Course : M.A       Duration : January- April  2017
Semester : II

Course Number: AL-421     Title of  the course  
Core / Optional:  Core  
No. of Credits: 4 [Four]
Lectures: 2 Sessions / week [2 hours per session]

**Unit-I**

**Unit-II**
Basic Concepts: Sense, Reference, Denotation, Connotation.

**Unit-III**
Sense Relations: Synonymy; Homonymy (Homography, Homophony); Polysemy; Antonymy; Hyponymy; Meronymy; Taxonomy. Collocation, Semantic field vs. Lexical field.

**Unit- IV**

**Unit V**
Sentence Semantics: Situation Types; Verbs and Situation Types; Tense, Aspect and Modality. Participants: Thematic Roles: Grammatical relations and Thematic Roles; Voice; Classifiers and Noun Classes.

**References**

Objectives
This course intends to introduce the students to the discipline of Translation Studies. This course would attempt to deal with the basic theoretical issues of the discipline and at the same time would sensitize students to the practical challenges of the activity of translation.

Teaching Method
The classroom instruction will be a combination of lectures by the instructor and short presentations by the students. There would be at least one student presentation. The presentation will be followed by a discussion and detailed comments by the instructor.

Evaluation
The course would have 40:60 ratios for internal and external assessment/evaluation, respectively. There would be 4 internal assessments out of which marks for best two would be considered for final evaluation.

Course Structure

UNIT I:
- Introduction

UNIT II:
- Major debates of the discipline
- Scope of the discipline

UNIT III:
- Linguistic aspects of the discipline

UNIT IV:
- Cultural turn in the discipline
- Sociological turn in the discipline

UNIT V:
- Reading translated texts

Basic Reading List:


Reference Reading List may include but not limited to:


• Venuti, Lawrence, *The Translator’s Invisibility*, London: Routledge, 1995


Introduction:

In the last two centuries (viz. 19th and 20th) historical linguistics was considered by a majority of linguists as the most important branch of linguistics. It gives students of linguistics a better understanding of the diachronic aspects of linguistic processes that languages are constantly subjected to, and that have shaped the languages as they are today.

The most significant contribution of historical linguistics is the development of methods viz. Comparative method and Internal Reconstruction that establish the genetic relationships among a group of languages into a family. The course is divided into two parts; in the first part i.e. Historical Linguistics, we introduce students to principles and methods of reconstructing earlier states of human languages and the effects of various historical processes. In the second part, we focus our discussion on the comparative study of some selected language families of South Asia.

I - Historical Linguistics

1. Written records as resources for Historical reconstruction of ancient and extinct languages.

2. Neo-grammarians and the regularity hypothesis. Sound Change - initiation, progress and effects.


4. Reconstructing earlier phases of Languages: Methods and principles. Comparative reconstruction and Internal reconstruction: Nature and causes

5. Analogy: Tendencies of analogical Change.


Suggested Readings: (Historical Linguistics):

II. The Language Families of South Asia
1. The notion of a language family; Linguistic Relatedness – Genetic, typological and areal classification of languages; Morphological types of languages – Agglutinative; Analytic (Isolating); Inflecting (Fusional); Polysynthetic (Incorporating); Infixing

2. Language families of South Asia: Indo-Aryan, Dravidian, Austro-Asiatic, Tibeto-Burman and Andamanese; Language Isolates: Burushaski, Nahali; their geographical distribution; enumeration of the languages of India (Census of India, 1991, 2001 report on LANGUAGE (Table C-7)); Linguistic characteristics of Indo-Aryan; Dravidian; Austro-Asiatic; Tibeto-Burman, Andamanese and other isolate languages

3. The notion of a linguistic area; Language contact and convergence with special reference to the concept of India as a linguistic area.

Suggested readings (The Language Families of South Asia):

Books on individual Language Families:
1. Introduction:

2. Computational Morphology:

3. Corpora Studies in Linguistics:

4. Machine translation:
The earliest applications of computational Linguistics. Early models and latest developments. History and the Socio political relevance of MT. Difference between MT, MAT and HT. The architectural issues. The feasibility and the relevance. The analytical pyramid in MT.

5. Modeling:
Students are expected to practice the existing models, and also work out certain models of Generators, Analyzers and taggers. Write short Algorithms for linguistics models of computational application. Use corpus for testing of models.

Reading List:
Course: M.A  
Duration: January- April 2017

Semester: II

Course Number: AL-455  
Title of the course: Sociolinguistics

Core / Optional: Core  
No. of Credits: 4  
Lectures: 2 Sessions/week [2 hours/session]

1. **Foundation issues in language and society:**
   - Language, dialect and variety
   - Verbal repertoire and communicative competence
   - Stereotypes, style, register and codes
   - Sociolinguistics and the sociology of language

2. **Language in social contexts:**
   - Speech community and language boundaries
   - Sociolinguistics and dialectology
   - Language in social interactions: identity and power
   - Sociolinguistic networks and the ethnography of communication

3. **Language contact and language change:**
   - Language shift and contact induced changes
   - Bi/Multilingualism; types of bilingualism and effect of bilingualism
   - Code-mixing and code-switching and diglossia
   - Lingua franca, pidgin and creole

4. **Language policy and language planning in India:**
   - National language, Standard varieties and classical languages
   - Language pedagogy (the policy for academic institutions)
   - Language loyalty and maintenance
   - Language movements (the case of India and Bangladesh)

5. **Language ecology and affirmative actions:**
   - Indigenous, tribal and minority languages
   - Linguistic inequality and language rights
   - Language endangerment, attrition, death and linguistic suicide
   - Language documentation, conservation, revitalization

6. **Sociolinguistic Research:**
   - Linguistic and social variables
   - Sociolinguistic observations and identification of relevant data
   - Analysis of sociolinguistic data
   - Accounting for patterns and variations

**Reading list:**


**Evaluation:**

There will be three (03) Internal Assessments (IA) comprising of twenty (20) marks each. The best two scores obtained in the IAs will be considered for final grading. Besides, there will be a sixty (60) marks end-semester exam.

**Note:**

1. The reading list is arranged in an alphabetical order.
2. IGML refers to the Indira Gandhi Memorial Library, the central library facility of the University of Hyderabad.
3. Students with at least 75% attendance are eligible for the end-semester exam.
COURSE DISCRUPTION:

Language has been subjected to micro and macro analysis, right from Phoneme down to Discourse on Indian subcontinent, since time immemorial. Among the grammars available it is Panini’s Astadhyayi that has got the hallmarks of brevity and perfection. Although the work was meant for Sanskrit language it is applicable to language in general. The knowledge of Astadhyayi is essential for both manual and machine translation. Sanskrit is the only language that is suitable to Computers.

Modules:
1. Introduction to Language and the importance of Vyakaranam – units of language.
2. The concept of Sabha – four fold behavior of Sabdas.
3. Sivasutras – Panini-Katyayana –Patanjali
4. Subantam and Tinantam –Five meanings of a Sabda
5. Sandhi and Samasa
6. Karaka Theory
7. Meaning of Meaning

References:
Introduction

Preamble: This course is aimed at introducing basic concepts of linguistic typology. It focuses on the typological characteristics of Indian languages. The course also deals with such modern theories in typology as word order typology and systemic typology which endeavours to explain typological characteristics of languages in general and Indian languages in particular. It would enable to understand general typological features of Indian languages which is crucial for understanding of India as a linguistic area.

Teaching Hours: 4 for per week

Examination pattern: 40 marks for internal tests

60 marks for end semester examination

Linguistic Typology: Humboldt theory of language typology, various interpretations of typology, cross-linguistic analysis, data collection and data analysis, concept of language type, typological classification of languages: agglutinative, inflectional, isolated and incorporative, relationship between genetic, typological and a real classifications.

Word-order Typology: Greenberg classification of languages, typological markedness and morphological representation, criticism to Greenberg typology.

Language Universals: Concept of linguistic language universals, Types of language universals: Formal and substantive, absolute and statistical, implicational and non-implication, generative interpretation of language universals.

South-Asian languages and linguistic Typology: Typological (phonetic, phonological, morphological and syntactic) features of Dravidian, Indo-Aryan, Austro-Asiatic and Tibeto-Burman languages, Language contact and change of language type of Indo-Aryan languages, concept of India as linguistic area.

Systemic Typology: Concept of System and its application to Language, objectives of Systemic Typology, History of Systemic Typology, Basic Concepts of Systemic Typology: Determinant (Internal and External), the Relationship between Determinant and Language Type.
References:

   a] Vol. 9, Universals of Language pp. 4847-4852.
1. **Introduction:** Defining morpheme and the word; the notion of word in linguistic theories; Brief survey of the recent studies in the field of word formation; on the rejection of morpheme as a basic unit in derivational morphology; Word Based theories of derivational morphology.

2. **Types of morphological phenomena:** Inflection and Derivation; Synchronic and diachronic aspects of word formation; Types of Word formation; Types of Word Formation in Western and Indian traditions; krdantas and taddhitas.

3. **Theoretical aspects:** System of rules for generating word structure; Typology of rule systems, Word formation rules, allomorphy rules etc. Word Syntax; X-bar theory of word structure; Alternative theories and representations of morphological structure; Level-ordered morphology.

4. **Lexical Component:** Structure of base Component; SLH and WLH controversies; Organization; Primary lexicon; Extended dictionary (affixal component), WSRs and WFRs.

5. **Compounding:** Structure of Compounds; Basic semantics of Compounds; Headedness of Compounds; Percolation Principle; Samasa in Indian tradition.

6. **Applicational Aspect:** Word Formation and Productivity and its implications; Semantic coherence in Word Formation and logical consequences; Phonological transparency. Relevance of Word Formation theories for NLP in Indian languages and modernization of Indian languages.

**Readings List:**

**Essential Reading:**

Additional Reading:

Course : M.A         Duration : January- April  2017
Semester : IV

Course Number : AL-561     Title of the course
Core / Optional : Optional     Adv. Topics in Sociolinguistics
No. of Credits : 4
Lectures : 2 Sessions / week [2 hours / sessions

1. Sociolinguistic Research:  
Linguistic and social variables  
Sociolinguistic observations and identification of relevant data  
Analysis of sociolinguistic data  
Accounting for patterns and variations

2. Language and identity:  
Language as reflections on social gender, caste and economic class  
Language as reflections on political ideology and religious faith  
Language as reflections on education and literacy  
Language as reflections on power and solidarity

3. Language, technology and society:  
Sociolinguistic concerns of script and writing system  
Sociolinguistic concerns of mobile/computer mediated communication  
Language and the mass media (print/FM radio/TV/Internet)  
Language as reflections on national concerns

4. Language ecology and affirmative actions:  
Indigenous, tribal and minority languages  
Linguistic inequality and language rights  
Language endangerment, attrition, death and linguistic suicide  
Language documentation, conservation, revitalization

5. Linguistic landscaping  
Spoken and written language  
Sociolinguistic concerns of currency notes/bill boards/posters and walls  
Sociolinguistic concerns of sign language  
Language as reflections on changing values and technology

6. Reading of research articles  
1. Who speaks what language to whom and when by Joshua A. Fishman  
2. The ecology of language by Einar Haugen  
3. If threatened languages can be saved, then can dead ones be revived? by Joshua A. Fishman  
4. The child as linguistic historian by William Labov  
5. Sociolinguistic approaches to writing system research by Mark Sebba  
6. Are non-standard dialects more natural than the standard? By Lieslotte Anderwald  
7. The Great Eskimo Vocabulary Hoax by Geoffrey Pullum  
8. Let them die by Kenan Malik
**Reading list:**


Eckert, Penelope, and Sally McConnell-Ginet. 2003. Language and Gender. Cambridge: CUP


**Evaluation:**

There will be three (03) Internal Assessments (IA) comprising of twenty (20) marks each. The best two scores obtained in the IAs will be considered for final grading. Besides, there will be a sixty (60) marks end-semester exam.

**Note:**

1. The reading list is arranged in an alphabetical order.
2. IGML refers to the Indira Gandhi Memorial Library, the central library facility of the University of Hyderabad.
3. Students with at least 75 percent attendance are eligible for the end-semester exam.
4. This course assumes that the students are aware of elementary concepts in sociolinguistics. Students interested in foundation issues in sociolinguistics may refer to the following books:
Course : M.A  
Duration : January- April  2017
Semester : IV

Course Number : AL-562  
Title of  the course  
Core / Optional :  Optional  
No. of Credits : 4  
Lectures : 2 Sessions / week [2 hours / sessions]


4. **Machine Translation**: The earliest applications of computational linguistics. Early models and latest developments. History and the Socio political relevance of MT. Differences between MT, MAT, and HT. The architectural issues. The feasibility and the relevance. The analytical pyramid in MT.

5. **Modeling**: Students are expected to practice the existing models, and also work out certain models of Generators, Analyzers and taggers. Write short Algorithms for linguistic models of computational application. Use corpus for testing of models.

**Reading List:**


Course : M.A                                               Duration : January- April 2017
Semester : IV

Course Number : AL-563                  Title of the course
Core / Optional : Optional
No. of Credits : 4
Lectures : 2 Sessions / week [2 hours / sessions

**Aim:** The main aim of this course is to understand the basics of corpus linguistics and examine the uses of text corpora in language research and applications.

**Objectives:** On completion of this course, students should be able to: (a) understand the fundamentals of corpus studies; (b) understand the uses of text corpora in language research and (c) to extract data from a corpus using various corpus tools.

**Unit 1:**
Introduction: What is a corpus? Types of corpora; History of corpus linguistics; Role of computers in corpus linguistics; The scope of corpus linguistics; Corpus linguistics and computational linguistics.

**Unit 2:**
Types of Corpora: Textual corpora: Literary, lexicographical, dialectal, educational, grammatical. Types of Electronic corpora: major electronic corpora for linguistic research; First generation corpora; Second generation corpora.

**Unit 3:**
Corpus Design: Static or dynamic, representativeness and balance, size; Compilation of corpus: corpus design, storage, text capture, markup; Organizations.

**Unit 4:**
Corpus Annotation: What is corpus annotation? Why annotate corpus: Extracting information, re-usability, multifunctionality; Standards of corpus annotation; History of corpus annotation; Levels of annotation.

**Unit 5:**

**Reading List:**
Course : M.A
Semester : IV
Duration : January- April 2017

Course Number : AL-571
Core / Optional : Optional
No. of Credits : 4
Lectures : 2 Sessions / week [2 hours / sessions

Title of the course
Post-colonial Translation: Theory & Practice

Course Description:

After the publication of *The Empire Writes Back* and the subsequent that followed the field of postcolonial studies has been one of the most productive areas in literary and culture studies. The poststructuralist and deconstructionist theories have serious consequences for the traditional concept of translation for they have raised basic questions regarding the very nature of language and the conventional notions of ‘meaning’.

These developments occurred and affected Translation Studies as well. The scholars in Translation Studies who productively used the insights of post structuralism, cultural studies and ‘theory’ not only questioned the traditional binary opposition between ‘original’ and ‘translation’ but also initiated a subversive practice of translation and translation theory. Translation is no more seen as ‘transfer’ or ‘substitution’ either a meaning of a word or *the* meaning of a text since the last decade of twentieth century. As Susan Bassnett and Andre Lefefere have announced way back in 1990, “the culture becomes the operational ‘unit’ of translation.

There are number of studies carried out in the field of post-colonialism and translation by now. It is important for us to understand the role of translation in colonialism and to understand the always already ‘translatedness’ of our postcoloniality. The proposed course will address questions of colonialism, modernity, relationships among modern Indian languages and contemporary Indian literatures, nation, common issues such as gender, class, caste, ideology etc. The notion of translation such extended to culture will involve the study of many kinds of representations going beyond verbal communication.

The course will have two parts: one to introduce issues in postcolonial studies and the other to introduce special readings in postcolonial translation theory and practice. Essays from major texts in both areas form the content of the course.

Objectives of the Course:

To enable students to outgrow monolingual Anglo-Saxon theories of translation & Literature

- To think beyond the Anglophone idiom of postcolonial translation studies
- To rethink the intricate relationship between Indian Languages and between English & languages of/from India
- To look at the translation models available in Indian Literatures as well as in discursive texts
- To “develop further the notion of translation as a theoretical construct” (See, Network in Postcolonial Translation)
Enable the students to read texts and textualities with more care in general & “South Asian” textual experiences in particular.

To bring the issues in colonialism, colonial modernity, caste, class, gender, region, notion, representation etc., into focus in translation studies.

**Course Outline:**

**UNIT I:** Introduction to translation studies; Paradigm shifts in translation studies; Introduction to post-colonial studies; issues in post-colonial studies

**UNIT II:** Language, culture and translation; deconstruction; discourse; cultural studies; cultural turn in translation studies

**UNIT III:** Translation: critical theories and critical practices; post-colonial translation studies; feminism and translation; translation and identity; nation and translation; translating the other; Indian literature in translation, Indian English writing and translation; translating India; translation and publishing; film adaptation.

**Teaching and Evaluation:**

1. Though the course involves conventional teaching, students are also expected to make presentations. All presentations are followed by elaboration and clarification of the topic by the instructor and discussions. Student’s participation in the discussions will also be considered for the overall evaluation of his/her continuous assessment.

**Relevant Information**

**Attendance:** minimum 75% attendance in class

**Mode of evaluation:** Total marks 100

End-semester written exam = 60 marks

Continuous Internal Assessment = 40 marks comprising presentations, assignments and tests.

**Primary Texts:**

*Selected Essays From:*


Graham, Joseph, F. (ed) *Difference in Translation*. Ithaca, N.Y:


**Recommended Readings:**


Cronin, Michel. 2003 *Translation and Globalization*. Oxon: Rutledge

Cronin, Michel. 2006. *Translation and Identity*. Oxon: Rutledge


Tymoczko, Maria & Gentzler Edwin. 2002 (Ed.) *Translation & Power*. Amherst & Boston: University of Massachusetts Press


* Specific topics may change according to the background and specific interests of the current batch of students opting for the course without affecting the core of the course.

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Course Description
The course focuses on the convergence of gender-related issues and translation studies. It aims at:
- Encouraging critical thinking on the relationships between translation and gender, and language and gender;
- Broadening the students' perspectives on a variety of issues, such as gender in religious texts, gender and postcolonialism, translation of feminist theories, translation of camp, 'inclusive' language, translation of misogynistic work, etc.
- Introducing the central concepts of gender-conscious approaches to translation;
- Showing how these approaches could be implemented in terms of various translation strategies;

Mode of Instruction:
A combination of lectures and student presentations: Student presentations will be focused on:
(1) Assigned readings; and
(2) Translation/s with commentary

Assessment pattern:
The course would have 40:60 ratios for internal and external assessment/evaluation, respectively. There would be 4 internal assessments out of which marks for best two would be considered for final evaluation. Among the assessment patterns, minimum two will be class tests. Other forms may include but not restricted to:
1. Class Presentation
2. A well-researched essay on select topic
3. Take home assignments

Course Structure:
Unit 1: Gender and Translation: History & Theory
- Block I: Translation: Perspectives and Paradigms
- Block II: Translation Theories and Strategies
Unit 2: Ideology, Gender & Translation
- Block I: Language and Identity
- Block II: Discourses of Gender
Unit 3: Across Women’s Writings
- Block I: Gendered Position on Language and Translation
- Block II: Women and Translations/Translators
Unit 4: Practical Translation Project
- Block I: Reading and Analyzing Gender oriented Translated Texts
- Block II: Preparation of a Sample Handbook on “Gender and Translation”

Collectively
Core Reading List:


Supported Reading List:

- _____ “The Quilt [Lihaaf]” Trns: Syeda Hameed and Tahira Naqvir NP
- Schweikart, Patricinio. "Reading ourselves: Toward a Feminist Theory of Reading" NP