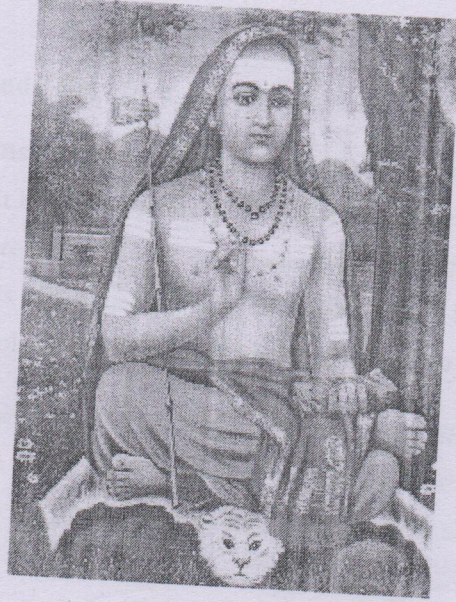


SREE SANKARACHARYA UNIVERSITY OF SANSKRIT, KALADY



Department of English

Restructured M A Syllabus

Effective from 2014 admission onwards

**Approved by the 37th meeting of the Academic Council held on
19.07.2014**

DEPARTMENT OF ENGLISH
SREE SANKARACHARYA UNIVERSITY OF SANSKRIT
Re-structured Post Graduate Programme

MA in English Language and Literature

Objectives of the Programme: English had been the language of western colonialism. It, still, is the language of neo imperialism. It has now become the official and power language of global capitalism and its various manifestations are in knowledge, communication and information sectors. The western centrism and hegemonic aspects of English are part of contemporary linguistic, literary and cultural reality. English has also monopolized the media and academia across the world.

The cultural homogenizing and erasing effect of English has seriously affected the indigenous linguistic cultures in the Asian and African countries. English has replaced the native languages and literatures in a serious threat to local cultures. English in the contemporary world is also an agent of westernization and Americanization.

But in cultures where the weight of antiquity still rules, the present English is a catalyst of social change. It is a medium of modernization and socio-political reformation. It becomes an instrument of democracy and human liberation. Traditional hegemony and priestly patriarchy are questioned and canceled through the egalitarian and modern worldview provided by this language that is a product of enlightenment and western modernity itself.

This is the relevance of English in countries like India having burdens of hegemonic past. Socio-cultural change, democratization and anti-imperialist upsurges can find their expression effectively in and through English. It can develop resistance against both western imperialisms and indigenous hegemony through derivative new discourses that are universal and expressive. Such derivative discourses are part of the alternative appropriation of the language in postcolonial contexts. The emergence of new 'englishes' across the world that challenge the western model and monopoly is a radical reversal of the old colonial power relations. These new idioms are now becoming the voices of the local cultures all over the world.

In the academic and epistemological discourses in the third world strategic and intelligent use of English is indispensable. The Department focuses on such alternative and counter hegemonic use of English in a broader cultural studies paradigm giving emphasis to other disciplines in the humanities and various Indian systems of knowledge.

In a postcolonial multicultural society like India, English Studies has the dubious distinction of being the colonialist discourse and the nationalist discourse at the same time. Conventional English teaching is widely known as English Studies Paradigm. It is a quadrupolar axis of relations in which the author and the reader are connected through the amorphous medium of language and the concrete medium of text : author-language-text-reader. It consists in extracting meaning through certain pedagogic practices. As language is a deceptively political medium, the reality represented in language is a language-specific reality which is politically coloured. As language is a medium capable of political appropriation, the text need not evoke the same emotive responses in the reader as was constructed in the author's psyche. This is especially true in the colonial context when the author is a representative of the colonizers and the reader a member of the colonized or vice-versa.

In the context of the political burden of language, Cultural Studies Paradigm has become an effective replacement to Literary Studies Paradigm. It is a quadrupolar axis in which the author is linked to the reader through culture and text: author-culture-text-reader. The cultural identities of the author and the reader are defined in terms of the cultural difference. This method consists in defining cultural identities of the author and the reader: the text acts as a transparent medium of cultural difference. The reading of the text is not confined to the quest for meaning, but to find one's position in cultural contexts. Language is never subordinated in this kind of study; language is an important determinant of cultural identity. Schools of English Studies all over the world are rapidly getting converted into Schools of cultural studies of multi-disciplinary composition.

In the globalized context of Language studies, language has lost many of its functions. The only function of language largely unaffected by globalization is the communicative function. India has already become an important destination for Educational Sources Outsourcing (ESO). In the changed scenario, proficiency in communication skills has become an essential qualification for employment. Irrespective of the discipline, mastery in communication enhances the employability of prospective candidates. Courses have to be designed in such a way as to cater to the essential contemporary needs of the students.

Each Department of a University ought to have a long term vision and a short term vision. The English Department of Sree Sankaracharya University firmly believes in this principle. Cultural Studies has emerged as an effective replacement to English Studies all over the world. English Departments in many Universities have already been transformed to Cultural Studies Departments. Transformation into a Cultural Studies Department is the distant vision of this Department. The re- structuring of the PG programmes is the first initiative in the evolution of a Cultural Studies Department.

PROFILE OF THE PROGRAMME

There are 20 courses for the programme of which twelve are core courses. The core courses are evenly distributed over the four semesters at the rate of 3 courses per semester.

Core Courses

Sl. No.	Code No.	Titles	Semesters
Core 1	PENM 3450	English Literature I- Literary Archive I	First
Core2	PENS 3453	English Literature II- Literary Archive II	Second
Core 3	PENM3456	English Literature III - Nineteenth Century Literature	Third
Core4	PENS3459	English Literature IV- Twentieth Century and Contemporary Literature	Fourth
Core5	PENM 3451	englishes I-Development of English Languages	First
Core 6	PENS3454	englishes II – Literatures of Americas	Second
Core 7	PENM3457	englishes III – Postcolonial Writings	Third
Core 8	PENS3460	englishes IV-Indian Literatures in English and in English Translation	Fourth
Core 9	PENM 3452	Modern Linguistics	First
Core10	PENS3455	English Language Teaching	Second
Core 11	PENM3458	Cultural Studies	Third
Core 12	PENS3461	Literary Criticism and Theory	Fourth

The remaining 8 Courses are Electives of which one must be a course in Sanskrit, beneficial to the students and another course from any other departments. The remaining 6 courses are Electives offered by the Department. The Seminar project is part of IV Semester. It is the sixth elective offered by the department. The Electives are classified under different heads on the basis of specialized thrust area. The Electives are not only student-oriented but also teacher-oriented.

ELECTIVES

A. CONTINENTAL LITERATURES

Sl. No.	Code No.	Titles
1	PEN_3465	African Literature
2	PEN_3466	Australian Literature
3	PEN_3467	Canadian Literature

4	PEN_3468	Literature and Self Reflexivity
5	PEN_3469	Literature in the Public Sphere/ Domain

B. INTERDISCIPLINARY STUDIES IN LITERATURE

6	PEN_3470	Disability and Literature
7	PEN_3471	Ecology and Literature
8	PEN_3472	Ethnicity and Literature
9	PEN_3473	Psychoanalysis and Literature
10	PEN_3474	Women and Literature

C. ENGLISH LANGUAGE STUDIES

11	PEN_3475	Communicative English
12	PEN_3476	Editing: Art and Craft
13	PEN_3477	English in India: A Historical Study
14	PEN_3478	Translation Studies

D. LINGUISTICS

15	PEN_3480	Discourse Analysis
16	PEN_3481	Language and Society
17	PEN_3482	Linguistics and Criticism
18	PEN_3483	Stylistics

E. E. L. T. THROUGH I. C. T.

19	PEN_3484	Computational Linguistics
20	PEN_3485	Technology Enhanced Language Learning
21	PEN_3486	Computer Assisted Language Teaching
22	PEN_3487	Literature and the Internet

F. MEDIA CULTURES

23	PEN_3488	Writing and the Visual Media
24	PEN_3489	Film and Literature
25	PEN_3490	Cultural Journalism
26	PEN_3491	Cyber Culture

A minimum of 4 Electives must be chosen from each group if the student requires any specialization.

SCHEME OF THE PROGRAMME

SEMESTERWISE DISTRIBUTION OF COURSES

SEMESTER – I

1. Core Course 1 – English Literature I - Literary Archive I
2. Core Course 5 – Englishes I-Development of English Languages
3. Core Course 9- Modern Linguistics
4. Elective 1- Sanskrit
5. Elective 3

SEMESTER – II

1. Core Course 2 –English Literature II- Literary Archive II
2. Core Course 6- Englishes II – Literatures of Americas
3. Core Course 10– English Language Teaching
4. Elective 2- An Elective from any other Department
5. Elective 4-

SEMESTER – III

1. Core Course 3 – English Literature III - Nineteenth Century Literature
2. Core Course 7 – Englishes III – Postcolonial Writings
3. Core Course 11 – Cultural studies
4. Elective 5
5. Elective 6

SEMESTER – IV

1. Core Course 4 – English Literature IV - Twentieth Century and Contemporary Literature
2. Core Course 8– Englishes IV-Indian Literatures in English and in English Translation
3. Core Course 12- Literary Criticism and Theory
4. Elective 7
5. Elective 8- Seminar Project

Core 1

English Literature I

Literary Archive 1: Chaucer to Milton

Objective: To familiarize the students with early canons in English literature and show them how the canons get stabilized as archived knowledge. The readings are a selection of documents that represent the beginnings of English Literature. The students need to develop some familiarity with the antecedents of the period covered -- the Old English and the early Middle English phases. The standard texts of literary history provide useful surveys of these periods. An awareness of the legacy of Old English literature and some familiarity with the

major texts, authors, and traditions of the period would provide a richer historical and cultural perspective for the study of the listed readings. A number of poems by women writers of the period have been included.

Unit I

The Evolution of the Epic and Romance – Courtly Literature – the medieval romance – the Arthurian tradition – the influence of the Church – the evolution of the lyric and the sonnet – John Gower – William Langland -- transition from different language traditions to Chaucer's English – The beginnings of drama – mystery plays – morality plays – the arrival of printing – the Renaissance – humanism – the Reformation – the sonnet -- odes – Edmund Spenser -- the maturing of theatre and drama – Elizabethan and Jacobean dramatists – Senecan influence – the revenge tragedy – the Elizabethan theatre and stage -- Shakespeare – Ben Jonson new styles in prose – Bacon – metaphysical poets – Cavalier poets – pastoral elegy – John Milton –the Restoration

Unit 2: Prose

Essential Readings

Francis Bacon

“Of Truth,” “Of Studies,” “The Nature of Poetry”

John Milton

Preface to *Samson Agonistes*

General Study

Robert Burton

The Anatomy of Melancholy

Thomas Browne

Religio Medici

Hobbes

Leviathan

Thomas More

Utopia

Unit 3: Poetry

Essential Readings

Thomas Wyatt:

Forget Not Yet

Henry Howard, Earl of Surrey:

The Means to attain happy Life

Isabella Whitney:

On Her Unconstant Lover

John Donne:

Sonnet X: ‘Death Be Not Proud’; The Good Morrow; A Valediction Forbidding Mourning

William Shakespeare:

Sonnet 18: ‘Shall I compare Thee to a Summer’s Day?’

Mary Wroth:

Come Darkest Night

George Herbert:

The Collar; The Pulley

Andrew Marvell:

To His Coy Mistress

Margaret Cavendish:

A World Made by Atoms

General Study

Geoffrey Chaucer:

The Prologue to *The Canterbury Tales*

Ballads:

Sir Patrick Spens; Lord Randal

Edmund Spenser:

Prothalamion

John Milton:

Paradise Lost (Book IV)

Unit IV: Drama

Essential Readings

Christopher Marlowe : *Faustus*
William Shakespeare : *Hamlet*

General Study

Ben Jonson: *Volpone*
Thomas Kyd: *The Spanish Tragedy*
John Webster: *The Duchess of Malfi*
John Milton: *Samson Agonistes*
William Shakespeare: *Tempest*

Recommended Readings

Stephen Greenblatt: *Renaissance Self Fashioning*
EMW Tillyard: *Elizabethan World Picture*
John Drakakis (ed.): *Alternative Shakespeare*
Terry Eagleton: *Shakespeare and His Age*
Ania Loomba: *Race, Gender and Renaissance Drama*
Pramod K. Nayar (ed.): *English Poetry from the Elizabethans to the Restoration: An Anthology*

Core 2

English Literature II

Literary Archive 2: The Restoration and the Eighteenth Century

Objective: To familiarize the students with medieval canons in English literature and show the students how British politics and English literature are inter-connected. The readings represent the variety of styles and interests that mark the later part of the seventeenth century and the literature of the eighteenth century. The period is marked by the temper of the enlightenment. Fiction emerges as an important form. Restoration Comedy, typical of the period once again energizes the theatre.

Unit I

Restoration and the new literary context – Augustanism – fiction of religious allegory – changes in the theatre – restoration comedy – satire and the mock-heroic – The Royal Society – Isaac Newton – Samuel Johnson and his Dictionary -- John Locke – the Enlightenment – *The Spectator* – Jonathan Swift – the rise of the novel – Pre Romantic sensibility

Unit 2: Prose and Fiction

Essential Readings

Joseph Addison :	The Fairy Way of Writing (<i>The Spectator</i> , No.419)
Jonathan Swift :	<i>A Modest Proposal</i>
Samuel Johnson :	<i>Life of Gray</i>

General Study

John Dryden:	<i>Preface to the Fables</i>
John Bunyan :	<i>Pilgrim's Progress</i>
Aphra Behn :	<i>Oroonoko</i>
Daniel Defoe :	<i>Moll Flanders</i>
Samuel Richardson :	<i>Pamela</i>
Henry Fielding:	<i>Tom Jones</i>
Laurence Sterne:	<i>The Life and Opinions of Tristram Shandy</i>
Mary Wollstonecraft :	<i>A Vindication of the Rights of Woman</i>
Fanny Burney :	<i>Evalina</i>

Unit 3: Poetry

Essential Readings

John Dryden:	Mac Flecknoe
Thomas Gray :	Elegy Written in a Country Churchyard

General Study

John Wilmot, Earl of Rochester:	A Satire Against Mankind
Alexander Pope :	Epistle to Dr.Arbutnot
William Blake :	A Poison Tree
William Collins :	Ode to Evening
William Cowper :	Epitaph on a Hare
Robert Burns :	A Red, Red Rose
Lady Mary Wortley Montagu :	The Lover: A Ballad

Unit IV: Drama

Essential Readings

William Congreve :	<i>The Way of the World</i>
Oliver Goldsmith :	<i>She Stoops to Conquer</i>

General Study

John Dryden :	<i>All for Love</i>
John Gay :	<i>The Beggar's Opera</i>
Richard Sheridan :	<i>The School for Scandal</i>
William Wycherley :	<i>The Country Wife</i>

Recommended Readings

Basil Wiley :	<i>Seventeenth Century Background</i>
Basil Wiley :	<i>Eighteenth Century Background</i>
Ian Watt :	<i>Rise of the Novel</i>

Core 3
English Literature III
Nineteenth Century Literature

Objective: To familiarize the students with the relation between social revolution and the connected subjectivities. The readings document the evolution of the romantic sensibility through phases of nascent energy, stasis and decadence. Fiction reaches its full maturity. The students need to relate the literary context to the new context of the industrial revolution.

Unit I

Early romantics – William Blake – the new mood of subjectivity –the influence of the American and French Revolutions –Lyrical Ballads – Wordsworth and Coleridge – the younger romantics – Romantic prose – Lamb and Hazlitt – Gothic fiction – historical novel – women writers –Victorian prosperity – Carlyle, Mill and Ruskin – Newman and the Oxford Movement –Darwin and Evolution –Tennyson and Browning – Women poets –Arnold – Decadence – Walter Pater and aestheticism – Pre-Raphaelites -- the triumph of the novel – Oscar Wilde and the comedy of Manners -- Industrial revolution -- Colonialism

Unit 2: Prose and Fiction

Essential Readings

Charles Lamb :	Oxford in the Vacation; Dream Children; On the Artificial Comedy of the Eighteenth Century
William Hazlitt:	The Indian Jugglers; My First Acquaintance with Poets
Leigh Hunt:	On the Realities of Imagination

General Study

Olaudah Equiano (Gustavus Vassa):	<i>The Interesting Narrative of the Life of Olaudah Equiano</i>
Thomas De Quincey:	<i>Confessions of an English Opium Eater</i>
Mary Shelley:	<i>Frankenstein</i>
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Walter Scott:	<i>Old Mortality</i>
Jane Austen:	<i>Pride and Prejudice</i>
George Eliot :	<i>Adam Bede</i>
Charles Dickens:	<i>David Copperfield</i>
Emily Bronte:	<i>Wuthering Heights</i>
W.M. Thackeray:	<i>Vanity Fair</i>

Unit 3 Poetry

Essential Readings

William Wordsworth:	Ode : On Intimations of Immortality
S.T. Coleridge:	Dejection : An Ode; Kubla Khan
John Keats:	Ode On a Grecian Urn
P B Shelley:	Ode to the West Wind

Alfred Tennyson:	Ulysses
Robert Browning:	My Last Duchess
Elizabeth Barrett Browning:	A Musical Instrument
Matthew Arnold:	Dover Beach
G.M. Hopkins :	The Windhover; Binsey Poplars; God's Grandeur
General Study	
Byron:	Prometheus
D.G. Rossetti:	The Blessed Damozel
Felicia Hemans:	Casabianca
Christina Rossetti:	'When I am dead, my dearest'; Up-Hill

Unit IV: Drama Essential Readings

Oscar Wilde : *The Importance of Being Earnest*

General Study

P B Shelley: *The Cenci*
George Bernard Shaw: *Arms and the Man*

Recommended Readings

Raymond Williams: *Culture and Society* (Chapter 11)
Meena Alexander: *Women in Romanticism*
Isabel Armstrong : *Victorian Poetry: Poetry, Poetics, Politics*
Ian Watt : *Rise of the Novel*
Wheeler M. : *English Fiction of the Victorian Period*

Core 4 English Literature IV Twentieth Century and Contemporary Literature

Objective: To familiarize the students with the variety and range of literature of twentieth century. The works exemplify the subtle nuances of the modernist temper. The selections include works that look beyond modernist assumptions. The students are expected to read the works with reference to the relevant historical and theoretical contexts.

Unit I

Imperial expansion - the World War I - new world order - the Soviet Union - Influence of Marxism on writer - Nazism and Fascism - experimental writings - form vs function of novel - form vs content of genres - avant- garde movement - Movement poetry Second World War - post war ennui - disintegration of the Empire - counter - culture movements - neo-modernism - theatre of protest - post modernism - metafiction – metatheatre, neoliberalism, developments in technology, communication, and the media

Unit II Prose and Fiction

Essential Reading

Raymond Williams	Realism and the Contemporary Novel (Ed. David Lodge: 20 th Century Literary Criticism)
Virginia Woolf	“Modern Fiction” from <i>The Common Reader</i>
T.S.Eliot	“Tradition and the Individual Talent”

General Reading

D H Lawrence	“Morality and the Novel”
Terry Eagleton	Capitalism, Modernism, and Postmodernism (Ed. David Lodge: Modern Criticism and theory)
James Joyce	<i>The Portrait of an Artist as a Young Man</i>
Virginia Woolf	<i>To the Lighthouse</i>
D.H. Lawrence	<i>Sons and Lovers</i>
William Golding	<i>Lord of the Flies</i>
Graham Greene	<i>Heart of the Matter</i>
George Orwell	<i>1984</i>
Ian McEwan	<i>Atonement</i>
Angela Carter	<i>Nights at the Circus</i>

Unit III Poetry

Essential Reading

T.S.Eliot	<i>The Waste Land</i>
W.B. Yeats	“The Second Coming”; “Byzantium”
W.H. Auden	“In Memory of W.B. Yeats”

Dylan Thomas	“Poem in October”
<i>General Reading</i>	
Wilfred Owen	“The Strange Meeting “
Ted Hughes	“Hawk Roosting”; Thought Fox
Philip Larkin	“Church Going”
Thom Gunn	“My Sad Captain”; “On the Move”
Seamus Heaney	Mid-term Break; Sunlight
Charles Tomlinson	“Prometheus”
Geoffrey Hill	“Genesis”

Unit IV Drama

Essential Reading

Samuel Beckett	<i>Waiting for Godot</i>
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General Reading

John Osborne	<i>Look Back in Anger</i>
J.M.Synge	<i>Riders to the Sea</i>
Jean O ‘Casey	<i>Juno and Peacock</i>
Tom Stoppard	<i>Rozencranz and Guildenstern are Dead</i>
Harold Pinter	<i>Birthday Party</i>

Recommended Reading

David Lodge (ed.)	<i>Twentieth Century Literary Criticism</i>
David Lodge (ed.)	<i>Modern Criticism and Thoery</i>
Peter Barry	<i>Beginning Theory</i>
Terry Eagleton	<i>Literary Theory: An Introduction</i>
E M Forster	<i>Aspects of the Novel</i>
Malcolm Bradbury (ed.)	<i>English Novel Today</i>
Patricia Waugh	<i>Metafiction</i>
Katherine Worth	<i>Revolutions in Modern English Drama</i>

CORE 5

englishes I- DEVELOPMENT OF ENGLISH LANGUAGES

Objective: To help the students to trace the historical development of English Language to its present status worldwide from a diachronic perspective.

Unit I Proto-English to Old English or Anglo-Saxon.

Roman invasion and occupation - Beginning of Roman rule of Britain in AD43 - Settlement of Britain by Germanic invaders begins in AD 449 - Old English – from 5th Century to mid-11th Century – Anglo-Saxon replaces the Celtic languages in Britain – Beowulf - Christianity in 6th century and Latin loan words – Norman Conquest

Unit II Middle English Period – from the late 11th to the late 15th century

Norman Conquest - Coexistence of Anglo-Norman and English – *Anglo-Saxon Chronicle* - Geoffrey Chaucer - *The Canterbury Tales* – *Changes in grammar and vocabulary* - OE inflected language, ME lost most inflections – Spelling changes

Unit III Early Modern English Period – from the late 15th to the late 17th century

Age of William Shakespeare - first dictionary – *Table Alphabeticall*. – Renaissance – borrowings from Latin and Greek

Great Vowel Shift – Spread of London-based dialect – Standardization effect of Printing –

Modern English – from the late 17th century to the present – Johnson's *Dictionary* in 1755 – Vocabulary changes due to the impact of Industrial Revolution – Emergence of the British Empire Noah Webster publishing his American English Dictionary in 1828– RP of Britain and GA of USA,– BBC in 1922– Publication of Oxford English Dictionary in 1928- English Language Reform – Americanization -influence of science and technology on English in contemporary world – English in the Internet

Unit IV Contemporary situation

Varieties of English today – the Englishes - English in Britain and Overseas – The Englishes: American English - Canadian English – Indian English - African English – Australian English - New Zealand English – Caribbean English -Basic English – Standard English

Unit V English in India

English in British India – Macaulay's Minute – Bentinck – Wood's Despatch – Anglicist-Orientalist Conflict – English as an Associate Official Language and as a medium of instruction in higher education – in business and other professions – development of Indian English.

Recommended Reading

Jespersen : *The Growth and Structure of the English Language*

Albert C Baugh	: <i>A History of the English Language:</i>
Wren	: <i>The English Language</i>
L Trask(ed)	: <i>Historical Linguistics</i>
Anthea Fraser Gupta	: <i>The Internet & the English Language</i>
David Crystal	: <i>Language and the Internet</i>
Anthea Fraser Gupta	: <i>Colonisation, Migration and Functions of English.</i>
Kingsley Bolton and Braj Kachru (eds)	: <i>Asian Englishes.</i>
Robert Burchfield, (ed.)	: <i>English in Britain and Overseas. Origins and Development. The Cambridge History of the English Language. Vol. 5.</i>
Braj Kachru, Yamuna Kachru and Cecil L. Nelson (eds)	: <i>The Handbook of World Englishes.</i>
Tom McArthur	: <i>The English Languages.</i>
N Krishnaswamy and Lalitha Krishnaswamy	: <i>The Story of English in India</i>
V.K. Gokak	: <i>English in India : Its Present and Future</i>

Core 6

englishes II Literatures of the Americas

Objective: To familiarize the students with the literatures of the United States and Latin America. The students are expected to read the selections with reference to the relevant socio-cultural and literary contexts in a spirit of comparison and contrast.

UNIT 1

American Renaissance –Transcendentalism – Romanticism – rise of novel in America – Realism in American literature – Naturalism – frontier experience – Modernism – feminism – Afro American literature – Depression – Depression Literature – Great Migration and Harlem Renaissance – metafiction – meta theater
Beginnings of the narrative in the new nations of Latin America – national and regional identities – Latin American boom – magic realism – Latin American Poetry --evolution of the theater

UNIT II – Prose and Fiction

Essential Reading

Henry James	Art of Fiction
Toni Morrison	“Black Matters” (Chapter 1 of <i>Playing in the Dark</i>)
Gabriel Garcia Marquez	“The Solitude of Latin America” (Nobel Lecture)
Eduardo Galeano	“Lust for Gold, Lust for Silver,” pp.11-59 of <i>Open Veins of Latin America</i>

General Study

H.D. Thoreau	“Civil Disobedience”
Nathaniel Hawthorne	“Young Goodman Brown” (Short Story) <i>Huckleberry Finn</i>

William Faulkner
Ernest Hemingway

“The Bear” (Short Story)
The Old Man and the Sea
Grapes of Wrath
Go, Tell It on the Mountain
The Magic Barrel (Short Story)
The Color Purple
“The Garden of Forking Paths” (Short Story)
Kingdom of this World
The Death of Artemio Cruz
One Hundred Years of Solitude

Alejo Carpentier
Carlos Fuentes
Gabriel Garcia Marquez

UNIT III – Poetry

Essential Reading

Emily Dickinson
E.A. Poe
Robert Frost
Ezra Pound
Wallace Stevens
Sylvia Plath

Jose Marti

Octavio Paz
Gabriela Mistral

Pablo Neruda

General Reading

Walt Whitman
W.C. Williams
John Berryman
Robert Lowell
Theodore Roethke
Denise Levertov
Ruben Dario
Delmira Agustini
Cesar Vallejo
Mario Faustino

“The Chariot”; “Safe in Their Alabaster Chambers”
“The Raven”
“Mending Wall”; Birches
Hugh Selwyn Mauberley (Stanzas I to V)
“Emperor of Ice Cream”
“Lady Lazarus”
“I Dream Awake” (from *Ismaelillo*); “I’m so frightfully unhappy”
“No More Clichés”
“The Alpaca”; “Decalogue of the Artist”
Canto XII from *Heights of Machu Pichu*; “Cat’s Dream”

“When Lilacs Last in the Dooryard Bloomed”
“The Red Wheelbarrow”;
“The Ball Poem”
“Children of Light”
“What Can I Tell My Bones?”
“The Jacob’s Ladder”
“Far Away”; “Fatality”
“I Live, I Die, I Burn, I Drown”; “Explosion”
“To My Brother Miguel in Memoriam”
“Carpe Diem”

Arthur Miller

The Crucible
Buried child

Emperor Jones
The Glass Menagerie
Who is Afraid of Virginia Woolf

A Raisin in the Sun

The Impostor: A Play for Demagogues

Information for Foreigners

The Impostor: A Play for Demagogues

Information for Foreigners

Transcendentalism in America

American Renaissance

Puritanism to Postmodernism: A History of American Literature

Latin American Fiction

A Cultural History of Latin America

Core 7

Englishes III

Postcolonial Writings

Objective: To familiarize the students with the readings that theorize and articulate the diverse forms of domination, subjectivity, and resistance falling within the rubric of the postcolonial condition.

Unit I

Post colonialism - The politics of representation - ideology and selective representation - Third World Literature - Language as instrument of Subordination - Marginality - subaltern status - Gender - Race - Class - caste - Decentered subjectivities - Indigenous, Tribal, Native, Folk literatures.—neocolonial condition

Unit 2: Theory and Contexts

General Reading

Frantz Fanon

The Wretched of the Earth

George Lamming

“The Occasion for Speaking” (in *The Postcolonial Studies Reader* Ed. Bill Ashcroft et. al.)

Bill Ashcroft et.al.

The Empire Writes Back (Introduction)

Edward Said

Culture and Imperialism (Introduction)

Ranjit Guha

“The Prose of Counter Insurgency” (in *Postcolonial Discourses* Ed. Gregory Castle)

Gayatri Chakravorty Spivak

“The Burden of English” ” (in *Postcolonial Discourses* Ed. Gregory Castle)

Ngugi wa Thiong’o

“On the Abolition of the English Department” (in *The Postcolonial Studies Reader* Ed. Bill Ashcroft et. al.)

Chinua Achebe

“An Image of Africa: Racism in Conrad’s *Heart of Darkness* (in *Postcolonial Discourses* Ed. Gregory Castle)

C.K. Janu

Mother Forest

Alice Walker	<i>In Search of Our Mothers' Gardens</i>
Lee Maracle	<i>I am Woman</i>

Unit 3: Fiction

General Study

J.M. Coetzee	<i>Waiting for the Barbarians</i>
Joseph Conrad	<i>Heart of Darkness</i>
David Malouf	<i>Remembering Babylon</i>
R.K. Narayan	<i>Waiting for the Mahatma</i>
Monica Ali	<i>Brick Lane</i>
Salman Rushdie	<i>Midnight's Children</i>
Leslie Marmon Silko	<i>The Yellow Woman</i>
Arundhati Roy	<i>God of Small Things</i>
Mahashwetha Devi	<i>Rudali</i>

Unit IV: Poetry and Drama

General Study

Pablo Neruda	"The United Fruit Co." (from <i>Canto General</i>)
Kamau Brathwaite	Calypso [from <i>Islands and Exiles</i>]
Kishwar Naheed	"I am not that woman"
Derek Walcott	"A Far Cry from Africa"
Leopold Senghor	"New York"
Chinua Achebe	"Refugee Mother and Child"
Wole Soyinka	<i>The Kongi's Harvest</i>
Dutta Bhagat	<i>Whirlpool</i>
Amiri Baraka	<i>The Dutchman</i>
George Ryga	<i>The Ecstasy of Rita Joe</i>

Recommended Readings

Leela Gandhi	<i>Postcolonial theory</i>
Harish Trivedi	<i>Colonial Transactions</i>
Jeffrey Mayers	<i>Fiction and the Colonial Experience</i>
Edward Said	<i>Orientalism</i>
Benita Parry	<i>Postcolonial Studies: A Materialist Critique</i>
Albert Memmi	<i>The Colonizer and the Colonized</i>

Core 8 englishes IV

Indian Literatures in English and in English Translations

Objective: To familiarize the students with some illustrative examples of Indian literatures in English translation and provide him/her with a critical perspective to read and evaluate this genre of writing

Unit I Beginning of colonialism - English education - 19th century - poetry-fiction-drama - 20th century Literature - Partition novels - post - Independence - post coloniality-Indian literary historiography-development of comparative Indian literatures.

Unit II Prose

Required Reading

Sujit Mukherjee : *Translation as Discovery, Translation as Recovery*

K.Ayyappa Panikkar : *Indian Narratology*

Essential Reading

G. N. Devy : “Of Many Heroes”

Romila Thappar : “Sakuntala”

Arundhati Roy : “The End of Imagination”

General Reading

Gouri Viswanthan : *Masks of Conquest*

Nirad C. Chaudhary : *The Autobiography of an Unknown Indian*

Meenakshi Mukherjee : *The Perishable Empire*

Salman Rushdie : *Invisble Homelands*

Unit III Fiction

General Reading

R.K. Narayan : *The English Teacher*

Raja Rao : *Kanthapura*

Shashi Deshpande : *That Long Silence*

U.R. Ananthamurthy	: <i>Samskara</i>
O.V.Vijayan	: <i>After the Hanging and Other Stories.</i>
Mohammed Meeran	: <i>The Story of a Seaside Village</i>
Bhisham Sahni	: <i>Tamas</i>
Mahashweta Devi	: <i>Draupadi</i>
Amitav Ghosh	: <i>The Sea of Poppies</i>

Unit IV- Poetry

Essential Reading

A.K. Ramanujan	: “River”, “Obituary”
Nissim Ezekiel	: “India”, “Enterprise”
Jayanta Mahapatra	: “The Logic”, “Red Roses for Gandhi”
Kamala Das	: “Composition”, “Ghanashyam”

General Reading

Rabindranath Tagore	: <i>Gitanjali</i>
Toru Dutt	: “Our Casuarina Tree”, “Sita”, “Laxman”
Sarojini Naidu	: “Village Song”, “Summer Woods”, “The Soul’s Prayer”
Harindranath Chhophadhaya	: “Shaper Shaped”, “Futurity”, “Peacock”
Nissim Ezekiel and Meenakshi Mukherjee [ed.]	: Selections from <i>Another India</i>
Arlean Zide [ed.]	: Selections from <i>In Their Own Voice: Anthology of Contemporary Indian Women Poets</i>

Unit V Drama

Essential Reading

Girish Karnad	: <i>Hayavadana</i>
Bhasa	: <i>Urubhangam</i>

General Reading

- Rabindranath Tagore : “Chandalika” from *The Three Plays*
- Mahesh Duttani : *Tara*
- Usha Ganguly : *Rudali*
- Vijay Tendulkar : *Silence, the Court is in Session*

Unit VI Criticism, *General Reading*

- Homi K Bhabha : *Nation and Narration* (Chapter I)
- Aijaz Ahmad : *In Theory* (Chapter I)
- Partho Chatterjee : *Nationalist Thought and Colonial World*
(Chapter I)

Recommended Reading

- Malcolm Bradbury : *The Novel Today*
- E. M. Forster : *Aspects of Novel*
- K.R. Srinivasa Iyengar : *Indian Writing in English*
- Meenakshi Mukherjee : *Realism and Reality*
- T.W. Clark (ed) : *The Novel in India Its Birth and Development*
- M.E. Derrett : *The Modern Indian Novel in English: A Comparative Approach*

CORE 9

MODERN LINGUISTICS

Objective: To familiarise the students with broad areas of Linguistics, the basic concepts of Structuralist and Transformational Linguistics and the modern approaches in Linguistics.

Unit I Linguistic analysis at different levels. Phonetics and phonology- phone, phoneme, allophones, minimal pairs, English consonants, vowels, diphthongs, syllables

Morphemes and morphology, allomorphs, lexemes, root and stem- typological classification - grammatical categories. Supra segmental features, stress and intonation

Unit II Semantics, different types of change of meaning, Meanings, Synonymy, antonymy, polysemy, homonymy, hyponymy.

Semiotics, sign, signification, clause, sentence, phrase structure, Tree diagram, Box diagram, modern theories of syntax.

Unit III Structural linguistics, syntagmatic and paradigmatic relations, langue and parole, complementary and parallel distributions.

Form classes- contributions of Saussure and Bloomfield the limitations of structuralist method

Transformational analysis- Chomskyan alternative, Generative Grammar, T.GG- surface structure and deep structure, competence and performance the relationist approach, universal grammar.

Unit IV Brief study of varieties of linguistics - Historical linguistics, diachronic and synchronic studies, Socio - linguistics, psycholinguistics, applied linguistics- schools of modern linguistics,- London school, Prague School- Stratification grammar- tagmemics, glossmatics- Stylistics, Pragmatics.

Discourse Analysis – as a subfield of structure-focused linguistics

Dialectology - varieties of language, dialect, idiolect, style, register, slang, pidgin, creole - Lexicography.

Unit V Development of English Language through centuries – A diachronic perspective

Contemporary situation – Varieties of English today – English in Britain and Overseas – The Englishes: American English - Canadian English – Indian English - African English – Australian English - New Zealand English

Recommended Reading

David Crystal : *Linguistics*

William O' Frey	: <i>Contemporary Linguistics</i> (ed)
L Trask	: <i>Historical Linguistics</i> (ed)
Andrew Radford B	: <i>Linguistics: An Introduction</i>
Bloomfield	: <i>Language</i>
Virginia P.	: <i>Language :Introductory Readings</i>
Grover Hudson	: <i>Essential Intoductory Linguistics</i>
Noam Chomsky	: <i>Syntactic Structures</i>
Noam Chomsky	: <i>Aspects of the Theory of Syntax</i>
Saussure	: <i>A Course in General Linguistics</i>
John Lyons	: <i>Language and Linguistics</i>
John Lyons	: <i>An Introduction to Theoretical Linguistics</i>
Noel Burton	: <i>An Introduction to English Syntax</i>
James Paul Gee	: <i>An Introduction to Discourse Analysis: Theory</i>
and	
	<i>Method</i>
Laura Alba-Juez	: <i>Perspectives on Discourse Analysis: Theory and Practice</i>
R.W.Langacker	: <i>Language and its Structure</i>
Kingsley Bolton, and Braj Kachru (eds).	: <i>Asian Englishes.</i>
Burchfield, Robert (ed.)	: <i>English in Britain and Overseas : Origins and development. :The Cambridge History Language. Vol. 5.</i>
of the English	
Braj Kachru, Yamuna Kachru and Cecil L. Nelson (eds)	: <i>The Handbook of World Englishes.</i>
Tom McArthur	: <i>The English Languages.</i>

CORE 10 ENGLISH LANGUAGE TEACHING

Objective: To introduce the student to the basic principles of English Language Teaching (ELT) and to familiarize the student with the practical problems involved in the teaching of language and literature.

Unit I Introduction to ELT - language learning - as first language and as second language- target language - difference between acquisition and learning - teaching of English as a foreign language - TEFL - TESOL.

Theory, Method and Approach - the difference between theory, method and approach - behaviourist and cognitive theories - methods - grammar “Translation- audio- lingual - direct method - situational and communicative approaches - attitudes to error in language learning- notions of correctness and standards usage.

Unit II Interactive and Communicative Language Teaching – CLT – to provide the learner with unrestrained access to the social, cultural, and pragmatic aspects of language. Assimilating real-life situations and integrating them in the classroom – the primary object of the method.

Unit III The four skills in language learning - LSRW - receptive and productive skills - developing reading comprehension - intensive and extensive reading - developing listening comprehension - word stress and sentence stress in speaking - spelling and punctuation in writing.

Unit IV The teaching of literary texts - aims and objectives - use of literature for language teaching - teaching of prose, poetry, drama and fiction.

Teaching of grammar - structure of English sentence - inflection - word order - tenses - articles - prepositions and sentence patterns.

Teaching of vocabulary - active and passive vocabulary - vocabulary and structure control - structural and content words - procedures for teaching vocabulary--- use of dictionary.

Unit V Topics for Practical Work

Planning a lesson

Testing and Evaluation - Setting model question papers - evaluating students

Practice Teaching - (a) Grammar (b) Literature

Recommended Reading

- Allen, HB : *Teaching English as a Second Language*
- Allen and Campbell : *Problems and Principles in Language Teaching*
- Tom Mc Arthur : *A Foundation Course for Language Teachers*
- Jeremy Hamer : *The Practice of ELT*
- Earl Stevick : *Teaching and Learning Languages*
- V. K. Gokak : *English in India*
- J. A. Bright and J. P. Mc Greger: *Teaching English as a Second Language*
: *Language Teaching Methodology*
- Dell Hymes : “On Communicative Competence,” in *Sociolinguistics*,
J.B. Pride and J. Homes (eds.)
- Wilga M Rivers : *Interactive Language Teaching*
- A. K. Halliday : *Explorations in the Functions of Language*).
- Robert Lado : *Language Teaching*
- Harold Palmer: *The Scientific Study and Teaching of Language*
- Mary Finocchiaro : *English as a Second Language: From Theory to*
Practice.
- Widdowson H.G. : *Teaching Language as Communication*
- Noam Chomsky : *Syntactic Structures*

CORE 11

CULTURAL STUDIES

Objective: To familiarize the students with the nature, scope, concepts, theory, method and strategies of Cultural Studies as a discipline. It is intended to draw the students’ attention to Cultural Studies’ relations to other disciplines and to help them to unravel the ideological assumptions underlying the cultural practices. It also aims at showing how culture implies the cultural politics of identity and differences.

Unit I- What is Cultural Studies? Directions and problems - theory and methods- plurality of strategies – transdisciplinarity/multidisciplinarity/interdisciplinarity – history - political economy- feminism - anthropology and sociology -- post-colonialism - globalization and postmodern culture.

Unit II - Identity and difference - representation - subjects – bodies - selves - culture and power — cultural production - cultural and economic circuits – encoding and decoding – ideology – media – commodification - Culture Industry - art and culture - high and low culture - mass culture - popular culture - cultural elitism.

Unit III - Multiculturalism - ethnicity - cultural politics - racial cross currents - the politics of difference - gender and sexuality – race and gender studies - subaltern studies - nation – space and time - media and public sphere - Cyber space and cyber culture - Visual culture - Visual pleasure – simulacra and implosion.

Unit IV – Cultural resistance – reading texts – genealogy - Cultural Materialism – New Historicism

Required Reading

Simon During : *The Cultural Studies Reader*.

Jessica Munns and Gita Rajan.(eds.): *A Cultural Studies Reader (Introduction)*

Stuart Hall : “Cultural Studies: Two Paradigms”

Fredric Jameson : “On Cultural Studies”

Paul Gilroy : “Cultural Studies and Ethnic Absolutism”

Adorno : *The Culture Industry*

Terry Eagleton : *The Idea of Culture (Introduction)*

J. Tomlinson : *Cultural Imperialism (Introduction)*

Edward Said : *Culture and Imperialism (Introduction)*

: *Culture and Resistance (Introduction)*

: “Orientalism”

bell hooks : “Black Women: Shaping Feminist Theory” in

African Philosophy

Cornel West and bell hooks : “Black Men and Black Women” in *African
Philosophy*

Cornel West : “New Cultural Politics of Difference”,
in *Keeping Faith*

Recommended Reading

Simon During : *The Cultural Studies Reader*

L. Althusar and E Balibar : *Reading Capital*

A. Appandurai : *The Social Life of Things Commodities in Cultural
Perspective*

M. Bakhtin : *The Dialogic imagination*

R. Barthes : *The Pleasure of the Text*

T. Bennet : *Culture :A Performers Science*

H.K. Bhabha : *Nation and Narration*

Chris Barker : *Making of Sense of Cultural Studies*

Chris Jenks : *Visual Culture*

P. Chatterjee : *The Nation and its Ferments*

J. Collins : *Uncommon Cultures: Popular Culture and Post
Modernism.*

T. Eagleton : *Ideology: an Introduction*

J. Ellis : *Visible Fictions: Cinema, Television, Video*

J. Fiske : *Understanding Popular Culture*

M. Foucault : *The Order of Things: An Archeology of the Human
Sciences.*

Paul Gilroy	: <i>There Ain't Any Black in the Union Jack</i>
Stuart Hall et.al.	: <i>Culture, Media and Language</i>
John Hartley	: <i>A Short History of Cultural Studies</i>
Andrew Edgar and Sedgwick	: <i>Key Concepts in Cultural Theory</i>
Raymond Williams	: <i>Culture</i>
Raymond Williams	: <i>Culture and Society</i>
Raymond Williams	: <i>Key words,</i>
J. Frow	: <i>Cultural Studies and Cultural Value</i>

CORE 12

LITERARY CRITICISM AND THEORY

Objective: The objective of the course is to help the student identify the comparable elements in Indian and Western Critical theories after providing an overview of Indian and Western literary theories and criticism.

Unit I Classical Indian Literary Theories: Bharatha - Rasa - Anandavardhana - Dhvani - Kuntaka - Vakrokti - MahimaBhatta – Anumana

Unit II Major canons in English Criticism: Sydney- Dryden- Johnson- Coleridge- Arnold- Eliot- Leavis.

General Reading

1. Philip Sydney : *Apologie for Poetrie*
2. John Dryden : *Preface to the Fables*
3. Samuel Johnson : *Preface to Shakespeare*
4. William Wordsworth : *Preface to The Lyrical Ballads*
5. S.T. Coleridge : *Biographia Literaria* (Chapters 10 &14)
6. Matthew Arnold : *Preface to 1853 Poems*
7. T.S. Eliot : "Tradition and the Individual Talent"

Unit III- Western Literary theory before Structuralism-Archetypal Criticism-Mythic Criticism-Russian Formalism - New Criticism - Modern Linguistics Criticism - Marxist Literary Theories –

Required Reading

1. Northrop Frye : The Archetypes of Literature
2. Claude Levi-Strauss : Incest and Myth
3. I.A. Richards : The Four Kinds of Meaning
4. William Empson : Ambiguity of the First Type
5. Cleanth Brooks : The Language of Paradox
6. W.K. Wimsatt : The Intentional Fallacy
7. Edmund Wilson : Marxism and Literature
8. Viktor Shklovsky : Art as Technique

Essays from *Twentieth Century Literary Criticism*: edited by David Lodge

Unit IV Structuralism and after-Postmodern / Post Structuralist Theories- Lacanian School of psychoanalysis - Foucauldian School of Discourse analysis - Derridian School of Deconstructive Analysis- French School of Feminism- Lyotard – Metanarratives- Reader Response Theories

Required Reading

1. Roland Barthes : “Death of the Author”
2. Jacques Derrida : “Structure, Sign and Play in the Discourses of Human Sciences”
3. Jacques Lacan : “The Insistence of the letter in the unconscious”
4. Michael Foucault : “What is an Author?”
5. Helene Cixous : “Laugh of the Medusa”
6. Wolfgang Iser : “The Reading Process: A Phenomenological Approach”

David Lodge(ed) : Essays from *Modern Criticism and Theory*

Elaine Showalter(ed) : *New Feminist Literary Criticism*

Unit V: Postcolonialism- New-Historicism- Ecocriticism- Ecohumanism- Ecofeminism

Required Reading:

1. Stephen Slemon : Scramble for Postcolonialism
2. Edward Said : Orientalism
3. Hayden White : The Historical Text as Literary Artifact
4. Ynestra King : Feminism and the Revolt of Nature

Unit VI Tasks: Comparison of theories

- 1 Rasa and objective correlative
- 2 Rasa and Impersonality
- 3 Deconstruction and Anumana
- 4 Language of Paradox and Vakrata
- 5 Ambiguity and Vakrata
- 6 Two uses of language and Vakrata
- 7 Four kinds of Meaning and Indian Theories of Meaning
- 8 Four kinds Meaning and Dhvani
- 9 Ambiguity and Dhvani

Recommended Reading

1. Raghavan and Nagendra : *Indian Poetics*
2. K. Kunjunni Raja : *Indian Theories of Meaning*
3. K. Kunjunni Raja : *Anandavardhana*
4. R. Ghosh : *The Aesthetic Experience According to Abhinava Gupta*
5. K. Krishna Moorthy : *Sanskrit Literary Criticism*
6. Ramaswamy and Sethuraman : *Indian Critical Traditions*
7. G.B. Mohan Thampi : *Indian Aesthetics*
8. T.S. Eliot : *On Poetry and Poets*
9. Ann Jefferson and David Robey(ed): *Modern Literary Theory : A Reader*
10. Patricia Waugh : *Post modernism: A Reader*
11. V. Sethuraman : *Indian Aesthetics*

- | | | |
|---------------------------|---|---|
| 12. Abigail Bray | : | Hélène Cixous: Writing and Sexual Differences |
| 13. Julia Kristeva | : | Desire in Language: A Semiotic Approach to Literature and Art |
| 14. Roland Barthes | : | S/Z |
| 15. Jean-Francois Lyotard | : | Postmodern Condition: A Report on Knowledge |
| 16. Michel Foucault | : | Power/Knowledge |
| 17. Jacques Derrida | : | Writing and Difference |
| 18. Linda Hutcheon | : | Politics of Postmodernism |
| 19. Vincent B. Leitch | : | The Norton Anthology of Theory and Criticism |
| 20. Frederich Jameson | : | The Political Unconscious |

ELECTIVES

A. CONTINENTAL LITERATURES

AFRICAN LITERATURES

Objective : The objective of the course is to familiarize the students with African culture, society and tradition, through, the literature in English written by native Africans.

Unit I : History and Development of African Literature – Negritude – Black Consciousness – Spirituals – Yoruba – Igbo – Nigeria-Biafra War

Required Reading

- | | | |
|---------------------------------------|---|---|
| 1. O.R.Dathorne | : | <i>The Black Mind : A History of African Literature</i> |
| 2. Jenie Chinweiza Onwuchekua | : | <i>Towards the Decolonization of African Literature</i> |
| 3. Leonard Sklein (ed) | : | <i>African Literature in the Twentieth Century</i> |
| 4. Wole Soyinka | : | <i>Myth, Literature and African World</i> |
| 5. Ngugi Wa Thong'o
<i>African</i> | : | <i>Decolonizing Mind : The Politics of Language in Literature</i> |
| 6. Chidi Amuta | : | <i>Cabral and Ngugi on National Liberation</i> |

7. Denis Ekpo

: *The Failure of Postmodernity: Now Africa
Misunderstood the West*

Unit II : Poetry

Ossie Enekwe

: Two poems from *Broken Pots*

Niyi Osundare

: “The Eye of the Earth”

Oketp’Bitek

: Two Songs: Song of Prisoner and Song of Malaya

John Pepper Clark Bekederemo

: “Casudities”

Chinu Achebe

: “Chistmas in Biafra”

Wole Soyinka

: “Prison”

Selections from *An Anthology of Commonwealth Poetry* edited by C.D.Narasimhaiah

Unit : Novel

Chinua Achebe

: *Things Fall Apart*

Ben Okri

: *The Famished Road*

Amos Tutuola

: *The Palmwine Drinkard*

Alan Paton

: *Cry, The Beloved Country*

Ngugo wa Thiong’O

: *Weep not Child*

J.M.Coetzee

: *Disgrace*

Ellen Kuzwayo

: *Call Me Woman*

Unit IV : Drama

Wole Soyinka

: *The Lion and the Jewel*

Athol Fugard

: *The Blood Knot*

Efua Sutherland

: *The Marriage of Anansewa*

Recommended Reading:

Frantz Fanon

: *The Wretched of the Earth*

Charles Larson

: *The Emergence of African Fiction*

David Cook

: *African Literature : A Critical View*

Lewis Nkosi	: <i>Home and Exile</i>
Chinua Achebe	: <i>Hopes and Impediments</i>
Hans M. Zell Carol Bundy & Virginia Coulon(Eds.)	: <i>A New Reader's Guide to African Literature</i>

AUSTRALIAN LITERATURE

Objective:

To introduce the students to Australian Literature through a selection of texts covering the major authors, phases, and formative contexts like geographical specificities, and the colonial experience.

Unit I: Background:

The aboriginal narratives – oral traditions – song cycles – geographical imagination
Colonial incursion and settlement– convict life – nationalism – modernism – Jindyworobak
Movement – the Outback –Angry Penguins – Postcolonial critique -- feminism

Unit II Prose and Fiction

Marcus Clarke:	<i>For the Term of His Natural Life</i>
Miles Franklin:	<i>My Brilliant Career</i>
Henry Lawson:	“The Drover’s Wife” (Short fiction)
Barbara Baynton:	“The Chosen Vessel” (Short fiction)
Christina Stead:	<i>The Man Who Loved Children</i>
Patrick White:	<i>Voss</i>
Thomas Keneally:	<i>Schindler’s Ark</i>
Sally Morgan:	<i>My Place</i>
Peter Carey:	<i>Oscar and Lucinda</i>
David Malouf:	<i>Remembering Babylon</i>

Unit III Poetry

Charles Harpur:	“A Flight of Wild Ducks”
Adam Lindsay Gordon:	“The Sick Stockrider”
Henry Kendall:	“September in Australia”
A.B.(“Banjo”) Paterson:	“Waltzing Matilda”
Henry Lawson:	“Andy’s Gone with Cattle”; “The Star of Australasia”
Oodgeroo Noonuccal:	“Dreamtime”; “White Australia”
Peter Porter:	“Your Attention Please”; “Competition is Healthy”
Judith Wright:	“Woman to Man”; “Bullocky”
A.D.Hope:	“Australia”; “Standardization”

Unit IV Drama

Ray Lawler:	<i>Summer of the Seventeenth Doll</i>
David Williamson:	<i>Dead White Males</i>
Louis Nowra:	<i>Così</i>

Recommended Reading

Geoffrey Dutton:	<i>The Literature of Australia</i>
Ken Goodwin:	<i>A History of Australian Literature</i>
L. Kramer and A. Mitchell (eds.):	<i>The Oxford Anthology of Australian Literature</i>
Elizabeth Webby (ed.):	<i>The Cambridge Companion to Australian Literature</i>
Graham Huggan:	<i>Australian Literature: Postcolonialism, Racism, Transnationalism</i>
Peter Pierce ed.:	<i>The Cambridge History of Australian Literature</i>

CANADIAN LITERATURE

Objective: The objective of the course is to provide the students with the main trends in Canadian Literature, an important component of New Literatures in English.

Unit I

1. The beginning of Canadian Writing; the literature of the pioneer stage in Canadian
2. Social History; the link with Europe.
3. Major Canadian Writers of the period between the wars; the growth of poetry
4. Novelists of the Post-War era
5. Canadian Writing as a confluence of British and American streams in language
6. Literary Criticism in Canada : Northrop Frye

Unit II

Texts Prescribed for General Study

1. Poetry

Penny Kemp : THROO
Leonard Cohen : Selected Poems

2. Fiction

Margaret Atwood : *The Handmaids' Tale*
Ernest Buckler : *The Mountain and the Valley*

Alice Munroe : *Lives of Girls and Women*

Rohington Mistry : *A Fine balance*

3. Prose Writings (including stories and Drama)

Beth Brandt : "A Long Story"

Eli Mandel : "Another Time"

Albert Laberge : "The Patient" in The Oxford Book of French Canadian Short
Stories

Mare Lescarbot : The Theatre of Neptune in New France (A Play)

Recommended Reading

1. William Walsh (ed.) : Readings in Commonwealth Literature
2. Jameela Begum (ed.) : Canadian Literature Perspectives
3. Bruce King (ed.) : Literature of the World in English
4. C.D. Narasimharah (ed.) : Glimpses of Canadian Literature

LITERATURE AND SELF-REFLEXIVITY

Objective:

To introduce the students to the phenomenon of self-reflexivity in narrative forms through a selection of texts drawn from different genres, and theoretical and historical accounts recommended for reading.

Unit I: Background:

Self-reflexivity and self-consciousness as a feature of narratives – Historical perspective – Theoretical Background – historical antecedents – prologues and epilogues as self-reflexive devices in theatre – foregrounding -- Shakespeare's use of play-within-the-play -- *Mise-en-abîme* -- reflection on poetry as an organizing principle -- self-reflexivity in modernist texts – formal preoccupations of postmodernism

Unit II Prose and Fiction

Miguel de Cervantes:	<i>Don Quixote</i>
Lawrence Sterne:	<i>Tristram Shandy</i>
Virginia Woolf:	<i>Orlando</i>
Jorge Luis Borges:	"The Garden of Forking Paths"
Italo Calvino:	<i>If on a Winter's Night a Traveler</i>
Donald Barthelme:	<i>Snow White</i>
Julian Barnes:	<i>Flaubert's Parrot</i>
Salman Rushdie:	<i>Midnight's Children</i>
John Barth:	<i>Lost in the Funhouse</i>

Unit III Poetry

John Ashberry:	"Paradoxes and Oxymorons"
Pablo Neruda:	"Poetry"; "Poet's Obligation"
Archibald MacLeish:	"Ars Poetica"
Wisława Szymborska:	"Evaluation of an Unwritten Poem"
Marianne Moore:	"Poetry"
Wallace Stevens:	"Peter Quince at the Clavier"; "Thirteen Ways of Looking at a Blackbird"
Ted Hughes:	"Thought Fox"

Unit IV Drama

Federico Garcia Lorca:	<i>Play without a Title</i>
Luigi Pirandello:	<i>Six Characters in Search of an Author</i>
Girish Karnad:	<i>Hayavadana</i>
Tom Stoppard:	<i>Rosencrantz and Guildenstern Are Dead</i>

Recommended Reading

Robert Alter:	<i>Partial Magic: The Novel as a Self-Conscious Genre</i>
Patricia Waugh:	<i>Metafiction</i>
William H. Gass:	<i>Fiction and the Figures of Life</i>
Linda Hutcheon:	<i>Narcissistic Narrative: The Metafictional Paradox.</i>
Linda Hutcheon:	<i>The Poetics of Postmodernism</i>
Linda Hutcheon:	<i>The Politics of Postmodernism</i>
Lionel Abel:	<i>Tragedy and Metatheatre: Essays on Dramatic Form</i>
Richard Hornby:	<i>Drama, Metadrama, and Perception</i>

LITERATURE IN THE PUBLIC SPHERE/DOMAIN

Objective:

- To introduce the students to the concept and theory of the Public Sphere
- To clarify the distinctions between the *public* and the private
- To introduce the concept of *the public domain* and its orientation to the *intellectual commons*, Intellectual Property Rights, copyright conditions, etc.
- To introduce a selection of contemporary writing that problematises the relation between the public and private realms
- To provide samples of informed discussion/debate on issues of current significance

Unit I: Background

Theorization of the public sphere – antecedents – civil society – public sphere as a discursive space – the state and the public sphere -- Jürgen Habermas – bourgeois public sphere – exclusions -- *Structural Transformation of the Public Sphere* (see Recommended Reading) – Copyrights/ patents/ Intellectual Property Rights – Censoring opinions and individuals – the media and controls – the corporate environment – public issues: environment; religion; gender equality; the body; neo imperialism; corporate ideology; war; poverty; discriminations—public space – the Indian public sphere

Unit II

Jürgen Habermas; Sara Lennox; Frank Lennox	“The Public Sphere: An Encyclopaedia Article (1964)” New German Critique, No. 3. (Autumn, 1974), pp. 49-55. (Available in Jstor; Free download also available)
Jürgen Habermas	“Further Reflections on the Public Sphere” (Calhoun—see recommended reading)
Seyla Benhabib	“Models of Public Space” (Calhoun—see Recommended Reading)
Oscar Negt & Alexander Kluge	“The Public Sphere as the Organization of Collective Experience” (Chapter 1 of <i>Public Sphere and Experience: Toward an Analysis of the Bourgeois and Proletarian Public Sphere</i>)
Amir Ali	“Evolution of Public Sphere in India,” EPW, 2001 (available in Jstor)

Unit III

James Boyle	“A Creative Commons” (in <i>The Public Domain: Enclosing the Commons of the Mind</i>) – free download available
Salman Rushdie	<i>Is Nothing Sacred?</i> Granta, 1990. (Herbert Read Memorial Lecture Feb 6 1990) (Free download available)
Taslima Nasreen	“Homeless Everywhere: Writing in Exile.” <i>Sarai Reader 04: Crisis Media</i> , CSDS, Delhi, 2004 (Free download available)
Arundhati Roy	“Peace and the New Corporate Liberation Theology,” <i>An Ordinary Person’s Guide to Empire</i> . Penguin, 2005. 329-352
Shiv Viswanathan	“On the Annals of the Laboratory State” (in <i>Science, Hegemony, and Violence: A Requiem for Modernity</i> ed. Ashish Nandy) – Free download available

Unit IV

George Orwell	<i>1984</i>
Baby Halder	<i>A Life Less Ordinary: A Memoir</i>
Sarah Joseph	<i>Gift in Green (Aathi)</i> Trans. Valson Thambu
Dario Fo	<i>The Accidental Death of an Anarchist</i>
Mahesh Dattani	<i>Final Solutions</i>

Recommended Reading

Jürgen Habermas	<i>The Structural Transformation of the Public Sphere</i> . MIT, 1989.
Craig Calhoun	<i>Habermas and the Public Sphere</i> . MIT, 1996.
Arturo Escobar	<i>Encountering Development: The Making and Unmaking of the Third World</i> . Princeton UP, 1996.
Vandana Shiva	<i>Staying Alive</i>
Madhav Gadgil and Ramachandra Guha	<i>This Fissured Land: An Ecological History of India</i> . Univ. of California Press, 1993.
Madhav Gadgil and Ramachandra Guha	<i>The Use and Abuse of Nature</i> . OUP, 2005.
Edward S. Herman and Noam Chomsky:	<i>Manufacturing Consent: The Political Economy of the Mass Media</i> . Pantheon, 1988.
Paulo Freire	<i>The Pedagogy of the Oppressed</i> . Penguin, 1996.
Oscar Negt & Alexander Kluge	<i>Public Sphere and Experience: Toward an Analysis of the Bourgeois and Proletarian Public Sphere</i> . U of Minnesota P., 1993.
James Boyle	<i>The Public Domain: Enclosing the Commons of the Mind</i> . Yale UP, 2008. (Free Download)
Ashish Nandy ed.	<i>Science, Hegemony, and Violence: A Requiem for Modernity</i> . United Nations University, 2008. (Free download)
Monica Narula et.al.	<i>Sarai Reader 04: Crisis Media</i> , CSDS, Delhi, 2004
Arundhati Roy	<i>An Ordinary Person's Guide to Empire</i> . Penguin, 2005.
Arvind Rajagopal ed.	<i>The Indian Public Sphere: Readings in Media History</i>

B-INTERDISCIPLINARY STUDIES IN LITERATURE

DISABILITY AND LITERATURE

Objective: - The objective of the course is to familiarize the student with the unconscious or other assimilation of disability into literature and to provide them with a perspective to read some literary texts in the context of the disability of the author or his / her character

Unit I Disability : Definition - Laura Groce - Impairment - handicap - old age - Physically challenged - Lameness - deafness - blindness - polio-ridden - crippled - maimed- mutilated - amputated - mentally challenged - divided identity - fractured self - phobias of different kinds - philia of different kinds - Double - Other - multiple voices - Split-self. Racial/cultural disability, spiritual disability, social political linguistic disability-academic disability.

Unit II Required Reading

Susan Sontag	- <i>Illness as Metaphor</i>
Lilian Feder	- <i>Madness in Literature</i>
R.D. Laing	- <i>The Divided Self</i>
Rosemarie Garland Thomson	- <i>Extraordinary Bodies</i>
Joseph P. Shapiro	- No Pity: People with Disabilities Forging a New Civil Rights Movement
Frantz Fanon	- <i>The Wretched of the Earth</i>

Unit III – Poetry

General Reading

John Milton	- “On His Blindness”
Philip Larkin	- “The Hunchback in the Park”, “The Old fools”
A.M. Klein	- “Cripples”
Kamala Das	- “The Tom-Tom”
Anne Sexton	- “Somewhere in Africa”

Unit IV Short Stories

General Reading

Rabindranath Tagore	-	“Subha”
Linz Brown	-	“A Drink of Water”
Ian Mc Ewan	-	“ Butterflies”
Judah Waten	-	“Alien Son” (title story)
Kamala Das	-	“The Goat”

Unit V - Drama

General Reading

Samuel Beckett	-	<i>Endgame</i>
Wole Soyinka	-	<i>The Road</i>
Eugene Ionesco	-	<i>The Chair</i>

Unit VI - Novel

General Reading

Kamala Markandeya

- *Nowhere Man*

John Wayne

- *Smaller Sky*

David Malouf

- *Remembering Babylon*

ECOLOGY AND LITERATURE

Objective: The objective of the course is to familiarize the students with the intricate connection between ecology and literature and to help them read literary texts in the context of contemporary eco - aesthetics.

Unit I Basic concepts and theories in Ecopoetics and Ecoaesthetics - Nature and Culture
Village and city - tradition and progress - culture and modernity.

Unit II Ecology in epics and classics - ecomyths, woman, land and fertility - Back to nature - ecology and industry

Unit III Re -reading Classics -

Kalidasa	:	<i>Kumarasambhavam</i>
Sophocles	:	<i>Oedipus Rex</i>
William Wordsworth	:	“Tintern Abbey Lines”
Kumaranasan	:	<i>Nalini</i>
Thomas Hardy	:	<i>Tess</i>
Thakazhi	:	<i>Coir</i>
Jonathan Bate	:	<i>The Song of the Earth</i>
Pearl S. Buck	:	<i>The Good Earth</i>
Wole Soyinka	:	<i>The Lion and the Jewel</i>

Unit IV Concepts and Theories

Required Reading

- Arundhati Roy : Essays on Silent Valley
- K.M.Venkataramaiah and S.V.Subramanaian (eds): "Tina Poetics "from *Tolkaappiyam*
- Gaston Bachelard : *The Poetics of Space*
- Fredrick O Wage : *Teaching Enviornmental Literature: MaterialsMethods, Resources*
- Richard Kerridee and Neil Sammells (eds) : *Writing the Environment :Eco-criticism and Literature.*

Karl Krocher : *Ecological Literary Criticism*

Recommended Readings

- Joseph Meeker : *The Comedy of Survival Studies in Literary Ecology*
- John Elder : *Imaging the Earth: Poetry and the Vision of Nature*
- Thomas J Lyon : *This Incomparable Land: A Book of Amerian Nature Writing*
- Robert Finch and John Elder (eds): *The Norton Book of Nature Writing*
- Jonathan Bate : *Romantic Ecology: Wordsworth and Environmental Tradition*
- Ronald Worster : *The Wealth of Naure: Environmental History and Ecological Imagination*
- Walter Levy and Christopher Hallowell (eds.): *Thinking and Writing about Nature and Environment.*
- Lorraine Anderson (ed.) : *Sisters of the Earth: Women's Prose and Poetry about Nature*
- Lawrance Buell : *The Environmental Imagination: Thoreau, Nature Writing and the Formation of American Culture*
- Cheryll Burgess Glotfelty and
- Harold Fromm (eds) : *The Eco-criticism Reader: Landmarks in Literary Ecology*

Thomas Moore : *The Soul of Nature*

Salim Ali : *The Birdwatcher's Paradise*

ETHNICITY AND LITERATURE

Objective: - The objective of the course is to familiarise the students with the complex interconnection between race of the writer and the literary texts he or she produces. The course is designed to create a new sensibility in the students so that they can evaluate the literary text in the context of the ethnicity of the author.

Unit I Ethnicity - culture - internal colonialism - neo-imperialism - multiple oppression - racism and sexism - sexism and casteism - racism and capitalism

Unit II Required reading

Frantz Fanon	:	“Racism and Culture”. (<i>African Philosophy: An Introduction</i> AP : A1)
Paul Gilroy	:	“The Black Atlantic” Rivkin & Ryan
Cornel West	:	“Moral Reasoning vs Racial Reasoning” (AP: A1)
Toni Morrison	:	“Playing in the Dark” (Rivkin & Ryan)
bell hooks	:	“Racism and Feminism” (AP : A1)
Jotiba Phule	:	“Racism Exposed in India Under the Guise of Brahmanism”
Sarankumar Limbale:		<i>Towards an Aesthetics of Dalit Literature</i>
K. K. Kochu	:	“A Dalit Reading in Sree Narayana Movement” <i>Word Plus</i> , Dct.004

Unit III Reading Ethnicity in Literature

Ralph Ellison : *Invisible Man*

Alice Walker: *Color Purple*

Toni Morrison: *Tar Baby*

Mahaswetha Devi: *Waters*

Datta Bhagat: *Tara*

Unit IV Ethnicist Reading of Literature

Kumaranasan: *Duravastha*

Harriet Beecher Stowe: *Uncle Tom’s Cabin*

Mulk Raj Anand: *Untouchable*

J.M. Coetzee: *Disgrace*

Mark Twain: *Huckleberry Finn*

Anand: *Govardhante Yatra*

Thakazhi: *Scavenger’s Son*

Premchand: *Godaan*

Recommended Reading

Cornel West: *Race Matters*

Frantz Fanon: *The Wretched of the Earth*

Paul Gilroy: *There Ain't Any Black in the Union Jack*

bell hooks: *Ain't a Black Woman*

Paul Gilroy: *Small Acts*

Mulkraj Anand & E. Zelliot(eds.): *Anthology of Dalit Poetry*

Arjun Dangle: *Homeless in My Land &*

Arjun Dangle (ed): *Poisoned Bread*

D R Nagraj: *Flaming Feet*

Gail Omvedt: *Dalit Visions*

Valerian Roderiges(ed): *Essential Writings of Dr. B. R. Ambedkar*

Anupama Rao(ed): *Gender and Caste*

Norton Anthology of Afro-American Literature

PSYCHOANALYSIS AND LITERATURE

Objective: To familiarize the students with creative and critical impact produced by psychology in the makings and readings of the literary texts. The course aims to provide them with insights to understand the evolution of a creative psyche in the writing of a text and help them evaluate a text from a psycho- analytical perspective.

Unit I Freud and conventional psychology - psychic division - conscious unconscious complexes and envy - Oedipus complex - Electra complex - Masculinity complex- penis envy - psychoanalysis - Dreams - Neurosis- psychosis - narcissism - creativity - death wish - suicide - Post - Freudan psychology - Lawrence Kubie- psychic levels - conscious - unconscious - pre conscious - Carl Jung acal unconscious - personal unconscious - William James - Stream of Consciousness

Unit II Psychic aberrations - Break down - neurosis- psychosis - schizophrena mania-melancholia - hallucination - delusion - psychic mutations - split self - Double antithetical double - Other -Otherness - multiple voices - psychopath - sadism- masochsm -sado - masochism psychic conflicts - Divided self - opposing self - psychic disorientation - psychic disintegration.

Unit III Psychic cure and integration - positive disintegration - Casimierz Dabrowski.- Therapeutic exercises - Art and writing as therapeutic exercises - creativity and selfdestruction - as twin energies from unconscious - writer's block- remedial therapy Jaques Lacan - psychic structures - stages. Omlette, Symbolic, Mirror statges - Language and the unconscious.

Unit IV Illustrations from Literature

1. *Oedipus Rex*
2. *Electra*
3. *Hamlet*
4. *The Strange Case of Dr. Jekyll and Mr Hyde*
5. *Rainbow*
6. *Bell Jar*
7. *Brothers Karamasov*
8. *The Golden Note Book*
9. *The French Lieutenant's Woman*
10. *Sophie's Choice*
11. *Emperor Jones*

Recommended Readings

Sigmund Freud: *The Essentials of Psychoanalysis*

R.D.Laing: *The Divided Self*

Jon Platania: *Jung for Beginners*

Jean Laplanche: *Essays on Otherness*

Jan Compbell and Janet Harbord: *Psychopolitics and Cultural Desires*

Jerome Neu(ed): *The Cambridge Companion to Freud*

Carson and Coleman: *Abnormal Psychoogy and Modern Life*

Kazimierz Dabrowski: *Positive Disintegration*

Robert Rogers: *A Psychoanalytical Study of the Double in Literature*

Lillian Feder: *Madness in Literature*

Phyllis Chesler: *Women and Madness*

WOMEN AND LITERATURE

Objective: To familiarize the students with the contemporary theories of gender, literature, culture and related aesthetics. They are to be trained to read women's writings from the perspective of female consciousness and to critique made - created texts from the perspective of feminist literary theory and criticism.

Unit I

Feminism - Historical Evolution - Schools of Feminism - Radical - Lesbian - Materialist - Socialist - Marxist - Post modern - Feminisms - Lacanian feminism - Deconstructionist feminism - Gender and Sex - Pioneering thinkers - post -feminism

Unit II

Feminist Literary Theory - feminist text - critique of patriarchy theory of art - female imagination - Feminist Criticism - feminist aesthetics - Imagery - Universality of experience and difference - multiple segregation - Historical significance of feminist literature - Cultural resistance - womanism of Alice Walker.

Unit III Poetry

Kamala Das	:	"The Stone Age"
Judith Wright	:	"Woman to Man"
Sylvia Plath	:	"Applicant"
Anne Sexton	:	"Man and Wife"
Adrienne Rich	:	"The Roof Walker"
Denise Levertov	:	"Jacob's Ladder"
Suniti Namjoshi	:	"Philomel"
Meena Alexander	:	"Lost Language"
Hira Batsodi	:	"Yasodhara"

Unit IV Novel and Drama

Doris Lessing - *A Proper Marriage*

Anita Desai	- <i>Cry, the Peacock</i>
Lee Maracle	- <i>Raven Song</i>
Manjula Padmanabhan	- <i>The Harvest</i>
Lorraine Hansberry	- <i>Raisin in the Sun</i>
Alice Walker	- <i>Color Purple</i>
Toni Morrison	- <i>The Bluest Eye</i>
Mahaswetha Devi	- <i>Breast Giver</i>
Lalithambika Antharjanam	- <i>Agnisaakshi</i>
Pratibha Ray	- <i>Yajnaseni</i>

Unit V *Feminist Reading of the texts*

Aristophanes	- Lysistrata
Ezhuthachan	- “Gandhari Vilapam”
St Paul	- “Epistle to the Romans “
Shakespeare	- <i>Hamlet</i>
Nathaniel Hawthorne	- <i>Scarlet Letter</i>
Thomas Hardy	- <i>The Mayor of Casterbridge</i>
Tennyson	- “Lady of Shallot”
Robert Browg	- “My Last Duchess”
John Osborne	- <i>Look Back in Anger</i>
W.B. Yeats	- “Bronze Head”

Henrik Ibsen - *The Doll's House*

D H Lawrence - *Sons and Lovers*

Recommended Reading

Simone de Beauvoir : *The Second Sex*

Kate Millett : *Sexual Politics*

Betty Friedan : *The Feminine Mystique*

Claudine Herrmann : *The Thieves of Language*

Julia Kristeva : *Desire in Language*

Deborah Pope : *A Separate Vision*

Mary Eagleton : *Feminist Literary Theory: A Reader*

Elaine Showalter : *The New Feminist Literary Criticism*

Rita Felski : *Beyond Feminist Aesthetics*

Sandra M Gilbert and

Susan Gubar : *The Madwoman in the Attic*

Suniti Nam Joshi : *The Feminist Fables*

C. ENGLISH LANGUAGE STUDIES

COMMUNICATIVE ENGLISH

Objective: The objective of the course is to enable learners in communication skills (LSRW) and train them to construct language curriculum.

Unit I English Language teaching in India - priorities, problems and solutions - structural approach - Communicative teaching - participatory teaching - interactive teaching.

Unit II Listening and Speaking Skills (Concentration on prose) Communication skills - Spoken English - Stress and intonation - falling and rising tone - formal and informal speech the art of articulation

Unit III Reading and Writing skills(Concentration on prose) - syntactics and stylistics - Language functions - feature writing - reporting - precis - Note making - Mechanics of writing and punctuations- Mass media and English Language Teaching.

Unit IV Constructing language curriculum - Testing language teaching - Diagnosing problems - Evaluation and application

Recommended Reading

V. K. Gokak: *English in India* by

J. A. Bright and J P Mc Greger: *Teaching English as a Second Language*

A. Bright and J P Mc Greger :*Language Teaching Methodology*

Wilga M River(ed): *Interactive Language Teaching*

Lynne Cameron: *Teaching Language to Young Learners*

Peter Strevens: *New Orientations in the Teaching of English*

John Langan: *Writing Skill*

EDITING : ART AND CRAFT

Objective: The objective of the course is to familiarize the students with the systems of editing literary texts and to train them in the art of editing.

Unit I Basic Principles of Editing

Selection of Manuscripts - commissioning and acquisition - screening and evaluation - external evaluation and expert's views - developing manuscripts with authors - list development - interacting with other departments

Production and marketing - developing house style - preparing manuscripts for press - working with authors - post production priorities - display and advertisement.

Unit II Techniques of Editing

Editing tools - editing and proof reading - checking facts - correcting language - typography - type setting - press copy - preparation of index - footnotes - style sheet

Unit III Art of Publishing

Publishing and ideology - publishing for the spread of ideas - publishing specialities the question of language - marketing - advertising - preparation of blurb - creating favourable critiques - Innovative strategies in publishing.

Unit IV Copyright Laws

International laws - Indian laws - post - Independent agreements - royalty - co- publishing - imprints - the ethics of copyrights - book piracy- modern technology and copyright - website and copy right.

Recommended Readings

Judith Butcher: *Copy Editing*

Sean Janet: *The Making of Books*

Antony Blond: *The Publishing Game*

D Raghavan: *An Introduction to Book Publishing*

E.Maxwell: Perkins *Editor to Author*

Geral Gross: *Editors on Editing*

Rules for Making Alphabetic Index (Indian Standard Institution)

Chicago Manual of Style (Chicago University)

ENGLISH IN INDIA: A HISTORICAL STUDY

Objective: The objective of the course is to provide to the learners with a knowledge about the evolution of English studies in India.

Unit I

English and the Indian Renaissance, Macaulay's Minutes; Wood's Dispatch, Raja Ram Mohan Roys' views on English. English as an official language and as a medium of higher learning. English as a unifying agency. Indian Universities Act and the importance of English given in it

Unit II

Indian writing in English, the case of the Dutt family in Bengal; Sri. Aurobindo, Sarogini Naidu; the three great novelists: R.K. Narayan, Raja Rao, Mulki Raj Anand. Contemporary Indian novel in English: Arundhati Roy, Salman Rushie, Amitav Ghosh etc. The later poets : Nissim Ezekiel, Kamala Das, A.K. Ramanujam etc.

Unit III

The trilingual situation in India; the proper age for second language learning; the problems of transfer to the English medium in colleges.

Unit IV

The study of English as a world language; English in business and other professions; computer aided language (English) learning; Information Communication Technology (ICT) and the English language

Recommended Reading

1. V.K. Gokak : *English in India : Its Present and Future*
2. R.K.Agnihotri and A.L.Khanna (Ed.) : *English Language Teaching in India : Issues and Innovations*
3. N.Krishnaswamy & Lalitha Krishnaswamy : *Teaching English : Approaches, Methods, Techniques*
4. N.Krishnaswamy & Lalitha Krishnaswamy : *The Story of English in India*
5. K.R.Srinivasa Iyengar : *Indian Writing in English*

TRANSLATION STUDIES

Objective: - To familiarize the student with the theories, problems, politics and commerce of translation and train the student in prose and poetry translation.

Unit I Theories and problems of translation

Translation - a form of cultural study - inter - cultural contacts - creative use of language - complexity and hereditary weight of language - creativity and translation - transcreation - introduction of alien culture to native culture - cultural encounters - translation and multi culturalism.

Source language - Target language - concept of equivalence - total facultative, approximate and null equivalences - ultra slatability - maintaining the ethnic and cultural elements in the source language - producing an appeal of transfer in the target language - problems with titles - registers - distinction between narrative language and conversational language - translated into good and bad forms in the target language translation of polyphonic language.

Unit II Politics and commerce of translation

Ideology - of author - of translator - ideology and realism - content and form - textuality - genre variation in translation - textual variation in translation - politics of translation - personal preferences - politics and creativity - politics and erudition - Translation as a negotiation - a political negotiation with the source text.

Unit III Translation of Poetry - Conventional English views - modern views - Problems

Unit IV Translation of Prose - Problems.

Textuality as identity - textuality as an expression of ideology - translation as cultural politics/ textual politics - choice of source text/source language - cultural needs of receptive culture - reciprocity of benefits to receptive culture and as simulated culture - textual strategy as ideological reglets-manipulation and appropriation of translated text - social change and radical movements linked to translation - commercialization of translation - marketing of books.

Recommended Reading

J.C. Catford: *A Linguistic Theory of Translation*

Eugene Nida and Charles Taber: *The Theory and Practice of Translation*

Edward Sapir: *Culture, Language and Personality*

Susan Bassnett: *Translation Studies*

Terry Eagleton: *Ideology and Literature*

Toril Moi: *Sexual/ Textual Politics*

Dijk Tenn A.: *Van Ideology : a Multidisciplinary Approach*

Slavoj Zizek *Mapping Ideology*

Terence Ball: *Ideals and Ideologies*

Carl Plasa: *Textual Politics from Slavery to Post- Colonialism*

Henry Jenkins: *Textual Poachers*

Stephen Melville: *Vision and Textuality*

Avuradha Dingwaney and Carol Maier: *Between Languages and Cultures: Translation*

and Cross - Cultural Texts

Niranjana Tejaswami: *Sitting Translation: History, Post - Structuralism and Colonial Context*

Sujit Mukherjee: *Translation as Discovery*

Santha Ramakrishna: *Translation and Multilingualism : Post Colonial Context*

Sukanta Chaudhari: *Translation and Understanding*

Alan Duff: *Translation*

Eugene Nida: *Towards a Science of Translating*

Eugene Nida: *Language ,Structure and Translation*

Lawrence Venuti: *Rethinking Translation, Discourse, Subjectivity Ideology*

Andre Lefevere: *Louvain Colloquium on Literature and Translation*

D.LINGUISTICS DISCOURSE ANALYSIS

Objective: To familiarize students with nature, range, practice and limitations of discourse analysis as a tool/technique.

Unit I-Context, Schematic conventions and Contextual relations

Grammar and communication-Three kinds of pragmatic meaning-Four aspects of communicative competence-Conditions of language use-Context and shared knowledge-Text-activated context-Unshared contexts-Context and shared values-Context and situation-The concept of the schema-Frames of reference-Frames and cultural assumptions-Interpersonal routines- Adjacency pairs-Genres-Information structure-Text linkage-Anaphora and pro-forms-Cohesion-Cohesion and the least effect principle-Cohesion and coherence.

Unit II-The Negotiation of meaning and Discourse models

Meaning-Form and function analysis-Language-context analysis-Situated meanings and cultural models/discourse models-The social mind-“Situated meanings” as a tool of inquiry-Systemic and schematic knowledge-Communicative convergence-The co-operative principle-The quantity maxim-Conversational implicature-The maxims of quantity, relation and manner-Co-operative and territorial imperatives.

Unit III-Discourse Models

Bachelors-Simulations in the mind-All meaning is local-Discourse models in action: middle-class parenting-Discourse models in conflict-Different sorts and uses of discourse models-Discourse models can be partial and inconsistent-Discourse models as “recognition work”-Discourse models as tools of inquiry.

Unit IV-Discourse Analysis

Positioning-Terms of reference-Alternative wordings and persuasive purpose-Critical discourse analysis-Identifying the significance of textual choice-Implicatures and textual

choice-Actually attested language-Norms of usage-Patterns of collocation-Semantic prosodies-Speech production-Function words and content words-Information-Stress and intonation-Lines-Stanzas-Macrostructure-Macrolines-Tools of inquiry-Situated meanings-Reflexivity-Situations-Seven building tasks-Social languages revisited-Units and transcription-An “ideal” discourse analysis-Validity-Starting discourse analysis-Text analysis and discourse interpretation.

Recommended Reading:

H. G. Widdowson : *Discourse Analysis*.

James Paul Gee: *An Introduction to Discourse Analysis: Theory and Method*.

Terin A. vanDijk: *Discourse and Context: A Sociocognitive Approach*.

Terin A. vanDijk (ed.) *Discourse as Structure and Process*.

Adam Jaworski, and Nikolas Coupland, (eds.)*The Discourse Reader*.

LANGUAGE AND SOCIETY

Objective:- To familiarize the students with the relationship between language and society and to provide them with perspectives on the evolution of sociolinguistics

Unit I – basic concepts and theories- context- language and social- Fernando Penalosa- J.B. Pride- Peter Trudgill- William Labov- D.A. Wilkinson- Stern

Unit II- Social class and language- social divisions and dialects- class and language behaviour- Bernstein- Labov- Reid

Unit III- Language and Other determinants- environmental factors- geographical factors- ethnic factors- cultural factors- Age and Gender-Feminist Views on Language

Unit IV- Sociolinguistics- Structural and Descriptive Linguistics- Haver C Currie- William Bright- A.K Ramanujan

Recommended Reading

Baron, D	<i>The English-Only Question</i>
Bauman, R and J. Sherzer(eds)	<i>Explorations in the Ethnography of speaking</i>
Bell R.T	<i>Sociolinguistics: Goals, Approaches and Problems</i>
Bernstein, B	<i>Class, Codes and Control</i>
R.W Shuy (ed)	<i>Sociolinguistics: Current Trends and Prospects</i>
Bloomfield, L	<i>Language</i>
Bolinger, D	<i>Aspects of Language</i>
Brown G and G. Yule	<i>Discourse Analysis</i>
Brown R and . Gilman	<i>The Pronouns of Power and Solidarity</i>
Burling R	<i>Man’s Many Voices: Language in its Cultural context</i>
Cameron D	<i>Feminism and Linguistic Theory</i>
Chambers J. K	<i>Dialectology</i>
Chomsky N	<i>Aspects of the Theory of syntax</i>
Cicourel	<i>Cognitive Sociology: Language and Meaning In Social Interaction</i>
Clark H .H	<i>Psychology and Language</i>
Cole P and J L Morgan	<i>Syntax and Semantics</i>

Downes, W	<i>Language and Society</i>
Edwards J	<i>Language, Society and Identity</i>
Fasold R	<i>The Sociolinguistics of Language</i>
Fishman J.A	<i>Readings in the Sociology of Language</i>
	<i>The Sociology of Language: An Interdisciplinary Social Science Approach to Language in Society</i>
Giglioli, P.P	<i>Language and Social Context</i>
Gumperz J. J	<i>Language and Social Identity</i>
Hudson R. A	<i>Sociolinguistics</i>
Hymes D. H	<i>Language in Culture and Society</i>
Labov, W	<i>The Study of Language in its Social Context</i>
Labov, W	<i>Sociolinguistic Patterns</i>
Dael Spender	<i>Manmade Language</i>

LINGUISTICS AND CRITICISM

Objective: - The objective of the course is to familiarize the students with the application of structural and transformational linguistics in literary criticism and to provide the students with a perspective on modern linguistic criticism

Unit I- Saussure- langue and parole- signs- relations- elements- syntagmatic and paradigmatic- Chomsky- competence and performance- structures- deep and surface structures

Unit II- Structuralism and linguistic models- Levi-Strauss- Mythological logic- Jakobson and poetic analysis- Greimas and structural semantics- Barthes and Poststructuralism

Unit III – Linguistic metaphors- text as a system- text as semiotic project- Barthes- ecriture lecture- Cultural resemblance- models of genre- parody and irony

Unit IV – deconstruction- Derrida- Difference- Erazure- Excentre- trace- organic wholeness- distance and deixis- resistance and requiperation- Lisibilite and illisibilite- narrative contracts- Codes- Lyric and novel

Recommended Reading

V. Elriche	<i>Russian Formalism</i>
Ferdinand de Saussure	<i>A General Course in Linguistics</i>
Noam Chomsky	<i>Aspect of the Theory of Syntax</i>
	<i>Language and Mind</i>
	<i>Syntactic Structures</i>
Roland Barthes	<i>Essays Critiques</i>
Roland Barthes	<i>Style and Its Image</i>
Roland Barthes	<i>S/Z</i>
Roman Jakobson	<i>Linguistics and Literature</i>
Roman Jakobson	“Linguistics and Poetics”
Roman Jakobson	<i>Six Lectures on Sound and Meaning</i>
Roman Jakobson	<i>Verbal Art, Verbal Sign, Verbal Time</i>
A J Greimas	<i>Semantic Structures</i>
Claude Levi- Strauss	<i>Mythologies</i>
Jacques Derrida	<i>Writing and Difference</i>
Jonathan Culler	<i>Structuralist Poetics</i>
Paul Garvin	<i>On Linguistic Method</i>
Geoffrey Hurtman	<i>Beyond Formalism</i>
C Merris	<i>Writing on the General Theory of Signs</i>
Richard Macksey and David Lodge	<i>After Bakhtin</i>

STYLISTICS

Objective: To familiarize students with the elements of stylistics as a tool of analysis and its advantages and limitations.

Unit I- Key Concepts in Stylistics

What is stylistics?-Stylistics and levels of language-Grammar and style-Rhythm and metre-Narrative stylistics-Style as choice-Style and point of view-Representing speech and thought-Dialogue and discourse-Cognitive Stylistics-Metaphor and metonymy-Stylistics and verbal humour.

Unit II-Development

Development in stylistics-Levels of language at work-Sentence styles-Interpreting patterns of sound-Developments in structural narratology-Style and transitivity-Approaches to point of view-Techniques of speech and thought presentation-Dialogue in drama-Developments in cognitive stylistics-Styles of metaphor.

Unit III-Exploration

Is there a 'literary language'?-Style, register and dialect-Grammar and genre-A sociolinguistic model of narrative-Transitivity, characterisation and literary genre-Exploring point of view in narrative fiction-Speech and thought presentation-Exploring dialogue-Cognitive stylistics at work-Exploring metaphors in different texts.

Unit IV-Extension/Practice

Language and literature-Style and verbal play-Teaching grammar and style-Sound, style and onomatopoeia-Style variation in narrative-Transitivity at work-Point of view-Speech and thought presentation-Literature as discourse-Cognitive stylistics and theory of metaphor-Style and verbal humour.

Bradford, Richard : *Stylistics*

Simpson, Paul : *Stylistics: A Resource Book for Students*

Barthes, Roland. *Elements of Semiology*, London: Cape (1967; first pub 1964)

Belsey, Catherine. *Critical Practice*, London: Methuen

Brooks, Cleanth. *The Well Wrought Urn. Studies in the Structure of Poetry*, London: Methuen

Culler, Jonathan. *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*, London: Routledge

E.E. L. T. THROUGH I. C. T.

COMPUTATIONAL LINGUISTICS

Objective: The objective of the course is to explore the interface between the virtual media and Linguistics for teaching/learning language with the help of the Internet.

Unit I:- Theories and formalisms

1. Lexical resources
2. Statistical methods and machine learning
3. Corpus linguistics
4. Morphology.

Unit II:- Syntax analysis and Parsers

1. The role of Syntax analysis
2. Augmented transition networks
3. Phrase structure grammars
4. Parsers with probability and graded acceptability
5. Analyzing co-ordinators, adjuncts

Unit III:- Semantic Analysis

1. Formal languages and meaning—representation
2. Semantic web
3. Quantifier ordering
4. Semantic constraints
5. Sub languages
6. Conceptual analysers
7. Anaphora resolutions
8. Ambiguity resolutions
9. Word sense disambiguation
10. Analysis of Sentence fragments.

Unit IV:- Discourse analysis and Information Structuring

1. Knowledge Representation
2. Text grammar
3. Organising Knowledge
4. Information formats
5. Analysing narratives, scripts and plans
6. Story points and plot units
7. Information retrieval and extraction.

Recommended Reading.

1. Atwell, Eric and Clive Souter. *Corpus-Based Computational Linguistics*. (Language and Computers 9). Ropodi Bv Editions.
2. Gazdar, Gerald and Chris Mellish. *Natural Language Processing in PROLOG: An Introduction to Computational Linguistics*. Addison- Wesley.
3. Gazdar, Gerald and Chris Mellish. *Natural Language Processing In LISP: An Introduction to Computational Linguistics*. Addison Wesley Longman.
4. Gliozzo, Alfio and Carlo Strapparava. *Semantic Domains in Computational Linguistics*. Springer.
5. Jones, Daniel. *New Methods in Language Processing*(Studies in Computational Linguistics). Routledge.
6. Lecomte, Alain Lecomte A. *Logical Aspects of Computational Linguistics*. JAJR.
7. Niyogi, Partha. *The Computational Nature of Language Learning And Evolution*(Current Studies in Linguistics). The MIT Press.

General reading:

1. *The Handbook of Computational Linguistics and Natural Language Processing* (Blackwell Handbooks in Linguistics). Wiley- Blackwell.
2. *The Oxford Handbook of Computational Linguistics*(Oxford Handbooks in Linguistics). OUP, USA.
3. *Computational Linguistics and Formal Semantics*. CUP.
4. *Current Issues in Computational Linguistics*. Kluwer Academic Publishers Group.
5. Gelbukh. *Computational Linguistics and Intelligent Text Processing: LNCS 4394*. Springer Verlag Gmgh.
6. *Seventh Conference of the European Chapter of the Association of Computational Linguistics*. Morgan Kaufmann.

TECHNOLOGY ENHANCED LANGUAGE LEARNING

Objective: The objective of the course is to explore the potentials of Technology Enhanced Language Learning and to introduce students to TELL tools and Websites for hands on experience.

Unit I: - Technology Enhanced Language Learning (TELL)

1. History of TELL
2. CALL Pedagogy
3. Multimedia CALL
4. Pronunciation Tutor
5. Automatic Pronunciation Assessment
6. Speech Technology, Visualization and Synthesis

Unit II:-TELL tools

1. Computer based Speech Training
2. Pronunciation Training and Proficiency Training
3. Reading Tutor
4. Learner and Tutor Control
5. Mixed Initiative Tasks
6. Choice in Reading /Listening.

Unit III:- CALL Soft ware

1. Rosetta stone, Macromedia dreamweaver
2. Windowcommander, RevMedia
3. RevStudio,RevEnterprise,Revolution Player

4. Animation Engline, Hot potatoes, Quandary
5. Lexi-pro, Window Moviemaker and TOEFL Mentor

Unit IV:- Language Learning Websites & Social Networking Sites for ELT and Literature

1. britishcouncil.org
2. Dave's ESL Café
3. manythings.com
4. speak speak.com
5. actden.com
6. eslgold.com
7. eslbee.com
8. Use of Social Networking Sites for Language Learning

Practical work:

Go through Rosetta stone software and complete the exercises

Prepare templates with the help of software program

Record the spoken English of secondary level students and edit with the help of Window Moviemaker

Case study: Prepare a documentary on language teaching in India

Prepare 40 multiple choice items, 15 true-false, 10 matching and 1 puzzle item using hot potatoes.

Prepare a web homepage and link it up with necessary information

Send a command to internet to upload files on web

Collect the data from second language or third language of your own and analyze grammatical categories using lexi- pro software

Internet- based

Dave's ESL Café, Computer-managed Communication (CMC) and EUROCALL CMC SIG

Recommended Reading:

1. Carol A. Chapelle. *Computer Applications in Second Language Acquisition*.
2. Holland, Meliss. *The Path of Speech Technologies in Computer-Assisted Language Learning*. Routledge.
3. Stone, Rosetta. *Language Learning Software: Computer Assisted Language Learning*.
4. Schwienhorst, Klaus. *Learner Autonomy and CALL Environments*. Routledge.
5. Donaldson, Ronald P. and Margaret A. Haggstrom. *Changing Language Education through CALL*. Routledge.
6. Levy, Mike and Glenn Stockwell. *CALL Dimensions: Options and Issues in Computer Assisted Language Learning*. Lawrence Erlbaum Associates

COMPUTER ASSISTED LANGUAGE TEACHING

Objective: The objective of the course is to explore the potentials of Information and Communication Technology for English Language Teaching

Unit I: - Computer Assisted Language Teaching (CALT)

1. History of CALT
2. ICT Interfaces
3. English Language Teaching through Information and Communication Technology (ELT through ICT)
 4. ICT tools for ELT
5. Models and Metaphors
6. Interface Multiplicity
7. Group Space.

Unit II: - Computer Mediated Communications

1. Interactive and Collaborative Media
2. Computer Mediated Communications (CMC)
3. Video-Mediated Communications (VMC)
4. Discussion Forum
5. Monitored Emails like Epals

Unit III:-Web 2.0 Technology in ELT

1. Blogs
2. Podcasts
3. Wikis
4. Web Enhanced Language Learning (WELL).
5. Second Life

Unit IV: - Virtual Teaching

1. Teacher Online
2. Telepresence
3. Media space
4. Experimental and Experiential Media Space
5. Reconfiguring Media Space
6. Collaborative and Intersective media
7. Video conferencing and Video telephony
8. Satellite mode teaching/learning - EDUSAT

Recommended Reading:

1. Al-Kahtani, Saad. *Computer Assisted Language Learning*. VDM Verlag.
2. Bosewood. *New Ways of Using Computers in Language Teaching*, 1989.
3. Eastment, David. *The Internet and ELT*. Oxford: Sumertown Publishing, 1999.
4. Higgins, J. *Language Learners, and Computers*. London: Longman, 1988.
5. Hubbard, Pill. *Computer Assisted Language Learning*. Routledge.

6. Kenning. M.J. and Kenning M.M., *Introduction to Computer Assisted Language Teaching*: Oxford OUP, 1983.
7. Kilickaya, Ferit. *Effect of Computer Assisted Language Learning*. VDM Verlag.
8. Levy, Michael. *Computer Assisted Language Learning: Context and Conceptualization*. USA: Oxford UP.
9. Pennington, Martha. *Computer Assisted Language Learning*. Routledge.
10. Warschauer and Kern. *Network –Based Language Teaching*, 2000.
11. Warschauer et al. *Internet for English Teaching*, 2000.

LITERATURE AND THE INTERNET

Objective:- The objective of the course is to familiarize the students with

1. How to use the Virtual Space to write, store, circulate and teach literature.
2. How to store, select and disseminate E-text archives, and
3. How to use the Internet and the World Wide Web as a Library.

Unit I :- The Internet

1. Basics
2. Searching the Internet
3. Literary websites
4. Academic Sites
5. Author sites
6. Online Library
7. e-book stores
8. e-publishing
9. e-journals
10. Breaking literary hierarchies and canons
e-journalism.

Unit II :- Literary Internet resources

1. Periods and Genres
2. E-text archives
3. Critics and Criticisms
4. Theories and Theorists
5. Institutions
6. Authors and Works
7. Evaluation of Sites
8. Basic standards
9. Technological and aesthetic standards.

Unit III :- The Internet and Literature Teaching

1. Conventional texts and e-texts
2. Hypertext
3. Hypertextuality
4. Citations and Plagiarism
5. Internet resources for teaching ideas and materials
6. On line texts for teaching
7. The Internet as Pedagogy
8. Writing Courses and the Internet.

Unit IV :- Writing in the Cyber Space

1. Writing softwares
2. MOPs—Story Points—plot lines
3. e-literature—e-fiction—hypertext fiction—Interactive fiction—Collaborative fiction—Email novels—sms narratives—flash poems
4. Blogs—Face books.

Unit V :- Electronic Writing

1. e-texts and archives
2. Electronic editors and online editing
3. Digital libraries
4. Academic career in electronic writing
5. Theoretical and political input of electronic writing
6. The death of the text—refiguring writing
7. The birth of the surfer—refiguring reader
8. The end of geography/topography—refiguring the world.

Recommended reading:

1. ---. *Conducting Research Literature Reviews: From the Internet to Paper*. Sage Publications, Inc.
2. Browner, Stephanie. Stephen Pulsford and Richard Sears.
3. Arlene G. Fink . *Conducting Research Literature Reviews: From Paper to the Internet*. Sage Publications, Inc.
4. Jackson . Shelley. *The Patchwork Girl . Literature and the Internet: A Guide for Students, Teacher and Scholars*.
5. *The Adventure*
6. *The Unknown*

General Reading:

1. Dochartaigh, Niall O. *Internet Research Skills: How to do Your Literature Search and Find Research Information Online*. Sage Publications Ltd.

2. Kent- Drury, Roxanne M. *Using Internet Primary Sources to Teach Critical Thinking Skills in World Literature*. Libraries Unlimited.

F.MEDIA CULTURES WRITING AND THE VISUAL MEDIA

Objective:- The objective of the course is to provide an overview of visual culture, communication and associated writing. Theories of visual culture, semiotics and the mass media are given as an introduction. Detailed practice, in particular writing tasks are also provided.

Unit I Theoretical and Critical Engagements

1. Barthes. "Rhetoric of the image." *Image, Music. Text*.
2. Lacan "Sign, Symbol, Imagery." *On Sign*. Ed. Marshall Blonsky.
3. Fiske. "Television Culture." *Literary Theory: An Anthology*. (Rivkin and Ryan).
4. Williams. *Television; Technology and Cultural Form*.
5. Ann Keplan. "Feminist Criticism and Television" from *Channels of Discourse*

Reassembled (Robert Allen)

Unit II Methodological Frameworks and Writing Practice

Mass Communication - Key concepts in Visual Media studies - Gender, Race, Caste and other Cultural Issues in Visual Communication - The Political Economy of the Media - IT and the Development of Indian Visual Media - Advertising and Multi Media Communication.

1. Reporting and Writing for the Visual Media
2. Advertisements and Copy writing
3. Copy editing and Online Editing
4. Writing Screenplays

5. Web Content Creation and Blogging

Recommended Reading

John Fiske et al.(eds) :*Key Concepts in Communication and Cultural Studies*

Roland Barthes: *Camera Lucida*.

John Fiske(ed.): *Raymond Williams on Television*

Krian R.N: *Philosophies of Communication and Media Ethics*.

Noam Chomsky and Edward S Herman: *Manufacturing Consent*

Herman and Mc Chesney: *The Global Media: Missionaries of Corporate Capitalism*.

Mark Taylor and Saarinen: *Imagologies: Media Philosophy*

Charlotte Brundson et al. (eds.) :*Feminist Television Criticism: A Reader*

Sonia Livingston: *Making Sense of Television*

Ann Kaplan: “*Feminist Criticism and Television*” (in *Channels of Discourse*,

Reassembled. Ed . Robert Allen)

Defleur and Dennis: *Understanding Mass Communication*

K B Jensen: *The Social Semiotics of Mass Communication*

Norton and Dutt: *Getting Started in Communication*

John Gabriel: *Whitewash: Racialised Politics and the Media*

Nick Lacey: *Image and Representation: Key Concepts in Media Studies*

Croteau and Hoynes: *Media/ Society*

Branston and Stafford: *The Media Student's Book*

Eric McLuhan and Zingrone (eds.): *Essential McLuhan*.

Maurice Melt (ed.): *What Advertising Is*

Gay Cook: *The Discourse of Advertising*

Russin and Downs: *Screenplay: Writing the Picture*

Margaret Nehring: *The Screenplay*

FILM AND LITERATURE

Objective:-The course attempts to frame an inter disciplinary perspective on the aesthetic and political linkages between literature, cinema, society and culture at large. Seeing, situating and reading the adaptations in specific as well as relative discursive contexts to understand the intricacies and inter - relationships of the genres and the media are also part of this cross cultural viewing and reading practice.

UNIT I Introductory Reading

1. James Naremore: *Film Adaptation*
2. Jay Gould Boyum: *Double Exposure: Fiction into Film*
3. Richard Dyer : "Introduction to Film Studies. *The Oxford Guide to Film Studies*. Ed. Hill and Gibson.
4. Graeme Turner: "Cultural Studies and Film." *The Oxford Guide to Film Studies*.
5. Antony Easthope: "Classic Film Theory and Semiotics." *The Oxford Guide*.
6. " Catherine Belsey: *Shakespeare and Film: A Question of Perspective*."

Shakespeare on Film; Macmillan New Case Book. Ed. Robert Shaughnessy.

7. Laura Mulvey : “Visual Pleasure and Narrative Cinema.”. *Feminist Film Theory : A Reader* Ed. Sue Thornham.

8. bell hooks. “The Oppositional Gaze: Black Female Spectators.’ *Feminist Film Theory: A Reader*. Ed. Sue Thomham.

UNIT II Seeing and making Sense

1. *Oedipus Rex* - Pasolini
2. *Throne of Blood* - Kurosawa
3. *Macbeth* - Polansky
4. *Pather Panjali* - Ray
5. *Vidheyan* - Adoor
6. *Nirmalyam* – MT
7. *Akale* – Shyamaprasad

Recommended Readings

John Hill and Pamela Church Gibson(eds.): *The Oxford Guide to Film Studies*.

Allen and Smith (eds.): *Film Theory and Philosophy*

Linda Williams(eds.): *Viewing Positions: Ways of Seeing Film*.

Slavoj Zizek(ed): *Everything You Always Wanted to Know About Lacan (But Were Afraid to Ask Hitchcock)*

Antony Gunaratne and Wimal Dissanayake(eds.): *Rethinking Third Cinema*.

Ravi S Vasudevan(ed): *Making Sense of Indian Cinema*

Ashish Nandy(ed.): *Secret Politics of Our Desires*

M Madhava Prasad: *The Ideology of Hindi Film*.

Bernard Dick: *Anatomy of Film*.

Georgakas and Rubenstein: *Art, Politics, Cinema*

Satyajit Ray: *Our Films, Their Films*

Susan Haywood: *Key Concepts in Cinema Studies*

Adoor Gopalakrishnan: *Cinemayude Lokam*.

CULTURAL JOURNALISM

Objective: To familiarize the students with various aspects of journalism on material and Visual Culture in India, especially in Kerala and to train the student in the essentials of journalism.

Unit I - Basic principles of journalism - Introduction to forms - prewriting - outlining - revising - editing – proof reading - thesis - unity - sequencing - supporting - coherence - style - writing skills – phrasing-Forms of journalistic writings - development, narration - process - cause and effect - comparison and contrast - division and classification – argumentation- Reporting - matter - manner - types - development - documentary.

Unit II - Popular journalism and cultural magazines- English language magazines - classification - cultural magazines - popular magazines - news magazines - Little magazines - women's magazines - children's magazines - science magazines – sports magazines - Film magazines - Columns - Contents of magazines - format – readership- Digital journalism - Hypertext - Hyperlinks - Hyper textuality.

Unit III - Cultural journalism - Cultural heritage - cultural uniqueness and universality of values-ethnic culture –occupational culture - environmental culture - community based culture - cultural group - folk culture – language of art - language of culture - marketing culture.

Unit IV - Writing culture – Reporting - feature writing - Serializing columns - documenting.

Recommended Reading

T Petersen: *Magazines in the Twentieth Century*

Wolsley: *The Magazines World*

Ferguson: *Re- Editing the Small Magazine*

John Bakdres: *Magazine Making*

M. Durst: “*A Look Back: The History of the cultural Journalism*”

K. Singer(ed.): *Mosaic : My Grandmother's Stories are My Own*

E. Trout and O. Watsom.(eds.): *A Piece of the Smokies*

E. Wiggiuton: *Sometimes a Shining Moment.*

P Wood: *You and Aunt Ariel*

CYBER CULTURE

Objective: To familiarize the students with the writing space, the writing self, the writing practices, subjectivities and identities of the user and the used in the cyber space

Unit I- Cyber Culture- approaching Cyber Cultures- Popular Cyber Cultures- Internet Studies- New Media Studies- Webstudies- Cyber Comformity- Cyber Tecture.

Unit II- Cyber Identities- Cyber Communities- Cyber Life- Cyber Politics- Virtual Life- Virtual Reality- Cyborgs- Cyber Physical Society- Cyber Vandalism- Hackers- Cyber Punks/Microcerfs- Virtual Cultures

Unit III-Cyber Subcultures- Cyber sexual Cultures- Cyber Colonialism- Cyber Pornography- Cyber Feminism

UnitIV- Cyber Space and Cyber Cities- Computer Mediated Communication- Web Literature- Technology CapitalismCyber Techno Societies- Cyborg Urbanisation

1. Moravee, H (1988) *Mind Children* Cambridge, MA: Harward University Press.
2. Negroponce, N (1995) *Being Digital* Newyork: Knopf.
3. Reich, R B (1991) *The Work of Nations: Preparing ourselves for 21st Century Capitalism*. Newyork: Knopf.
4. Robertson, R (1992) *Globalization: Social Theory and Global Culture*. London: Sage.
5. Rushcoff, D (1994) *Cyberia: Life In The Trenches of Hyperspace*. San Fransisco: Harpercollins
6. Time (1995) Welcome to Cyberspace: Special Issue. 145(12). Spring.

Revised M.Phil

Core Course I Research Methodology and Literary Theory Credits 4

Core Course II Contemporary English Literatures Credits 4

Electives: Area Studies

- | | |
|---------------------------|-----------|
| 1. Cultural Studies | Credits 4 |
| 2. ELT through ICT | Credits 4 |
| 3. Film Studies | Credits 4 |
| 4. Gender Studies | Credits 4 |
| 5. Postcolonial Studies | Credits 4 |
| 6. Psychoanalytic Studies | Credits 4 |
| 7. Subaltern Studies | Credits 4 |
| 8. Translation Studies | Credits 4 |

Core Course 1 Research Methodology and Literary Theory

Objective: To familiarize the students with research methodologies of literary studies, linguistics and ELT as well as the elements of literary theories, modern, post modern, post structuralist and contemporary.

Unit I- Research Methodology:

Objectives of methodology – distinction between sociological research and literary research – selection of topic – Location of materials – working bibliography – design of thesis – chapterisation – note making – format of the thesis – mechanics of writing – plagiarism – use of internet – use of e-sources – ELT Research – sampling – case study – field study – use of questionnaires – quantitative and qualitative analyses- use of ICT tools – methods of blended teaching – multimedia teaching – CALL – CALT

Unit II- Modern Literary Theory: Formalism to Structuralism

Russian Formalism – Jakobson – Shklovsky -Marxist Literary Theories – Bakhtin – Adorno – Althusser - Modern Linguistic criticism – Saussure - Structuralism – Barthes – Levi-Strauss – Propp - New criticism – Richards – Empson – Brooks – Wimsatt – Tate

Unit III -Literary Theory: Poststructuralism and After

Postmodernism – Lyotard - Poststructuralism — Deconstruction – Derrida- Discourse/epistemological analysis – Foucault - Lacanian psychoanalysis – intertextuality/transtextuality/Genette - French school of feminism – Kristeva – Irigaray – Cixous – Anglo-American poststructuralist feminism - Ostriker

Unit IV - Contemporary Literary Theory

Postcolonialism – Anderson – Bhabha - New historicism – Greenblatt
interdisciplinarity/multidisciplinarity – cultural studies/cultural politics – post theory

Essential Reading

1. Louis Althusser. “Ideology and Ideological State Apparatuses”
2. Theodore Adorno. “Commitment”
3. Roland Barthes. “Death of the Author”
4. Michel Foucault. “What is an Author?”
5. Jacques Derrida. “Differance” (*Deconstruction I*. Ed. Culler)
6. Jacques Lacan. “The Symbolic Order” (Rivkin and Ryan)
7. Helene Cixous. “Laugh of the Medusa”
8. Hayden White. “The Historical Text as Literary Artifact”
9. Stephen Slemon. “Scramble for Postcolonialism”
10. Edward Said. “Crisis in Orientalism” (Lodge vol 2)

Recommended Reading

1. Rene Wellek and Austin Warren. *Theory of Literature*

2. Peter Barry. *Beginning Theory*
3. Terry Eagleton. *Literary Theory: An Introduction*
4. Patricia Waugh. ed. *Modern Literary Theory: A Reader*
5. Fredric Jameson. *Postmodernism*
6. Francois Lyotard. *The Postmodern Condition*
7. Michel Foucault. *Order of Things*
8. Jacques Derrida. *Of Grammatology*
9. Bill Ashcroft et al. ed. *The Postcolonial Studies Reader*
10. Vincent B Leitch. ed. *A Reader in Cultural Theory*
11. Hayden White. *Metahistory*
12. *MLA Handbook 8th edition*

Core Course 2 Contemporary English Literatures

Objective: To familiarize the students with changing canons in contemporary English Literatures

Unit I British Literature

a) Poetry

British poetry – projectivist poetry – concrete poetry – women’s poetry

1. Andrew Motion. “Better Life”
2. John Hollander. “A Cup of Trembling”
3. Elizabeth Jennings. “Delay”

b) Drama

1. John Arden. *Sergeant Musgrave’s Dance*
2. Edward Bond. *Lear*
3. Tom Stoppard. *Travesties*

c) Fiction

Angus Wilson. *No Laughing Matter*
 John Barth. *Lost in the Funhouse*
 Joseph Heller. *Catch 22*

Unit II American Literatures

a) Poetry

Dennis Levertov. “A Cure of Souls”
 Maxine Kumin. “After Love”

Ana Castillo. "I Ask the Impossible"

b) **Drama**

[Edward Albee](#). *The Play about the Baby*

[August Wilson](#). *Gem of the Ocean*

[John Guare](#). *A Free Man of Color*

a) **Fiction**

Toni Morrison. *Tar Baby*

Thomas Pynchon. *Gravity's Rainbow*

Norman Mailer. *The Naked and the Dead*

Unit III Postcolonial Literatures

a) **Poetry**

Jayanta Mahapatra. "Hunger"

Wole Soyinka. "Telephone Conversation"

Derek Walcott. "Becune Point"

Judith Wright. "Egret"

b) **Drama**

Mahesh Dattani. *Dance Like a Man*

Wole Soyinka. *Kongi's Harvest*

Timberlake Wertenbaker. *Our Country's Good*

c) **Fiction**

Amitav Ghosh. *Sea of Popies*

Ngugi wa Thiong'O. *Petals of Blood*

Tehmina Durrani. *My Feudal Lord*

Unit IV Other Literatures

a) **Poetry**

Margaret Atwood. "Photograph"

Maya Angelou. "Still I Rise"

Meena Kandasamy. "Ms Militancy"

b) **Drama**

Datta Bhagat. *Avart*

[Anna Deavere Smith](#). *Twilight: Los Angeles, 1992*

Hanay Geiogamah. *Foghorn*

c) **Fiction**

Zaddie Smith. *On Beauty*

Leslie Marmon Silko. *Ceremony*

Sarankumar Limbale. *Outcaste*

CULTURAL STUDIES

Objective: To familiarize the students with the nature, scope, concepts, theory, method and strategies of Cultural Studies as a discipline. It is intended to draw the students' attention to Cultural Studies' relations to other disciplines and to help them to unravel the ideological assumptions underlying the cultural practices. It also aims at showing how culture implies the cultural politics of identity and differences.

Unit I- What is Cultural Studies? Directions and problems - theory and methods- plurality of strategies – transdisciplinarity/multidisciplinarity/interdisciplinarity – history - political economy- feminism - anthropology and sociology -- post-colonialism - globalization and postmodern culture.

Unit II - Identity and difference - representation - subjects – bodies - selves - culture and power — cultural production - cultural and economic circuits – encoding and decoding – ideology – media – commodification - Culture Industry - art and culture - high and low culture - mass culture - popular culture - cultural elitism.

Unit III - Multiculturalism - ethnicity - cultural politics - racial cross currents - the politics of difference - gender and sexuality – race and gender studies - subaltern studies - nation – space and time - media and public sphere - Cyber space and cyber culture - Visual culture - Visual pleasure – simulacra and implosion.

Unit IV – Cultural resistance – reading texts – genealogy - Cultural Materialism – New Historicism

Unit V- Cultural Studies paradigm- Cultural Critique of select literary texts

1. Keats: Ode on a Grecian Urn
2. Soyinka: Telephone Conversation
3. Browning: My Last Duties
4. Hemingway: A Cat in the Rain
5. Milton: On His Blindness
6. Angelou: I Know Why the Caged Bird Sings
7. Sexton: Rapunzel

Required Reading

Simon During : *The Cultural Studies Reader*.

Jessica Munns and Gita Rajan.(eds.): *A Cultural Studies Reader (Introduction)*

Start Hall	: “Cultural Studies: Two Paradigms”
Fredric Jameson	: “On Cultural Studies”
Paul Gilroy	: “Cultural Studies and Ethnic Absolutism”
Theodor Adorno	: <i>The Culture Industry</i>
Terry Eagleton	: <i>The Idea of Culture (Introduction)</i>
J. Tomlinson	: <i>Cultural Imperialism (Introduction)</i>
Edward Said	: <i>Culture and Imperialism (Introduction)</i>
	: <i>Culture and Resistance (Introduction)</i>
	: “Orientalism”
bell hooks	: “Black Women: Shaping Feminist Theory” in <i>African Philosophy</i>
Cornel West and bell hooks	: “Black Men and Black Women” in <i>African Philosophy</i>
Cornel West	: “New Cultural Politics of Difference”, in <i>Keeping Faith</i>

Recommended Reading

Simon During	: <i>The Cultural Studies Reader</i> by
L. Althusar and E Balibar	: <i>Reading Capital</i>
A. Appandurai	: <i>The Social Life of Things Commodities in Cultural Perspective</i>
M. Bakhtin	: <i>The Dialogic imagination</i>
R. Barthes	: <i>The Pleasure of the Text</i>

T. Bennet	: <i>Culture :A Performers Science</i>
H.K. Bhabha	: <i>Nation and Narration</i>
Chris Barker	: <i>Making of Sense of Cultural Studies</i>
Chris Jenks	: <i>Visual Culture</i>
P. Chatterjee	: <i>The Nation and its Ferments by</i>
J. Collins	: <i>Uncommon Cultures: Popular Culture and Post Modernism.</i>
T. Eagleton	: <i>Ideology an Introduction</i>
J. Ellis	: <i>Visible Fictions: Cinema, Television, Video</i>
J. Fiske	: <i>Understanding Popular Culture</i>
M. Foucault	: <i>The Order of Things: An Archeology of the Human Sciences.</i>
Paul Gilroy	: <i>There Ain't Any Black in the Union Jack</i>
Stuart Hall	: <i>Culture, Media and Language</i>
John Hartfey	: <i>A Short History of Cultural Studies</i>
Andrew Edgar and Sedgwick	: <i>Key Concepts in Cultural Theory</i>
Reymond Williams	: <i>Culture</i>
Reymond Williams	: <i>Culture and Society</i>
Reymond Williams	: <i>Key words,</i>
J. Frow	: <i>Cultural Studies and Cultural Value</i>

Objective: The objective of the course is to explore the potentials of Technology Enhanced Language Learning and Computer Assisted Language Teaching.

Unit I: - Technology Enhanced Language Learning (TELL) and TELL tools

History of TELL-CALL Pedagogy- Multimedia CALL- Pronunciation Tutor-Automatic Pronunciation Assessment-Speech Technology, Visualization and Synthesis

Computer based Speech Training- Pronunciation Training and Proficiency Training- Reading Tutor- Learner and Tutor Control- Mixed Initiative Tasks-Choice in Reading /Listening.

Unit II:- CALL Software ,Language Learning Websites & Social Networking Sites for ELT and Literature

1. Rosetta stone, Macromedia dreamweaver
2. Windowcommander, RevMedia
3. RevStudio,RevEnterprise,Revolution Player
4. Animation Engline,Hot potatoes,Quandary
5. Lexi-pro, WindowMoviemaker and TOEFLMentor
- 6.britishcouncil.org
7. Dave's ESL Café
- 8..manythings.com
9. speak speak.com
- 10.actden.com
- 11.eslgold.com
- 12.eslbee.com
- 13.Use of Social Networking Sites for Language Learning

Unit III

Computer Assisted Language Teaching (CALT) and Computer Mediated Communications

History of CALT- ICT Interfaces- English Language Teaching through Information and Communication -Technology (ELT through ICT)- ICT tools for ELT-Models and Metaphors- Interface Multiplicity-Group Space.

Interactive and Collaborative Media- Computer Mediated Communications (CMC)-Video-Mediated Communications (VMC)-Discussion Forum- Monitored Emails like Epals

Unit IV:-Web 2.0 Technology in ELT and Virtual Teaching

Blogs- Podcasts- Wikis-Web Enhanced Language Learning (WELL).-Second Life

Teacher Online-Telepresence- Media space-Experimental and Experiential Media Space
Reconfiguring Media Space-Collaborative and Intersective media-Video conferencing and Video telephony- Satellite mode teaching/learning – EDUSAT

Practical work:

Go through Rosetta stone software and complete the exercises

Prepare templates with the help of software program

Record the spoken English of secondary level students and edit with the help of Window Moviemaker

Case study: Prepare a documentary on language teaching in India

Prepare 40 multiple choice items, 15 true-false, 10 matching and 1 puzzle item using hot potatoes.

Prepare a web homepage and link it up with necessary information
Send a command to internet to upload files on web

Collect the data from second language or third language of your own and analyze grammatical categories using lexi- pro software

Internet- based

Dave's ESL Café, Computer-managed Communication (CMC) and EUROCALL CMC SIG

Recommended Reading:

7. Carol A. Chapelle. *Computer Applications in Second Language Acquisition*.
8. Holland, Meliss. *The Path of Speech Technologies in Computer-Assisted Language Learning*. Routledge.
9. Stone, Rosetta. *Language Learning Software: Computer Assisted Language Learning*.
10. Schwienhorst, Klaus. *Learner Autonomy and CALL Environments*. Routledge.
11. Donaldson, Ronald P. and Margaret A. Haggstrom. *Changing Language Education through CALL*. Routledge.
12. Levy, Mike and Glenn Stockwell. *CALL Dimensions: Options and Issues in Computer Assisted Language Learning*. Lawrence Erlbaum Associates

- 7 Al-Kahtani, Saad. *Computer Assisted Language Learning*. VDM Verlag.
- 8 Bosewood. *New Ways of Using Computers in Language Teaching*, 1989.
- 9 Eastment, David. *The Internet and ELT*. Oxford: Sumertown Publishing, 1999.
- 10 Higgins, J. *Language Learners, and Computers*. London: Longman, 1988.
- 11 Hubbard, Pill. *Computer Assisted Language Learning*. Routledge.
- 12 Kenning. M.J. and Kenning M.M., *Introduction to Computer Assisted Language Teaching*: Oxford OUP, 1983.
13. Kilickaya, Ferit. *Effect of Computer Assisted Language Learning*. VDM Verlag.
14. Levy, Michael. *Computer Assisted Language Learning: Context and Conceptualization*. USA: Oxford UP.
15. Pennington, Martha. *Computer Assisted Language Learning*. Routledge.
16. Warschauer and Kern. *Network –Based Language Teaching*, 2000.
17. Warschauer et al. *Internet for English Teaching*, 2000.

Film Studies

Objective: To familiarise the students with the concepts, Theories, techniques and critiques of Film Studies

Unit I- Key Concepts and Technical Terms in Film Theory

Auteur Theory - Montage Theory - Screen Theory – Feminist film theory – Soviet school – Italian neo realism – French New Wave – editing – mise en scene – deep focus – double exposure – popular cinema - stardom

Unit II Essential Reading

1. “Introduction to Film Studies. ‘ Richard Dyer. *The Oxford Guide to Film Studies*. Eds. Hill and Gibson.
2. “Cultural Studies and Film. “Graeme Turner. *The Oxford Guide to Film Studies*.
3. “Classic Film Theory and Semiotics.” Antony Easthope. *The Oxford Guide*.
4. “Visual Pleasure and Narrative Cinema.” Laura Mulvey. *Feminist Film Theory : A Reader*. Ed. Sue Thornham.

5. "The Oppositional Gaze: Black Female Spectators." bell hooks. *Feminist Film Theory: A Reader*. Ed. Sue Thomham.

Unit III Recommended Film Texts

1. *Oedipus Rex* - Pasolini
2. *Throne of Blood* - Kurosawa
3. *Macbeth* - Polansky
4. *Pather Panjali* - Ray
5. *Vidheyan* - Adoor
6. *Nirmalyam* - MT
7. *Akale* – Shyamaprasad

Unit IV Adaptation Studies

1. *Madam Bovary*
2. *Hamlet*
3. *Da Vinci Code*
4. *Guide*
5. *Chemmeen*

Recommended Readings

The Oxford Guide to Film Studies. Eds. John Hill and Pamela Church Gibson.

Film Theory and Philosophy. Eds. Allen and Smith.

Viewing Positions: Ways of Seeing Film. Ed. Linda Williams.

Everything You Always Wanted to Know About Lacan (But Were Afraid to Ask Hitchcock) Ed. Slavoj Zizek.

Rethinking Third Cinema. Eds. Antony Gunaratne and Wimal Dissanayake.

Making Sense of Indian Cinema. Ed. Ravi S Vasudevan.

Secret Politics of Our Desires. Ed. Ashish Nandy

The Ideology of Hindi Film. M Madhava Prasad.

Anatomy of Film. Bernard Dick.

Art, Politics, Cinema. Georgakas and Rubenstein.

Our Films, Their Films. Satyajit Ray.

Key Concepts in Cinema Studies. Susan Haywood.

Cinemayude Lokam. Adoor Gopalakrishnan.

GENDER STUDIES

Objective: To familiarize the students with the contemporary theories of gender, literature, culture and related aesthetics.

Unit I

Sex- Gender- Sexuality-Feminism - Historical Evolution - Schools of Feminism - Radical - Lesbian - Materialist - Socialist - Marxist - Post modern - Feminisms - Lacanian feminism - Deconstructionist feminism - Pioneering thinkers - post -feminism

Unit II

Feminist Literary Theory - feminist text - critique of patriarchy theory of art - female imagination - Feminist Criticism - feminist aesthetics - Imagery - Universality of experience and difference - multiple oppression - Historical significance of feminist literature - Cultural resistance - womanism of Alice Walker- Minor sexualities- queers

Unit III Gynocritique of the following texts

Kamala Das	:	“The Stone Age”
Judith Wright	:	“Woman to Man”
Sylvia Plath	:	“Applicant”
Anne Sexton	:	“ Man and Wife”
Adrienne Rich	:	“ The Roof Walker”
Denise Levertov	:	“Jacob’s Ladder”
Suniti Namjoshi	:	“ Philomel”

Meena Alexander	:	“Lost Language”
Hira Batsodi	:	“Yasodhara”
Doris Lessing	-	<i>A Proper Marriage</i>
Chitra Banerjee Divakaruni	-	<i>Sister of My Heart</i>
Lee Maracle	-	<i>Raven Song</i>
Manjula Padmanabhan	-	<i>The Harvest</i>
Lorraine Hansberry	-	<i>Raisin in the Sun</i>
Alice Walker	-	<i>Color Purple</i>
Toni Morrison	-	<i>The Bluest Eye</i>
Mahaswetha Devi	-	<i>Breast Giver</i>
Lalithambika Antharjanam	-	<i>Agnisaakshi</i>

Unit IV *Feminist Reading of the texts*

Aristophanes	-	Lysistrata
Ezhuthachan	-	“Gandhari Vilapam”
St Paul	-	“Epistle to Romans”
Shakespeare	-	<i>Hamlet</i>
Nathaniel Hawthorne	-	<i>Scarlet Letter</i>
Thomas Hardy	-	<i>Mayor of Casterbridge</i>
Tennyson	-	“Lady of Shalott”
Robert Browning	-	“My Last Duchess”
John Osborne	-	<i>Look Back in Anger</i>
W.B. Yeats	-	“Bronze Head”

Henry Ibsen - *The Doll's House*

D H Lawrence - *Sons and Lovers*

Recommended Reading

Simone de Beauvoir : *The Second Sex*

Kate Millett : *Sexual Politics*

Betty Friedan : *The Feminine Mystique*

Claudine Herrman : *The Thieves of Language*

Julia Kristeva : *Desire in Language*

Debarah Pope : *A Separate Vision*

Mary Eaglleton : *Feminist Literary Thoery : A Reader*

Elaine Showalter : *The New Feminist Literary Criticism*

Rita Felski : *Beyond Feminist Aesthetics*

Sandra M Guilbert and

Susan Gubar : *The Madwoman in the Attic*

Suniti Nam Joshi : *The Feminist Fables*

Postcolonial Studies

Objective: To familiarise the students with the diverse forms of domination, subjectivity, and resistance falling within the postcolonial condition.

Unit I

Post colonialism - The politics of representation - ideology and selective representation - Third World Literature - Language as instrument of Subordination - Marginality - subaltern status - Gender - Race - Class - caste - Decentered subjectivities - Indigenous, Tribal, Native, Folk literatures.—neocolonial condition

Unit 2: Theory and Contexts

General Reading

Frantz Fanon	<i>The Wretched of the Earth</i>
George Lamming	“The Occasion for Speaking” (in <i>The Postcolonial Studies Reader</i> Ed. Bill Ashcroft et. al.)
Bill Ashcroft et.al.	<i>The Empire Writes Back</i> (Introduction)
Edward Said	<i>Culture and Imperialism</i> (Introduction)
Ranjit Guha	“The Prose of Counter Insurgency” (in <i>Postcolonial Discourses</i> Ed. Gregory Castle)
Gayatri Chakravorty Spivak	“The Burden of English” ” (in <i>Postcolonial Discourses</i> Ed. Gregory Castle)
Ngugi wa Thiong’o	“On the Abolition of the English Department” (in <i>The Postcolonial Studies Reader</i> Ed. Bill Ashcroft et. al.)
Chinua Achebe	“An Image of Africa: Racism in Conrad’s <i>Heart of Darkness</i> (in <i>Postcolonial Discourses</i> Ed. Gregory Castle)
C.K. Janu	<i>Mother Forest</i>
Alice Walker	<i>In Search of Our Mothers’ Gardens</i>
Lee Maracle	<i>I am Woman</i>

Unit 3: Fiction

General Study

J.M. Coetzee	<i>Waiting for the Barbarians</i>
Joseph Conrad	<i>Heart of Darkness</i>

David Malouf	<i>Remembering Babylon</i>
R.K. Narayan	<i>Tiger for Malgudi</i>
Monica Ali	<i>Brick Lane</i>
Salman Rushdie	<i>Midnight's Children</i>
Leslie Marmon Silko	<i>The Yellow Woman</i>
Arundhati Roy	<i>God of Small Things</i>
Mahashwetha Devi	<i>Rudali</i>

Unit IV: Poetry and Drama

General Study

Pablo Neruda	"The United Fruit Co." (from <i>Canto General</i>)
Kamau Brathwaite	Calypso [from <i>Islands and Exiles</i>]
Kishwar Naheed	"I am not that woman"
Derek Walcott	"A Far Cry from Africa"
Leopold Senghor	"New York"
Chinua Achebe	"Refugee Mother and Child"
Wole Soyinka	<i>The Kongi's Harvest</i>
Dutta Bhagat	<i>Whirlpool</i>
Amiri Baraka	<i>The Dutchman</i>
George Ryga	<i>The Ecstasy of Rita Joe</i>

Recommended Readings

Leela Gandhi	<i>Postcolonial theory</i>
Harish Trivedi	<i>Colonial Transactions</i>
Jeffrey Mayers	<i>Fiction and the Colonial Experience</i>
Edward Said	<i>Orientalism</i>
Benita Parry	<i>Postcolonial Studies: A Materialist Critique</i>
Albert Memmi	<i>The Colonizer and the Colonized</i>

PSYCHOANALYTIC STUDIES

Objective: To familiarize the students with creative and critical impact produced by psychology in the makings and readings of the literary texts.

Unit I Freud and conventional psychology - psychic division - conscious unconscious complexes and envy - Oedipus complex - Electra complex - Masculinity complex- penis envy - psychoanalysis - Dreams - Neurosis- psychosis - narcissism - creativity - death wish - suicide - Post - Freudan psychology - Lawrence Kubie- psychic levels - conscious - unconscious - pre conscious - Carl Jung acal unconscious - personal unconscious - William James - Stream of Consciousness

Unit II Psychic aberrations - Break down - neurosis- psychosis - schizophrena mania-melancholia - hallucination - delusion - psychic mutations - split self - Double antithetical double - Other -Otherness - multiple voices - psychopath - sadism- masochsm -sado - masochism psychic conflicts - Divided self - opposing self - psychic disorientation - psychic disnitergration.

Unit III Psychic cure and integration - positive disintegration - Casimierz Dabrowski.-Therapeutic exercises - Art and writing as therapeutic exercises - creativity and selfdestruction - as twin energies from unconscious - writer's block- remedial therapy Jaques Lacan - psychic structures - stages. Omlette, Symbolic, Mirror statges - Language and the unconscious.

Unit IV Illustrations from Literature

1. *Oedipus Rex*
2. *Electra*
3. *Hamlet*
4. *The Strange Case of Dr. Jekyll and Mr Hyde*
5. *Rainbow*
6. *Bell Jar*
7. *Brothers Karamasov*

8. *The Golden Note Book*
9. *Sophie's Choice*
10. *Emperor Jones*

Recommended Readings

Sigmund Freud: *The Essentials of Psychoanalysis*

R.D.Laing: *The Divided Self*

Maggie Hyke and Michael McHunners: *Jung for Beginners*

R.R.C. Hull: *Jung and Kereny*

Jean Laplanche: *Essays on Otherness*

Jan Compbell and Janet Harbord: *Psychopolitics and Cultural Desires*

Jerome Neu(ed): *The Cambridge Companion to Freud*

Carson and Butcher: *Abnormal Psychology and Modern Life*

Kasimierz Dabrowski: *Positive Disintegration*

Robert Rogers: *The Psychoanalytical Study of the Double and the Other*

Lillian Feder : *Madness in Literature*

Phyllis Chesler: *Women and Madness*

SUBALTERN STUDIES

Objective: - The objective of the course is to familiarise the students with the complex interconnection between the marginalization of the writer and the literary texts he or she produces.

Unit I Subalternity- Marginalisation- Forms of Marginalisation- Race-Gender- Class-Ethnicity – culture - internal colonialism - - multiple oppression - racism and sexism - sexism and casteism - racism and capitalism -neo-imperialism- neo colonialism

Unit II Required reading

Gayatri Chakravorty Spivak: “Can the Subaltern Speak?”

Frantz Fanon	:	“Racism and Culture”. (<i>African Philosophy: An Introduction</i> AP : A1)
Paul Gilroy	:	“The Black Atlantic” Rivkin & Ryan
Cornel West	:	“Moral Reasoning vs Racial Reasoning” (AP: A1)
Toni Morrison	:	“Playing in the Dark” (Rivkin & Ryan)
bell hooks	:	“Racism and Feminism” (AP : A1)
Jotiba Phule	:	“Racism Exposed in India Under the Guise of Brahmanism”
Sarankumar Limbale:		<i>Towards an Aesthetics of Dalits Literature</i>

Unit III Reading Subalternity in Literature

Ralph Ellison : *Invisible Man*

Alice Walker: *Color Purple*

Toni Morrison: *Tar Baby*

Mahaswetha Devi: *Waters*

Bama: *Karukku*

Leslie Marmon Silko : *The Almanac Of the Dead*

Unit IV Subaltern Reading of Literature

Kumaranasan: *Duravastha*

Harriet Beecher Stowe: *Uncle Tom's Cabin*

Mulk Raj Anand: *Untouchable*

J.M. Coetzee: *Disgrace*

Mark Twain: *Huckleberry Finn*

Anand: *Govardhana's Travels*

Thakazhi: *Scavenger's Son*

Premchand: *Godan*

Recommended Reading

Antonio Gramsci: *Prison Notebooks*

James C Scott: *The Weapons of the Weak*

Cornel West: *Race Matters*

Frantz Fanon: *The Wretched of the Earth*

Paul Gilroy: *There Ain't Any Black in the Union Jack*

bell hooks: *Ain't a Black Woman*

Paul Gilroy: *Small Acts*

Mulkraj Anand & E. Zelliott(eds.): *Anthology of Dalit Poetry*

Arjun Dangle: *Homeless in My Land &*

Arjun Dangle (ed): *Poisoned Bread*

D R Nagraj: *Flaming Feet*

Gail Omvedt: *Dalit Visions*

Valerian Rodrigues(ed): *Essential Writings of Dr. B. R. Ambedkar*

Anupama Rao(ed): *Gender and Caste*

Vivek Chibber: *Postcolonial Theory and the Specter of Capital*

Norton Anthology of Afro-American Literature

TRANSLATION STUDIES

Objective: - To familiarize the students with the theories, problems, politics and commerce of translation and train the student in prose and poetry translation.

Unit I Theories and problems of translation

Translation - a form of cultural study - inter - cultural contacts - creative use of language - complexity and hereditary weight of language - creativity and translation - transcreation - introduction of alien culture to native culture - cultural encounters - translation and multi culturalism.

Source language - Target language - concept of equivalence - total facultative, approximate and null equivalences - ultra slatability - maintaining the ethnic and cultural elements in the source language - producing an appeal of transfer in the target language - problems with titles - registers - distinction between narrative language and conversational language - translated into good and bad forms in the target language translation of polyphonic language.

Unit II Politics and commerce of translation

Ideology - of author - of translator - ideology and realism - content and form - textuality - genre variation in translation - textual variation in translation - politics of translation - personal preferences - politics and creativity - politics and erudition - Translation as a negotiation - a political negotiation with the source text.

Unit III Translation of Poetry - Conventional English views - modern views - Problems

Unit IV Translation of Prose - Problems.

Textuality as identity - textuality as an expression of ideology - translation as cultural politics/ textual politics - choice of source text/source language - cultural needs of receptive culture - reciprocity of benefits to receptive culture and as simulated culture - textual strategy as ideological reglets-manipulation and appropriation of translated text - social

change and radical movements linked to translation - commercialization of translation - marketing of books.

Recommended Reading

J.C. Catford: *A Linguistic Theory of Translation*

Eugene Nida and Charles Taber: *The Theory and Practice of Translation*

Edward Sapir: *Culture, Language and Personality*

Susan Bassnett: *Translation Studies*

Terry Eagleton: *Ideology and Literature*

Toril Moi: *Sexual/ Textual Politics*

Dijk Tenn A.: *Van Ideology : a Multidisciplinary Approach*

Slavoj Zizek *Mapping Ideology*

Terence Ball: *Ideals and Ideologies*

Carl Plasa: *Textual Politics from Slavery to Post- Colonialism*

Henry Jenkins: *Textual Poachers*

Stephen Melville: *Vision and Textuality*

Avuradha Dingwaney and Carol Maier: *Between Languages and Cultures: Translation and Cross - Cultural Texts*

Niranjana Tejaswani: *Sitting Translation: History, Post - Structuralism and Colonial Context*

Sujit Mukherjee: *Translation as Discovery*

Santha Ramakrishna: *Translation and Multilingualism: Post Colonial Context*

Sukanta Chaudhari: *Translation and Understanding*

Alan Duff: *Translation*

Eugene Nida: *Towards a Science of Translating*

Eugene Nida: *Language , Structure and Translation*

Lawrence Venuti: *Rethinking Translation, Discourse, Subjectivity Ideology*

Andre Lefebvre: *Louvain Colloquium on Literature and Translation*

Restructured B.A
Common Courses in English

IAEN01 Communication Skills in English	Credits 4	No change
IAEN02 Understanding India	Credits 3	New
IIAEN03 Academic Writing and Presentation	Credits 4	No change
IIAEN04 Philosophy of Sciences: A Literary Perspective	Credits 3	New
IIIAEN05 Critical Thinking and Reasoning	Credits 4	No change
IVAEN06 Literature and Contemporary Issues	Credits 4	Revised

Understanding India

Objective: To familiarize the students with Indian federalism, Secularism, Gandhian

Philosophy and Sustainable environment

1. A Glory has Departed Jawaharlal Nehru
2. Gandhi and the Western World Louis Fisher
3. The Gandhian Way C E M Joad
4. A Gandhian in Garhwal Ramachandra Guha
5. Dimension of Indian Federation Rajesh Kumar
6. My Master Vallathol Narayanamenon
7. Can You Make Out? Kumar Vikal
8. Smoke Padma Sachdev
9. Ecology A K Ramanujan
10. The Fish Elizabeth Bishop
11. The Smaller Gandhis Mahinder Singh Sarna
12. Roots Ishmat Chugtai

Philosophy of Sciences: A Literary Perspective

Objective: To familiarize the students with the evolution of the philosophy of sciences from a literary perspective.

- | | |
|---------------------------|-----------------|
| 1. What is Science? | George Orwell |
| 2. The Scientific Outlook | C V Raman |
| 3. Literature and Science | Aldous Huxley |
| 4. Science and Society | Albert Einstein |
| 5. The Bacillus | H G Wells |
| 6. Modern Improvements | John Ruskin |
| 7. The Last War | Neil Grant |
| 8. The Comet | Jayant Narliker |
| 9. Hiroshima Remembered | K Sachidanandan |
| 10. Your Attention Please | Peter Porter |

LITERATURE AND CONTEMPORARY ISSUES (Revised)

Objective: To sensitize the students to major issues facing our society and the world through a critical reading of a literary text in relation to their social milieu.

Course Content

Module I

Globalization and its consequences

Essential Reading

1. Amartya Sen : “Sharing The World” (*The Little Magazine* Vol 5 No 4, 2004)
2. Ramachandra Guha: “Riches” (*India After Gandhi* Picador/McMillion, 2007)
3. Arundhati Roy: “ Confronting Empire” (Arundhati Roy 2003)
4. K. Satchidanandan: “ Future of Our Past” (*Indian Literature* No 248, Nov – Dec 2008)

Module II

Human Rights in the Contemporary World.

Essential Reading

1. Wole Soyinka. "Nobel Lecture." *Intercultural Communication: A Global Reader*. Ed. Fred Edmund Jandt. (London: Sage Publishers, 2004)
2. Langston Hughes. "Harlem." *Selected Poems of Langston Hughes*. (New York: Random House, 1959).
3. P. Sachhidanandan. "Govardhana" *Travels of Govardhana*. Tr. Krishnakutty Gita. (Delhi: Penguin).
4. Krishna Menon. "The Concept of Human Rights." *Human Rights, Gender and Environment*. Krishna Menon et al. (Delhi: Pearson Longman, 2009)

Module III

The Gender Question

Essential Reading

1. Shashi Deshpande : "Learning to Be a Mother" (*Janani* Ed Rinki Bhattacharya, Sage 2006)
2. Rinki Bhattacharya: "Aruna: Behind the Closed Doors" (*Aruna: Behind the Closed Doors*, Sage 2004)
3. Usha Rai: "Child Marriages are Linked to Poverty" (*Times of India* 1990)
4. Ela Bhatt: "Organizing For Change" (*Women Who Dared* Ed Ritu Menon, NBT 2002)