



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

**Syllabus for Pre-Ph.D. Course Work**

Introduced in the academic year 2021-2022

**Program Out Come (POC):** To equip the scholars with skills of research writing and publications' ethics to be able to undertake a detailed research work in the field of applied linguistics, translation, interpretation, Spanish and Latin American literature and culture studies.

**Program Specific Out Come (PSOC):** Scholars are equipped with advanced research skills and tools that they are able to write academic papers and thesis in the field of Hispanic studies.

**Course List with Course Out Come (COC)**

**Compulsory Courses: 02**

**Course-I: PSP-001 Research Methodology (4 Credits)**

**Course Out Come (COC):**

Scholars will be able to:

- Understand the philosophy and mechanics of research.
- Develop a knowledge of different styles of writing, their usage and suitability in thesis writing.
- Acquire a theoretical thrust as well as a hands-on experience in writing research proposals.
- Develop a knowledge of various types of research such as quantitative, qualitative research.

**Course-II: PSP-002 Research and Publications Ethics (RPE) (2 Credits)**

**Course Out Come (COC):**

Scholars will be able to:

- Develop a knowledge of basics of philosophy of science and ethics, research integrity, publication ethics.
- Identify research misconduct, predatory publications and use plagiarism tools.

**Elective Compulsory Courses (ECC): 04**

Course-I: Any **ONE** of the following.

**Paper-I: PSP-003(A) Selected Aspects of Spanish Literature (4 Credits)**

**Course Out Come (COC):**

Scholars will be able to:

- Identify important literary trends of Spanish Literature.
- Read, analyze and identify the main characteristics of literary genres.
- Clarify that literature and other cultural artefacts give voice to value systems, traditions, and beliefs.
- Analyze literary works in a given context.

**Paper-II: PSP-003(B) Theory and Practice of Translation (4 Credits)****Course Out Come (COC):**

Scholars will be able to:

- Develop an understanding of theories and techniques of Translation
- Apply the techniques of technical and literary translation in a context.
- Understand and develop the process of translating different kinds of literary as well as non-literary texts
- Discuss strategies employed in different target texts of one source text.

**Paper III: PSP-003(C): Identity in Literature, Culture and Society of Spain and Latin America****Course Out Come (COC):**

Scholars will be able to

- understand the role and place of literature and culture in the formation of group identities, nations, political and social structures
- gain awareness of issues in Spain and Latin America through the lens of identity such as movements of minority groups, women's movements, indigenous people's movements, LGBTQ movements, immigration, race and class conflict
- identify and know important writers, thinkers and intellectuals and their key texts on the questions of identity from Spain and Latin America
- apply the knowledge acquired for critical analysis of some specific texts from literature and culture of Spain and Latin America and further exploration.

Course-II: Any **ONE** of the following.

**Paper-I: PSP-004(A) India in Hispanic Intellectual Thought (4 Credits)****Course Out Come (COC):**

Scholars will be able to:

- Deal with some of the manifestations of literary, cultural, philosophical or socio-political reflections on India observed in Spain and Latin America.
- Establish an intellectual history connecting Spain, Latin America and India through analysis of texts.

- Develop an understanding and capacity to appreciate and analyse the nature of Indian reception in Latin America and Spain from colonial times and in the 20<sup>th</sup> Century.
- Identify Indian themes and personalities by perceiving commonalities between Spain, Latin America and India.

**Paper-II: PSP-004(B) Methodology of Learning and Teaching Spanish in context of India (4 Credits)**

**Course Out Come (COC):**

Scholars will be able to:

- Develop and increase the knowledge (theoretical and practical) of specific aspects of applied linguistics relevant to learning of Spanish as a foreign language.
- Understand different methodologies, techniques and approaches of Spanish language teaching and acquisition/learning in context of India.
- Put in practice the methodologies, techniques and approaches in a real (like) teaching environment.
- Analyse and prepare didactic material for Spanish language learning in context of India.

**Paper III: PSP-004(C) Visual Culture of Spain and Latin America (Focus on Cinema and Art)**

Scholars will be able to:

- Understand the concept of visual culture - images, paintings, cinema, art, photography and their role and importance in universal culture
- know and appreciate the main art works, artists, styles and their significance from Spain and Latin America
- know and appreciate the main cinematic works, filmmakers, styles and their significance from Spain and Latin America
- apply the knowledge acquired for critical analysis of selected case studies and do further exploration

**Detailed Course Content of Pre-Ph.D. Course Work**

**Compulsory Courses:**

**Course Code: PSP-001**

**Course Title: Research Methodology**

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

**Course Description:** This is the first compulsory course for pre-Ph.D. course work.

**Objectives:**

- To introduce scholars to the philosophy and mechanics of research

- To make scholars aware of different styles of writing, their usage and suitability in thesis writing
- To expose scholars to theories of literature, and help them acquire both a theoretical thrust and hands-on experience in writing research proposals
- To introduce scholars to various types of research such as quantitative, qualitative research

**Course outline:** The course 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>
<p><b>Unit-I: Aims and Methods of Scholarship in Modern Languages and Literatures</b>  Linguistics, Textual Criticism, Literary History, Literary Criticism.</p>	<p><b>Unit-III: Technical Writing</b>  Research Proposal, Research Report, Dissertation/Thesis: Citation, Notes, Reference, Bibliography, Webliography, Common Errors in Writing Research Report</p>
<p><b>Unit-II: Introduction to Research</b>  Terminology such as Thesis, Research questions, Research Hypothesis, Methodological framework, Theoretical framework, Delimitation of the research area.</p> <p>Definition and Objectives of Research; Research in Language and Literature- Types of Research- Qualitative, Quantitative; Different approaches to research- Extrinsic and Intrinsic Approaches; Identifying a research problem-criteria of good research</p>	<p><b>Unit-IV: The Mechanics of Research Writing</b>  The use of Quotations, footnotes/endnotes-paginatio-n-documentation style- Parenthetical Documentation-Punctuations-The Format of a Thesis-From the first Draft to the Final Copy  Language, Style and Types of Discourses, Diction-The Style suitable for a Literary Thesis-Narration-Explanation-Argumentation-Exposition</p>

**References**

Aranda, José Carlos. *Manual de Ortografía y Redacción*. Berenice. 2010.

Cassany, Daniel. *La cocina de la escritura*. Anagrama, 1995.

Cassany, Daniel. *Taller de Textos: Leer, escribir y comentar en el aula*. Paídos, 2006.

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Dominguez, César, Haun Saussy and Darío Villanueva. *Introducción a la literatura comparada*. Tauras, 2016.

Kothari, C. R. *Research Methodology: Methods and Techniques*, Second Edition, New Age International, New Delhi, 2004.

Kidwai, Aisha. *SLL&CS Research Handbook*. JNU. 2012. Open access download from: <http://www.jnu.ac.in/SLLCS/SLLCS%20Research%20Manual.pdf>.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Paper*-Eighth edition.

Posner, Richard. *El pequeño libro del plagio*. El hombre del tres. 2013.

Seth, Kalpana. *Research Methodology in English*. Muralilal and Sons. 2010.

Thorpe, James (ed.), *The Arms and Methods of Scholarship in Modern Languages and Literatures*, PMLA: New York, 1970.

Vazquez, Gracilesa. *Guía Didáctica del discurso Académico Escrito*. Edinumen, 2001.

## **Online Resources**

- Book Review: <https://libguides.usc.edu/c.php?g=235208&p=1560694>
- 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>.

## **Mode of Evaluation**

Mid-Term Exam	30%
Final Exam	50%
Internal Assessment (Objective Tests/Assignment/Presentations/ Laboratory Work)	20%

**Course Code: PSP-002**

**Course Title: Research and Publications Ethics (RPE)**

**Credits: 2      Hours per week: 2**

**Course Description:** This is the second compulsory course for pre-Ph.D. course work. A course for awareness about the publication ethics and publication misconducts.

## **Objectives:**

- To introduce scholars to the basics of philosophy of science and ethics, research integrity, publication ethics
- To conduct hands-on sessions to identify research misconduct and predatory publications
- To expose scholars to indexing and citation databases, open access publications, research metrics
- To train scholars to use plagiarism tools

**Course outline:** The course 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>

<p><b>Unit-I: Philosophy and Ethics</b></p> <ol style="list-style-type: none"> <li>1. Introduction to philosophy: definition, nature and scope, concept, branches</li> <li>2. Ethics: definition, moral philosophy, nature of moral judgements and reactions</li> </ol>	<p><b>Unit-IV: Open Access Publishing</b></p> <ol style="list-style-type: none"> <li>1. Open access publications and initiatives</li> <li>2. SHERPA/ RoMEO online resources to check publisher copyright &amp; self-archiving policies</li> <li>3. Software tools to identify predatory publications developed by SPPU</li> <li>4. Journal finder / journal suggestion tools viz. JANE, Elsevier journal Finder, Springer Journal Suggester, etc.</li> </ol>
<p><b>Unit-II: Scientific Conduct</b></p> <ol style="list-style-type: none"> <li>1. Ethics and respect to science and research</li> <li>2. Intellectual honesty and research integrity</li> <li>3. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)</li> <li>4. Redundant Publications: duplicate and overlapping publications, salami slicing</li> <li>5. Selective reporting and misrepresentation of data</li> </ol>	<p><b>Unit-V: Publication Misconduct</b></p> <p>A. Group Discussions</p> <ol style="list-style-type: none"> <li>1. Subject specific ethical issues, FFP, authorship</li> <li>2. Conflicts of interest</li> <li>3. Complaints and appeals: examples and fraud from India and abroad</li> </ol> <p>B. Software Tools</p> <p>Use of plagiarism software like Turnitin, Urkund and other open source software tools</p>
<p><b>Unit-III: Publications Ethics</b></p> <ol style="list-style-type: none"> <li>1. Publication Ethics: definition, introduction and importance</li> <li>2. Best practices/ standards setting initiatives and guidelines: COPE, WAME, etc.</li> <li>3. Conflicts of interest</li> <li>4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice-versa, types</li> <li>5. Violation of publication ethics, authorship and contributorship</li> <li>6. Identification of publication misconduct, complaints and appeals</li> <li>7. Predatory publishers and journals</li> </ol>	<p><b>Unit-VI: Databases and Research Metrics</b></p> <p>A. Databases</p> <ol style="list-style-type: none"> <li>1. Indexing databases</li> <li>2. Citation databases: Web of Science, Scopus, etc.</li> </ol> <p>B. Research Metrics</p> <ol style="list-style-type: none"> <li>1. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite score</li> <li>2. Metrics: h-index, g-index, i10 index, almetrics</li> </ol>

## References

- Bird, A. (2006) *Philosophy of Science*. Routledge.

- MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.
- P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:978-9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being Scientist: A Guide to Responsible Conduct in Research*: Third Edition. National Academies Press.
- Resnik, D. B. (2011). What is ethics in research & why is it Important. National Institute of Environmental Health Sciences, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179-179. <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA), *Ethics in Science Education, Research and Governance* (2019). ISBN:978-81-939482-1-7. [http://www.insaindia.res.in/pdf/Ethics\\_Book.pdf](http://www.insaindia.res.in/pdf/Ethics_Book.pdf)

### **Mode of Evaluation**

Mid-Term Exam	30%
Final Exam	50%
Internal Assessment (Objective Tests/Assignment/Presentations/ Laboratory Work)	20%

### **Elective Compulsory Courses (ECC)**

#### **Course-I**

**Course Code: PSP-003(A)**

**Course Title: Selected Aspects of Spanish Literature**

**Credits: 4      Hours per week: 4**

**Course Description:** This is the first elective compulsory course (Paper-I) for pre-Ph.D. course work.

#### **Objectives:**

- To familiarize scholars with important literary trends of Spanish Literature.
- To enable scholars to read, analyse and identify the main characteristics of literary genres.

- To clarify that literature and other cultural artefacts give voice to value systems, traditions, and beliefs.

**Course outline:** The course 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>
<p><b>Unit-I: Edad Media</b></p> <p>1. Reading the Beginnings: Understanding the “Medieval” and “Spanish” in the literature from Edad Media</p> <p>2. Multilingualism, multiculturalism and porous borders</p> <p>3. Texts: <i>Jarchas, Poema de Mío Cid, Milagros de Nuestra Señora, Libro de Buen Amor, El Conde Lucanor, La Celestina</i></p>	<p><b>Unit-III: 19th Century</b></p> <p>1. Reading literature to understand liberalism, conservatism, decadence of bourgeois dynasty, regeneracionismo, Disaster of 1898</p> <p>2. Understanding Modernismo</p> <p>Texts: Cecilia Bohl de Faber ‘Fernán Caballero’: <i>La Gaviota</i>, Pedro Antonio de Alarcón: <i>El sombrero de tres picos</i>, Juan Valera: <i>Pepita Jiménez</i>, Leopoldo Alas ‘Clarín’: <i>La Regenta</i>, Benito Pérez Galdos: <i>Doña Perfecta</i>, Emilia Pardo Bazán: <i>Los Pasos de Ulloa</i></p>
<p><b>Unit-II: Siglo de Oro (Golden Age)</b></p> <p>1. Siglo de Oro: The Grandeur and the Decline, the Age of Conflicts</p> <p>2. Significance of Siglo de Oro in contemporary times</p> <p>3. Texts: Poetry, Drama (Lope, Calderón, Tirso de Molina), <i>Don Quijote de la Mancha</i>, Picaresque Literature, Paintings as Texts (Velázquez, Zurbarán etc.)</p>	<p><b>Unit-IV: 20th Century</b></p> <p>1. Reading texts to understand republicanism, civil war, Franco’s regime, avant-garde movements and generation of 1927, democracy and integration with Europe</p> <p>2. Historical Memory and Identity in Contemporary Spanish Literature</p> <p>3. Texts: Federico García Lorca: <i>Así que pasen cinco años</i>, Ana María Matute: <i>Primera Memoria</i> (1959), Almudena Grandes: <i>El corazón helado</i> (2007), Javier Marías: <i>El corazón tan blanco</i> (1992), Juan Marsé: <i>El amante bilingüe</i> (1993)</p>

## **References**

Fernando Lázaro and Vicente Tusón, *Literatura Española*: Bachillerato 2, Anaya

José Antonio Maravall, *The Culture of the Baroque*.

Stephen Gilman, *The Spain of Fernando de Rojas*.

Juan Luis Alborg, *Historia de la literatura española*, Gredos, Madrid, 1992, vol.1.

A. D. Deyermond, *Historia de la literatura española* I, La Edad Media, Ariel, Barcelona, 1985.

Francisco Rico, *Historia y crítica de la literatura española*, Edad Media, vol. 1, Crítica, Barcelona, 1980.

Juan Luis Alborg, *Historia de la literatura española*, Gredos, Madrid, 1992, vol. 3 and 4.

María Rosa Menocal, *The Ornament of the World*, Back Bay Books, New York, 2003.

José Manuel Cabrales and Guillermo Hernández, *Literatura española 1 and 2*.

## **Mode of Evaluation**

Mid-Term Exam	30%
Final Exam	50%
Internal Assessment (Objective Tests/Assignment/Presentations/ Laboratory Work)	20%

**Course Code: PSP-003(B)**

**Course Title: Theory and Practice of Translation**

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

**Course Description:** This is the first elective compulsory course (Paper-II) for pre-Ph.D. course work.

## **Objectives:**

- To introduce the theory and techniques of Translation
- To enable scholars to apply the techniques of technical and literary translation in a context
- To understand and develop the process of translating different kinds of literary as well as non-literary texts

**Course outline:** The course 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>
<p><b>Unit-I: Concept and Theory</b></p> <ol style="list-style-type: none"> <li>1. Translation: Concept</li> <li>2. Theory of Translation</li> <li>3. Types of Translation</li> </ol>	<p><b>Unit-III: Translating the Texts and Understanding the Context</b></p> <ol style="list-style-type: none"> <li>1. Analyzing translations of different kinds of texts (advertisements, scientific and technical, literary texts etc.)</li> <li>2. Linguistic (idiolectal and contextual) variation in translation (dialects)</li> <li>3. Comparing with published translations and discussing the various contexts of ST</li> </ol>
<p><b>Unit-II: Familiarizing</b></p> <ol style="list-style-type: none"> <li>1. Listing of idiomatic and proverbial expressions in Spanish from seminal works of Spanish literature such as <i>Don Quixote</i></li> <li>2. Finding their equivalents in English/ Hindi.</li> </ol>	<p><b>Unit-IV: Reviewing</b></p> <ol style="list-style-type: none"> <li>1. Specialized translation (legal, administrative and literary texts)</li> <li>2. Cultural Aspects of Translation</li> </ol>

**References**

- JIMÉNEZ, Jiménez, Antonio F. *Introducción a la traducción* New York, Routledge, 2018
- TORRE, E.: “*Teoría de la Traducción Literaria*”, Madrid, Síntesis, 1994.
- GALLEGRO 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).

### **Mode of Evaluation**

Mid-Term Exam	30%
Final Exam	50%
Internal Assessment (Objective Tests/Assignment/Presentations/ Laboratory Work)	20%

**Course Title: Identity in Literature, Culture and Society of Spain and Latin America**

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

**Course Description:** This is one of the elective compulsory courses for pre-Ph.D course work at the Dept of Spanish Studies.

### **Objectives:**

- To make scholars understand the role and place of literature and culture in the formation of group identities, nations, political and social structures
- To make scholars aware of issues in Spain and Latin America through the lens of identity such as movements of minority groups, women’s movements, indigenous people’s movements, LGBTQ movements, immigration, race and class conflict
- To enable scholars to identify and know important writers, thinkers and intellectuals and their key texts on the questions of identity
- To enable scholars to apply the knowledge acquired for critical analysis of some specific texts from literature and culture of Spain and Latin America and encourage further exploration

**Course outline:** The course 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>Unit-I: Theories and Concepts</b>          Understanding theories and concepts</p> <ol style="list-style-type: none"> <li>1. Self and society, Individual Rights, Group Rights</li> <li>2. Social Construction of Identity</li> <li>3. Common Markers of Identity- Religion, Race and Ethnicity, Language, Gender and Sexuality</li> <li>4. Nation, Nationalism and Nation States</li> <li>5. Supranationalism, Transnationalism, Internationalism, Cosmopolitanism, Globalization, Nomadism, Migration</li> <li>6. Mainstream and the marginalized</li> <li>7. Subaltern identities</li> </ol>	<p><b>Unit-III: Issues of Identity in Latin America and related texts</b></p> <ol style="list-style-type: none"> <li>1. Questions of Latin American Identity- José Martí, José Vasconcelos, Octavio Paz, Gabriel García Márquez, Carlos Fuentes</li> <li>2. Questioning a national literary tradition- Borges, Post Boom writers</li> <li>3. Insurgency movements in Latin America</li> <li>4. Indigenous People's Movements</li> <li>5. Testimonio</li> </ol>
<p><b>Unit-II: Issues of Identity in Spain and related texts</b></p> <ol style="list-style-type: none"> <li>1. Nation in Golden Age Spanish literature</li> <li>2. Romanticism and the nation in texts from 19<sup>th</sup> century Spain</li> <li>3. Idea of Spain and Generation of 1898</li> <li>4. Questioning the nation, separatism in Spain- Catalan, Basque nationalism</li> <li>5. Historical memory and reconciling with the past</li> </ol> <p>Suggested writers: Lope de Vega, Larra, Unamuno, Juan Marse, Almudena Grandes</p>	<p><b>Unit IV Globalization and New Identities</b></p> <ol style="list-style-type: none"> <li>1. Hybrid identities</li> <li>2. Hispanic diaspora, Latinx, Chicano literature and culture</li> <li>3. Youth movements and counter cultures</li> <li>4. Women's movements and feminist writings</li> <li>5. LGBTQ+ Movements</li> </ol> <p>Suggested writers: Gloria Anzaldúa, Josefina Baez, Junot Diaz, Julia Alvarez, Camila Sosa Villada, Pedro Lemebel</p>

## References and Reading List

Aguilar, Paloma, and Carsten Humlebæk. (2002) "Collective Memory and National Identity in the Spanish Democracy: *The Legacies of Francoism and the Civil War.*" *History and Memory*, vol. 14, no. 1–2, 2002, pp. 121–64. JSTOR, <https://doi.org/10.2979/his.2002.14.1-2.121>. Accessed 2 Feb. 2025.

Anderson, Benedict: *Imagined Communities: Reflections On the Origin and Spread of Nationalism*. New York: Verso, 2006

Campra, Rosalba. (1987), *América Latina: La identidad y la máscara, Siglo XXI*

Canclini, Néstor García. "Hybrid cultures, oblique powers." *Media and Cultural Studies* 73 (2006): 422.

Carr, Raymond (1982) Spain 1808-1975. Oxford University Press, Oxford.

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Conversi, Daniele (1997), *The Basques, the Catalans and Spain- Alternative Routes to Nationalism Mobilization*, London: Hurst and Company.

Douglass, William A. (2002) “Sabino’s Sin- Racism and the founding of Basque nationalism” in *Ethnonationalism in the Contemporary World: Walker Connor and the Study of Nationalism*. Ed. Daniele Conversi, London: Routledge.

Fox, E. Inman (2006). “Spain as Castile” in Cambridge Companion to Modern Spanish Culture, Ed.

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Fraser, N. and A. Honneth (2003), *Redistribution or Recognition? A Political-Philosophical Exchange*. New York: Verso.

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Hobsbawm, Eric (1992), *Nations and Nationalism Since 1780. Programme, Myth, Reality*. Cambridge: Cambridge University Press.

José Vasconcelos (1966), *La Raza Cósmica: misión de la raza iberoamericana*. Madrid. Aguilar.

Junco, José Álvarez. “The Formation of Spanish Identity and Its Adaptation to the Age of Nations.” *History and Memory*, vol. 14, no. 1–2, 2002, pp. 13–36. JSTOR, <https://doi.org/10.2979/his.2002.14.1-2.13>. Accessed 2 Feb. 2025.

Kymlicka, W. (2000), *Politics in the Vernacular: Nationalism, Multiculturalism and Citizenship*, Oxford: Oxford University Press.

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Martínez, Miguel (2013). “Language, nation and empire in early modern Iberia” in *A Political History of Spanish- The making of a Language*, Ed. José del Valle. 44-60.

May, S. (2001), *Language and Minority Rights: Ethnicity, Nationalism and the Politics of Language*, London: Longman.

Moreno Fernández, Francisco (2015), *La Maravillosa Historia del Español*. Madrid. Instituto Cervantes. Barcelona. Espasa.

Nationalism and the Nation in the Iberian Peninsula: Competing and Conflicting Identities. Clare Mar-Molinero and Angel Smith, 1996.

Payne, Stanley (1971), “Catalan and Basque Nationalism” in *Journal of Contemporary History*, Vol. 6, No. 1. Pp. 15-51.

Smith, Anthony D (2013), *Nations and Nationalism in a Modern Era*, London: Wiley.

Taylor, C. (1992), *Multiculturalism and the Politics of Recognition*, Princeton, NJ: Princeton University Press.

Unamuno, Miguel de *En torno al Casticismo* [On purity], 1902.

**Mode of Evaluation**

Mid-Term Exam	30%
Final Exam	50%
Internal Assessment (Objective Tests/Assignment/Presentations/Laboratory Work)	20%

**Course-II****Course Code: PSP-004(A)****Course Title: India in Hispanic Intellectual Thought****Credits: 4 Hours per week: 4**

**Course Description:** This is the second elective compulsory course (Paper-I) for pre-Ph.D. course work.

**Objectives:**

- To deal with some of the manifestations of literary, cultural, philosophical or socio-political reflections on India observed in Spain and Latin America
- To establish an intellectual history connecting Spain, Latin America and India through analysis of texts
- To develop an understanding and capacity to appreciate and analyse the nature of Indian reception in Latin America and Spain from colonial times and in the 20<sup>th</sup> Century
- To highlight Indian themes and personalities by perceiving commonalities between Spain, Latin America and India

**Course outline:** The course 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>
<p><b>Unit-I: History of Ideas in Spain and Latin America</b></p> <p>1. Colonialism and cultural crossings between Europe and India  2. Hispanic Orientalism  3. Literary history of the movement of modernism: perception of the East.</p>	<p><b>Unit-III: Leading Lights</b></p> <p>1. Travel Literature from Edad Media española  2. Rubén Darío  3. Francisco Madero  4. Amado Nervo  5. José Vasconcelos</p>
<p><b>Unit-II: Intersections</b></p> <p>1. 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.  2. Video like ‘Soul Connection’ made by the Ministry of External Affairs, Govt. Of India</p>	<p><b>Unit-IV: Contemporary Writings</b></p> <p>1. Octavio Paz: <i>Vislumbres de la India, A Tale of Two Gardens: Poems from India</i>  2. Severo Sarduy: <i>Cobra, Maitreya, Benarés</i>  3. “El Oriente de Severo Sarduy” by Gustavo Guerrero  4. Josefina Báez: <i>Dominicanish</i>  5. Rodrigo Rey Rosa: <i>El tren a Travancore</i>  6. Roberto Bolaño: <i>Ojo Silva</i>  7. Juan Sklar  8. Javier Moro</p>

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### **Mode of Evaluation**

Mid-Term Exam	30%
Final Exam	50%

Internal Assessment (Objective Tests/Assignment/Presentations/ Laboratory Work)	20%
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**Course Code: PSP-004(B)**

**Course Title: Methodology of Learning and Teaching Spanish in context of India**

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

**Course Description:** This is the second elective compulsory course (Paper-II) for pre-Ph.D. course work.

**Objectives:**

- To develop and increase the knowledge (theoretical and practical) of specific aspects of applied linguistics relevant to learning of Spanish as a foreign language
- To understand different methodologies, techniques and approaches of Spanish language teaching and acquisition in context of India
- To put in practice the methodologies, techniques and approaches in a real (like) teaching environment

**Course outline:** The course 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>
<p><b>Unit-I: Basics</b></p> <ol style="list-style-type: none"> <li>1. Terminology and aspects of acquisition of a foreign language (FL), MCER</li> <li>2. Methods and Approaches to teaching FL (reference to Spanish)</li> </ol>	<p><b>Unit-III: Practice</b></p> <ol style="list-style-type: none"> <li>1. Designing a didactic unit</li> <li>2. Evaluation of different components in the Communicative Competence in Foreign Language</li> </ol>
<p><b>Unit-II: Skills and Competence</b></p> <ol style="list-style-type: none"> <li>1. Development of skills</li> <li>2. Components of Communicative Competence: vocabulary, pronunciation, socio-cultural components</li> </ol>	<p><b>Unit-IV: Real (like) experience</b></p> <ol style="list-style-type: none"> <li>1. Designing didactic material</li> <li>2. Observing and teaching a class of ELE to Indian students</li> </ol>

## **References**

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## **Mode of Evaluation**

Mid-Term Exam	30%
Final Exam	50%
Internal Assessment (Objective Tests/Assignment/Presentations/ Laboratory Work)	20%

**Course Code: PSP-\_\_**

**Course Title: Visual Culture of Spain and Latin America (Focus on Cinema and Art) Credits: 4**

**Hours per week: 4**

**Course Description:** This is one of the first elective compulsory course (Paper-II) for pre-Ph.D course work.

## **Objectives:**

- To familiarize the scholars with the concept of visual culture - images, paintings, cinema, art, photography and their role and importance in universal culture
- To make scholars know and appreciate the main art works, artists, styles and their significance from Spain and Latin America
- To make scholars know and appreciate the main cinematic works, filmmakers, styles and their significance from Spain and Latin America
- To enable scholars to apply the knowledge acquired for critical analysis of selected case studies and encourage further exploration

**Course outline:** The course 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>

<p><b>Unit-I: Art of Spain</b></p> <ol style="list-style-type: none"> <li>1. Art of Spain I: Beginnings to the Middle Ages</li> <li>2. Art of Spain II: Golden Age- Renaissance, Baroque, Enlightenment</li> <li>3. Art of Spain III: Modern Art -Goya, Romanticism, Avant Garde, Contemporary</li> </ol>	<p><b>Unit-III: Cinema of Spain</b></p> <ol style="list-style-type: none"> <li>1. Early Cinema in Spain</li> <li>2. Cinema and censorship under Francoism</li> <li>3. Contemporary Spanish Cinema (From transition to democracy till present)</li> <li>3. Key filmmakers, actors, themes and genres</li> <li>4. Production, Subsidies, Awards and Economics of Spanish Cinema</li> </ol>
<p><b>Unit-II: Art of Latin America</b></p> <ol style="list-style-type: none"> <li>1. Pre-Columbian Art and Aesthetics</li> <li>2. Art and Culture of Colonial Latin America</li> <li>3. Art and Culture of Modern Latin America</li> </ol>	<p><b>Unit-IV: Latin American Cinema</b></p> <ol style="list-style-type: none"> <li>1. Cinema's arrival in Latin America, Popular Cinema</li> <li>2. Neorealism and social realist cinema</li> <li>3. Militant and Revolutionary Film making in Latin America (Fernando Solanas, Miguel Litvin)</li> <li>4. Contemporary Latin American Cinema (Post the era of democratization)</li> <li>5. Key filmmakers, actors, themes and genres</li> <li>6. Production, Subsidies, Awards and Economics of Latin American Cinema</li> </ol>

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### **Mode of Evaluation**

Mid-Term Exam	30%
Final Exam	50%
Internal Assessment (Objective Tests/Assignment/Presentations/Laboratory Work)	20%