CHAPTER 22

GERMAN AND ROMANCE STUDIES

Doctoral Theses

01.   SARITA
      Intersectionality in Contemporary Women's Writing: A Comparative Study of Ellbogen, Americanah and the Gypsy Goddess.
      Supervisors: Dr. Ena Panda and Prof. Shaswati Mazumdar
      Th 26681

Abstract

Intersectionality in contemporary women's writing: a comparative study of Ellbogen, Americanah and The Gypsy Goddess Abstract: The present research proposes to undertake a comparative study of three novels Americanah (2014) by Chimamanda Adichie, The Gypsy Goddess (2014) by Meena Kandasamy and Ellbogen (2017) by Fatma Aydemir. All the three novels depict three different socio-political contexts of marginalization and resistance to the forces of domination located in the United States of America, India and Germany. The selected texts are analyzed through an intersectional approach in order to demonstrate how the contemporary women writers portray oppression and marginalization in their works not through the prism of gender oppression alone but through an intersectional paradigm that enables them to view the multilayered nature of oppressive forces. The aim of the present study is to analyse how the myriad kinds of oppression experienced by the subaltern protagonists, located at the intersection of various systems of domination, such as race, caste, class, gender, ethnicity and religion, generate distinct strategies of resistance in the selected novels. The thesis illustrates to what extent, instead of projecting subaltern protagonists as mere victims, the three novels invest them with agency to locate their subjectivity in the sites of resistance against matrix of domination. It examines three such sites of resistances portrayed in the novels, namely, alterity, body and form in order to identify how contemporary women writers are engaging with questions of identity formation as a necessary tool to resist the overbearing power of the matrix of domination by creating solidarities amongst marginalized communities.

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1. Introduction 2. Theoretical framework 3. Alterity and resistance 4. Body and resistance 5. Form and resistance. Conclusion and bibliography.

02.   SETHI (Richa)
      Analysis of Errors of Agreement and Placement of Adjective in Written Texts: A Case Study: B.A. (HONS.) French, University of Delhi
      Supervisor: Prof. Farida Irani
      Th 27158

Abstract

This thesis titled « L'Analyse des Erreurs de l'Accord et de la Place des Adjectifs dans la Production Écrite: Étude de Cas: B.A. (Hons.) French, L'Université de Delhi » (Analysis of Errors of Agreement and Placement of Adjectives in Written Texts : A Case Study : B.A. (Hons.) French, University of Delhi), in the field of teaching methodology seeks to answer the following questions: Which are the errors in the agreement and placement of adjectives which emerge in a written text? Are the sources of these errors inter or intra lingual? To the best of our knowledge very little work has been done on the question. Our research methodology is based on an adaptation of the error analysis model proposed by Pit CORDER. The target public of this study is the students of B.A. (Hons.)French (2016-2019). With the help of a questionnaire, we established the linguistic profile of our learners which includes languages such as: English, 9 Indian languages (Hindi, Sanskrit, Punjabi, Urdu, Guajarati, Malayalam, Manipuri, Boddhi, Thadou-kuki) and 3 foreign languages besides French (Arabic, Portuguese and Bahasa Indonesia). We studied the rules of agreement and placement of adjectives in all these languages to be able to draw parallels between languages already known by our learners and French in order to see their influence on learning French. The target group did 4 sets of remedial exercises whose analysis helped us to identify the types of errors, the strategies used by learners and the causes of the errors. To test their usefulness, we asked the target public to write two more texts on specific topics. This research concludes by proving our initial hypothesis: both inter and intra lingual sources are responsible for these errors, more precisely, the influence of the medium of instruction and the maternal language of the learner.

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