

DEPARTMENT OF ENGLISH

ST. JOSEPH'S COLLEGE (AUTONOMOUS)

LALBAGH ROAD, BANGALORE 560027

I AND II MA ENGLISH

(SEMESTER SCHEME)

SYLLABUS

(2014-2017)

Vision Statement for the English Literature Program

The Master of Arts program in English at St. Joseph's College, Bangalore, seeks to cross the institutional divide between the humanities and the social sciences and predominantly focus on the relationship between culture and power. We envisage literature as an evolving area of study that would rigorously include contemporary literary theory and criticism and also draw upon interventions made in the disciplines of social and cultural theory. More specifically, the program will address the role of cultural forms which shape the situations of marginal groups. Cultural studies that emerged in the English speaking world between the 1960s and 1990s can fulfill such aspirations because it will forge the institutional divide and examine cultural forms through interdisciplinary approaches. The subject-matter was never limited to the English-speaking world and the range of its concerns is now fully global, just as its theories draw on work in many languages and from many countries. The blurring of the divide and the interrelationship between the humanities and the social sciences will not disregard the specificity of the respective disciplines; the specificity will be maintained and yet questioned, if necessary, alongside contemporary paradigm shifts.

The Literature and Cultural Studies courses draw on many interdisciplinary traditions and emphasizes the relationship between symbolic culture and social relations. Hence, works of literature, art, films, music and cultural forms are examined in the context of their conditions of their production, distribution and consumption. They are therefore examined as economic and political effects. However it must be emphasized that social and political concerns will include the structural, semiotic and aesthetic analysis of works under consideration. The MA English program hence focuses on issues of language and textuality, writing and representation, form and structure, not only in the analysis of literature but also in understanding the very history of these concepts. Among the objects of analysis for literary/cultural studies are: advertising, architecture, folklore, movies, fashion, popular literary genres (romances, western and science fiction), photography, popular music, magazines, youth subcultures, sports, theatre and television, as well as more traditional and crucial genres such as literature, the fine arts and music.

The English Literature/Cultural Studies courses do not focus on the popular to the detriment of the classical or canonical. However, it regards them alongside paradigm shifts in those fields and therefore those categories are constantly being reassessed and rethought in the process. Although cultural studies has a particular interest in the ways in which twentieth-century culture is produced and constructed, courses in this field will take important cognizance of other historical periods. Students who wish to focus their work in Literature and Cultural Studies programs should acquire significant methodological training in more than one discipline, and should elect courses that show historical breadth, depth and range. Moreover, it utilizes and questions intellectual tradition as Anthropology, Political Theory, History and Philosophy. Courses may range from Post-colonial, transnational to post-national studies, anthropology, visual and environmental studies and history of sexuality, semiotics, ethnography, media studies, women studies, political theory, sociology, race, and ethnic studies. The theoretical framework is generated from contemporary critical theories and cultural analyses. In addition, literature and cultural studies are very much influenced by post-colonial and feminist modes of analysis. As a result, it is highly desirable that students with an interest in Cultural Studies should be trained to exercise these approaches and must engage with conflicts that often problematize issues and not necessarily solve them.

General Structure

Compulsory and Optional Courses

The approaches to the courses will be based on contemporary theorization of the field and will include the debates over race, class and gender.

Course Objectives:

- To enable the students to become familiar with the field that is constituted by the category.
- To enable students to engage with a variety of texts belonging to the period.
- To enable students to engage in the ideological formations of class, race and gender as they represented in the texts.

Learning Outcomes:

The students, at the end of the course, should be able to:

- Demonstrate knowledge of the cultural, political and social background of the period.
- Engage with the issues and questions that circulate around the question of English Studies.
- Engage with issues of literary canonicity and its implications in the cultural politics of English literary studies.
- Evaluate and examine questions concerning class, race and gender.

Testing and Evaluation:

There will be continuous internal assessment ranging over a variety of tasks that will include classroom presentations, internal tests, paper assignments, quizzes, classroom participation, and will be for the value of 50% of the marks.

There will also be an End Semester Exam with double valuation by both internal and external valuers and the average marks or grading of the two shall be final. The Semester examination will constitute 50% of the total marks. The Examination will be held for a total of 70 marks.

This will be brought together to offer the Grade Point Average and the Controller of Examinations will work out the Credit Break-down for each semester.

Continuous Internal Assessment (CIA)

Students are expected to:

- Write tests based on the conceptual frameworks and the texts of study – one in the first term and the other in the second term of the semester – for the value amounting to 20% of the marks.
- Submit a research paper on the theme/issue/question of their choice connected to the concepts and texts of study for the value of 5% of the marks.
- Students of Semester III and IV will either make an oral presentation of the outline of their assignments or submit another research paper on the theme/issue/question of their choice connected to the concepts and texts of study for the value of 5% of the marks.

End Semester Examination

Students will be tested in the following areas for the value of 70% of the total marks for the course. The question paper will be set for a maximum of 100 marks which will then be reduced to the above mentioned value. It will be for a maximum time of three hours. The question papers will predominantly be in three parts:

- The first set of questions will be concerned with the conceptual framework of cultural formulations and critical readings of English literary Studies.
- The second set of questions will be textual-analytical in nature and will cover the range of texts set for study. Each one will be of a value of 15 marks. Students will have to answer four from the choices provided.
- The third set of questions will be short answer questions [short notes or other forms] that will test the specific understanding of the events/characterization/generic aspects of the texts of study for the value of ten marks each. Students will have to answer two of these questions from the choices provided.

ST. JOSEPH'S COLLEGE (AUTONOMOUS), BANGALORE
DEPARTMENT OF ENGLISH
Syllabus 2014-2016
(Modified according to the CBCS requirements)

Semester I

1.1 English Literature I	(60 hrs - 4 credits)
1.2 English Literature II	(60 hrs - 4 credits)
1.3 Representations of India I	(60 hrs - 4 credits)
1.4 Gender Studies I	(60 hrs - 4 credits)
1.5 Reading and Writing I	(60 hrs - 4 credits)

Semester II

2.1 English Literature III	(60 hrs - 4 credits)
2.2 Explorations in Narrative – Film & Writing	(60 hrs - 4 credits)
2.3 Representations of India II	(60 hrs - 4 credits)
2.4 Gender Studies II	(60 hrs - 4 credits)
2.5 Reading and Writing II	(60 hrs - 4 credits)

Semester III**Compulsory Papers**

3.1 Critical Theory	(60 hrs - 4 credits)
3.2 Post Colonial Studies Part I	(60 hrs - 4 credits)
3.3 Resisting Caste – Dalits and Others	(30 hrs - 2 credits)
3.4 Outreach Programme	(30 hrs - 2 credits)
3.5 Open Elective	(60 hrs - 4 credits)

Optional Papers

3.6 American Literature I	(60 hrs - 4 credits)
3.7 Children's Literature and its Discontents I	(60 hrs - 4 credits)

Semester IV**Compulsory Papers**

4.1 Research Paper	(60 hrs - 4 credits)
4.2 Post Colonial Studies II	(60 hrs - 4 credits)
4.3 Cultural Studies: An Introduction	(60 hrs - 4 credits)
4.4 An Introduction to European Literature	(60 hrs - 4 credits)

Optional Papers

4.4 American Literature II	(60 hrs - 4 credits)
4.5 Children's Literature and its Discontents II	(60 hrs - 4 credits)

SEMESTER I

[EN 7114] English Literature I

60 hour course – 4 credits

This course includes several of the canonical texts of English Literature but will turn a more critical gaze on them by reading them not in terms of a conventional chronology, but in terms of themes and movements. The various groupings serve to contextualize the texts in terms of religion, race, gender, the use of satire and the effects of industrialization.

The students will learn about various literary genres in English literature, and read texts by applying specialized literary and cultural terms. They will be enabled to critically analyze and interpret, in depth, relations of a literary text with other texts and with historical and cultural contexts, applying appropriate critical approaches.

Unit 1 - Context (Film Texts)

Till, Eric *Luther*
Kapur, Shekhar *Queen Elizabeth*

Unit 2 - Religion and Society

Chaucer, G "Prologue to the Wife of Bath's Tale"
Marlowe, C *Doctor Faustus*
Donne, John "Batter my Heart"
Vaughan, H "The Retreat"
Herbert, George "The Collar", "Church Monument"
Milton, John "When I Consider"

Unit 3 - Gender and Race

Lanyer, A "Eve's Apology in Defence of Women"
Shakespeare, W "In the old days, black..."
Shakespeare, W *Othello*
Herrick "Upon the loss of his mistress"
Behn, Aphra *Oroonoko*

Unit 4 – Society and Satire

Hobbes *Leviathan* (extract)
Clare, John "From the Parish: A Satire"
Swift, Jonathan "A Modest Proposal"
Pope, Alexander From 'Essay on Man', Epistle II

Unit 5 – Society and Industrialization

Mill, JS "On Liberty"
Wordsworth, W "Tintern Abbey"
Coleridge, "Dejection: An Ode"
Samuel Taylor
Dickens, Charles *Hard Times*

Year of inclusion: 2014

SEMESTER I

[EN7214] English Literature II

60 hour course – 4 credits

This is a continuation of the earlier paper, English Literature I. The contexts it seeks to explore include the place of the woman and the child in society, a changing understanding of culture and the arts, the prospect of modernity and the emergence of disillusionment.

Unit 1 - Context (Film Texts)

Axel, Gabriel	<i>Cromwell</i>
Hughes, Ken	<i>Babette's Feast</i>
Austen, Jane	<i>Emma</i> (Film by Douglas McGrath)

Unit 2 – Society and Women

Wollstonecraft, Mary	“Introduction”, <i>Vindication to the Rights of Women</i>
Austen, Jane	<i>Emma</i> (Film)
Bronte, Charlotte	<i>Jane Eyre</i>
Gaskell, Elizabeth	“The Old Nurse’s Story”
Rossetti, Christina	“Goblin Market”
Woolf, Virginia	<i>A Room of One’s Own</i>

Unit 3 – Modernity and Disillusionment

Larkin, Philip	“Church Going”
Eliot, TS	“The Waste Land”
Spender, Steven	“The Classroom”
Lawrence, DH	“The Snake”

Unit 4 – Culture and the Arts

Keats, John	“Ode on a Grecian Urn”
Browning, Robert	“Andrea del Sarto”
Tennyson, Alfred Lord	“The Lady of Shallot”
Yeats, WB	“Lapis Lazuli”
Hopkins, GM	“Pied Beauty”
Auden, WH	“Musee de Beaux Arts”

Unit 5 – Society and the Child

Blake, William	“Songs of Innocence” (extract)
Eliot, George	<i>The Mill on the Floss</i>
Dahl, Roahl	“Matilda”

Year of inclusion: 2014

SEMESTER I
 [EN7314] Gender Studies I
 60 hour course – 4 credits

This interdisciplinary course examines differences in the experience of sexes in India and globally, whether for men, women, or those who inhabit a post-binary notion of gender. It studies gender at its different intersections of race, caste, class, religion and culture. It enables students to reassess conventional disciplines and thereby integrate questions of gender sexuality and 'difference' in the curriculum.

Unit 1: Introduction

Definition and significance of Gender Studies

Key concepts: Patriarchy, Sex and Gender, Subjectivity, Power, Sexuality.

Millet, Kate *Theory of Sexual Politics* (extract from title essay)

de Beauvoir, Simone *The Second Sex* (extract from Chapter 1)

Showalter, Elaine "Feminist Criticism in the Wilderness"

Mitchell, Judith *Women's Estate* Chapter 5

hooks, bell "Sisterhood: Political solidarity between women"

Unit 2: Women, Writing and Representation

Rich, Adrienne "The Sacred Calling" (from *Of Woman Born*)

Angelou, Maya "Phenomenal Woman"

Walker, Alice "Everyday Use"

Gilman, Charlotte "The Yellow Wallpaper"

Hirsch, Marianne "Pictures of a Displaced Girlhood"

Kingston, Maxine Hong "A Girlhood Among Ghosts" (*A Woman Warrior*)

Year of inclusion: 2014

SEMESTER I

[EN7414] Representations of India I

60 hour course – 4 credits

The first paper of this course uses a combination of film as well as nonfiction and academic writing to address the relationship between colonialism and socio-cultural modernity in the colonized world and in Independent India. It examines the ways in which notions of masculinity, secularism, individuality and egalitarianism are articulated in contexts other than the capitalist West and how they contribute to the shaping of the nation. The course uses both literary and cultural texts – both high canonical and popular or “folk” – to undertake an analysis of representations of India.

Unit 1 – Prose

Vishwanath, Gauri	“English Literary Studies”
Khilnani, Sunil	“Introduction” to <i>The Idea of India</i>
Sangari and Vaid	“Introduction” to <i>Recasting Women</i>
Chattarjee, Partha	<i>The Nation and its Fragments</i> (extract)
Sorabjee, Cornelia	“Stray Thoughts of an Indian Girl” from <i>Feminism in India</i> , ed Maitrayee Chaudhuri

Unit 2 – Films

Ray, Satyajit	<i>Shatranj ke Khilari</i>
Ghosh, Rituparno	<i>Choker Bali</i>
Lean, David	<i>A Passage to India</i>
Nihalani, Govind	<i>Tamas</i>
Dholakia, Rahul	<i>Parzania</i>
Kasaravalli, Girish	<i>Gulaabi Talkies</i>

Year of inclusion: 2014

SEMESTER I

[EN7514] Reading and Writing I

60 hour course – 4 credits

Objectives: The course aims to

- teach students how to read and engage texts in order to construct an engaged conceptualization of both text and context.
- enable students to conceptualize how texts are constructed and how meanings are produced, in and through reading practices.
- to introduce students to modes of interpretation and reading in order to produce a more engaged understanding of texts.
- to introduce students to make comparisons and contrasts across a variety of texts and contexts and across a range of media.
- to enable students to become familiar with concepts of Critical Theory.

Unit 1

- Terms and concepts related to literary and non-literary texts (a list is attached)
- Reading across different media including TV, newspapers, advertising, film and photography

Unit 2

- The rhetoric of the text
- Narrative modes
- Figurative language

Unit 3

- Texts and their contexts
- History and culture
- Contexts of production and ideology of reception.

List of terms for Unit 1

- | | |
|------------------------------|----------------------------|
| 1. Realism | 12. Satire |
| 2. Stream of consciousness | 13. Metaphor |
| 3. Point of View | 14. Myth |
| 4. Meta-fiction | 15. Imagery |
| 5. Magic Realism | 16. Connotation/Denotation |
| 6. Implied author / reader | 17. 18. Catharsis |
| 7. Bildungsroman | 18. Archetype |
| 8. Anxiety of influence | 19. Dystopia/Utopia |
| 9. Anti-hero | 20. Metonymy |
| 10. Alienation effect | 21. Parody |
| 11. Literature of the absurd | |

Year of inclusion: 2014

SEMESTER II
 [EN8114] English Literature III
 60 hour course – 4 credits

In the third part, an attempt is made to explore themes associated with war, existentialism, the growth and end of the empire, and the developing interest in travel.

Unit 1: Context (Film Texts)

Reisz, Karel	<i>The French Lieutenant's Woman</i>
LaBute, Neil	<i>Possession</i>

Unit 2: War and After

Owen, Wilfred	"Strange Meeting"
Sassoon, Siegfried	"The Rant Stench of Those Bodies Haunt Me Still"
Brooke, Rupert	"The Soldier"
Churchill, Winston	"Blood, Sweat and Tears" speech (extract)
Taylor, Avery	"Remember the Roses"
Hughes, Ted	"Hawk Roosting"
Heaney, Seamus	"Digging"

Unit 3: Being and Nothingness

Osborne, J	<i>Look Back in Anger</i>
Beckett, Samuel	<i>Waiting for Godot</i>
Barnes, Julian	<i>The Sense of an Ending</i>

Unit 4: Travel and Colony

Wood, Michael	<i>Smile of Murugan</i> (extract)
Kipling, Rudyard	<i>Plain Tales from the Hills</i>
Orwell, George	<i>Burmese Days</i>
Dalrymple, William	<i>Nine Lives</i> (extract)

Year of inclusion: 2014

SEMESTER II

[EN8214] Explorations in Narrative (Film and Writing)

60 hour course – 4 credits

This course intends to familiarize students with different forms of contemporary narrative. It seeks to explore how contemporary literary and cultural texts use the image and the word to illustrate the cultural, social, and psychological experience of contemporary society.

Unit 1: Biography/Autobiography

Kabir, Nasreen Munni	<i>A R Rahman- The Spirit of Music</i>
Attenborough, Richard	<i>Gandhi</i> (film)
Plath, Sylvia	<i>The Bell Jar</i>
Salles, Walter	<i>The Motorcycle Diaries</i> (film)

Unit 2: Graphic Novel

Satrapi, Marjane	<i>Persepolis</i> (Film)
Moore 'Allen	<i>V for Vendetta</i> (Film)
Miller, Frank	<i>Sin City</i>

Unit 3: Science Fiction

Wachowski, Andy	<i>The Matrix Revolutions Part I</i> (film)
Clarke, Arthur C	<i>2001: A Space Odyssey</i>
Asimov, Isaac	<i>Knight Fall</i>
Scott, Ridley and Andy Weir	<i>The Martian</i> (film)

Unit 4: Crime Fiction

Todorov, Tzvetan	"The Typology of Detective Fiction" (film)
Moffat, Steven	Sherlock (BBC series – selections)
Sacceri, Antonio	<i>The Secret in their Eyes</i> (film)
Ellroy, James	<i>L.A. Confidential</i>

Unit 5: Horror Fiction

King, Stephen	"Why we crave horror films"
Blatty, William Peter	<i>The Exorcist</i> (film)
Shelly, Mary	<i>Frankenstein</i>
King, Stephen	<i>The Shining</i>
Takashi Shimizu	<i>Ju-On (The Grudge)</i> (film)
Forster, Marc	<i>World War Z</i> (film)

Year of inclusion: 2014

SEMESTER II

[EN8314] Gender Studies II

60 hour course – 4 credits

The second paper of this course shifts the focus to India – feminist research methods, women's movement and participation in the larger socio-political process, women's writing, sexuality, family and kinship, legal status of women, issues of violence, citizenship, communalism, etc. Encoded in these courses is a critique of the gender blindness of mainstream theories.

It takes a fresh look at the accepted theories, research paradigms and socio-economic and political realities from women's perspectives. It recognizes that gender, like social markers of caste/class and ethnicity defines lived human experiences.

Unit I: Patriarchy in the Context of Family, Caste, Community and Nation

Shinde, Tarabai	"Stree Purush Tulana" (extract)
Ambedkar	The Hindu Code Bill
Roy, Anupama	"Gendered Citizenship" from <i>Nation and Its Constitution</i>
Mukhim, Patricia	"Land Ownership among the Khasis of Meghalaya: A Gender Perspective"
Tharu and Niranjana	"Problems for a Contemporary Theory of Gender"
Menon and Bhasin	"Speaking for Themselves: Partition History, Women's Partition" (from <i>Borders and Boundaries</i>)
Sarkar, Tanika	"Aspects of Contemporary Hindutva Theology: The Voice of Sadhvi Rithambara" from <i>Hindu Wife, Hindu Nation</i>
Subako, Alhaj	"Muslim Women are Slaves Too: The Plight of Muslim Widows" (from <i>The Other Half of the Coconut</i>)
Patwardhan, Anand	<i>Father, Son and the Holy War</i> (film)

Unit 2: Sexuality

Vanita, Kidwai eds.	<i>Same Sex Love in India</i> pp. 31-35, 294-97
Butler, Judith	<i>Gender Trouble</i> (extract)
Revathi, A	<i>A Hijra Life Story</i> (Chapter 1)
Mehta, Deepa	<i>Fire</i> (film)

Unit 3: Gender, Civil Society and the State

Section A: The Women's Movement in India

Kumar, Radha	<i>The History of Doing</i> (Chapter 6)
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Section B: Gender Violence

The Supreme Court Judgment on Sexual Harassment (1992)	
Vimochana	"Dowry: Some Growing Reflections" (<i>Speaking Tree, Women Speak</i>)
Agnes, Flavia	"Women, Marriage, and The Subordination of Rights"
Prabha, Jaya	"Chupulu"
Bama	"Ponnuthai" (from <i>Harum Scarum Saar</i>)
Chugtai, Ismat	"The Veil"
Padmanabhan, Manjula	<i>Lights Out</i>
Kapoor, Shekar	<i>Bandit Queen</i> (film text)

Year of inclusion: 2014

SEMESTER II

[EN8414] Representations of India II

60 hour course – 4 credits

In the second paper, students are exposed to extended textual readings as well as different narrations of the nation in the regional literary traditions in India. Students are encouraged to look for textual comparisons that highlight similarities and differences in the way common themes and similar social situations are treated. Since several strands of cultural and social influence run through Indian literary texts, this paper will enable students to develop a broader focus, not confined to the linguistic or regional tradition. The second major theme of the paper is concerned with the form in which social critique is articulated in literature and, in particular, how they define literary view from below – the perspectives of the lower orders of society, the subalterns – as expressed in literary styles and modes.

Unit 1 – The Novel and the Play

Mahaswetha Devi	<i>Mother of 1084</i>
Ananthamurthy, U R	<i>Samskara</i>
Tendulkar, Vijay	<i>Silence: The Court is in Session</i>
Kaur, Rajendar	<i>Ek Chadder Maili Si</i>
Ghosh, Amitav	<i>The Shadow Lines</i>

Unit 2 - Short Stories and Essays

Bagul, Baburao	“Death is getting cheaper”
Saikia, Bhabendra Nath	“Rats” (from <i>Another India</i>)
Ashokamitran	<i>The Eighteenth Parallel</i>
Rushdie, Salman	<i>Imaginary Homelands</i> (Extracts)

Unit 3: Poems

Hiranandani, Popati	“The Husband”
Pritam, Amrita	“The Creative Process”
Chacko, Chemmanam	“Rice”
Hanjewar, Jyoti	“I never saw you”
de Souza, Eunice	“de Souza Prabhu”
Parthasarathy, R	<i>Rough Passage</i> (Extracts)
Ramanujan, AK	“Love Poem for a Wife”
Dai, Mamang	“The Voice of the Mountains”
Ibopishak, Thongjam	“I want to be killed by an Indian bullet”
Ao, Temsula	“Blood of Others”
Bharti, Subramanyam	Three Patriotic Songs [selected]
Chattarji, Sampurna	“Sight May Strike You Blind”
Kolatkarr, Arun	<i>Jejuri</i>

Recommended Reading:

1. *Representing India: Literatures, Politics, Identities*. Mukesh Williams and Rohit Wanchoo.
2. *Elusive Terrain: Culture and Literary Memory*. Meenakshi Mukherjee
3. *The Perishable Empire: Essays on Indian Writing in English*. Meenakshi Mukherjee
4. *An Illustrated History of Indian Literature in English*. AK Mehrotra.

Year of inclusion: 2014

SEMESTER II

[EN8514] Reading and Writing II

60 hour course – 4 credits

This course continues what has been attempted in Reading and Writing I. It seeks to focus on developing pre-writing skills, such as those marked under Unit 1. It chooses to make familiar certain contemporary concepts and theories as listed below. The course also chooses to address questions of rhetoric, grammaticality and argumentation. It seeks, in the process to address critical approaches needed for the three modes of writing, namely the personal essay, the reflective essay and the academic essay. It will also teach the contemporary conventions of documentations according to the new accepted formats available.

Unit 1: Pre-writing

Discussions on pre-writing, activities such as brainstorming, clustering, organizing and formulation of ideas; thoughts/responses

Developing ideas, identifying themes, examining already well-formed writing

Editing and revising writing (one's own and others)

Terms and concepts related to literary and non-literary texts (a list is attached)

Writing across different media including TV, newspapers, advertising, film and photography

List of Terms

1. Subaltern
2. Postmodernism
3. Intertextuality
4. New Criticism
5. Intentional fallacy
6. Deconstruction
7. Class, gender, race and caste
8. Ethnicity

Unit 2

Developing a critical response and critical review from the above

Rhetorical Device

Critique vs Criticism

Grammaticality

Methods of arguments

Knowledge of Approaches

List of Critical Approaches

1. Liberal Humanism
2. Structuralism
3. Historical Materialism
4. Cultural Studies
5. Post Structuralism
6. Feminism
7. Cultural Materialism
8. New Historicism

Unit 3 – Practice Writing

Note-making and Note-taking for the three types of essays.

Conventions of documentation

Modes of Writing

The Personal Essay

1. Ghosh, Amitav “The March of the Novel through History: the Testimony of my Grandfather’s Bookcase”
2. Fadiman, Anne “Coffee” (from *At Large and At Small: Confessions of a Literary Hedonist*)

The Reflective Essay

1. Dalrymple, William “Trapped in the Ruins” in *The Guardian*, 2004
2. Diamond, Jared “The Worst Mistake in the History of the Human Race”

The Academic Essay

1. Amin, Shahid “Gandhi as Mahatma”
2. Sinfield, Allan “How to read *The Merchant of Venice* without being Heterosexualist” (from *Alternative Shakespeares* eds Drakakis and Hawkes)
3. Belsey, Catherine “Cleopatra’s Seduction”

Recommended Readings

1. Thomas Watson *Writing a Thesis*
2. Sealy John *The Oxford Guide to Good Writing* (1998)

Other writing related material will be provided by those facilitating the course.

SEMESTER III
 [EN9114] Critical Theory
 60 hour course – 4 credits

This course aims at exploring and engaging the role and function of the Critical Theory in contemporary literary and cultural studies. It seeks to make familiar some of the major theoretical articulations in contemporary critical theory related to literature, language, discourse, power and authorship.

Waugh, Patricia	Introduction - Criticism, Theory and Anti-theory
Eliot, T S	“Tradition and the Individual Talent”
Brooks, Cleanth	“The Language of Paradox”
Leavis, F R	“Reality and Sincerity”
Frye, Northrop	“Myth, Fiction and Displacement”
Richards, I A	“Imagination”
Barthes, Roland	“Death of the Author”
Foucault, Michel	“Scientia Sexualis”
Derrida, Jacques	“Structure, Sign and Play in the Discourse of Human Science”
Spivak, Gayathri	“Three Women’s texts and a Critique of Imperialism”
Eagleton, Terry	“What is Literature?”
Bakhtin, Mikhail	“Discourse in the Novel”

Year of inclusion: 2014

SEMESTER III

[EN9214] Postcolonial Studies (Part I)

60 hour course – 4 credits

This course aims at engaging the cultural – politics of imperialism and colonialism as they represent themselves in a wide variety of literary and cultural texts from imperial and colonists attitudes and ideologies. It engages largely with resistance counter- discourse and narratives that contest the continued imperial tendencies of contemporary society. This particular course is largely settler colony focused, particularly in the regions of Australia, Canada, New Zealand and the Caribbean.

Unit I: Historical Background

Hobsbawm, Eric *The Age of Empire* - Chapter 3

Unit II: Colonial Discourse

The Picture of Vespucci Discovering America

Chinweizu: The Colonizer's Logic

Macaulay's Minutes on Education

Marx's essay on British Rule in India

Hegel Extract from Imperialism and Discourse

Joseph Conrad's *The Heart Of Darkness*

Unit III: Counter Discourses

Gandhi *Hind Swaraj*Braithwaite *National Language*Fanon *The fact of Blackness*Ngugi *The language of African Literature*Achebe, Conrad *Racism*Malcolm X *The Ballot or the Bullet*Raja Rao *Foreword to Kanthapura*bell hooks "Male Heroes and Female Sex Objects: Sexism in Spike Lee's *Malcolm X*"Ashcroft, Griffiths & Tiffin *The Empire Writes Back*; p 116 -155

Unit IV: Counter-Narratives

IndiaGhosh, Amitav *Sea of Poppies*AustraliaHope, A D *Death of a Bird*Wright, Judith *Nigger's Leap, New England*Manova, Billi *The Two Sisters*Malouf, David *The year of the foxes*Wallce-Crable, Chris *Nature Language, the Sea*CanadaAtwood, Margaret *A Journey to the Interior*Scott, F R *The Canadian Author's Meet*Klien, A M *Indian Reservation*CaribbeanWalcott, Derek *A Far Cry from Africa*:

Braithwaite, Edward	Tizzic
Francisco, Slinger	The Mighty Sparrows
Marley, Bob	Redemption Song [Audio text]
<u>New Zealand</u>	
Mansfield, Katherine	The Man with the Wooden Leg
Curnow, Allen	House and Land

Unit IV: Concepts

Abrogation
Apartheid
Appropriation
Black Studies
Centre and Margin/Periphery
Colonial Discourse/Difference
Dislocation
Ethnicity
Euro Centrism
Globalization
Hybridity
Diaspora
Decolonization
Contrapuntal Reading
Anti Colonialism
Comprador
Imperialism
Manicheanism
Metropolis/Metropolitan
Middle Passage
Mimicry
Nation/Nationalism
Nativism
Negritude
Neo Colonialism
Orality
Orientalism/Other/other
Post Colonial reading
Rastafarianism
Settler Colony
Subaltern
Third World

Year of inclusion: 2014

SEMESTER III
Resisting Caste: Dalits and Others
 30 hour course – 2 credits

This course attempts to give students an introduction to Dalit writing an important political and cultural representation of an unequal social context. The course contains theoretical pieces as well as literary texts by, mainly Dalit writers. It aims at giving students an understanding of the Dalit lived experience by foregrounding Dalit aesthetics, Dalit theory and Dalit literary production. This is a sample survey course that provides a wide range of representation of Dalit writings.

Unit I

Ambedkar, BR	“Annihilation of Caste”
Guru, Gopal	“Dalit women talk differently”
Rege, Sharmila	<i>Writing Caste, writing Gender</i> (extract)

Unit II

Alanhally, Srikrishna	Gendethimma (novella)
Mahashweta Devi	“Bayen” (short story)
Chellapalli, Swarooparani R	“Water” (poem)
Aier, Anunga	“Folklore, Folk ideas and Gender among the Nagas” essay
Macwan, Joseph	<i>The Stepchild</i> (novel)
Kalita, Arupa	“Doiboki’s Day” (short story)
Bama	<i>Sangati</i> (extract)

Year of inclusion: 2016

SEMESTER III
Open Elective
Reading and Writing for the Sciences
60 hour course – 4 credits

The purpose of this course is to introduce students to ways of presenting science for the lay person in the written form. The students will read selections from academic writing in the sciences, popular science writing or science journalism, and the larger enterprise of the history and philosophy of science, with a view to empowering themselves with the skills required to write on their own.

UNIT I: Philosophy of Science

Science & Civil Society: Ideas of deduction and induction – Russell, Kuhn, Popper and Feyerabend.
Critiques of science – Nandy, Alvares and Nanda. (15-20 hours)

UNIT II: Conventions of Academic Writing

Titling, Stating a Research Problem, Writing an Abstract, Proof-reading a paper, Conventions of Research Writing in the Sciences – Citation, etc. (15-20 hours)

Unit III: Writing for the Public

Science Journalism. Non-fiction. Science Blogging. (15-20 hours)

Recommended reading

1. Watson, Thomas: *Writing a Thesis*
2. Montgomery, Scott L: *The Chicago Guide to Communicating Science.*

Year of inclusion: 2016

SEMESTER III – OPTIONAL PAPER

[EN9414] American Literature I

60 hour course – 4 credits

The primary objective of the two-semester course American Literary and Cultural Studies, is to give students a broad interdisciplinary exposure to core themes in American society, culture and literature. Students will be required to read companion texts from history, politics, sociology, etc. that have a bearing on the literary selections so as to enable them to see them in relevant contexts. Parallels with India (democracy, multiculturalism, the subaltern) will also be explored.

Survey readings

Outline of American History

A People's History of the United States (Howard Zinn)

Unit I: The clash of civilizations: Native America vs Euro American

Navajo tale	"Changing woman and the Hero Twins"
Franklin, Benjamin	"Remarks concerning the Savages of North America"
Zitkala-Sa	"Why I am a Pagan"
Leslie Marmon Silko	"Yellow Woman"
Leslie Marmon Silko	"The Border Patrol State"
Erdrich	"Love medicine"
Storm, Hyemeyohsts	"The story of Jumping Mouse"
Brown, Dee	<i>Bury my Heart at Wounded Knee</i> (Book excerpts and film version)

Unit II: Shaping the idea of America: The religious and the secular imagination

Selections from: Winthrop, Jefferson, Paine, Chiefs Seattle and Chief Joseph's speeches Hawthorne, Melville, Dickinson, Emerson, Whitman, Thoreau, Poe, Miller's *The Crucible*: (drama), Lincoln's Gettysburg address, Martin Luther King and Malcolm X (speeches)

Unit III: The individual and community

Twain, Mark	<i>Huckleberry Finn</i>
Salinger, J.D.	<i>The Catcher in the Rye</i>
Chopin, Kate	<i>The Awakening</i>
Williams, Tennessee	<i>A Streetcar Named Desire</i>
Kesey, Ken	<i>One Flew over the Cuckoo's Nest</i>

Year of inclusion: 2014

SEMESTER III – OPTIONAL PAPER
[EN 9614] Children’s Literature and its Discontents I
 60 hour course – 4 credits

Unit 1: Instruction or Delight?

This unit gives an overview of the field and raises questions about the nature and purposes of children’s literature, focusing on some best-sellers and the reasons for their importance. It also traces how fairy stories have changed over the years, in response to different anxieties and concerns.

Locke, John:	“Some Thoughts Concerning Education”
Kohl, Herbert	<i>Should We Burn Babar? (extracts)</i>
Perrault, Charles	<i>Fairy Tales</i>
Disney	<i>Tangled (film)</i>
Carroll, L.	<i>Alice in Wonderland</i>
Twain, Mark	<i>Tom Sawyer</i>
Premchand	“Bade Bhai”

Unit 2: Books for Girls and Books for Boys

This unit looks at how children and young people’s worlds are constructed differently in children’s books and examines fictional techniques used to present ideologies in children’s literature.

Aries, Philippe	<i>Centuries of Childhood</i> – “The Idea of Childhood” (extracts)
Bose, Pradip K	“Sons of the Nation: Child Rearing in the New Family” (from <i>Texts of Power</i>)
Alcott, Louisa	<i>Little Women</i>
Stevenson, RL	<i>Treasure Island</i>
Lewis, CS	<i>The Narnia Chronicles</i> (selections)
Ray, Satyajit	<i>Feluda Series</i> (selections)
Bond, Ruskin	“The Blue Umbrella”

Unit 3: The Child and the Colony

Perry Nodelman	“The Other, Orientalism, Colonialism and Children’s Literature”
Defoe, Daniel	<i>Robinson Crusoe</i>
Kipling, Rudyard	<i>Kim</i>
Sarma, Siddarth	<i>The Grasshopper’s Run</i>
Naidu, Beverly	<i>Burn My Heart</i>
Zimmerman, D Jon	<i>Saga of the Sioux</i>

Year of inclusion: 2014

SEMESTER IV

[EN0D1] Writing a Research Paper

60 hour course – 4 credits

This paper aims to enable students:

- To identify research problem / question.
- To explore the research question
- To provide an analysis
- To construct and evidence an argument
- To build a personal/ independent perspective

This course aims at:

- Researching the field of enquiry
- Building a brief Literature survey
- Organizing and annotating a bibliography
- Producing an abstract

This course also aims at enabling the students

- To organize a research article
- To structure analysis and argument
- To edit and revise written pieces

In addition the course suggests

- Reading of particular approaches
- Choosing a critical method

The course entails:

- Creation and defense of a proposal of study
- A final presentation after completion of the writing

Students choose guides / advisors from among the teachers of the department to survey their work, make comments and suggestions and supervise the writing process and see it through to completion. This course will mark its assignments worth 50 marks across 3 different tasks related to abstract writing, defense proposal and a pre final draft. The course will NOT HAVE a final examination. It will base its final semester marks on (50) an evaluation of a 15 page journal style article worthy of publication and a viva/ public defense, both of which will be evaluated by external / internal evaluators.

Recommended reading:

3. Eagleton, Terry: Literary Theory: An Introduction.
4. Barry, Peter: Beginning Theory.
5. Ed. Dines, Gail and Jean. M. Humez: Gender, Race and Class in Media: A text Reader.
6. Ed. Thornhan, Sue, Caroline Bissett and Paul Marris: Media Studies: A Reader.
7. Ed. Duncombe, Stephen: Cultural Resistance: A Reader.
8. Watson, Thomas: Writing a Thesis

Year of inclusion: 2014

SEMESTER IV
[EN0114] Postcolonial Studies II
 60 hour course – 4 credits

This is a continuation of Postcolonial Studies I. It focuses on Postcolonial theory that foregrounds perspectives of gender, subalternity and marginality. Its selections are largely located in the African contexts.

Unit I: Postcolonial Theory

Said, Edward	<i>Orientalism</i>
Nandy, Ashis	<i>Intimate Enemy</i>
Anderson, Benedict	Imagined Communities
Jameson, Fredrick	“Third World Literature in the age of Multinational Capitalism”
Mohanty, Chandra	“Under Western Eyes- Feminist Scholarship and Colonial Discourse”
Mohammad, Jan	“The Economy of Manichean Allegory- the Function of difference in colonialist literature”
Bhabha, Homi	“Signs taken for Wonders”
Guha, Ranajit	“Some aspects of the Historiography of colonial India”
Fanon, Franz	“On National Culture”

Unit II: Post Colonial Texts: A selection

Diop, David	“Africa”
Sipho Sepmla	“Civilization Aha”
Gordimer, Nadine	“The Ultimate Safari”
Achebe, Chinua	<i>Things Fall Apart</i>
Soyinka, Wole	<i>The Road</i>
Okara, Gabriel	<i>Once Upon a Time</i>
N’tuli, Pitika	“In My Country”

Recommended Reading

1. Chaterjee, Partha Nationalism as a Problem
2. Breckenridge and Van Deer Orientalism and the Post Colonial Predicament
3. Prakash, Gyan Colonial Criticism and Indian Historiography
4. Gandhi, Leela Post Colonial Theory
5. Introductory Essays on postcolonial Theory and Criticism
6. Postcolonial Literatures

Year of inclusion: 2014

SEMESTER IV

[EN0214] Cultural Studies: An Introduction

60 hour course – 4 credits

The course attempts to understand and engage with a fresh new field of critical enquiry, namely Cultural Studies. It seeks to familiarize students with key concepts in the study and practice of popular culture. It also explores the context that develops Cultural Studies as a critical practice. The course aims at looking at cultural theories as well.

Unit I: Introduction

Introduction to Cultural Studies

Concepts in Cultural Studies:

Discourse	Queer Theory
Dominance/Hegemony	Mass media
Ideology	Visual Culture
Thick Description	Subculture
Civil Society	Counter Culture
Bricolage	Everyday Life
The Frankfurt School	

Unit II: Cultural Theories

Gramsci, Antonio	<i>Intellectuals</i>
Williams, Raymond	“Culture is Ordinary”
Benjamin, Walter	The Work of Art in the Age of Mechanical Reproduction (extracts)
Adorno, Theodor	“The Culture Industry Reconsidered” from <i>Media Studies: A Reader</i> , ed. Sue Thornhan <i>et al</i>
Bourdieu, Pierre	Distinction - A Social Critique of the Judgment of Taste
De Luze, Giles	“Postscript on the Societies of Control” from <i>Media Studies: A Reader</i> , ed. Sue Thornhan <i>et al</i>
Radway, Janice	“Reading the Romance” – an extract

Recommended Reading

Hoggart, Richard	The Real World of People: Illustrations from Popular Art
Greer, Germaine	The Stereotype
Fiske, John	Cultural Studies and Culture of Everyday Life
Radway, Janice	Interpretative Communities and Variable Literacies: The Functions of Romance Reading
Mukherjee and Schudson	Rethinking Popular Culture: Understanding Popular Culture
Connor, Steven	Cultural Sociology and Cultural Sciences
Arnold, Mathew	“Sweetness and Light”
Williams, Raymond	Base and Super Structure in Marxist Cultural Theory
Hall, Stuart	From Language to Semiotics
Foucault, Michel	“Who is an Author?”
Storey, John	An Introduction to Cultural Theory and Popular Culture

Year of inclusion: 2014

SEMESTER IV

An Introduction to European Literature

60 hour course – 4 credits

The course seeks to acquaint the students with a broad outline of the literary traditions of Europe. It aims to integrate Western and Eastern European literature (including Russian) so that students can engage with a pan-European literary ethos. Thematic connections between texts (war, domestic issues, patriarchy and gender, individual and community, etc) will be emphasized throughout the course. Interdisciplinary background reading and discussion will also be fostered.

Unit I: Classical Antiquity

Homer *Odyssey* (excerpts)

Unit II: Middle - Renaissance

Dante *Inferno* (excerpts)

Unit III: Early Modernity

Goethe *Faust* (excerpts)Flaubert *Madame Bovary* (excerpts)

Chekhov "On the Harmfulness of Tobacco"

Tolstoy *Anna Karenina*

Unit IV: Modernism and After

Kafka "The Bucket Rider", "The Judgement",
"In the Penal Colony/In the Cathedral" (*The Trial*)

Pirandello "The War"

Kundera *The Joke*

Szyborska Selected poems

Schlink *The Reader*Magris *The Danube* (excerpts)Pamuk *Istanbul* (excerpts)

Year of inclusion: 2014

SEMESTER IV – OPTIONAL PAPER

[EN0314] American Literature II

60 hour course – 4 credits

Unit I: The American dream and its paradoxes/contradictions:

Fitzgerald, Scott *The Great Gatsby*
 Bellow, Saul *Herzog*
 Faulkner “A Rose for Emily”
 Hansberry, Lorraine *A Raisin in the Sun*
 Heller, Joseph *Catch-22* (excerpts)
 Nabokov, Vladimir *Lolita*
 Frost, Robert “Provide, Provide”
 Woody Guthrie, Pete Seeger, Bob Dylan and Joan Baez, (lyrics and recorded performances)
 Critiques from Beat poets and nature writers (Ginsberg, Snyder, Edward Abbey, Wendell Berry)

Unit II: The multicultural experience

African-American

Slave narratives (memories of slavery in folk history/oral narrative form)

Samples of Negro Spirituals, the Blues

Douglass, Frederick Autobiography (excerpts)
 Dubois, W.E.B *Souls of Black Folk* (excerpts)
 Ellison, Ralph “Flying Home”
 Baldwin, James “Sonny’s Blues”
 Walker, Alice “Nineteen fifty Five”
 Hurston, Zora Neale “Sweat”
 Hughes, Langston Selected poems
 Baraka, Amiri Selected poems

Jewish-American

Malamud, Bernard “The Magic Barrel”
 Roth, Philip “The Conversion of the Jews”

Asian-American

Mukherjee, Bharathi “A Father”
 Tan, Amy *Joy Luck Club* (excerpt)

Hispanic-American/Chicano:

Cisneros, Sandra Selections from her stories
 Rodriguez, Richard “Aria, memoir of a bilingual childhood”

Year of inclusion: 2014

SEMESTER IV – OPTIONAL PAPER

[EN 0514] Children's Literature and its Discontents II

60 hour course – 4 credits

Unit 1: Poetry and Childhood

This unit introduces a selection of poetry used and performed with children, from early nineteenth-century classics to examples from the present day.

Heyman, Satpathy & Ravishankar (selections)	<i>The Tenth Rasa: An Anthology of Indian Nonsense</i>
Blake, William:	<i>Songs of Innocence</i> (extracts)
Opie, Iona and Peter	<i>The Lore and Language of Schoolchildren</i> (selections)
Tagore, Rabindranath	<i>The Illustrated Children's Tagore</i> (selections)
Chattarji, Sampurna	<i>Fried Frog ...</i> (selections)
Seth, Vikram	<i>Beastly Tales</i> (selections)
Ray, Sukumar	<i>Abol Tabol</i> (selections)
Silverstein, Shel	Selected poems
Dahl, Roald	<i>Revoluting Rhymes and Dirty Beasts</i> (selections)

Unit 2: The Prestigious and the Popular: 20th Century Children's Fiction

This section includes the study of a number of twentieth-century children's classics, and a sampling of the world of children's comics. It raises questions about the quality and value of different kinds of literature for children, and the ways in which it is judged.

Rose, Jacqueline	<i>The Case of Peter Pan: Or, The Impossibility of Children's Fiction</i> (Introduction)
Barrie, JM	<i>Peter Pan</i>
Golding, William	<i>Lord of the Flies</i>
Taylor, M	<i>Roll of Thunder, Hear my Cry</i>
Mahasweta Devi	<i>Our Non-Veg Cow and Other Stories</i>

Selections from manga, *Tinkle*, *Archie*, *Tintin*, *Peanuts*, *Batman*, *Amar Chitra Katha*

Unit 3: The Child and Cinema

This unit focuses on the representation of the child in a variety of narrative performances, on stage and in film, and explore debates about how childhood is represented to child and adult audiences.

Sengupta, Poile	<i>Good Heavens! One Act Plays for Children</i> (selections)
Huston, John	<i>Annie</i> (film)
Narayan, RK & Shankar Nag	<i>Malgudi Days</i> (Extracts from the film)
Abhaya Simha	<i>Gubbachigalu</i> (film)
Aamir Khan	<i>Taare Zameen Par</i> (film)

Unit 4: Contemporary Trends

This section explores recent examples of different kinds of contemporary children's fiction, considering changes and continuities in the mood and tone of children's literature, the media mix from print to electronic in which literature is experienced and the markets through which it is distributed and consumed.

Nandy, Ashis	<i>Traditions, Tyranny and Utopias – "Reconstructing Childhood"</i>
Ilaiah, Kancha	<i>Turning the Pot, Tilling the soil</i> (extracts)
Le Guin, Ursula K.	<i>A Wizard of Earthsea</i>
Mieville, China	<i>Un Lun Dun</i>
Boyne, John	<i>The Boy in the Striped Pyjamas</i>

Lee, Harper *To Kill a Mockingbird*

Sesame Street and popular children's TV programs in India

Recommended Reading

Bettelheim Bruno *The Uses of Enchantment*

Sudhir Kakar *The Inner World: A Psychoanalytic Study of Childhood and Society in India*

Hugh Cunningham *The Invention of Childhood*

Superle, Michelle *Contemporary English Language Indian Children's Literature*

Gangopadhyay, Gargi "Moral vs Magic: The great debate in Children's Literature"

Styles Morag et al *Poetry and Childhood*

Year of inclusion: 2014

Add-on Courses

Practice Teaching

30 hour course – 2 credits x 4 semesters

This course is designed to help students who intend to take up teaching as a profession, as well as help the others develop presentation and public-speaking skills.

Semesters I and II: Picking topics from other courses for peer-teaching style presentation.

Semester III: Understanding an undergraduate class, observing classes, choosing appropriate instructional strategies, planning course content and scheduling.

Semester IV: Articulating learning objectives and implementing effective instructional strategies (lectures, discussions, case studies, audio-visual aids) within their class, using assessment tools to gauge reception

By the end of the course, the student should be able to:

- Anticipate and respond to cultural differences in the classroom
- Create a productive and inclusive learning environment
- Manage the learning curve
- Assess one's own teaching effectiveness & student learning
- Address problematic student behavior

Research Seminar

30 hour course – 2 credits x 4 semesters

This course is geared towards nurturing an atmosphere of research, with emphasis given on conventions of writing.

Semesters I and II: Picking topics from other courses to write weekly academic essays, learning formal language, structure, writing the introductory paragraph, linking ideas together.

Semester III: Working towards the Research Paper (dissertation) requirement – identifying topics, posing a research question, choosing primary texts, writing an abstract, literature review, identifying research gap.

Semester IV: Research Paper work will move into the core subject domain, so here, students undertake interdisciplinary research, which are presented to the class, discussed and then written out for the MA English blog – *Josephite Literary Review*.

Year of inclusion: 2014