spanish language. 123 | Page