



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

**Syllabus for M.A.**

Introduced in the academic year 2013-2014

**Program Out Come (POC)**

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 dissertation.

**Program Specific Out Come (PSOC)**

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 – 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</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	<p>Students will be able to:</p> <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	<p>Students will be able to:</p> <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 II</b>		
SLS – 405	Spanish Literature: Golden Age	<p>Students will be able to:</p> <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)	<p>Students will be able to:</p> <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 III</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	<p>Students will be able to:</p> <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	<p>Students will be able to:</p> <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	<p>Students will be able to:</p> <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 IV</b>		
SLS – 506	Spanish Literature-II: Focus on 20 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>• Understand the major intellectual trends in Spain in the 20<sup>th</sup> Century.</li> <li>• Read texts from 20<sup>th</sup> Century Spanish literature.</li> <li>• Read one complete work from 20<sup>th</sup> Century Spanish literature.</li> <li>• Analyse texts in the context of 20<sup>th</sup> Century intellectual history of Spain.</li> </ul>
SLS – 507	Latin American Literature-II: Focus on 20 <sup>th</sup> 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 20<sup>th</sup> Century.</li> <li>• Read texts from 20<sup>th</sup> Century Latin American literature.</li> <li>• Read one complete work from 20<sup>th</sup> Century Latin American literature.</li> <li>• Analyse texts in the context of 20<sup>th</sup> Century Latin American intellectual history.</li> </ul>
SLS - 508	Consecutive and Simultaneous Interpretation	<p>Students will be able to:</p> <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 of M.A.**

**Semester-I**

**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 beginning with 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>&gt; El Cantar de Mio Cid (Anonymous) (<i>More into detail</i>)</li> <li>&gt; Mocedades de Rodrigo</li> <li>&gt; 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>&gt; 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>&gt; 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 Ages to 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 Theories 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 Theories 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 form and affidavit (land/student on 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 Theories 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 eighth-century Islamic and Christian Spain to the twenty-first centuries, 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 texts, works of art, and film. Emphasis will also be placed on the historical context and on the development of close reading skills.

### **COURSE OBJECTIVE:**

The goal is to gain a thorough understanding of the major themes of Spanish history, and to learn to view this 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 OUTLINE:**

It will be divided into two sections from the beginning until Midterm exam and from the Midterm exam till the Endterm exam.

### **COURSE PLAN:**

- Till Midterm- Unit 1 to Unit 6
- Till Endterm- Unit 7 to Unit 10

#### **UNIDAD 1: La Cultura**

- **Texto:** Raymond Williams, “[Definición de cultura.](#)”

#### **UNIDAD 2: La Iberia Antes del Siglo VIII**

- ❖ Los Pueblos Originarios
- ❖ Romanización: Como es ‘el Español’ (la cultura, la lengua) el resultado de romanización.
- ❖ El concepto del ‘Estado’, ‘La Constitución’, la organización social que viene del imperio Romano.

#### **Material Used:**

**Texto:** Fernández Jaén, Jorge *El latín en Hispania: la romanización de la Península Ibérica. El latín vulgar. Particularidades del latín hispánico*, Alicante : Biblioteca Virtual Miguel de Cervantes, 2006

- las *Etimologías* de San Isidoro de Sevilla: “[Textos variados](#)” Y “[Mapamundi "T en O"](#)”
- **Imágenes** de Escultura ibérica prerromana (Dama de Elche, Dama de Baza), Arquitectura y escultura romanas (Acueductos de Segovia, Puentes Romanos en Córdoba, Teatro de Mérida) Arquitectura visigoda ( Iglesia de San Juna de Baños, Palencia)
- **Mapas** diferentes: [Red comercial de los fenicios \(c. 1000 a. C.\)](#)
  - [Expansión del Imperio Romano \(133 a.C. - 117 d.C.\)](#)
  - [La Hispania romana a partir de 197 a.C.](#)
  - [La Hispania romana a partir de 27 a.C.](#)
  - [La Hispania romana a partir de 293 d.C.](#)
  - [Vías romanas en Hispania](#)
  - [Principales ciudades romanas en Hispania](#)

- [Europa tras la caída del Imperio Romano \(siglo V d. C.\)](#)

### **UNIDAD 3: La hegemonía musulmana en Iberia (siglos VIII-XII)**

- ❖ La convivencia: La España musulmana, cristiana y judía

#### **Material Used:**

- **Texto:** Menocal, Maria Rosa, *The Ornament of the World: How Muslims, Jews and Christians Created a Culture of Tolerance in Medieval Spain*
- Las [jarchas](#) mozárabes
- **Imágenes de Arquitectura hispanoárabe (La mesquita de Córdoba, Ruinas de Madinat-al-Zahra, Castillo de Gormaz, El palacio de la Aljafería en Zaragoza) Arquitectura y arte mozárabe (Monasterio de San Miguel de Escalada, Manuscritos Mozárabe)**
- **Grabación** de una Muwashshah: Ibn Baqi (1150): "[Adir la-na 'akwah](#)" ("[Pásanos las copas](#)")
- **Mapas** diferentes: [Califato omeya de Damasco \(661-750\)](#)
  - [Reinos de taifas musulmanes \(c. 1031\)](#)
  - [Conquistas almorávides en África e Iberia \(s. XII\)](#)

### **UNIDAD 4: La presencia cristiana en la península (siglos XIII-XV)**

- ❖ Reconquista- Repoblación- Feudalismo
- ❖ La conquista de América una manifestación de esta reconquista.
- ❖ Expresión Hispano-árabe en la Península

#### **Material Used:**

- **Textos:** [Edicto de expulsión](#) de los judíos de Castilla y Aragón (1492)
- Nebrija, [Prólogo a la Gramática de la lengua castellana \(versión modernizada\)](#) (1492)
- **Imágenes Arquitectura románica:** (Catedral románica de Santiago de Compostela), **Arquitectura mudéjar** (Salón de los Embajadores de Reales Alcázares de Sevilla), [Catedral gótica de Sevilla](#)
- **Grabación** del prólogo y la cantiga 10 de las [Cantigas de Santa María](#)
- **Mapas** diferentes: [Camino de Santiago \(peregrinajes\)](#)
  - [Conquistas cristianas en Iberia \(ss. IX-XV\)](#)
  - [Expansión de la peste negra por Europa \(s. XIV\)](#)
  - [Juderías y morerías principales](#)

### **UNIDAD 5: El surgimiento de la nueva sociedad y las aventuras en el ultramar (siglo XVI)**

- ❖ **La nueva sociedad**
- ❖ **Individualismo, mercantilismo**
- ❖ **Nuevos fenómenos literarios**
- ❖ **Expulsión de Los Judíos- Auge económico del resto de Europa-**
- ❖ **¿Siglo de Oro o Siglo de decadencia? El auge cultural , el fracaso económico.**
- ❖ **La Leyenda Negra: Debate del tratamiento de los indios.**

#### **Material Used:**

- **Texto:** una selección de fragmentos de la Controverse de Valladolid, Bartolomé de las Casas y Juan Ginés de Sepúlveda

- Pequeño fragmento de: Anónimo, *Lazarillo de Tormes* (1554)
- Santa Teresa y San Juan, "[Vivo sin vivir en mí](#)"
- Película: La Controverse de Valladolid (French),
- **Imágenes:** Nuevos Palacios, El edificio administrativo para trabajo de ultramar – Casa de Contratación, Palacio de Carlos V en la Alhambra
- **Grabación** de [motete y Credo](#) de la misa "O magnum mysterium" por Tomás Luis de Victoria,
- **Imágenes** Palacio-monasterio de San Lorenzo de El Escorial, Cuadros de El Greco: Parte I
- **Mapas** diferentes:
  - [Sacro Imperio Romano \(época de Carlos V, r. 1517-56\)](#)
  - [Imperio europeo de Carlos V](#)
  - [Flandes bajo Carlos V](#)
  - [Mapamundi de 1526](#)
  - [Mapamundi de 1536](#)
  - [Imperio americano de Carlos V](#)
  - [Expansión del Imperio Otomano en los siglos XVI y XVII](#)

## **Unidad 6: El imperio en crisis político y económico y duende intelectual– ‘el desengaño’ del barroco (siglo XVII)**

### ❖ **Preciosismo y desengaño**

#### **Material Used:**

- **Texto:** Pedro Calderón de la Barca, [soliloquio de Segismundo](#) (*La vida es sueño*)
- Góngora, : Inscripción para el Sepulcro de Domingo Greco, [poemas](#)
- Quevedo, [poemas](#)
- **Imágenes** de Pintura alegórica de Valdés Leal, Cuadros de El Greco: Parte II, **Arquitectura** barroca (España y América) (La iglesia de San Isidro en Madrid)
- **Imágenes:** Los corrales de comedias del siglo XVII , Las meninas de Velázquez
- **Grabación** de [La púrpura de la rosa](#), Calderón, (música de Torrejón y Velasco)

## **Unidad 7: [La Ilustración en España \(siglo XVIII\)](#)**

- Benito Jerónimo Feijoo: *Teatro crítico universal* (1745)
- **Imágenes** de: [Retrato de Jovellanos](#) de Goya (1798) y Francisco de Goya y Lucientes: *El sueño de la razón produce monstruos* y otros *Caprichos* (1793-1796)
- **Imágenes** de: [Arquitectura del siglo XVIII](#): Barroco versus neoclasicismo

## **Unidad 8: Las guerras de independencia en España e Hispanoamérica (siglo XIX)**

- Catecismo español de 1808: Un documento "pedagógico" que se difundió durante la Guerra de Independencia
- Fragmento de la Constitución Política de la Monarquía Española, 1812
- **Imágenes** de [Los desastres de la guerra](#) (1810-20), de Francisco de Goya

## **Unidad 9: La crisis de 1898 en España y sus consecuencias.**

- ❖ Preparación de España
- ❖ Raciovitalesimo

- ❖ Republicanismo
- ❖ Nuevas Instituciones, Residencia de las Señoritas, Residencias de los Estudiantes

Material Used:

- **Texto:** Mariano José de Larra: "[Vuelva usted mañana](#)" (1833)
- **Texto:** Gustavo Adolfo Bécquer: "[El beso](#)" (1863)
- **Texto:** Benito Pérez Galdós: "[La novela en el tranvía](#)" (1871)
- **Texto:** José Martínez Ruiz ("Azorín"): "[Sobre la Generación del 98](#)" (1913)
- **Texto:** Antonio Machado "[A un olmo seco](#)" (1912) y Autoretrato

**Unidad 10: El siglo XX en España: Guerra Civil, franquismo y postfranquismo**

- José Ortega y Gasset: "[La deshumanización del arte](#)" (1925)
- Americo Castro: "Convivencia" or "España en su historia"
- Ramón María del Valle-Inclán: *Luces de Bohemia* (1924)
- De la Generación del 98 a la del 27: [Juan Ramón Jiménez](#) y [Federico García Lorca](#)
- [Constitución de la República Española](#) (1931)
- **Película:** Las Hurdes: Tierra Sin Pan, Director: Luis Buñuel, 27 Minutos (1933)
- George Orwell: *Homage to Catalonia* (1938)
- Poesía sobre la Guerra Civil: [Rafael Alberti](#), [Pablo Neruda](#) y [César Vallejo](#)
- **Película:** [The Good Fight: The Abraham Lincoln Brigade in the Spanish Civil War](#). Director: John David Coles, 91 Minutos
- **Imágenes** de: [Carteles propagandísticos de la Guerra Civil Española](#)
- [Ley del Movimiento Nacional](#) (1958)
- Blas Infante, Orígenes de lo flamenco y secreto del cante jondo (1929–31)
- El Debate de Ser de España: Américo Castro, España en su Historia, (1948) y Claudio Sánchez-Albornoz, España, Un Enigma Histórico, (1957)
- **Serie española de televisión:** Cuéntame cómo pasó.
- Pablo Picasso: "[Guernica](#)" y Muestra de pintura de Joan Miró y Salvador Dalí
- **Grabación** de Manuel de Falla: "[Homenaje a Debussy](#)"
- Joan Manuel Serrat: "[Españolito](#)" (canción basada en un poema de Antonio Machado)
- [Anuncio de la muerte de Franco en el New York Times](#): Whitman, Alden, Out of the Crucible of Civil War, Franco's Iron Hand Forged a Modern Spain, New York Times, Nov 20, 1975
- [Constitución española actual](#) (1978)
- José Manuel Lechado: *La movida: una crónica de los años 80* (2005)
- Juan Goytisolo: "[La inmigración tercermundista en España](#)" (1981)
- **Película:** Aguaviva, Director: Ariadna Pujol, 95 minutos
- Post Franco- Postmodern: Films of Pedro Almodóvar: **Película:** Mujeres al borde de un ataque de nervios.

**Mode of Evaluation:**

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

## **Bibliography**

1. Guillermo Hernández, *Literatura española y hispanoamericana 2* SGEL 2009
2. Guillermo Hernández, *De la edad media a la actualidad* , SGEL 2008
3. De la Cierva, Ricardo, *Historia de España para Jóvenes*, Fenix, 2007
4. Manuel Fernández Álvarez, *España, biografía de una nación* Espasa Libros SLU, 2011.
5. Manuel Fernández Álvarez, *Pequeña historia de España* Espasa Libros SLU, 2008.

**Course Code: SLS-404**

**Course Title: Introduction to Linguistics**

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

**Course Description:** A language is a complex structure represented in the minds of its speakers, and this course provides the tools necessary for understanding its structure. It explains basic concepts and recent theoretical ideas in the major area of linguistics as well as the applications of these to the study of child language acquisition and other fields.

**Objective:** The aim of this course is to introduce the basics of Linguistics, which is the study of language, through theory and practice.

**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>• Presentation of the course</li> <li>• Basic Questions</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to Linguistics</li> <li>• Fundamental concepts</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>• Phonetics and Phonology I</li> <li>• Grapheme vs phoneme</li> </ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>• Phonetics and Phonology II</li> <li>• Vowels</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>• Phonetics and Phonology II</li> <li>• Consonants</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>• Phonological process I</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>• Phonological process II</li> </ul>	<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>• Morphosyntax I</li> <li>• Lexico and morphology</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>• Morphosyntax II</li> <li>• Sentence Structure I</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>• Morphosyntax III</li> <li>• Sentence Structure II</li> </ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>• Semantics</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>• Language Variation</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>• Bilingualism</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>• Pragmatics</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 the different chapters.

### **Mode of Evaluation**

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

### **BIBIOGRAPHY:**

- 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-II**

**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> (Before Mid Term)</b>	<b><u>SECTION II</u> (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 IX, X &amp; XI</u></b></p> <ul style="list-style-type: none"> <li>• Spanish society in Siglo de Oro: Class conflicts in 17th century Spain <i>La fuerza de sangre and celoso extremeño</i> (Cervantes) Poem “Poderoso caballero es Don Dinero (Quevedo) c) Effect of war 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 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 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 VI</u></b></p> <ul style="list-style-type: none"> <li>• <i>Cantar de los Cantares</i> (Fray Lope de León)</li> <li>• Mysticism in Spanish thought <i>Una noche oscura</i> (San Juan de la Cruz)</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 VII &amp; VIII</u></b></p> <ul style="list-style-type: none"> <li>• Spanish society in Siglo de Oro (16<sup>th</sup> and 17<sup>th</sup> 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: Viejo amigo huevos”, “El aguador de Sevilla”, “El almuerzo”.</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. 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:**

<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</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 texts</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 American 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.

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- 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, [Brevisima 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 Sarniento"
- 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)
- José 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)**
    - a. Poetics
  - 4. Structuralism (Week 6, 7 and 8)**
    - a. Language
- Week 9: Exam

## SECTION II

From Mid Sem to Final Exams

- 5. Post Structuralism (Week 10, 11 and 12)**
  - a. Deconstruction
- 6. Marxist and Neo Marxist Criticism (Week 13 and 14)**
  - a. Ideology and Literature
- 7. Psychoanalytic Criticism (Week 15 and 16)**
  - a. Self
- 8. Post Colonial Criticism (Week 17)**
  - a. 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%
- Final Exam: 50%
- Assignments: 20%

**Semester-III**

**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. **Brief revision of Enlightenment and Neoclassicism**
2. **Romanticism**
  - a. Concept and Historical Context
  - b. Emergence in Europe
  - c. Late Arrival in Spain
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. **Prose of Romanticism**
  - a. Mariano José de Larra: Costumbrismo, *Artículos*
5. **Drama of Romanticism**
  - a. Duque de Rivas, *Don Álvaro o la fuerza del sino*
  - b. José Zorilla, *Don Juan Tenorio*

## SECTION II

From Mid Sem to Final Exams

### 6. Realism

- a. Resurgence of the Novel
- b. Cecilia Bohl de Faber <<Fernan Caballero>>, *La Gaviota*
- c. Pedro Antonio de Alarcón, *El sombrero de tres picos*
- d. Juan Valera, *Pepita Jiménez*
- e. Leopoldo Alas <<Clarín>>, *La Regenta*
- f. **Benito Pérez Galdos**
  - i. *Doña Perfecta*
  - ii. *Episodios Nacionales*
  - iii. *Fortunata y Jacinta*
  - iv. *Miserecordia*

### 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

#### **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      Hours per week: 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 OBJECTIVE**

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 they 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* de 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 Ruben Dario
- *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 consecutively and simultaneously 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 (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 aims to develop and increase the knowledge (theoretical and practical) of specific aspects of applied linguistics relevant to learning of Spanish as a foreign language wherein the focus will be on the understanding of different methodologies, techniques and approaches of the teaching and learning process.

### **Objectives:**

The student will be able to put in practice all the above mentioned methodologies, techniques and approaches in a real (like) teaching environment.

### **Content:**

#### Theory

- Basic Aspects of the acquisition/ learning process of a Foreign Language (FL)
- Methods and approaches for teaching a Foreign Language.
- Different components in the Communicative Competence in a FL I: Grammar.

- Different components in the Communicative Competence in a FL II: Vocabulary & Pronunciation.
- Different components in the Communicative Competence in a FL III: Socio-cultural Components.
- Development of different skills. Oral and written comprehension. Oral and written expression.
- Designing process of a didactic unit.
- Evaluation of different components in the Communicative Competence in a Foreign Language.

### Practice

- Different types of exercises and activities in order to put in practice the theory explained above.
- Designing different types of didactic material.

### **Material:**

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

### **Mode of Evaluation:**

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

### **Bibliography:**

Cassany D, “Enseñar Lengua”, Ed. Grao (2008)

Littlewood W., *“La enseñanza comunicativa de idiomas. Introducción al enfoque comunicativo”*. Cambridge (1996)

Miguel L y N. Sans; “Didáctica del español como lengua extranjera” Varios Vol.  
www.marcoele.com

Richards, J.C. y Th.S. Rodgers, *“Enfoques y métodos de la enseñanza de idiomas”*.  
Cambridge, (1998)

### **Websites**

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

[www.cvc.cervantes.es](http://www.cvc.cervantes.es)

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

[www.spanish4teachers.org](http://www.spanish4teachers.org)

**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
<p><b>I Explain research terminology:</b> Thesis; Research questions; Research Hypothesis Methodological framework; Theoretical framework; Delimitation of the research area.</p>	<p><b>V Structure of the synopsis:</b> Introducing the topic; Theoretical Framework, Methodological framework and Delimiting the research</p>
<p><b>II Aspects of research:</b> Qualitative; Quantitative; Bibliographical; Biographical; Theoretical; Interpretative.</p>	<p><b>VI MLA style format:</b> Concordance between in-text citations and works cited. Title format, italicization, indentation, headings, sub-headings, block quotes.</p>
<p><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.</p>	<p><b>VII Online resources for research:</b> JSTOR, DOAJ, Project Muse, Google Scholar, archives.org, issuu.com</p>
<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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<sup>1</sup> After a supervisor has been assigned.

## 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 <b>Seminar Saturday</b> 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 By Week 4  
comprising all faculty teaching MA courses.

### **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*. Taurus, 2016.
- Posner, Richard. *El pequeño libro del plagio*. El hombre del tres. 2013.
- Seth, Kalpana. *Research Methodology in English*. Muralilal and Sons. 2010.

### **Semester-IV**

**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 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

**Mode of Evaluation:**

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

**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 Interpretation.

**Objectives:**

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

**Content:**

## Theory

- Consecutive Interpretation
- Different types of Consecutive Interpretations and differences between them.
- Introduction to techniques of Consecutive Interpretation
- Simultaneous Interpretation- 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 I
- Shadowing exercises I
- Intonations and accents I
- 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:**

SECTION I	SECTION II
<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>• What is ‘Latin America’ <ul style="list-style-type: none"> <li>➤ Genesis of the term ‘Latin America’, its first use in literature etc. Text: <i>Las Américas</i> by José María Teófilo Caicedo</li> <li>➤ Literary history of the movement of modernism: perception of East.</li> </ul> </li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>➤ General view of linkages connecting ideas.( Projection Analysis of print and video material (such as reports articles of newspapers journals like “La Nación” “El Repertorio Americano” 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 Travancor</i></p> <p><b><u>Week VII &amp; VIII</u></b></p> <p>Octavio Paz: <i>Vislumbres de la India</i></p> <p><i>Tale of Two Gardens: Poems from India</i></p>	<p><b><u>Week I &amp; II</u></b></p> <p>Rubén Darío, Jose 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>, Rog Sinan: <i>Dos aventuras en el Lejano Oriente</i>, Julio Cortázar’s <i>Prosa Observatorio</i></p> <p>Marco Glantz.</p> <p>.</p> <p><b><u>Week VIII</u></b></p> <p>Juan Alfredo Pinto Saavedra: <i>Stanzas</i> from <i>Flor de Loto</i></p>

**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