

## **Minutes of the first Board of Studies meeting in the Department of Foreign Languages Studies**

The Department of Foreign Languages Studies convened the first meeting of its newly constituted Board of Studies on 07/07/2021 at the Office, Dean of Humanities and Languages as per the office order number CUK/Acad-IV/F-3848/2020-21/226 dated 28/06/2021 to discuss and decide the syllabus, credits and courses for the Department. Prof. Basavaraj P. Donur, in his capacity of the Dean, School of Humanities and Languages and as Chairman, Board of Studies welcomed and briefed the members of the agenda of the meeting. The following members were present:

<b>Name and designation</b>	
Prof. Basavaraj P. Donur Dean, School of Humanities and Languages, CUK	Chairman, BOS
Dr. P Kumar Mangalam Assistant Professor (Spanish) and Coordinator, Dept. of Foreign Lang. Studies	Convener, BOS
Mr. Shivam Mishra Assistant Professor (German), Dept. of Foreign Lang. Studies	Member
Prof. Vikram Visaji Department of Kannada, CUK	Member
Mr. Mahendra M. Assistant Professor, Department of English, CUK	Member
Dr. Ajoy Kumar Das Associate Professor of Japanese, Dept. of Japanese, Nippon-Bhavana, Visva-Bharati University, Santiniketan,	External member (Japanese)

Professor Indrani Mukherjee Centre of Spanish, Portuguese, Italian and Latin American Studies (CSPILAS), School of Language, Literature and Culture Studies, Jawaharlal Nehru University, New Delhi-110067	External Member (Spanish)
Dr Jyoti Sabharwal Professor, Dept. of Germanic and Romance Studies University of Delhi	Special Invitee (German)
Prof. Mujeebur Rahman Center of Arabic and African Studies, SLL & CS, JNU	Special Invitee (Arabic)

CENTRAL UNIVERSITY OF  
KARNATAKA

(Established by an Act of the Parliament in  
2009)

Department of Foreign  
Languages Studies



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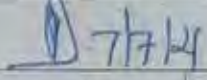
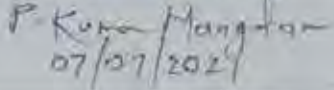
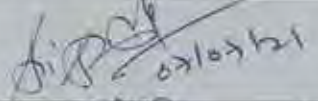

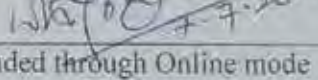
E-mail: basavarajdonurp@gmail.com

Prof. Basavaraj P. Donur  
Chairman, BoS, FLS

Date: 7<sup>th</sup> July, 2021

Attendance Sheet

The meeting of the Board of Studies of the Department of Foreign Languages Studies held on 7<sup>th</sup> July, 2021 at 10:30 am in the Office of the, Dean, School of Humanities and Languages

Sl. No.	Name and Designation of the Members and Experts	Signature
1.	<b>Prof. Basavaraj P. Donur</b> Dean, School of Humanities and Languages, CUK	
2.	<b>Dr. P. Kumar Mangalam</b> Coordinator & Asst. Professor Department of Foreign Languages Studies, CUK	 07/07/2021
3.	<b>Mr. Shivam Mishra</b> Asst. Professor Department of Foreign Languages Studies, CUK	 07/07/21
4.	<b>Prof. Vikram Visaji</b> Professor, Department of Kannada, CUK	
5.	<b>Mr. Mahendra M.</b> Asst. Professor, Department of English, CUK	 7-7-2021
6.	<b>Dr. Ajoy Kumar Das</b> Associate Professor, Department of Japanese Visva-Bharati University, Santiniketan	Attended through Online mode as Subject Expert
7.	<b>Prof. Indrani Mukherjee</b> CSPILAS, School of Languages, Literature and Culture Studies, Jawaharlal Nehru University, New Delhi	Attended through Online mode as Subject Expert
8.	<b>Prof. Jyoti Sabharwal</b> Department of Germanic & Roman Studies University of Delhi	Attended through Online mode as a Special Invitee
9.	<b>Prof. Mubeebur Rahman</b> Centre Arabic & African Studies Jawaharlal Nehru University, New Delhi	Attended through Online mode as a Special Invitee

  
Prof. Basavaraj P. Donur  
Chairman

The Board discussed the agenda in detail and resolved the following:

Department of Foreign Languages Studies

**Arabic:**

- To offer a PhD programme in Arabic
- To offer a two-semester Executive Certificate of Proficiency in Arabic (teaching contact hours: approximately 160 hours)
- To offer a two-semester Executive Diploma of Proficiency in Arabic (teaching contact hours: approximately 180 hours)
- To offer a two-semester Executive Advanced Diploma of Proficiency in Arabic (teaching contact hours: approximately 200 hours)
- To offer a six (6) credit UG Generic Elective (now renamed as Multi-disciplinary course) in two parts in Arabic spanning over two semesters.
- To offer a three (3) credit PG Generic Elective in two parts in Arabic spanning over two semesters.
- To offer a two (2) credit UG Language Course as an AECC course in Arabic in two parts spanning over two semesters.

### **German**

- To offer a two-semester Executive Certificate of Proficiency in German (teaching contact hours: approximately 160 hours)
- To offer a two-semester Executive Diploma of Proficiency in German (teaching contact hours: approximately 180 hours)
- To offer a two-semester Executive Advanced Diploma of Proficiency in German (teaching contact hours: approximately 200 hours)
- To offer a six (6) credit UG Generic Elective (now renamed as Multi-disciplinary course) in German in two parts spanning over two semesters.
- To offer a three (3) credit PG Generic Elective in German in two parts spanning over two semesters.
- To offer a two (2) credit UG Language Course as an AECC course in German in two parts spanning over two semesters.

### **Japanese**

- To offer a two-semester Executive Certificate of Proficiency in Japanese (teaching contact hours: approximately 160 hours)
- To offer a two-semester Executive Diploma of Proficiency in Japanese (teaching contact hours: approximately 180 hours)
- To offer a two-semester Executive Advanced Diploma of Proficiency in Japanese (teaching contact hours: approximately 200 hours)

- To offer a six (6) credit UG Generic Elective (now renamed as Multi-disciplinary course) in German in two parts spanning over two semesters.
- To offer a three (3) credit PG Generic Elective in German in two parts spanning over two semesters.
- To offer a two (2) credit UG Language Course as an AECC course in German in two parts spanning over two semesters.

### **Spanish**

- To offer a PhD programme in Spanish
  - To offer a two-semester Executive Certificate of Proficiency in Spanish (teaching contact hours: approximately 160 hours)
  - To offer a two-semester Executive Diploma of Proficiency in Spanish (teaching contact hours: approximately 180 hours)
  - To offer a two-semester Executive Advanced Diploma of Proficiency in Spanish (teaching contact hours: approximately 200 hours)
  - To offer a six (6) credit UG Generic Elective (now renamed as Multi-disciplinary course) in Spanish in two parts spanning over two semesters.
  - To offer a three (3) credit PG Generic Elective in Spanish in two parts spanning over two semesters.
  - To offer a two (2) credit UG Language Course as an AECC course in Spanish in two parts spanning over two semesters.
1. The details of all the above mentioned courses with course structure, syllabus and evaluation pattern of each is enclosed herewith.
  2. The Board resolved to keep the duration of Executive Course as two semesters (one academic year) with the possibility of an exit option after one semester for those working professionals who may opt for the course for a shorter-duration language learning objective. The modalities of Executive Courses with detailed information on this particular aspect is also enclosed herewith for onward approval.

The meeting ended with note of thanks

Prof. Basavaraj P. Donur

Chairman, BOS



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**Minutes of the first Board of Studies meeting in the Department of Foreign Languages  
Studies**

The Department of Foreign Languages Studies convened the second meeting of its Board of Studies on 07-08 July, 2022 at the Office, Dean of Humanities and Languages to discuss and decide the syllabus, credits and courses for the Department. Prof. Basavaraj P. Donur, in his capacity of the Dean, School of Humanities and Languages and as Chairman, Board of Studies welcomed and briefed the members of the agenda of the meeting. The following members were present:

<b>Name and designation</b>	
Prof. Basavaraj P. Donur Dean, School of Humanities and Languages, CUK	Chairman, BOS
Dr. P Kumar Mangalam Assistant Professor (Spanish) and Coordinator, Dept. of Foreign Lang. Studies	Convener, BOS
Mr. Shivam Mishra Assistant Professor (German), Dept. of Foreign Lang. Studies	Member
Prof. Vikram Visaji Department of Kannada, CUK	Member

Mr. Mahendra M. Assistant Professor, Department of English, CUK	Member
Ajoy Kumar Das Associate Professor of Japanese, Dept. of Japanese, Nippon-Bhavana, Vivekananda-Bharati University, Santiniketan,	External member (Japanese)
Professor Indrani Mukherjee Centre of Spanish, Portuguese, Italian and Latin American Studies (CSPILAS), School of Language, Literature and Culture Studies, Jawaharlal Nehru University, New Delhi-110067	External Member (Spanish)
Dr Jyoti Sabharwal Professor, Dept. of Germanic and Romance Studies University of Delhi	Special Invitee (German)
Prof. Mujeebur Rahman Center of Arabic and African Studies, SLL & CS, JNU	Special Invitee (Arabic)



07-07-2022

Attendance Sheet

The Department of Foreign Languages Studies held its BoS meeting on July 7, 2022 at the Office of Dean, School of Humanities and Languages.

Sl. No.	Name and Designation	Designation	Signature
1.	Prof. Basavaraj P. Donur Dean, School of Humanities and Languages, CUK	Chairman	 7-7-2022
2.	Mr. Shivam Mishra Assistant Professor (German), Dept. of Foreign Lang. Studies, CUK	Member	 7/7/22
3.	Prof. Vikram Visaji Department of Kannada, CUK	Member	
4.	Mr. Mahendra M. Assistant Professor, Department of English, CUK	Member	 7-7-2022
5.	Dr. Ajoy Kumar Das Associate Professor of Japanese, Dept. of Japanese, Nippon-Bhavana, Visva-Bharati University, Santiniketan	External Expert (Japanese)	Joined Online
6.	Prof. Indrani Mukherjee Centre of Spanish, Portuguese, Italian and Latin American Studies (CSPILAS), School of Language, Literature and Culture Studies, Jawaharlal Nehru University, New Delhi-110067	External Expert (Spanish)	Joined Online
7.	Dr. Jyoti Sabharwal Professor, Dept. of Germanic and Romance Studies University of Delhi	External Expert (German)	Joined Online
8.	Prof. Mujeebur Rahman Center of Arabic and African Studies, SLI & CS, INU	External Expert (Arabic)	Joined Online
9.	Dr. P Kumar Mangalam Assistant Professor (Spanish) and Coordinator Dept. of Foreign Lang. Studies	Convener	 7/7/2022

Prof. Basavaraj P. Donur  
Chairman  
BOS, Department of Foreign Language Studies



The Board discussed the agenda in detail and resolved the following:

**Arabic:**

- To offer a four-part UG Minor course in Arabic

**German**

- To offer a four-part UG Minor course in German

**Japanese**

- To offer a four-part UG Minor course in Japanese

**Spanish**

1. To offer a four-part UG Minor course in Spanish

The details of all the above mentioned courses with course structure, syllabus and evaluation pattern of each is enclosed herewith.

The meeting ended with note of thanks

Prof. Basavaraj P. Donur

Chairman, BOS

## **UG Minor Courses in Arabic**

### **Introduction**

Arabic is the lingua franca of the Arab world. During the Middle Ages, Arabic was a major vehicle of culture in Europe, especially in science, mathematics and philosophy. As a result, many European languages have also borrowed many words from it. Arabic influence, mainly in vocabulary, is seen in European languages mainly Spanish and to a lesser extent in Portuguese and Catalan. Arabic is the principal language of Islamic civilization. Arabic is the key to understanding the modern Middle East as it is the official language of over 20 countries and its native speakers are more than 274.0 million. It is one of the six official languages at the United Nations and the fifth most spoken language in the world.

Having Arabic knowledge anyone may obtain a variety of jobs in some way connected with the Middle East as diplomacy, journalism, broadcasting, banking and business and so on which tend to call on both their expertise in Arabic and their knowledge of the area such as: (a) understanding the Arab world is helpful for the cultural and linguistic gap to avoid intercultural conflicts among the different faiths. (b) learning Arabic Language emphasizes to branch out into the Middle East as Arab economy is one of the biggest in the world. (c) Arabic translators and interpreters are currently on high demand in the western world specially as needed by different embassies, government departments and agencies as well as corporations seeking to enter the global arena. (d) learning a language is a gateway for Arab culture. The language will enable you to read and enjoy some of the famous classic literature for example Aladdin, Ali Baba, Sindbad the Sailor and stories in The One Thousand and One Nights etc. (e) keeping higher degree in Arabic language, gives a golden opportunity to teach this language across the world.

The UG Minor course in Arabic in its four consecutive parts is proposed as a unique opportunity to explore the world of cultures and literatures of the Arab-speaking world for the new four year undergraduate students under the NEP, 2020 at Central University of Karnataka, Kalaburagi.

The UG Minor course does not prescribe knowledge of Arabic as a prerequisite to attend the course. This is so given that it is not a language course. For learning the language from basics, the Department of Foreign Languages Studies already offers Generic Elective courses in Arabic at both UG and PG levels. The texts and other study materials will be provided in English. In discussion of literature, bilingual (Arabic -English) texts may also be used.

## Overview

<b>Code</b>	<b>Type</b>	<b>Title</b>	<b>Credits</b>
UARTM10	Minor (UG)	An Introduction to Language, Literature, Culture & Society of the Arab World-I	3
UARTM20	Minor (UG)	An Introduction to Language, Literature, Culture & Society of the Arab World-II	3
UARTM30	Minor (UG)	An Introduction to Language, Literature, Culture & Society of the Arab World-III	3
UARTM40	Minor (UG)	An Introduction to Language, Literature, Culture & Society of the Arab World-IV	3

## Mission

**MS1:** To introduce new students to the interesting worlds of literature and culture in general.

**MS2:** To facilitate appreciation of importance and relevance of exploring and interacting with literature and culture from other parts of the world.

**MS3:** To direct the general appreciation of literature and culture towards developing interest in those from the Arabic-speaking world.

**MS4:** To encourage the learners to dive deeper into the interdisciplinary insights gained from the learning to identify and explore areas of further higher studies such as literary studies, translation studies, comparative literature, cultural studies among others.

**MS5:** To contribute to the growing field of not only foreign language studies but also to humanities in general in India.

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**Course name: An Introduction to Literatures and Cultures of the Arabic-speaking World-I**

**Course code: UARTM10**

This Undergraduate Minor course in Arabic is meant to introduce prospective students to the world of culture and literature in general and that from Arabic-speaking world in particular. It will attempt to prepare its students for developing keen interest in these interrelated fields.

### Course Structure

<b>Course Code</b>	UARTM10
<b>Title of the Course</b>	An Introduction to Language, Literature, Culture & Society of the Arab World-I
<b>Course Offered to</b>	UG
<b>Credits</b>	3
<b>Student's Intake</b>	30 (On a first-come, first-served basis)
<b>Pre-requisite</b>	No knowledge of Arabic is required. Consent of the faculty member

### **Course Learning Outcomes (CLOs)**

After completion of this Minor course, the students will be able to

**CLO-1:** The student will acquire a basic appreciation of importance of understanding culture and literature.

**CLO-2:** With this general appreciation as base, the student will acquire a detailed overview of the dynamics of culture and literature from Arab countries.

**CLO3:** The student will gain fair number of basic ideas on the cultures and literatures in Gulf from its earliest days to medieval times.

**CLO-4:** The student will develop keen interest in exploring the texts and references shared in the classes in order to further advance his/her enquiry on interrelated themes offered by the course.

**CLO-5:** The student will be able to envision topics of further studies and will also, thus, be able to, hopefully, pursue these topics in the realm of literary studies, culture and cultural studies, translation studies further in higher studies.

### **Detailed Syllabus:**

The course will carry a total of 3 (three) credits to be completed in one semester. It contains the following major components:

The course will begin with engaging students on some general ideas about culture and the place and role of literature there. Here, the focus would be to share with students an appreciation of both not as some fashionable glossy items but as products of various contexts, in short as part of and stemming from everyday lives of ordinary people in any given time and space. This appreciation will then be geared towards looking at and making sense of cultures and literatures

from the Arab World. Our focus in the first part of the course will be on discussing representations of these from the earliest days of Arab history till medieval times.

**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></p> <ul style="list-style-type: none"> <li>· Geography of the Arabian Peninsula; an outline</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>· Population and Political Boundaries</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>· Different Tribes and their position in society</li> </ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>· Early ages of human being in Arabian Peninsula</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>· Pre-Islamic Arabia</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>· Rise of Islam</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>· Umayyad Caliphate (661–750, based in Damascus)</li> </ul> <p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>· Abbasid Caliphate (750–1258, based in Baghdad)</li> <li>· <i>Ayyubid Dynasty (1171–1341, based in Damascus and Aleppo)</i></li> </ul>	<p><b><u>Week IX</u></b></p> <ul style="list-style-type: none"> <li>· Introduction to Arab Culture</li> </ul> <p><b><u>Week X</u></b></p> <ul style="list-style-type: none"> <li>· Arabic Language and Art of Calligraphy</li> </ul> <p><b><u>Week XI</u></b></p> <ul style="list-style-type: none"> <li>· Contribution of the Arabs to world civilizations</li> </ul> <p><b><u>Week XII</u></b></p> <ul style="list-style-type: none"> <li>· Economy of the Arab world</li> </ul> <p><b><u>Week XIII</u></b></p> <ul style="list-style-type: none"> <li>· Festivals and Celebrations</li> </ul> <p><b><u>Week XIV</u></b></p> <ul style="list-style-type: none"> <li>· Arab Music: past and present (With special reference to Umm Kulthum)</li> </ul> <p><b><u>Week XV</u></b></p> <ul style="list-style-type: none"> <li>· Arab Cinema as reflections of Arab culture</li> <li>· Arab Cinema as an important component of Arab culture</li> </ul> <p><b><u>Week XVI</u></b></p> <ul style="list-style-type: none"> <li>· Revision</li> </ul>

**Scheme of Evaluation:**

**Continuous Internal Assessment (30 Marks)**

**End Semester Examination (45 Marks)**

This Evaluation method will be followed in all four course.

### **Prescribed Textbooks**

- Ø Halim Isber Barakat, The Arab world: society, culture, and state, Publisher: Berkeley, University of California Press, 1993
- Ø Jihad Al-Omari, Understanding the Arab Culture: A Practical Cross-cultural Guide to Working in the Arab World, 2009

**Course name: An Introduction to Literatures and Cultures of the Arabic-speaking World-II**

**Course code: UARTM20**

### **Course Structure**

<b>Course Code</b>	UARTM20
<b>Title of the Course</b>	An Introduction to Language, Literature, Culture & Society of the Arab World-II
<b>Course Offered to</b>	UG
<b>Credits</b>	3
<b>Student's Intake</b>	30 (On a first-come, first-served basis)
<b>Pre-requisite</b>	No knowledge of Arabic is required. Consent of the faculty member

### **Course Learning Outcomes (CLOs)**

After completion of this Minor course, the students will be able to

**CLO-1:** The student will acquire a basic knowledge of Arab Origins, Culture and Civilization.

**CLO-2:** With this general appreciation as base, the student will acquire a detailed overview of the dynamics of culture and literature from Arab World.

**CLO-3:** The student will gain fair number of basic ideas on Pan Arabism and Arab Nationalism.

**CLO-4:** The student will develop keen interest in exploring the texts and references shared in the classes in order to further advance his/her enquiry on interrelated themes offered by the course.

**CLO-5:** The student will be able to envision topics of further studies and will also, thus, be able to, hopefully, pursue these topics in the realm of literary studies, culture and cultural studies, translation studies further in higher studies.

### **COURSE CONTENT:**

<b>SECTION I (Before Mid Term)</b>	<b>SECTION II (Before final Exam)</b>
<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>Arab Culture: components and ingredients</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>Origins of the Arabs</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>Arabs before Islam and after Islam: The social life</li> </ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>Arab Culture During Pre-Islamic Period</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>Arabic Language and Culture</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>Impact of Islam on the Arab culture</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>Impact of non-Arab cultures on the culture of Arabs</li> </ul> <p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>Clans and Kinship among Arabs: Past and Present</li> </ul>	<p><b><u>Week IX</u></b></p> <ul style="list-style-type: none"> <li>Political system of the Arabs</li> </ul> <p><b><u>Week X</u></b></p> <ul style="list-style-type: none"> <li>Leaders/Shaikh (Qabilah)</li> </ul> <p><b><u>Week XI</u></b></p> <ul style="list-style-type: none"> <li>Political system under Islam</li> </ul> <p><b><u>Week XII</u></b></p> <ul style="list-style-type: none"> <li>Renaissance in the Arab world in the 19th and 20th centuries</li> </ul> <p><b><u>Week XIII</u></b></p> <ul style="list-style-type: none"> <li>Pan-Arabism and Arab Nationalism</li> </ul> <p><b><u>Week XIV</u></b></p> <ul style="list-style-type: none"> <li>Arab League</li> </ul> <p><b><u>Week XV</u></b></p> <ul style="list-style-type: none"> <li>Arab people: general character traits</li> </ul> <p><b><u>Week XVI</u></b></p> <ul style="list-style-type: none"> <li>Revision</li> </ul>

**Prescribed Textbooks**

- Ø Barakat, Halim. The Arab World: Society, Culture and State. University of California Press: 1993
- Ø 4. Robert, Helnad, Translation Adnan Hasan, History of Arabs in the Arabian Peninsula from the Bronze age to the Beginning of Islam (3200 BC-630 AD) Fadmas publishers 2010

**Scheme of Evaluation:**

**Continuous Internal Assessment (30 Marks)**

**End Semester Examination (45 Marks)**

**Course name: An Introduction to Literatures and Cultures of the Arabic-speaking World-III**

**Course code: UARTM30**

**Course Structure**

<b>Course Code</b>	UARTM30
<b>Title of the Course</b>	Language, Literature, Culture & Society of the Arab World-III
<b>Course Offered to</b>	UG
<b>Credits</b>	3
<b>Student's Intake</b>	30 (On a first-come, first-served basis)
<b>Pre-requisite</b>	No knowledge of Arabic is required. Consent of the faculty member

**Course Learning Outcomes (CLOs)**

After completion of this Minor course, the students will be able to

**CLO-1:** The student will acquire a basic appreciation of importance of understanding culture and literature.

**CLO-2:** With this general appreciation as base, the student will acquire a detailed overview of Arab contributions to the Civilisations.

**CLO-3:** The student will gain fair amount of basic ideas on the Arab Theatre and Cinema.

**CLO-4:** The student will develop keen interest in exploring the texts and references shared in the classes in order to further advance his/her enquiry on interrelated themes offered by the course.

**CLO-5:** The student will be able to envision topics of further studies and will also, thus, be able to, hopefully, pursue these topics in the realm of literary studies, culture and cultural studies, translation studies further in higher studies.

**COURSE CONTENT:**

<b><u>SECTION I (Before Mid Term)</u></b>	<b><u>SECTION II (Before final Exam)</u></b>
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<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>· The Arabs: The knowledge systems</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>· Arab contributions to knowledge and Civilisation; Mathematics, Astronomy, Medicine, Physics, Natural Sciences, Navigation, Geography, Architecture and Other Sciences.</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>· Women in Arab Culture, before Islam and afterwards</li> </ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>· Women's marital Rights, Inheritance and Polygamy</li> </ul> <p><b><u>Week V</u></b></p> <ul style="list-style-type: none"> <li>· Arab world under the western colonialism</li> <li>· Question of Arab identity</li> </ul> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>· Freedom movements in the Arab world and establishment of independent states</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>· Arab progress in the Modern World; Education and Technology, Economic growth, sources of Arab economy</li> </ul>	<p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>· Kingdom of Saudi Arabia: An Overview</li> </ul> <p><b><u>Week IX</u></b></p> <ul style="list-style-type: none"> <li>· Egypt: An Overview</li> </ul> <p><b><u>Week X</u></b></p> <ul style="list-style-type: none"> <li>· Feminism, Gender and Sexuality in the Arab world</li> </ul> <p><b><u>Week XI</u></b></p> <ul style="list-style-type: none"> <li>· Arabic Theatre and Arab culture</li> </ul> <p><b><u>Week XII</u></b></p> <ul style="list-style-type: none"> <li>· Arabic Diaspora literature</li> </ul> <p><b><u>Week XIII</u></b></p> <ul style="list-style-type: none"> <li>· The issue of Palestine as a major component of Arab Political and social life and as an important theme in Arabic literature.</li> </ul> <p><b><u>Week XIV</u></b></p> <ul style="list-style-type: none"> <li>· Cultural Festivals in the Arab world: Past and Present</li> </ul> <p><b><u>Week XV</u></b></p> <ul style="list-style-type: none"> <li>· Arab life in the contemporary digital world</li> </ul> <p><b><u>Week XVI</u></b></p> <ul style="list-style-type: none"> <li>· Revision</li> </ul>
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**Prescribed Textbooks**

- Ø Hanna Fakhuri, Tarikhul Adab Arabi, Al-Matba'a Al-Bulisia, Cairo 1953.
- Ø Ahmad Hasan Zayyat, Tarikh Al-Adab Al-Arabi, Dar Al-Marifa 2000.

**Scheme of Evaluation:**

**Continuous Internal Assessment (30 Marks)**

**End Semester Examination (45 Mark)**

**Course name: An Introduction to Literatures and Cultures of the Arabic-speaking World-IV**

**Course code: UARTM40**

**Course Structure**

<b>Course Code</b>	UARTM40
<b>Title of the Course</b>	An Introduction to the Language, Literature, Culture & Society of the Arab World-IV
<b>Course Offered to</b>	<b>UG</b>
<b>Credits</b>	<b>3</b>
<b>Student's Intake</b>	<b>30 (On a first-come, first-served basis)</b>
<b>Pre-requisite</b>	<b>No knowledge of Arabic is required. Consent of the faculty member</b>

**Course Learning Outcomes (CLOs)**

After completion of this Minor course, the students will be able to

**CLO-1:** The student will acquire a standard knowledge of Arabic classical and modern literature.

**CLO-2:** With this general appreciation as base, the student will acquire a detailed overview of Indian writers of Arabic Language and Literature.

**CLO-3:** The student will gain fair amount of basic ideas on the field of Translation and Interpretations.

**CLO-4:** The student will develop keen interest in exploring the texts and references shared in the classes in order to further advance his/her enquiry on interrelated themes offered by the course.

**CLO-5:** The student will be able to envision topics of further studies and will also, thus, be able to, hopefully, pursue these topics in the realm of literary studies, culture and cultural studies, translation studies further in higher studies.

## **COURSE CONTENT:**

<b><u>SECTION I (Before Mid Term)</u></b>	<b><u>SECTION II (Before final Exam)</u></b>
<b><u>Week I</u></b> <ul style="list-style-type: none"><li>· An Overview of the literary scenario of the Arab World</li></ul>	<b><u>Week IX</u></b> <ul style="list-style-type: none"><li>· Arabic Literature by Indians</li></ul>
<b><u>Week II</u></b> <ul style="list-style-type: none"><li>· Arabic Language, Literature and Arab World</li></ul>	<b><u>Week X</u></b> <ul style="list-style-type: none"><li>· Simultaneous Interpretation</li></ul>
<b><u>Week III</u></b> <ul style="list-style-type: none"><li>· Poetry as a chronicler of Arab peoples' lives (<i>al-shir deewan al-arab</i>).</li></ul>	<b><u>Week XI</u></b> <ul style="list-style-type: none"><li>· The Best Literary Text: The Quran</li></ul>
<b><u>Week IV</u></b> <ul style="list-style-type: none"><li>· Importance of Arabic language in the lives of the Arabs.</li></ul>	<b><u>Week XII</u></b> <ul style="list-style-type: none"><li>· Best poetic collections: <i>Sab'e Muallaqaat</i></li></ul>
<b><u>Week V</u></b> <ul style="list-style-type: none"><li>· Translation and Interpretation: An introduction</li></ul>	<b><u>Week XIII</u></b> <ul style="list-style-type: none"><li>· Prominent Writers; Ibn Muqaffa, Al-Jahiz, Ibn Khaldun, Naguib Mahfouz, Taha Hussain,</li></ul>
<b><u>Week VI</u></b> <ul style="list-style-type: none"><li>· Genres of Arabic prose literature</li></ul>	<b><u>Week XIV</u></b> <ul style="list-style-type: none"><li>· Arabic Novel and Drama</li></ul>
<b><u>Week VII</u></b> <ul style="list-style-type: none"><li>· Modern Arabic Poetry: various forms</li></ul>	<b><u>Week XV</u></b> <ul style="list-style-type: none"><li>· Arabic Conversation</li></ul>
<b><u>Week VIII</u></b> <ul style="list-style-type: none"><li>· An introduction to Arabic Literary Criticism</li></ul>	<b><u>Week XVI</u></b> <ul style="list-style-type: none"><li>· Revision</li></ul>

### **Prescribed Textbooks**

- Ø M.M. Badawi, A Short History of Modern Arabic Literature, Clarendon Press, 1993
- Ø Ameer Shakeeb Arsalan, Al-Nahda Al-Arabia fee Al-Asr Al-Hazir, Al-Dar Al-Taqaaddumiyah Lil-Nashr, Beirut (2008).
- Ø M M Badawi, Modern Arabic Drama in Egypt, Cambridge University Press, September 2009

### **Scheme of Evaluation:**

**Continuous Internal Assessment (30 Marks)**

**End Semester Examination (45 Marks)**

## UG Minor Courses in German

### Introduction

The UG minor course in German offers students a basic level of language and cultural competence. It requires completion of 3 language courses and one course on German history over the period of four semesters. Simultaneously they will also learn about important cultural aspects of the German speaking countries.

Students, wishing to opt for this course do not require to possess knowledge of German as a prerequisite to attend the course at the initial level. The minor course in German will familiarize the students with the dynamic world associated with the German language. The texts and audio video materials for history course will be in English and the discussion will also take place in English. The reading material and the texts related to history section will be provided to the students during the course.

### Overview

<b>Code</b>	<b>Type</b>	<b>Title</b>	<b>Credits</b>	<b>Contact Hours (per week)</b>
UGETM10	Minor (UG)	Beginning German-I	3	3 + 1 (Tutorial session)
UGETM20	Minor (UG)	Beginning German-II	3	3 + 1 (Tutorial session)
UGETM30	Minor (UG)	Beginning German-III	3	3 + 1 (Tutorial session)
UGETM40	Minor (UG)	Brief History of Germany	3	3 + 1 (Tutorial session)

### Mission

**MS1:** To introduce new students to the interesting worlds of literature and culture in general.

**MS2:** To facilitate appreciation of importance and relevance of exploring and interacting with literature and culture from other parts of the world.

**MS3:** To direct the general appreciation of literature and culture towards developing interest in those from the German-speaking world.

**MS4:** To encourage the learners to dive deeper into the interdisciplinary insights gained from the learning to identify and explore areas of further higher studies such as literary studies, translation studies, comparative literature, cultural studies among others.

**MS5:** To contribute to the growing field of not only foreign language studies but also to humanities in general in India.

**Course name: Beginning German-I**

**Course code: UGETM10**

The students will start with very basics of the German language in this course. The focus will be on acquisition of grammar structure. The students will also be introduced to German culture and will develop basic communication skills. The focus on communicative language includes listening, speaking, reading and writing. Pronunciation practice and learning strategies round off the introductory course. German culture of today also plays a crucial role in communicating effectively and this will feature in all learning modules.

**Course Structure**

<b>Course Code</b>	UGETM10
<b>Title of the Course</b>	Beginning German-I
<b>Course Offered to</b>	UG
<b>Credits</b>	3
<b>Student's Intake</b>	30 (On a first-come, first-served basis)
<b>Pre-requisite</b>	No knowledge of German is required. Consent of the faculty member

**Course Learning Outcomes (CLOs)**

After completion of this course, the students will acquire following skills:

**CLO-1:** The student will acquire elementary grammar features.

**CLO-2:** The student will acquire basic German vocabulary.

**CLO-3:** The student will acquire basic skills for simple communication in routine situations.

**CLO 4:** The student will gain fair amount of basic ideas about German culture.

**CLO-5:** The student will develop keen interest in exploring the texts and references shared in the classes in order to further advance his/her enquiry on interrelated themes offered by the course.

**Course content:**

Basic grammatical features: position of verbs in affirmative sentences and questions, conjugation, the use of articles, imperative, the accusative case and the personal pronouns in the dative case. Listening and speaking practice: understanding simple information at railway stations, in telephone calls and being able to hold simple conversations where the partner in conversation assists in the communication process. Writing and reading: short messages and

notes, filling up simple forms. Vocabulary: personal information, food and drinks, shopping, numbers, orientation.

### **Method of Evaluation**

1 Internal Assessment (30 Marks, consisting of one 10 marks Assignment) and End of Semester Examination (45 Marks)

### **Prescribed Textbook**

Rosa-Maria Dallapazza / Eduard von Jan / Til Schönherr: Tangram aktuell 1, Lektion 1-4; Deutsch als Fremdsprache. New Delhi (Goyal Saab, rpt.) 2007.

### **Select References**

Christine Eckhard-Black / Dr. Ruth Whittle: Cassell's Contemporary German. A Handbook of Grammar, Current Usage, and Word Power. New York et.al. (MacMilan) 1993.

Heinz Oehler: Grundwortschatz Deutsch. Stuttgart (Klett Verlag) 1994.

Idiomatische Redewendungen von A – Z. Berlin/München (Langenscheidt Verlag) 1993.

Langenscheidt's German-English, English-German Dictionary. New Delhi (Goyal Saab) 2009.

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### **Course name: Beginning German-II**

### **Course code: UGETM20**

The course is essentially continuation of the first part of the German language course. It seeks to reinforce communication skills through greater emphasis on speaking, listening, reading and writing. German grammar, principal syntactic features and vocabulary referring to everyday life is part of the syllabus. German culture of today also plays a crucial role in communicating effectively and will feature in all topics.

### **Course Structure**

<b>Course Code</b>	UGETM20
<b>Title of the Course</b>	Beginning German-II
<b>Course Offered to</b>	UG
<b>Credits</b>	3
<b>Student's Intake</b>	30 (On a first-come, first-served basis)
<b>Pre-requisite</b>	The Student should have completed Beginning German-I course.

### **Course Learning Outcomes (CLOs)**

After completion of this course, the students will acquire following skills:

**CLO-1:** The student will strengthen existing knowledge of German.

**CLO-2:** The student will progress further in basic level language skills.

**CLO-3:** The student will acquire enhanced communication skills and would be able to communicate in a better way in day to day situations.

**CLO 4:** The student will be able to exhibit good understanding of German culture.

**CLO-5:** The student should be able to develop keen interest for further self-learning of language.

**Course Content:**

Basic Grammatical Features: Modal Verbs, Prepositions (Revision as well as Prepositions with Dative), Perfect Tense, Separable Verbs, The Subjunctive Mood, Advanced Conversation skills (pertaining chiefly to simple dialogues in everyday situations), Writing skills geared to communicative tasks such as writing e-mails, short messages and notes, Listening and Reading Comprehension. Basic information on German speaking countries.

**Method of Evaluation**

1 Internal Assessment (30 Marks, consisting of one 10 marks Assignment) and End of Semester Examination (45 Marks)

**Prescribed Textbook**

Rosa-Maria Dallapazza / Eduard von Jan / Til Schönherr: Tangram aktuell 1, Lektion 5-8; Deutsch als Fremdsprache. New Delhi (Goyal Saab, rpt.) 2007.

**Select References**

Christine Eckhard-Black / Dr. Ruth Whittle: Cassell's Contemporary German. A Handbook of Grammar, Current Usage, and Word Power. New York et.al.(MacMilan) 1993.

Heinz Oehler: Grundwortschatz Deutsch. Stuttgart (Klett Verlag) 1994.

Idiomatische Redewendungen von A – Z. Berlin/München (Langenscheidt Verlag) 1993.

Langenscheidt's German-English, English-German Dictionary. New Delhi (Goyal Saab) 2009.

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**Course name: Beginning German-III**

**Course code: UGETM30**

The course is a continuation of Beginning German I and II that enables students to hold basic conversations in German, read longer texts and write informal e-mails and postcards. The focus is on communicative language use, thus comprising speaking, listening, reading and writing practice. Basic vocabulary and grammar from German I and II will be revised and extended to ensure deeper understanding of grammatical features in addition to word formation rules of the German language. Cultural knowledge is extended to include information on Germany, Switzerland and Austria.

**Course Structure**

<b>Course Code</b>	UGETM30
<b>Title of the Course</b>	Beginning German-III
<b>Course Offered to</b>	UG

<b>Credits</b>	<b>3</b>
<b>Student's Intake</b>	<b>30 (On a first-come, first-served basis)</b>
<b>Pre-requisite</b>	<b>The Student should have completed Beginning German-II course.</b>

### **Course Learning Outcomes (CLOs)**

After completion of this course, the students will acquire following skills:

**CLO-1:** The student will be more confident about four fundamental language skills, namely reading, speaking, writing and listening.

**CLO-2:** The student will progress from basic to intermediate level language skills.

**CLO-3:** The student will be able to communicate about the past events.

**CLO 4:** The student will have knowledge of culture of other main German speaking countries, Austria and Switzerland as well.

**CLO-5:** The student should be able to develop keen interest for further self-learning of language.

#### **Course Content:**

Basic grammatical features: Preterite form of auxiliary and modal verbs, perfect tense, subjunctive form of important verbs, subordinate clauses, comparative and superlative. Listening and speaking practice: Talking about past events, describing people, writing about single items/objects. Reading and writing practice: Reading about a survey, reading and writing postcards and e-mails. Vocabulary: where people live, vacations, health, colours, clothes, the human body.

#### **Method of Evaluation**

1 Internal Assessment (30 Marks, consisting of one 10 marks Assignment) and End of Semester Examination (45 Marks)

#### **Prescribed Textbook**

Rosa-Maria Dallapazza / Eduard von Jan / Til Schönherr: Tangram aktuell 2, Lektion 1-4; Deutsch als Fremdsprache. New Delhi (Goyal Saab, rpt.) 2007.

#### **Select References**

Christine Eckhard-Black / Dr. Ruth Whittle: Cassell's Contemporary German. A Handbook of Grammar, Current Usage, and Word Power. New York et.al. (MacMilan) 1993.

Heinz Oehler: Grundwortschatz Deutsch. Stuttgart (Klett Verlag) 1994.

Idiomatische Redewendungen von A – Z. Berlin/München (Langenscheidt Verlag) 1993.

Langenscheidt's German-English, English-German Dictionary. New Delhi (Goyal Saab) 2009.

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**Course name: Introduction to German History**

**Course code: UGETM40**



This course on history will provide students information and insights of the key events of Germany history from World War II onwards. It will help students to understand many dimensions of the German society of present day. There will be reading about the historical events and developments that have shaped this part of Europe, and some literary and other cultural texts that reflect those developments. An important objective of the course is to promote an understanding of the processes of change and development through which German society has evolved to its present stage of development. No knowledge of German is required, and all readings, lectures, and discussions will be in English.

### Course Structure

<b>Course Code</b>	UGETM40
<b>Title of the Course</b>	Introduction to German History
<b>Course Offered to</b>	UG
<b>Credits</b>	3
<b>Student's Intake</b>	30 (On a first-come, first-served basis)
<b>Pre-requisite</b>	The Student should have completed all earlier German minor courses.

### Course Learning Outcomes (CLOs)

After completion of this course, the students will acquire following skills:

**CLO-1:** The student will develop understanding about today's Germany in the context of various historical events.

**CLO-2:** The student will be able to critically analyse the different views/interpretations of historical events.

**CLO-3:** Students will develop communication skills through oral and written exercises.

**CLO 4:** Students will analyse how local, national, and international policies and practices developed in the past continue to impact their contemporary lives.

### Course Content:

This course will introduce students about the social, political, economical and cultural developments in the German speaking countries between the years 1945 and 1989 i.e. from Nachkriegszeit till the "Reunification of Germany/ die Wende". The course seeks to develop an understanding of the political, social and cultural history of pre - and post - war German Speaking countries. The course aims to introduce students to Germany through readings, discussions, analyses of selected number of texts, poems, short- stories, newspaper articles, political speeches, films and documentaries. Students are expected to watch the following films for this course: Modern times, The Great Dictator, The Pianist, Downfall, Die fetten Jahren sind vorbei(The Educators), Der Bader Meinhof Komplex, Schwarzfahrer and Good-bye Lenin.

**Method of Evaluation**

1 Internal Assessment (30 Marks, consisting of one 10 marks Assignment) and End of Semester Examination (45 Marks)

**Prescribed Textbook**

There is no prescribed textbook for this course. Handouts will be provided to the students.

**Select References**

Mary Fulbrook: A concise History of Germany. Cambridge University Press, 2019

Dietrich Orlow: A History of Modern Germany. 1871 to Present. Routledge 2018.

Peter Watson: The German Genius. Europe's Third Renaissance, the Second Scientific Revolution and The Twentieth Century. Simon and Schuster 2011.

Anne Frank: The Diary of a Young Girl. Knopf Doubleday Publishing Group 2003.

Frederick Taylor: The Berlin Wall. A World Divided, 1961-1989. Harper 2007.

## UG Minor Courses in Japanese

### Introduction

Japanese, which is one of the most significant East Asian languages, provides a very important gateway to the economies, literatures and cultures of the region. During the Cold War period there was not much interaction between India and Japan, be it in the realm of bilateral economic cooperation, trade or commerce or in the field of technology transfer, industrial cooperation and collaboration. But by the beginning of 1980's with a sudden improvement in Indo-Japanese relations, especially in the field of bilateral trade and technology transfer a spurt in the demand for Japanese Language experts was created and it has been gradually rising. In 2012, the two countries celebrated the 60<sup>th</sup> Anniversary of Diplomatic relations between India and Japan and have entered a new phase of strengthening the strategic and global partnership.

The UG Minor course in Japanese in its four consecutive parts is proposed as a unique opportunity to explore the world of cultures and literatures of the Japanese society for the new four-year undergraduate students under the NEP at Central University of Karnataka, Kalabruagi.

The UG Minor course does not prescribe knowledge of Japanese as a prerequisite to attend the course. This is so given that it is not a language course. For learning the language from basics, the Department of Foreign Languages Studies already offers Generic Elective courses in Japanese at both UG and PG levels. The texts and other study materials will be provided in English. In discussion of literature, bilingual (Japanese-English) texts may also be used.

The first two parts of the course will be geared to cover some important aspects of history, literatures and cultures of Japan while the latter two will cover those from the vast expanse.

### Overview

<b>Code</b>	<b>Type</b>	<b>Title</b>	<b>Credits</b>
UJPTM10	Minor (UG)	Introduction to History, Literatures and Cultures of Japan- I	3
UJPTM20	Minor (UG)	Introduction to History, Literatures and Cultures of Japan- II	3
UJPTM30	Minor (UG)	Introduction to History, Literatures and Cultures of Japan- III	3
UJPTM40	Minor (UG)	Introduction to History, Literatures and Cultures of Japan- IV	3

### Mission

**MS1:** To introduce new students to the interesting worlds of literature and culture in general.

**MS2:** To facilitate appreciation of importance and relevance of exploring and interacting with literature and culture from other parts of the world.

**MS3:** To direct the general appreciation of literature and culture towards developing interest in those from the Japanese society.

**MS4:** To encourage the learners to dive deeper into the interdisciplinary insights gained from the learning to identify and explore areas of further higher studies such as literary studies, translation studies, comparative literature, cultural studies among others.

**MS5:** To contribute to the growing field of not only foreign language studies but also to humanities in general in India.

**Course name: Introduction to History, Literatures and Cultures of Japan-I**

**Course code: UJPTM10**

This Undergraduate Minor course in Japanese is meant to introduce prospective students to the world of culture and literature in general and that from Japanese society in particular. It will attempt to prepare its students for developing keen interest in these interrelated fields.

**Course Structure**

<b>Course Code</b>	UJPTM10
<b>Title of the Course</b>	<b>Introduction to History, Literatures and Cultures of Japan-I</b>
<b>Course Offered to</b>	<b>UG</b>
<b>Credits</b>	<b>3</b>
<b>Student's Intake</b>	<b>30 (On a first-come, first-served basis)</b>
<b>Pre-requisite</b>	<b>No knowledge of Japanese is required. Consent of the faculty member</b>

**Course Learning Outcomes (CLOs)**

After completion of this Minor course, the students will be able to

**CLO-1:** The student will acquire a basic appreciation of importance of understanding culture and literature.

**CLO2:** With this general appreciation as base, the student will acquire a detailed overview of the dynamics of culture and literature from Japan.

**CLO-3:** The student will gain fair amount of basic ideas on the cultures and literatures in Japan from its earliest days to medieval times.

**CLO-4:** The student will develop keen interest in exploring the texts and references shared in the classes in order to further advance his/her enquiry on interrelated themes offered by the course.

**CLO-5:** The student will be able to envision topics of further studies and will also, thus, be able to, hopefully, pursue these topics in the realm of literary studies, culture and cultural studies, translation studies further in higher studies.

### **Detailed Syllabus:**

The course will carry a total of 3 (three) credits to be completed in one semester. It contains the following major components:

The course will begin with engaging students on some general ideas about culture and the place and role of literature there. Here, the focus would be to share with students an appreciation of both not as some fashionable glossy items but as products of various contexts, in short as part of and stemming from everyday lives of ordinary people in any given time and space. This appreciation will then be geared towards looking at and making sense of cultures and literatures from Japan. Our focus in the first part of the course will be on discussing representations of these from the earliest days of Japanese history till medieval times.

### **COURSE CONTENT:**

- What is culture and what connections does it have with history and literature.
- What is the historical periodisation and how it is interrelated with literature?
- The Early works: Kojiki, Nihon Shoki.
- Popular and folk cultures as reflected in ancient Japanese history.
- The Ancient poetry of Japan.
- Introduction of Nara periods literary works.

### **Scheme of Evaluation:**

**Continuous Internal Assessment (30 Marks)**

**End Semester Examination (45 Marks)**

### **Prescribed Textbooks**

1. Ancient Japanese Literature: Acritical Survey.

*BRPC(India)Ltd. ISBN 81-7646-256-X*

2. Anthology of Japanese Literature.

Compiled and edited by Donald Keene.

3. Japan A Short Cultural History.

By G.B. SANSOM.

BRPC(India)Ltd.

ISBN 81-7646-256-X

**Course name: Introduction to History, Literatures and Cultures of Japan-II**

**Course code: UJPTM20**

This Undergraduate Minor course in Japanese is meant to introduce prospective students to the world of culture and literature in general and that from Japanese society in particular. It will attempt to prepare its students for developing keen interest in these interrelated fields.

**Course Structure**

<b>Course Code</b>	UJPTM20
<b>Title of the Course</b>	<b>Introduction to History, Literatures and Cultures of Japan-II</b>
<b>Course Offered to</b>	UG
<b>Credits</b>	3
<b>Student's Intake</b>	<b>30 (On a first-come, first-served basis)</b>
<b>Pre-requisite</b>	<b>No knowledge of Japanese is required. Consent of the faculty member</b>

**Course Learning Outcomes (CLOs)**

After completion of this Minor course, the students will be able to

**CLO-1:** The student will acquire a basic appreciation of importance of understanding culture and literature.

**CLO-2:** With this general appreciation as base, the student will acquire a detailed overview of the dynamics of culture and literature from Japan.

**CLO-3:** The student will gain fair amount of basic ideas on the cultures and literatures in Japan from its earliest days to medieval times.

**CLO-4:** The student will develop keen interest in exploring the texts and references shared in the classes in order to further advance his/her enquiry on interrelated themes offered by the course.

**CLO-5:** The student will be able to envision topics of further studies and will also, thus, be able to, hopefully, pursue these topics in the realm of literary studies, culture and cultural studies, translation studies further in higher studies.

**Detailed Syllabus:**

The course will carry a total of 3 (three) credits to be completed in one semester. It contains the following major components:

The course will begin with engaging students on some general ideas about culture and the place and role of literature there. Here, the focus would be to share with students an appreciation of both not as some fashionable glossy items but as products of various contexts, in short as part of and stemming from everyday lives of ordinary people in any given time and space. This appreciation will then be geared towards looking at and making sense of cultures and literatures from Japan. Our focus in the first part of the course will be on discussing representations of these from the earliest days of Japanese history till medieval times.

### **COURSE CONTENT:**

- The Setsuwa.
- Nihon Ryoiki.
- Konjaku Monogatari Shu (Collection of Tales of Times Past Now, Early 11<sup>th</sup> Century)
- Nikki Bungaku (The Heian Diaries )

### **Scheme of Evaluation:**

**Continuous Internal Assessment (30 Marks)**

**End Semester Examination (45 Marks)**

### **Prescribed Textbooks**

4. Ancient Japanese Literature: A critical Survey.

*BRPC(India)Ltd. ISBN 81-7646-256-X*

5. Anthology of Japanese Literature.

Compiled and edited by Donald Keene.

6. Japan A Short Cultural History.

By G.B. SANSOM

**Course name: Introduction to History, Literatures and Cultures of Japan-III**

**Course code: UJPTM30**

This Undergraduate Minor course in Japanese is meant to introduce prospective students to the world of culture and literature in general and that from Japanese society in particular. It will attempt to prepare its students for developing keen interest in these interrelated fields.

**Course Structure**

<b>Course Code</b>	UJPTM30
<b>Title of the Course</b>	<b>Introduction to History, Literatures and Cultures of Japan-III</b>
<b>Course Offered to</b>	UG
<b>Credits</b>	3
<b>Student's Intake</b>	30 (On a first-come, first-served basis)
<b>Pre-requisite</b>	No knowledge of Japanese is required. Consent of the faculty member

**Course Learning Outcomes (CLOs)**

After completion of this Minor course, the students will be able to

**CLO-1:** The student will acquire a basic appreciation of importance of understanding culture and literature.

**CLO-2:** With this general appreciation as base, the student will acquire a detailed overview of the dynamics of culture and literature from Japan.

**CLO-3:** The student will gain fair amount of basic ideas on the cultures and literatures in Japan from its earliest days to medieval times.

**CLO-4:** The student will develop keen interest in exploring the texts and references shared in the classes in order to further advance his/her enquiry on interrelated themes offered by the course.

**CLO-5:** The student will be able to envision topics of further studies and will also, thus, be able to, hopefully, pursue these topics in the realm of literary studies, culture and cultural studies, translation studies further in higher studies.

**Detailed Syllabus:**

The course will carry a total of 3 (three) credits to be completed in one semester. It contains the following major components:



The course will begin with engaging students on some general ideas about culture and the place and role of literature there. Here, the focus would be to share with students an appreciation of both not as some fashionable glossy items but as products of various contexts, in short as part of and stemming from everyday lives of ordinary people in any given time and space. This appreciation will then be geared towards looking at and making sense of cultures and literatures from Japan. Our focus in the first part of the course will be on discussing representations of these from the earliest days of Japanese history till medieval times.

### **COURSE CONTENT:**

- Introduction to Heian Period.
- Monogatari Literature.
- Kokinwakasyu and its poets.
- Nikki Bungaku (The Heian Diaries)

### **Scheme of Evaluation:**

**Continuous Internal Assessment (30 Marks)**

**End Semester Examination (45 Marks)**

### **Prescribed Textbooks**

7. Ancient Japanese Literature: Acritical Survey.

*BRPC(India)Ltd.* ISBN 81-7646-256-X

8. Anthology of Japanese Literature.

Compiled and edited by Donald Keene.

9. Japan A Short Cultural History.

By G.B. SANSOM.

**Course name: Introduction to History, Literatures and Cultures of Japan-IV**

**Course code: UJPTM40**

This Undergraduate Minor course in Japanese is meant to introduce prospective students to the world of culture and literature in general and that from Japanese society in particular. It will attempt to prepare its students for developing keen interest in these interrelated fields.

**Course Structure**

<b>Course Code</b>	UJPTM40
<b>Title of the Course</b>	<b>Introduction to History, Literatures and Cultures of Japan-IV</b>
<b>Course Offered to</b>	UG
<b>Credits</b>	3
<b>Student's Intake</b>	30 (On a first-come, first-served basis)
<b>Pre-requisite</b>	No knowledge of Japanese is required. Consent of the faculty member

**Course Learning Outcomes (CLOs)**

After completion of this Minor course, the students will be able to

**CLO-1:** The student will acquire a basic appreciation of importance of understanding culture and literature.

**CLO-2:** With this general appreciation as base, the student will acquire a detailed overview of the dynamics of culture and literature from Japan.

**CLO-3:** The student will gain fair amount of basic ideas on the cultures and literatures in Japan from its earliest days to medieval times.

**CLO-4:** The student will develop keen interest in exploring the texts and references shared in the classes in order to further advance his/her enquiry on interrelated themes offered by the course.

**CLO-5:** The student will be able to envision topics of further studies and will also, thus, be able to, hopefully, pursue these topics in the realm of literary studies, culture and cultural studies, translation studies further in higher studies.

**Detailed Syllabus:**

The course will carry a total of 3 (three) credits to be completed in one semester. It contains the following major components:

The course will begin with engaging students on some general ideas about culture and the place and role of literature there. Here, the focus would be to share with students an appreciation of both not as some fashionable glossy items but as products of various contexts, in short as part of and stemming from everyday lives of ordinary people in any given time and space. This appreciation will then be geared towards looking at and making sense of cultures and literatures from Japan. Our focus in the first part of the course will be on discussing representations of these from the earliest days of Japanese history till medieval times.

#### COURSE CONTENT:

- Kinotsurayuki and her place in Japanese literature.
- Sugawara no Michizane and her place in the Japanese literature.
- Kokinwakasyu and its poets.
- Introduction of Nikki Bungaku (The Dairy literature).

#### **Scheme of Evaluation:**

**Continuous Internal Assessment (30 Marks)**

**End Semester Examination (45 Marks)**

#### **Prescribed Textbooks**

1. Ancient Japanese Literature: Acritical Survey.

*BRPC(India)Ltd. ISBN 81-7646-256-X*

2. Anthology of Japanese Literature.

Compiled and edited by Donald Keene.

3. Japan A Short Cultural History.

By G.B. SANSOM.

## UG Minor Courses in Spanish

### Introduction

One of the six official languages at the United Nations, Spanish is spoken by more than 500 million people in more than 20 countries around the world<sup>1</sup>. These countries include Spain in Europe; Mexico in North and most of the countries except Brazil in South America and Cuba, Puerto Rico and Dominican Republic in the Caribbean. Besides, it is widely spoken in the South West of the USA where majority of country's biggest linguistic-ethnic minority *Hispanics* and/or *Latinas/os* use the language as their lingua franca making it the second most spoken language there.

Along with being the second most spoken language in terms of native speakers, Spanish in its multiple spoken varieties is also home to an enthralling range of cultures and, with these, literatures. Beyond the generally or even oft-heard names of writers such as Gabriel Garcia Marquez, Isabel Allende; singers and performers such as Enrique Iglesias, Shakira; actors such as Penelope Cruz, Antonio Banderas; sport heroes such as Leonel Messi, Rafael Nadal the world of Spanish-speaking language offers itself as a goldmine of interesting cultures and literatures.

The UG Minor course in Spanish in its four consecutive parts is proposed as a unique opportunity to explore the world of cultures and literatures of the Spanish-speaking world for the new four year undergraduate students under the NEP, 2020 at Central University of Karnataka, Kalabruagi.

The UG Minor course does not prescribe knowledge of Spanish as a prerequisite to attend the course. This is so given that it is not a language course. For learning the language from basics, the Department of Foreign Languages Studies already offers Generic Elective courses in Spanish at both UG and PG levels. The texts and other study materials will be provided in English. In discussion of literature, bilingual (Spanish-English) texts may also be used.

### Overview

<b>Code</b>	<b>Type</b>	<b>Title</b>	<b>Credits</b>
USPTM10	Minor (UG)	Introduction to Literatures and Cultures of the Spanish-speaking World I	3
USPTM20	Minor (UG)	Introduction to Literatures and Cultures of the Spanish-speaking World II	3
USPTM30	Minor (UG)	Introduction to Literatures and Cultures of the Spanish-speaking World III	3
USPTM40	Minor (UG)	Introduction to Literatures and Cultures of the Spanish-speaking	3

<sup>1</sup> [Spanish language: Number of Spanish speakers tops 577 million | Life in Spain | EL PAÍS English Edition \(elpais.com\)](https://elpais.com). Accessed on 22-04-2022 at 16:09.

		World IV	
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### **Mission**

**MS1:** To introduce new students to the exciting and

**MS2:** To equip the students, many of whom would be coming from rural and semi-urban areas, with international level language skills in Spanish to motivate them to explore further learning in the language which will enable them to earn employment and recognition in India and abroad.

**MS3:** To contribute new and original approaches and insights on teaching Spanish as a foreign language at the basic level so that those students willing to explore career in teaching the language may be motivated to do further studies and research on the same.

**MS4:** To encourage interdisciplinary teaching on the lines of the New Education Policy (2020) where insights on the linguistic and cultural aspects of the language and parts of the world where it is spoken are constantly and simultaneously offered to enable the learners to identify and explore areas of further higher studies such as literary studies, translation studies, comparative literature, cultural studies among others.

**MS5:** To contribute to the growing field of foreign language studies in India.

**Course name: Introduction to Literatures and Cultures of the Spanish-speaking World I**

**Course code: USPTM10**

This Undergraduate Minor course in Spanish is meant to introduce prospective students to the world of culture and literature in general and that from Spanish-speaking world in particular. It will attempt to prepare its students for developing keen interest in these interrelated fields.

### **Course Structure**

<b>Course Code</b>	USPTM10
<b>Title of the Course</b>	Introduction to Literatures and Cultures of the Spanish-speaking World-I
<b>Course Offered to</b>	<b>UG</b>
<b>Credits</b>	<b>3</b>
<b>Student's Intake</b>	<b>30 (On a first-come, first-served basis)</b>
<b>Pre-requisite</b>	<b>No knowledge of Spanish is required. Consent of the faculty member</b>

## Course Learning Outcomes (CLOs)

After completion of this Minor course, the students will be able to

**CLO-1:** The student will acquire a basic appreciation of importance of understanding culture and literature.

**CLO-2:** With this general appreciation as base, the student will acquire a detailed overview of the dynamics of culture and literature from Spain.

**CLO-3:** The student will gain fair amount of basic ideas on the cultures and literatures in Spain from its earliest days to medieval times.

**CLO-4:** The student will develop keen interest in exploring the texts and references shared in the classes in order to further advance his/her enquiry on interrelated themes offered by the course.

**CLO-5:** The student will be able to envision topics of further studies and will also, thus, be able to, hopefully, pursue these topics in the realm of literary studies, culture and cultural studies, translation studies further in higher studies.

### **Detailed Syllabus:**

The course will carry a total of 3 (three) credits to be completed in one semester. It contains the following major components:

The course will begin with engaging students on some general ideas about culture and the place and role of literature there. Here, the focus would be to share with students an appreciation of both not as some fashionable glossy items but as products of various contexts, in short as part of and stemming from everyday lives of ordinary people in any given time and space. This appreciation will then be geared towards looking at and making sense of cultures and literatures from Spain. Our focus in the first part of the course will be on discussing representations of these from the earliest days of Spanish history till medieval times.

**COURSE CONTENT:**

<b>SECTION I (Before Internal Evaluation)</b>	<b>SECTION II (Before final Exam)</b>
<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>· What is culture and what connections does it have with literature?</li> <li>· What are some forms and genres of culture and literature?</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>· Some traces of culture in Spain (better still, Iberian Peninsula, the peninsula which comprises both modern Spanish and Portugal) in its earliest days</li> <li>· First communities in Iberian Peninsula and their cultures.</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>· Cultures in Iberian Peninsula across various communities leading to the Roman era.</li> <li>· Cultures in the Roman times</li> <li>· Evolution of Spanish language from Latin and its interaction with dialects all over the Iberian Peninsula.</li> <li>· Pre-Roman and Roman era sculpture: Dama de Elche, Dama de Baza; Aqueducts of Segovia, Roman bridges in Córdoba, Theatre of Mérida; Visigothic architecture (Iglesia de San Juna de Baños, Palencia).</li> </ul>	<p><b><u>Week IX</u></b></p> <ul style="list-style-type: none"> <li>· Changing cultural landscapes in Iberian Peninsula. Consolidation of the Christian <i>Reconquest</i> over the Muslims and the Jews and the persecution and expulsion of these. Time-frame: 13<sup>th</sup> to 15<sup>th</sup> century AD.</li> <li>· Emergence of the first semblances of what later became Spain and its modern state.</li> <li>· Roman architecture: (Catedral of Santiago de Compostela),</li> <li>· <i>Mudéjar</i> architecture (Salón de los Embajadores de Reales Alcázares de Sevilla), <b>Gothic</b> Catedral of <b>Sevilla</b></li> <li>· Emergence of strictly religious poetry tradition of <i>Mester de Clerecía</i>:</li> </ul> <p style="text-align: center;"><i>Milagros de Nuestra Señora</i> (Gonzalo de Berceo)</p> <p><b><u>Week X</u></b></p> <ul style="list-style-type: none"> <li>· The poetry of Fernán González</li> </ul> <p><b><u>Week XI</u></b></p> <ul style="list-style-type: none"> <li>· The undercurrents of satire, fabulous and ‘scandalous’ within the mega narratives of religious chastity in mediavel Spain: <i>El Libro de Buen Amor</i> (Juan Ruiz, Arcipreste de Hita)</li> </ul>
<p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"> <li>· The cultural contexts and make-up of Spain’s unique milieu of <i>convivencia</i> (Muslims, Jews and Christians) with Arabic as the link language</li> <li>· Images of hispano-arab architecture (The mosque of Córdoba, Ruins of Madinat-al-Zahra, Castillo de Gormaz, the palace of la Aljafería in Zaragoza) <i>Mozárabe</i> art and architecture (Monastery of San Miguel de Escalada, <i>Mozárabe</i> manuscripts)</li> </ul>	<p><b><u>Week XII</u></b></p> <ul style="list-style-type: none"> <li>· Translations across and among cultures with incessant traffic of ideas and tales from Sanskrit to Persian to Arabic to Spanish:</li> <li>· The fables of <i>Calila e Dimna</i></li> </ul> <p><b><u>Week XIII</u></b></p> <ul style="list-style-type: none"> <li>· The didactic tales of <i>El Conde Lucanor</i> (Infante Juan Manuel)</li> </ul> <p><b><u>Week XIV</u></b></p> <ul style="list-style-type: none"> <li>· <i>La Celestina</i> (Introduction)</li> </ul>

<ul style="list-style-type: none"> <li>· First ‘texts’ of Spanish literature: Jarchas.</li> </ul> <p><b><u>Week V</u></b></p> <p>Some more instances of first literatures in Iberian Peninsula: intersections of dialects (Galician-Portugues as seen in <i>Cantigas de amigos</i>)</p> <p><b><u>Week VI</u></b></p> <ul style="list-style-type: none"> <li>· Popular and folk cultures as reflected in Villancicos</li> </ul> <p><b><u>Week VII</u></b></p> <ul style="list-style-type: none"> <li>· Traditions of ballads: the case of El romancero español</li> </ul> <p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>· Epic oral literatures (<i>mester de juglaria</i>) in and through the meshes of religions and languages across Iberian Peninsula:</li> <li>· <i>Cantares de Gesta</i></li> <li>· <i>El Cantar de Mio Cid</i> (Anonymous) (More into detail)</li> <li>· <i>Mocedades de Rodrigo</i></li> <li>· <i>Cantar de Roncesvalles</i></li> </ul>	<p><b><u>Week XV</u></b></p> <p><b><u>Week XVI</u></b></p> <ul style="list-style-type: none"> <li>· Revision</li> </ul>
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### **Scheme of Evaluation:**

**Continuous Internal Assessment (30 Marks)**

**End Semester Examination (45 Marks)**

### **Prescribed Textbooks**

Carr, Raymond. *Spain: A History*. Oxford University Press, 2001.

Eagleton, Terry. *Marxism and Literary Criticism*. Routledge Classics, 2017.

Maravall, Jose Antonio. *Culture of the Baroque: Analysis of a Historical Structure*. Manchester University Press, 1987.

Menocal, María Rosa. *The Ornament of the World: How Muslims, Jews and Christians Created a Culture of Tolerance in Medieval Spain*. Back Bay Books, 2003.

Williams, Raymond. *Marxism and Literature*. Aakar Books, 2016.



**Course name: Introduction to Literatures and Cultures of the Spanish-speaking World-II**

**Course code: USPTM20**

This Undergraduate Minor course in Spanish is meant to carry the appreciation imparted in the first part of the course of literature and culture in general terms and instances and representations of these from the earliest to early medieval times in Spain in particular further. The course will focus on discussing general overview of cultural and literary trends, themes and some representative works from late medieval to contemporary times.

**Course Structure**

<b>Course Code</b>	USPTM20
<b>Title of the Course</b>	Introduction to Literatures and Cultures of the Spanish-speaking World-II
<b>Course Offered to</b>	UG
<b>Credits</b>	3
<b>Student's Intake</b>	30 (On a first-come, first-served basis)
<b>Pre-requisite</b>	No knowledge of Spanish is required. Consent of the faculty member

**Course Learning Outcomes (CLOs)**

After completion of this Minor course, the students will be able to

**CLO-1:** The student will have a perspective on how Spain witnessed diverse cultural and literary manifestation owing to changes in socio-historical dynamics in the time-period covered in the course.

**CLO-2:** The student will gain an informed view of the major cultural and literary changes/trends and themes which have marked Spain in the said period.

**CLO-3:** The student will get a clear picture of some representative practices/performances/texts which bear the said trends and themes.

**CLO-4:** The student will be able to make some comparative understanding of the themes and 'texts' discussed in the course vis-à-vis cultural and literary trends in the Indian context in the same time-period.

**CLO-5:** The student will be able to envision topics of further studies and will also, thus, be able to, hopefully, pursue these topics in the realm of literary studies, culture and cultural studies, translation studies further in higher studies.

## Detailed Syllabus:

The course will carry a total of 3 (three) credits to be completed in one semester. It contains the following major components

## COURSE CONTENT:

<b>SECTION I (Before Internal Evaluation)</b>	<b>SECTION II (Before final Exam)</b>
<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"><li>· A general overview of Spanish history and society from 15<sup>th</sup> to 17<sup>th</sup> Century AD.</li><li>· What are some of the major historical changes and representative events and how they enter into the dynamics of society and culture and literature.</li></ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"><li>· The onset of the ‘discovery’ of Americas on the horizon and the range of tumultuous and far-reaching changes of outlook and perspective it generated across the Atlantic. The reflections and possible connections of these vis-à-vis the then prevailing and changing socio-political dynamics in Spain.</li><li>· Prologue of <i>Gramática de la lengua castellana</i> by Elio Antonio de Nebrija (1492).</li></ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"><li>· The dilemmas, dichotomies and violence implicated in understanding of the ‘other’ the wannabe imperial Spain has just ‘discovered’ in the Americas: Reading of some excerpts of the polemic between Bartolomé de las Casas and Juan Ginés de Sepúlveda</li></ul> <p><b><u>Week IV</u></b></p> <ul style="list-style-type: none"><li>· Reading of texts such as Columbus’ <i>Diary</i>; Bernardino de Sahagun’s <i>Historia General de las Cosas de Nueva España</i> among others.</li></ul>	<p><b><u>Week IX</u></b></p> <ul style="list-style-type: none"><li>· The 18<sup>th</sup> and 19<sup>th</sup> century Spain through some cultural and literary works and representations: Benito Jerónimo Feijoo: <i>Teatro crítico universal</i> (1745) <b>Images/Paintings:</b> <a href="#">Retrato de Jovellanos</a> de Goya (1798) y Francisco de Goya y Lucientes: <i>El sueño de la razón produce monstruos</i> y otros <i>Caprichos</i> (1793-1796) <b>Images/paintings:</b> <a href="#">Arquitectura del siglo XVIII</a>: Barroco versus neoclasicismo</li></ul> <p><b><u>Week X</u></b></p> <ul style="list-style-type: none"><li>· The crisis of the loss of empire from the early nineteenth century onward with its final demise after the war of 1898. Reflections on the times through discussion of: Mariano José de Larra: "<a href="#">Vuelva usted mañana</a>" (1833) Gustavo Adolfo Bécquer: "<a href="#">El beso</a>" (1863) Benito Pérez Galdós: "<a href="#">La novela en el tranvía</a>" (1871) José Martínez Ruiz ("Azorín"): <a href="#">Sobre la Generación del 98</a> (1913) Antonio Machado "<a href="#">A un olmo seco</a>" (1912) y Autoretrato</li></ul> <p><b><u>Week XI</u></b></p> <ul style="list-style-type: none"><li>· Discussion of the Spanish Civil War in its myriad contexts through representative cultural and literary works: Poetry of some poets of Generation of 98 and 27: <a href="#">Juan Ramón Jiménez</a> y <a href="#">Federico García Lorca</a></li></ul>

### Week V

- The late-medieval Spanish society and its many contradictions and layers. Discussion of chunnings in the then Spanish society which presented a complex picture of an emerging empire from outside but had quite chronic and stark socio-economic inequities anchored in a deeply feudal, orthodox and patriarchal society within. Reading and discussion of texts such as:  
*Lazarillo de Tormes* (1554)

### Week VI

- Poems of Santa Teresa and San Juan

Images of: Nuevos Palacios, El edificio administrativo para trabajo de ultramar – Casa de Contratacion, Palacio de Carlos V en la Alhambra

Maps of:

[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](#)

Calderón de la Barca

### Week VII

- Discussion of the Spanish Golden Age in literature and arts. How various contexts contributed, underlined and informed myriad voices which came out through literary and artistic works of this era (from late sixteenth to late seventeenth centuries:

*Cantar de los Cantares* (Fray Luis de León)

Mysticism in Spanish thought *Una noche oscura* (San Juan de la Cruz)

*Guzmán de Alfarache* (Mateo Alemán). Paintings- Velázquez: *Vieja friendo huevos*, “El

Poems on and about the Civil War: : [Rafael Alberti](#), [Pablo Neruda](#) y [César Vallejo](#)

Films such as: *Las Hurdes: Tierra Sin Pan*, Director: Luis Buñuel, (1933) and [The Good Fight: The Abraham Lincoln Brigade in the Spanish Civil War](#). Director: John David Coles.

Images/paintings: Pablo Picasso’s [“Guernica”](#) and paintings by Joan Miró and Salvador Dalí

### Week XII

- Understanding the Spain after dictatorship years (1939-57). Comple transition to democracy; dialogues within and without between traditional social; economic, political and cultural forms and the new ones, negation with the new world order of market capitalism and mass media; changing forms of cinema and TV; issues of migration and multiple, unsettled identities emerging out of the flux of all of these and many more:

Juan Goytisolo: [“La inmigración tercermundista en España”](#) (1981)

- **Película:** *Aguaviva*, Director: Ariadna Pujol, 95 minutos
- Post Franco- Postmodern: Films of Pedro Almodóvar: *Mujeres al borde de un ataque de nervios*.

### Week XIII

- Exploration of themes of identity including the inherent dilemmas of exile, both within and outside the country, in Spain’s contemporary cultures: Music by artists such as Adolfo

<p>aguador de Sevilla”, “El almuerzo”.</p> <p><b><u>Week VIII</u></b></p> <ul style="list-style-type: none"> <li>· <i>La fuerza de sangre and El celoso extremeño</i> (Cervantes) Poem “Poderoso caballero es Don Dinero (Quevedo) c) Effect of wars on Spanish society: Poem : (Luis de Góngora) “La más bella niña”. (Paintings Velázquez “La rendición de Breda”, (Zurbarán) “Defensa de Cádiz contra los ingleses”.</li> <li>· Introduction on chivalresque novels: first chapter from <i>Don Quijote de La Mancha</i> (Cervantes)</li> <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</li> </ul>	<p>Salazar and Roberto Gerhard</p>
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**Scheme of Evaluation:**

**Continuous Internal Assessment (30 Marks)**

**End Semester Examination (45 Marks)**

**Prescribed Textbooks**

Beck, Jay and Rodriguez-Ortega, Vicente. *Contemporary Spanish Cinema and Genre*. Manchester University Press, 2013.

Buendía, Luis and Molero-Simarro, Ricardo. *The Political Economy of Contemporary Spain: From Miracle to Mirage*. Routledge, 2020.

Guillermo Hernández, *Literatura española e hispanoamericana 2* SGEL 2009

Guillermo Hernández, *De la edad media a la actualidad*, SGEL 2008

Stoichita, Victor. Rodriguez, Eva. *Music and Exile in Francoist Spain*. Routledge, 2020.

Smith, Paul Julian. *Spanish Lessons: Cinema and Television in Contemporary Spain*. Berghahn Books, 2022.

Stoichita, Victor. *Visionary Experience in the Golden Age of Spanish Art (Essays in Art and Culture)*. Reaktion Books, 1995.

Tejerina, Benjamin and Perugorria, Ignacia. *Crisis and Social Mobilization in Contemporary Spain: The 15M Movement (The Mobilization Series on Social Movements, Protest, and Culture)*. Routledge, 2019.

Thomas, Hugh. *The Golden Age: The Spanish Empire of Charles V*. Penguin, 2011.

Wheeler, Duncan. *Following Franco: Spanish Culture and Politics in Transition*. Manchester University Press, 2020.

**Course name: Introduction to Literatures and Cultures of the Spanish-speaking World-III**

**Course code: USPTM30**

This Undergraduate Minor course in Spanish is meant to carry the appreciation imparted in the first two parts of the course of literature and culture in general terms and instances and representations of these from the earliest to contemporary times in Spain in particular to a related yet entirely new sphere. This and the next one will focus on discussing general overview of cultural and literary trends, themes and some representative works from the world of Latin America.

**Course Structure**

<b>Course Code</b>	USPTM30
<b>Title of the Course</b>	Introduction to Literatures and Cultures of the Spanish-speaking World-III
<b>Course Offered to</b>	UG
<b>Credits</b>	3
<b>Student's Intake</b>	30 (On a first-come, first-served basis)
<b>Pre-requisite</b>	No knowledge of Spanish is required. Consent of the faculty member

**Course Learning Outcomes (CLOs)**

After completion of this Minor course, the students will be able to

**CLO-1:** The student will have a perspective on how different regions in Latin America witnessed diverse cultural and literary manifestation owing to changes in socio-historical dynamics in the time-period covered in the course.

**CLO-2:** The student will gain an informed view of the major cultural and literary changes/trends and themes which have marked Latin America in the said period.

**CLO-3:** The student will get a clear picture of some representative practices/performances/texts which bear the said trends and themes.

**CLO-4:** The student will be able to make some comparative understanding of the themes and 'texts' discussed in the course vis-à-vis cultural and literary trends in the Indian context in the same time-period.

**CLO-5:** The student will be able to envision topics of further studies and will also, thus, be able to, hopefully, pursue these topics in the realm of literary studies, culture and cultural studies, translation studies further in higher studies.

**Detailed Syllabus:**

The course will carry a total of 3 (three) credits to be completed in one semester. It contains the following major components

**COURSE CONTENT:**

<b><u>SECTION I</u></b> (Before Internal Evaluation)	<b><u>SECTION II</u></b> (Before final Exam)
<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>A general overview of the term America and, by extension, Latin America. Exploring various and interrelated historical, cultural and political anchorages of the term and definitions it carries within.</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>Discussion of some histories and cultures which the term and its definitions work to hide or erase.: <i>The Invention of America by Edmundo, O' Gorman</i></li> <li>Introduction and discussion of the immense range of societies and cultures which market the territory later baptised as Latin America from one end to another:</li> </ul> <p><b><u>Week III</u></b></p> <ul style="list-style-type: none"> <li>Reading of texts: <a href="#">PopolVuh</a> and <a href="#">Libros de Chilam Balam</a>: the books containing creation myths, legends and calendar and prophecies of the Mayan socio-cultural world respectively.</li> <li>Poems by <a href="#">Nezahualcóyotl</a>, the pre-colonial Aztec king.</li> <li>Pre-colonial forms of theatre, pre-colonial writing practices such codices; quipus, tocapus; pre-colonial forms of popular religion and culture.</li> <li>Images/maps: <a href="#">The geografi-cultural zones of Mesoamérica Olmecas (c. 1000 a. C.) Teotihuacán (c. 500 d. C.) Maya territories (ss. II-XV) Tenochtitlán (mexicas) and</a></li> </ul>	<p><b><u>Week IX</u></b></p> <ul style="list-style-type: none"> <li>The cultures of colonial Latin America. Discussion of some broad areas from a region where, to put it in the words of the Cuban writer Alejo Carpentier, the most dramatic intermingling of cultures, of identities in the human history has taken place ever since that fateful year of 1492:</li> <li>Making of new and newer identities through racial intermixing, emergence of diverse and layered public and private spaces; discourses on sex and race; new models of cultural behaviours and literary writing among others.</li> </ul> <p><b><u>Week X</u></b></p> <p>Reading of texts: Sor Juan Inés de la Cruz, <a href="#">"Las inimitables plumas de la Europa"</a> (romance) Fragment of <a href="#">Respuesta a Sor Filotea</a> (1691) <a href="#">"Hombres necios que acusáis"</a> (poem) <b>Images:</b> <b>Barroco americano: artes plásticasy Barroco americano: Sta. María Tonantzintla (s. XVIII)</b></p> <p><b><u>Week XI</u></b></p> <ul style="list-style-type: none"> <li>Discussion of the emergence of a particular <i>creole</i> Latin American identity by the European descent-Latin American born <i>creoles</i> who</li> </ul>

[the Texcoco lake, c. 1519](#)  
[Empire of Tenochtitlán](#)  
[\(Triple Alliance\) c. 1519](#)  
[Tawantinsuyu \(Inca empire\),](#)  
[ss. XV-XVI](#)

#### **Week IV**

- The onset of the ‘discovery’ of Americas on the horizon and the range of tumultuous and far-reaching changes of outlook and perspective it generated across the territories thus ‘discovered’.
- Discussion of socio-cultural and political drives and explanations embodied by the explorers and conquerors of territories across today’s Latin America.

Reading of texts:

Columbus’ *Diary*;

Alvar Núñez Cabeza de Vaca, [Naufragios](#) (1542; 1555)

Maps/images:

[Mapamundi of 1489](#)  
[\(manuscrito\)](#)

[The four voyages of](#)  
[Cristóbal Colón \(1492-](#)  
[1502\)](#)

[Treaty of Tordesillas](#)  
[between Spain and](#)  
[Portugal \(1494\)](#)

[Mapamundi of M.](#)  
[Waldseemüller \(1507\):](#)  
["América"](#)

[Tenochtitlán \(1524,](#)  
[possibly based on a map](#)  
[drawn by Cortes\)](#)

#### **Week V**

- The dilemmas, dichotomies and violence implicated in understanding of the ‘other’ the wannabe imperial Spain has just ‘discovered’ in the Americas:

Reading of some excerpts of the polemic between Bartolomé de las Casas and Juan Ginés de Sepúlveda

Cortés, [Segunda carta de relación](#)  
Bernal Díaz, [Historia](#)  
[verdadera de la conquista de la](#)

controlled most of beurocracy and trade between Latin America and other parts of the world through Spain. The spread, thus, of liberatory ideas of creole-viewpoint in Latin America.

- Tracing how in the circulation and ultimate military-political victory of creole ideas viewpoints of indigenous, black and racially-mixed communities were not included.
- Discussing the contours of the liberation wars led by creole heroes

#### **Week XII**

Reading of texts:

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](#)

Maps/Images:

[Las campañas de Simón](#)  
[Bolívar](#)

[La independencia de](#)  
[Hispanoamérica](#)

[América después de las](#)  
[guerras de Independencia](#)



*Nueva España*  
Bartolomé de Las  
Casas, [Brevísima relación](#) (c.  
1542; 1552)

### **Week VI**

- Introduction and discussion of colonial Latin America.
- A general overview of the way the territories recently 'discovered' were reorganised economically, politically, socially, culturally and so many other ways through a process of constant influx of a whole range of new communities (Europeans primarily Spanish/Portuguese but also of other myriad origins; Blacks who were forcibly brought in hordes as slaves; merchants and explorers of other parts of the world. All this not to mention the end number of new identities the intermingling of these diverse communities entailed):

Garcilaso de la Vega, el  
Inca, [Comentarios reales](#)

Tzvetan Todorov, "[Cortés y  
Moctezuma: de la comunicación](#)"

Felipe Guaman Poma de  
Ayala, *Nueva corónica y buen gobierno*  
*Images: Casta paintings*

### **Week VII**

Discussion of how the newly  
'discovered' and settled  
territories in were shaped in  
colonial architectural moulds  
with far-reaching ramification in  
social, economic and cultural  
spheres:

Reading of some excerpts of Angel  
Rama's *La ciudad letrada* (The  
Lettered City)

### **Week VIII**

- The new economic patterns, systems and trade circuits which came out of the cross-Atlantic colonial enterprise of Spain. The

<p>phenomenon of the Columbian exchange, criss-crossing of goods, items, objects and, lest we forget, bacteria and viruses from one end to another as part of this exchange some of whose most prominent examples are:</p> <p>From today's Latin America or the what in colonial times was baptised as the New World to Europe or the Old World: Tobacco, Chocolate, Papaya, Jackfruit, Pineapple, Guava, Potato, Tomato, Chillies among others</p> <p>From the Old to the New World: Sugar, Coffee, Horses, Pigs, Cows, Chicken</p>	
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**Scheme of Evaluation:**

**Continuous Internal Assessment (30 Marks)**

**End Semester Examination (45 Marks)**

**Prescribed Textbooks**

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. Jean Franco, *An Introduction to Spanish-American Literature*, Cambridge, Cambridge University Press, 1995.

**Course name: Introduction to Literatures and Cultures of the Spanish-speaking World-IV**

**Course code: USPTM40**

This Undergraduate Minor course in Spanish is meant to carry the appreciation imparted in the first two parts of the course of literature and culture in general terms and instances and representations of these from the earliest to contemporary times in Spain in particular to a related yet entirely new sphere. This and the next one will focus on discussing general overview of cultural and literary trends, themes and some representative works from the world of Latin America.

After the prequel of this course last semester, this course will focus on post-independence Latin America. The first part of the course gives detailed information on society, cultures and literatures as they evolved in the post-independence decades. From there the course will move to contemporary times and will give a panoramic view of all these in what Latin America is and being today.

**Course Structure**

<b>Course Code</b>	USPTM40
<b>Title of the Course</b>	Introduction to Literatures and Cultures of the Spanish-speaking World-IV
<b>Course Offered to</b>	UG
<b>Credits</b>	3
<b>Student's Intake</b>	30 (On a first-come, first-served basis)
<b>Pre-requisite</b>	No knowledge of Spanish is required. Consent of the faculty member

**Course Learning Outcomes (CLOs)**

After completion of this Minor course, the students will be able to

**CLO-1:** The student will have a perspective on how different regions in Latin America witnessed diverse cultural and literary manifestation owing to changes in socio-historical dynamics in the time-period covered in the course.

**CLO-2:** The student will gain an informed view of the major cultural and literary changes/trends and themes which have marked Latin America in the said period.

**CLO-3:** The student will get a clear picture of some representative practices/performances/texts which bear the said trends and themes.

**CLO-4:** The student will be able to make some comparative understanding of the themes and ‘texts’ discussed in the course vis-à-vis cultural and literary trends in the Indian context in the same time-period.

**CLO-5:** The student will be able to envision topics of further studies and will also, thus, be able to, hopefully, pursue these topics in the realm of literary studies, culture and cultural studies, translation studies further in higher studies.

**Detailed Syllabus:**

The course will carry a total of 3 (three) credits to be completed in one semester. It contains the following major components

**COURSE CONTENT:**

<b><u>SECTION I</u></b> (Before Internal Evaluation)	<b><u>SECTION II</u></b> (Before final Exam)
<p><b><u>Week I</u></b></p> <ul style="list-style-type: none"> <li>· A general overview of some politico-economic situations in the Latin America which emerged out of the formal independence in the early to mid-nineteenth century with the birth many new countries.</li> <li>· Discussion of socio-cultural narratives and representations as these countries sought to evolve as nation giving rise to claims of a particular national identity in each case. Understanding class and other social dynamics of the nation-making processes which privileged white-skinned Creole elites at the expense of indigenous, black and racially-mixed communities, or, the popular classes all through the region.</li> </ul> <p><b><u>Week II</u></b></p> <ul style="list-style-type: none"> <li>· Discussion of how the then prevailing frameworks of cultural and literary production were visible in literary and cultural works of the decades following independence. Imprints of romanticism in the imagination of nations: <i>Matadero</i> by Esteban Echeverria</li> </ul> <p><b><u>Week III</u></b></p>	<p><b><u>e</u></b></p>

Churnings about how the post-independence nations should 'progress' and 'develop' from mid-to late nineteenth century. Impact of positivism and counter voices to it from within Latin America:

*Facundo* by Domingo Faustino Sarmiento.

José Hernández: *El gaucho Martín Fierro* (1872)

José Martí: "[Nuestra América](#)" (1891)

#### **Week IV**

- New thinking at the turn of twentieth century. Cultural regeneration and debates about desirability of material pursuits versus cultural awakening. New versions of national and continental identities all across Latin America:

Jose Enrique Rodó: "Ariel"

Lourdes Arizpe: "[El indio: mito, profecía, prisión](#)"

Ricardo Palma: Tradiciones Peruanas

#### **Week V**

- Severe questioning of positivist-modernist claims of 'progress' and 'development' all across the region. Rise of the popular, subaltern classes with demands of equality and justice.

Mexican Revolution which erupted in 1910 and its cultural-literary expressions:

*Los de abajo* by Mariano Azuela  
Popular songs (*boleros*) celebrating anonymous and historic figures and events of the Revolution.

Images from *Casasola* archives of the Revolution

Cultural manifestations of the attempts at remaking the modern Mexico state by the post-Revolution regime in Mexico:

Murals by *los tres grandes* and other artists of the muralist movement.

- Students' movement in Argentina leading to wide University reforms.

### **Week VI**

- Emergence of regionalist literature. The backdrop or context is consolidation of nation state all across Latin America and together with it retreating of regional centres of power and, consequently, the rise of regionalist literature as a look back at the lost old age, as it were. Discussion of representative works:
  - Rómulo Gallegos. *Doña Bárbara* (1929)
  - Ricardo Güiraldes, *Don Segundo Sombra*
  - Jose Eustacio Rivera, *La vorágine*
- Emergence of literatura concerned, in different ways and with different perspectives, with the question of the indigenous communities and their participation in the supposed 'mainstream':
  - Miguel Angel Asturias. *Hombres de Maíz* (1949)
  - Ciro Alegria. *El Mundo es Ancho y Ajeno* (1941)

### **Week VII**

- Changing faces of society, culture and literature after the outbreak of the Cuban Revolution in 1960 and the spree of revolutionary upheavals and currents it sent through the whole region.
- Clamor for approaching and crafting literature and culture from

new perspectives with focus on narrative and formal innovations and experiments. The slow but unavoidable emergence of the new Latin American narrative together with new wave of cinema.

### **Week VIII**

- Discussion of some representative works of the so-called 'boom' and magical realism', phenomena part themselves of the new narrative:  
Juan Rulfo. *Pedro Paramo* (1955)  
Alejo Carpentier *El Reino de este Mundo* (1949)  
Gabriel García Márquez. *Cien Años de Soledad* (1967)  
Carlos Fuentes. *La Muerte de Artemio Cruz* (1962)
- Discussion of some representative works of Latin American 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)

### **Scheme of Evaluation:**

**Continuous Internal Assessment (30 Marks)**

**End Semester Examination (45 Marks)**

**Prescribed Textbooks**

- Jean Franco, *An Introduction to Spanish-American Literature*, Cambridge, Cambridge University Press, 1995.
- Jefferson, Ann and Lokken, Paul. *Daily Life in Colonial Latin America*. Greenword Press, 2011.
- 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
- Mills, Kenneth and Tylor, William B. *Colonial Latin America: A Documentary History*. Rowman & Littlefield, 2002.
- Ramirez, Susan Elizabeth. *A History of Colonial Latin America from First Encounters to Independence*. Routledge, 2021.
- Restall, Matthew and Lane, Kris. *Latin America in Colonial Times*. Cambridge University Press, 2018.
- Socolow, Susan Migden. *The Women of Colonial Latin America*. Cambridge University Press, 2015.