Department of English Studies

Shivagangothri, Davangere-577007

SYLLABUS

MA in English Semester Scheme (CBCS)

(With effective from 2020-21 and onwards)

Dr.N S Gundur Chairman

Department of English Studies Shivagangothri, Davangere-577007.

Date: 06/02/2020

NO/DU/ENG/

/ 2019-20

Circular

The BOS in English (PG) meeting is convened at 10:30am on 06/02/2020 in the Department of English Studies, at Davangere University, Davangere, Therefore, you are requested to attend in the BOS Meeting as per the schedule.

Agenda:

- 1) Scrutiny and approval of Doctoral Proposals.
- 2) Approval of M. Phil, Ph.D course work syllabi-
- Approval of titles of the papers for M.A in English to be implemented from the academic year 2020-21.
- 4) Approval of the Examiners list.

Members:

1) Dr NS Gundur

2) Dr BV Ramaprasad

3) Dr Sreekeerthigh N

4) Dr Krishna Manavalli

5) Dr Ravikumara Kumbara

Sri Takkiresh Hallalli

A Allah



Dr.N S Gundar Chairman Department of English Studies Shivagangothri, Davangere-577007.

NO/DU/ENG/

/ 2019-20

Date: 06/02/2020

Proceedings of BOS(PG) in English

Proceedings of the PG BOS held on 06th February 2020 at 10:30 AM in the Department of English Studies, Davangere University, Davangere.

- The BOS discussed the M.A. (English) Course Structure and approved the Course Structure as given in Annexure-A and question paper pattern
- The BOS approved the Syllabus for Ph.D and M.Phil. Course Work as given in Annexure-B and finalized the question paper pattern.
- The BOS approved the Research Proposals of the two candidates for Ph.D. Programme in English with minor modifications and the details are given in Annexure-C.
- The BOS approved the list of P.G. Panel of Examiners (Internal & External) and it is given in Annexure-E.
- The BOS decided to include Study Tour as part of the PG Curriculum.

Members Present:

SI. No	Name and Address	Designation	Signature
1	Dr. N.S. Gundur, Chairman, Department of English Studies, Davangere University, Davangere	Chairperson	grow.
2	Dr B V Ramaprasad, Professor, Department of English, Kuvempu University, Shankaraghatta	External Member	
3	Dr. Shreekeerthy B.N., Professor, Department of English, Bangalore University, Janabharathi	External Member	Mundin
4	Dr Krishna Manavalli, Professor, Department of English, Karnatak University, Dharwad	External Member	*****
. 5	Dr Ravikumar Kumbar, Assistant Professor, Department of English, Davangere University, G R Halli, Chitradurga	Member	tuesbumbar 6-2-2024
6	Sri Fakkiresh Hallalli, Assistant Professor, Department of English, Davangere University, Davangere	Member	#Allalu



MA in English (CBCS) Course Structure (2020-21 onwards)

		8 ()	n k	Marks				
Semester	Paper Code	Title of the Paper	Instruction Hrs/Week	Examina tion	Internal Assessm	Total Marks	Credits	Examinati on
	1.1	Invitation to Humanities and English Studies	4	70	30	100	4	3
	1.2	The Making of English Literature	4	70	30	100	4	3
F	1.3	Renaissance, Reformation and English Literature	4	70	30	100	4	3
I	1.4	Indian Literature in English I	4	70	30	100	4	3
R	1.5	American Literature I	4	70	30	100	4	3
S	Choose	any one of the following						
T	1.6.A	Shakespeare in the World						
	1.6.B	English for Academic Purpose						
	1.6.C	World Drama	4	70	30	100	4	3
	1.6.D	Modern South Asian Literature						
	1.6.E	Literary Cultures in History						
	Mandato	ory Credits: Communication Skills	2	-	-	-	2	-
		Total Credits-26						
	2.1	Enlightenment and English Literature	4	70	30	100	4	3
S	2.2	Indian Literature in English II	4	70	30	100	4	3
E	2.3	Language Studies I	4	70	30	100	4	3
C	2.4	Literary and Cultural Theory I	4	70	30	100	4	3
O	2.5	American Literature II	4	70	30	100	4	3
N	Choose	any one of the following						
D	2.6.A	Critical Humanistics						
	2.6.B	Martin Heidegger and Literature		70	30	100	4	3
	2.6.C	Edward Said	4					
	2.6.D	Advanced Reading and Writing						
	2.6.E	Comparative Literature						
	Mandato	ory Credits: Computer Skills	2	-	-	-	2	-
		Total Credits-26						
	3.1	Romanticism and English Literature	4	70	30	100	4	3
	3.2	Victorians and English Literature	4	70	30	100	4	3
T	3.3	Language Studies II	4	70	30	100	4	3
H	3.4	Literary and Cultural Theory II	4	70	30	100	4	3
I	3.5	Dalit Studies	4	70	30	100	4	3
R Choose any one of the following								
D	3.6.A	Learning to Inquire (Dissertation)						
	3.6.B	New Literatures in English	1	4 70	70 30	100	4	
	3.6.C	Gender Studies	4					3
	3.6.D	English for Media and Corporate World						
	3.6.E	Film Studies						
	3.7	(OE)	2	40	10	50	2	2
		English for Social Sciences		1 0	10	50		
		Total Credits-26						

	4.1	Modernism and English Literature	4	70	30	100	4	3
	4.2	Environmental Humanities	4	70	30	100	4	3
F	4.3	ELLT	4	70	30	100	4	3
O	4.4	Cultural Studies	4	70	30	100	4	3
U	4.5	Project/Dissertation	4	70	30	100	4	3
R	Choose any one of the following							
T	4.6.A	Digital Humanities						
H	4.6.B	European Classics						
	4.6.C	Pierre Bourdieu	4	70	30	100	4	3
	4.6.D	Comparative Aesthetics						
	4.6.E	Translation Studies						
	Mandato	Mandatory Credits: Life Skills		-	ı		2	-
	Total Credits-26					_		
	Total Credit for the course		104	1720	730	2450	104	

Courses focusing on Employability, Entrepreneurship and Skill Development

MA English Syllabus :2020-21

Course Code	Title of the Paper	Activities/Content with direct bearing on Employability/ Entrepreneurship/ Skill development		
1.6 B	English for Academic purpose	Grammar and Tenses components will help to enhance LSRW skills and further, help in fetching jobs at academic institutions and corporate sectors.		
2.3	Language Studies-I	one can become fiction writer and academic writer		
2.6. D	Advanced Reading and Writing	Reading and writing techniques initiate students to become academic writers and content writers, free-lance writers, news anchors etc. at print and mass media.		
3.3	Language Studies-II	Students can take up the job of Linguist and spokesperson		
3.6 D	English for Media and Corporate word	Students can become radio jockey, News Reader, Content Writers, Add makers at Print and Mass Media. Writing for media. Further, students can become web designers.		
3.7	English for Social Science	Fundamentals of English help students of social sciences to get job at public and private sectors.		
4.2	Environmental Humanities	Students can work as a coordinator between people and forest bodies.		
4.3	English Language and Literature Teaching	Students can become professional English Teachers and trainers.		
4.6 A	Digital Humanities	One can become Supervisor at MNCs.		
4.6 E	Translation Studies	Students can take up the job of Translator.		

Davangere University

Department of English Studies

Master of Arts (English)

Syllabus, 2020



Vision

To Reshape and Inherit the Discipline

Mission

To be a centre of English Studies that transforms learners into scholars and inquirers by developing various competencies in them to pursue greater goals in the humanities.

We care for building scholarship, research culture and interdisciplinary approach in English Studies.

Our ambition is to lead the making of our discipline

Programme Objectives

MA in English Programme intends to achieve two objectives:

To cater to local needs: the syllabus is designed keeping in mind the background profile of our students who mostly hail from the rural background.

To cater to global needs: the syllabus takes into account the global standards required for the discipline of English Studies.

Our main objective is to prepare students for a career in academics, as teachers and researchers. We also train them to pursue their career in other fields such as media and corporate sectors.

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SEMESTER I

1.1. Invitation to the Humanities and English Studies

Course Objectives and Learning Outcomes

The central question this paper tries to answer is—what does it mean for students to come to a university and study in the Department of English Studies? The main concern of the paper is to create a self-understanding among students—Who are they? What are they going to become? What is their purpose of being here? What all are they supposed to know and learn? It is an invitation to new comers to be active participants in the domain of the Humanities and learn the art of conducting inquiries in the discipline of English Studies. Upon the completion of the paper, students are expected to have developed an understanding of the idea of university education, and the ability to think and learn independently.

Unit I

Knowables: This unit includes what is that the university student needs to know about the university education.

The idea of a University and liberal education: Conceptual history

Epistemology: Knowing and Making

Wissenschaft (Academic) System: The Natural Sciences and the Human Sciences

Academic Disciplines: Discipline and the Object of Study, Inquiry and
Research, Methods and Methodology, Theory, Concept,
Critique, Analysis, Practice and Ritual etc.

Humanities: On Being Human—Martin Heidegger and Yuval Noha

Harari Who are we? Inquirers in the domain of the Humanities

Unit II

Knowables: This unit introduces students to the nature and scope of the discipline of

English Studies and the need for re-conceptualizing it as Philology and

Cultural Studies.

The Genealogy of English Studies: from English literature to literatures in English

and from literary studies to cultural studies

Who are we? Inquirers into the domain of English Studies: Language, Literature

and Culture

What kind of knowledge is literature? Reading culture in/through language and

literature

On Being the student in the Department of English Studies: Care of the Self and

the ways of cultivating it. How to approach MA in English and lifelong learning?

Unit III

Learnables: This unit aims at developing intellectual skills and abilities the

university student needs to learn and cultivate.

Critical Thinking: Reflective and Analytical Skills

Argumentation: Different forms of reasoning and inferences

Academic Reading and Writing: Learning the ways of reading and writing

Unit IV

7

Learnables: This unit aims at training students in reading and writing through exercises.

Students will be made to engage themselves in intense reading, writing and translation activities.

Reading and Writing Lab: Reading and writing about literary genres and other forms of writing.

The art of Translation: Practice, Practice, Practice

References:

There are no specific texts prescribed for study. Since the point is to master the units of knowing and learning, teachers and students may use any material (printed text, you tubes, web resources etc.) suitable for achieving the learning goals of the paper. This paper is designed to give a hands-on experience to students by facilitating activity-based teaching and learning.

1.2. The Making of English Literature

Course Objectives and Learning Outcomes

The paper focuses on the constitution of English as a language and making of English literature. The idea is to make the students to learn the primordial stages of English language along with the formation of its literary culture. It provides knowledge about how several historical, socio-political and cultural milieus were indispensable in the construction of a language and its literary canon.

Unit I

Literary History - Mapping Europe: History, Politics, Literature and Culture, the making of English culture: Anglo-Saxons and Normans, Supremacy of Latin and French, Aristocracy, Arrival of Christianity, Pilgrimage, Rise of English, Influence of Greek and Latin ,Dante, Petrarch, Boccaccio, Hundred Years war, War of Roses, Black Death, Peasants Revolt ,Lollard Movement, and Establishment of Universities.

Student task: Survey of Literature and writing acquaintances of key texts.

Unit II

Essay- The Triumph of the English Language: A Survey of Opinions concerning the Vernacular from the Introduction of Printing to the Restoration.

Video-URL -<u>https://read.dukeupress.edu/modern-languag -quarterly/</u>article-abstract/16/4/360/16381/The-Triumph -of- the- English -Language- A -Survey -of

The making of Literature – Beowulf, Caedmon's Paraphrase, Pearl, Widsith, Geoffrey of Monmouth's Historia Regnum Britannia, John Gower's Vox Clamantis, Confessio Amantis, William Langland's Piers the Ploughman, Tale of Gilgamesh etc.

Unit III

"Prologue" to the Canterbury Tales

Unit IV

Early British Writings: Wyatt and Surrey

Thomas Wyatt-"Caesar, when that the Traitor of Egypt"

Thomas More: 'Introduction' to Utopia

References:

Daiches, David. *A Critical History of English Literature*. Vol I. Mumbai. Allied Publishers Ltd 1990.

The Norton Anthology of English Literature. W.W Norton and

Company. 1962 Ford, Boris (Ed) Pelican Guide to English Literature Vol. I

1.3. Renaissance, Reformation and English Literature

Course Objectives and Learning Outcomes

The aim of this paper is to explore how the idea of free thinking emerged in Europe by giving importance to human beings through art, architecture, sculpture, painting, and science etc. The idea is to understand Renaissance and Reformation while reading literary texts of the times. Students will read literary history on their own and write acquaintances of key texts and issues. The teacher will help them understand the philosophical foundations of the period and lead discussions about literary and non-literary texts.

Unit I

Literary history-Renaissance, Humanism and Liberal Humanism, Dark Period,
Development of Print Culture and Education, Translations of Bible, Reformation,
Expeditions, Patron ship Discovery, Nationalism, The Revival of Learning, Sonnets,
University Wits, Rise of Drama, Metaphysical Poetry, Comedy of Errors.

Student task: Survey of Literature and writing acquaintances of key texts.

Video- Idea of Renaissance/ Idea of Reformation Video

URL Address- https://www.youtube.com/watch?v=fI1OeMmwYjU

URL Address- https://www.youtube.com/watch?v=qulHS1hTHX4&t=9s

Essays

- 1. The Renaissance and Early Seventeenth Century (Excerpt from *The Broadview Anthology* of British Literature)
- 2. Restoration and Eighteenth Century (Excerpt from *The Broadview Anthology* of British Literature)

Unit II

Elizabethan Sonneteers

Shakespeare- Sonnet 84, Sonnet 94

"Who is it that says most, which can say more"

"They that have power to hurt and will do none"

Spencer- Sonnet - "One day I wrote her name"

Sonnet 30- "My love is like to ice, and I too

fire" Sydney-Sonnet 31- "With how sad steps, O Moon"

Unit III

John Milton- Opening lines from Paradise Lost-Book I, "On His Blindness"

John Donne-Flea, Sunne Rising

John Dryden- Mac Flecknoe

Unit IV

Drama:

Christopher Marlow- Jew of Malta

Shakespeare-Julius Caesar (Film Text)

William Congreve-The Way of the

World References:

Daiches, David. *A Critical History of English Literature*. Vol II. Mumbai. Allied Publishers Ltd 1990.

The Norton Anthology of English Literature. W.W Norton and

Company.1962 Ford, Boris (Ed) Pelican Guide to English Literature Vol. II

1.4. Indian Literature in English (Part I)

Course Objectives and Learning Outcomes

This paper traces the history of the development of Indian literature in English of the nineteenth and early twentieth centuries, across different forms and political movements. While students work on the socio-historical backdrop on their own, the prescribed texts will be read closely and discussed in class in order to understand the idea of India and the literary culture.

Unit 1

Early Indian Writing in English, Socio-Political Movements, Nationalism, English Education, the Gandhian Age.

• Vinay Dharwadker "The Historical Formation of Indian-English Literature" from Sheldon Pollock edited *Literary Cultures in History: Reconstructions from South Asia*.

Unit 2

• Toru Dutt: My Vocation, Ekalavya.

• Sarojini Naidu: The Bird Sanctuary, Palanquin Bearers, The Queen's Rival

• Aurobindo : The Tiger and the Deer, Revelation

Unit 3

- Bankimchandra Chattopadhyay----- Rajmohan's Wife
- Raja Rao ----- Kanthapura
- R.K Narayan-----The Guide (Film Text)

Unit 4

- Dr. B.R. Ambedkar: "Marx or Buddha"
- Nirad C. Choudhri: Book 3 "Education" from An Autobiography of an Unknown Indian
- Rabindranath Tagore: *Red Oleanders*

References:

Cowasjee, S. So Many Freedoms: A Study of Major Fictions of Mulk Raj Anand.

Dalmia, Vasudha. Poetics, Plays, and Performances: The Politics of Modern

Theatre. Dodiya, Jaydipsinh K, ed. Indian English Poetry: Critical Perspectives.

Iyengar, S. R. K. Indian Writings in

English. King, Bruce. Three Indian Poets.

Mee, Erin B. Theatre of Roots: Redirecting the Modern Indian

Stage. Naik, K. M. A History of Indian Literature in English.

Pollock, Sheldon. Ed. 2003. Literary Cultures in History: Reconstructions from South

Asia. Berkley: University of California Press.

Singh, Kanwar Dinesh. Contemporary Indian English Poetry: Comparing Male and Female Voices.

Vatsyayan, Kapila. Traditional Indian Theatre: Multiple Streams.

1.5. American Literature (Part I)

Course Objectives and Learning Outcomes

In this paper, students are required to read certain classics of American Literature spanning almost 150 years, beginning from the Puritan Age to transcendentalists to the end of the nineteenth century. What we try to inquire here is the idea of America and foundations of American culture by reading representative texts and issues. Students will read the history of America and write the acquaintances of key texts and movements on their own. The texts prescribed for study will be discussed thoroughly in class.

Unit I

- 1. Social Historical and Literary Background: From Puritan Age to Transcendentalism
- 2. Christopher Columbus, The Log of Christopher Columbus.
- 3. Anne Bradstreet, "The Prologue," "The Flesh and the Spirit

Unit II

1. Benjamin Franklin: The Autobiography

2. Thomas Jefferson: The Declaration of Independence

Unit III

1. Washington Irving: "The Legend of Sleepy Hollow."

2. Herman Melville: Bartleby, the Scrivener

Unit IV

1. Ralph Waldo Emerson: "Self-Reliance."

- 2. Henry David Thoreau: "Civil Disobedience."
- 3. Walt Whitman: "I Sing the Body Electric"

References:

- Cullen, Jim. *The American Dream. A Short History of an Idea that Shaped a Nation*. Oxford: OUP 2002.
- Mathiessen, F.O. American Renaissance: Art and Expression in the age of Emerson and Whitman. Oxford: OUP, 1941.
- Simon, Myron & H. Parsons, Thornton ed. *Transcendentalism and Its Legacy*. Ann Arbor: University of Michigan Press, 1966.
- Buell, Lawrence. *Literary Transcendentalism: Style and Vision in the American Renaissance*. Ithaca, NY: Cornell University Press, 1986.
- Fisher, William J. ed. *American Literature of the Nineteenth Century: An Anthology*. New Delhi: Eurasia Publishing House, 1996.
- Abel, Darrel. Ruined Eden of the Present: Hawthorne, Melville, and Poe: Critical Essays in Honor of Darrel Abel. eds. G.R. Thompson and Virgil L. Lokke. West Lafayette: Purdue UP, 1981.
- Barrish, Phillip. *American Literary Realism: Critical Theory and Intellectual Prestige*, 1880-1995. Cambridge: Oxford U P, 2001.
- Bell, Michael Davitt. The Problem of American Realism. Chicago: U of Chicago P, 1993.
- Pattee, Fred Lewis. *The Development of the American Short Story*. [1966] New York: Harper, 1923.

ELECTIVES

1.6. A. Shakespeare in the World

Course Objectives and Learning Outcomes

This paper tries to investigate Shakespeare's world and his place in the world. While using a variety of texts related to Shakespeare Industry, an attempt will be made to understand the world he created in his plays and the world that made Shakespeare possible. However, the focus of the paper is to explore Shakespeare's world through the word, linguistic consciousness.

Unit I:

Stephen Greenblatt: Will in the World: How Shakespeare Became Shakespeare

Edward Wilson-Lee "The Lake Regions: Shakespeare and the Explorers" from *Shakespeare in Swahililand*.

Unit II:

Seeing Shakespeare's world

https://youtu.be/jR6PPVXLkcQ

https://youtu.be/95ec5xtt6Hs

https://youtu.be/i8iPAT75FOU

Unit III:

William Shakespeare *Othello* (Film Text)

William Shakespeare *Macbeth*

Unit IV:

Margreta De Grazia: "Shakespeare's View of Language: An Historical Perspective"

Alessandro Serpieri: "Perspectivism and Philosophy in Shakespeare's Dramatic

Language"

Bibliography

- De Grazia, Margreta. "Shakespeare's View of Language: An Historical Perspective" *Shakespeare Quaterly*, Summer, 1978, Vol.29, No.3, pp.374 388.
- Wilson-Lee, Edward. Shakespeare in Swahililand. New York: Farrar, Straus and Giroux, 2016.
- Greenblatt, Stephen. Will in the World: How Shakespeare Became Shakespeare. Bodley Head. 2014
- Serpieri, Alessandro. "Perspectivism and Philosophy in Shakespeare's Dramatic Language"
- Hungarian Journal of English and American Studies, 1998, Vol.4, No1/2, Theory and Criticism[part 1] (1998), pp.57-78
- Wells, Stanely and Gary Taylor, eds. *William Shakespeare: The Complete Works*. Oxford press. 1988.

1.6. B. English for Academic Purposes

Course Objectives and Learning Outcomes

The aim of the paper is to train students in all the components of grammar and further nurturing their linguistic skills through Listening, Speaking, Reading and Writing exercises. The paper focuses on the teaching of English for Academic Purposes. Students will engage themselves in intense reading and writing exercises for academic purposes.

Unit-I Language Use

• The Idea of English for Academic Purpose

Why language is important for academics? How to master English? The ways and means of acquiring English Reflecting on daily exercises for honing linguistic skills

• Grammar

Parts of Speech
Tense forms (Present, Past and Future)
Verbs (Main verbs, auxiliaries, modals) Articles
Prepositions
Active and Passive voice
Direct and Indirect speech

Unit-II

Reading

- Ability to comprehend, analyse and interpret unfamiliar passages
- Unfamiliar poem
- Figures of speech
- Newspapers ,magazines etc.

Reading exercises will be given to students in class so that they develop the ability to comprehend academic texts.

Unit-

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Writin

g

- Common errors in writing (editing): Identifying and correcting errors in the use of articles, prepositions, tenses, word forms, cohesive devices, spelling etc.
- Punctuation
- Paragraph writing (Descriptive, Narrative, Argumentative, Process type)
- Writing Letters
- Writing notice, placard, email
- Writing letters to the newspaper editors
- Precise writing
- Report writing
- Writing a dialogue(purposes- Introducing oneself and others, seeking and giving permission, asking for giving directions, giving instructions, making requests, giving suggestions and advice, expressing comparison and contrast, complaining, apologizing, thanking. And expressing one's opinion etc.)

Writing exercises will be given to students for developing academic writing skills.

Unit-IV

Speaking, Listening and Watching Tasks

- Listening to TEDx talks(selected)
- Selected videos from Mind Your Language
- Watching movie English Vinglish
- Learning through Great Personalities speeches(Selected)

References

Swan, Michael. Practical English Usage. III Edi. Oxford University Press (OUP).

Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press.

Murphy, Raymond. Essential English Grammar. Cambridge University Press.

Hewings, Martin. Advanced English Gramma. Cambridge University Press.

1.6.C. World Drama

Course Objectives and Learning Outcomes

This paper trains students in reading plays from different cultures. While giving an

introduction to the theatre culture across the world, key texts will be read in class closely

in order to investigate how different cultures respond to the world around them and

students will be guided to appreciate and enjoy reading World Drama.

Unit: I

• Kalidas: Shakuntala

Unit: II

• Henrik Ibsen: A Doll's House

Unit :III:

Bertolt Brecht: The Caucasian Chalk Circle

Unit: IV

• Luigi Pirandello: Six Characters in Search of an Author

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1.6. D. Modern South Asian Literature

Course Objectives and Learning Outcomes

This paper intends to introduce Modern South Asian literature to students. Students will

read the material on the idea of South Asia and related topics on their own. They will

study the historical trajectory of South Asian culture and try to understand major thematic

preoccupations of South Asian writers by studying the prescribed texts.

Unit I

South Asia Culture and Society/ Politics – A Brief Prospective

South Asian Writing: General Characteristics, Perspectives, themes.

Colonialism Resistance Power Structures, Subaltern Subcultures and Hybridity

Unit II

Drama

Girish Karnad: Taledanda

Unit -

Ш

Novel

Bapsi Sidhwa: *Ice-Candy Man*.

Unit-IV

Short Story

Salman Rushdie: "The Prophet's Hair"

Suggested reading:

Niranjana, Tejswini and Wang Xiaoming. 2015. Genealogies of the Asian

Present: Situating Inter-Asia Cultural Studies. Delhi: Orient Blackswan.

24

Bose, Sugatha and Jalal, Ayesha. *Modern South Asia –History, Culture, Political Economy*

Encyclopedia of Indian Literature, Vols 1 to 6, SahityaAkademi, New Delhi.

1.6.E. Literary Cultures in History

Course Objectives and Learning Outcomes

Instead of studying literature as a transcendental category, this paper tries to introduce

the ways of studying literary cultures which produce literary texts, writers, readers and

publishing houses. While attempting to develop a theory of literary culture, students will

read certain model essays that interrogate different literary cultures. The idea is to learn

how to study and appreciate literary cultures.

Unit I

Sheldon Pollock "Introduction" from *The Language of the Gods in the World of Men*.

Unit II

Francesca Orsini "Language and the Literary Sphere" from *The Hindi Public Sphere*

Unit III

D R Nagaraj "Critical Tensions in the History of Kannada Literary Culture" from

Literary Cultures in History

Unit IV

Sudipta Kaviraj "The Two Histories of Literary Culture in Bengal" from *Literary*

Cultures in History

What is literary culture? Why does it matter? How to study it?

References:

Pollock, Sheldon. Ed. 2003. Literary Cultures in History: Reconstructions from South

Asia.

Berkley: University of California Press.

26

Orsini, Francesca. 2009. The Hindi Public Sphere. New Delhi: OUP.

SEMESTER II

2.1. Enlightenment and English Literature

Course Objectives and Learning Outcomes

The purpose of this paper is to understand European Enlightenment and study English literary culture in relation to it. It is an attempt to study both Enlightenment and English literature as Indians, specifically as Kannadigas in order to understand how our own modern subjectivities are the products of Enlightenment and the network of things associated with it. Students will read on their own literary history and write acquaintances of key texts and issues. The teacher will help them understand the philosophical foundations of the period and lead discussion about literary and non- literary texts.

Unit I

Literary History - Mapping Europe: The History of Enlightenment, 18th Century English Literary Culture and Public Sphere, Neo-classical Poetry, English Prose and Periodicals, The Birth of English Novel, Transition Poets.

Student task: Survey of Literature and writing acquaintances of key texts.

Unit II

Immanuel Kant What is Enlightenment?

Video: Immanuel Kant http://youtu.be/nsgAs4XGvU (from the school of life)

Habermas, The Structural Transformation of the Public Sphere (Chapter I and

II) Video: Rene Descartes http://tinyurl.com/028mut7 (from the school of life)

Unit III

Alexander Pope: 'An Essay on Man' [Design, Epistle I and

II] Thomas Gray: "Elegy Written in a Country Church

Yard"

Unit IV

Addison "On Wit"

Henry Fielding: Joseph Andrews.

References:

Daiches, David. *A Critical History of English Literature*. Vol III. Mumbai. Allied Publishers Ltd 1990.

The Norton Anthology of English Literature. W.W Norton and Company.1962

The Broadview Anthology of British Literature. Vol.03. The Restoration and the Eighteenth Century. Toranto: Broadview Press, 2006.

2.2. **Indian Literature in English (Part II)**

Course Objectives and Learning Outcomes

This paper, which carries forward the stated aims of the earlier paper Indian Literature in

English (Part I), traces the history of the development of Indian literature in English of

the later part of the twentieth century, across different genres and socio-political

movements. While students work on the socio-historical backdrop on their own, the

prescribed texts will be read closely and discussed in class in order to understand the idea

of India and the literary culture.

Unit I

Arvind Krishna Mehrotra "Introduction" from A Concise History of Indian Literature

in English

Afeefa Banu "Modern Indian English Poetry" in Contemporary Indian Poetry in English

Ed. Mohan Ramanan, et.al.

Unit II

Nissim Ezekiel: "The Railway Clerk", "Poet, Lover, Birdwatcher", "Background,

Casually",

Jayanta Mahapatra: "The Whorehouse in a Calcutta Street", "Hunger"

Keki N Daruwalla in Conversation with Alok Bhalla in Contemporary Indian

Poetry in English Ed. Mohan Ramanan, et.al.

Rukmini Bhaya Nair in conversation with Chitra Panikkar in Contemporary Indian

Poetry in English Ed. Mohan Ramanan, et.al.

Unit III

Salman Rushdie:

Midnight's Children (Film Text)

Amitav Ghosh:

The Great Derangement: Climate Change and the Unthinkable

Unit IV

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Mahesh Dattani: Final Solutions

Dom Moraes: My Son's

Father References:

Mehrotra, Aravind Krishna. 2010. *A Concise History of Indian Literature in English*. Ranikhet: Permanent Black.

Ramanan, Mohan et.al. 2010. Ed. *Contemporary Indian Poetry in English*. New Delhi: Sahitya Akademi.

2.3. Language Studies (Part I)

Course Objectives and Learning Outcomes

This two-part paper addresses the basic question, what is that our students need to know

about language? While exposing students to General Linguistics, the paper tries to make

students understand the being of languages in history. Therefore, both diachronic and

synchronic approaches will frame the content of this paper. Upon the completion of the

paper, students are expected to have developed a thorough understanding of the structure

of human language and use linguistic concepts in the study of the Humanities.

Unit I:

Language: Introduction

What is language and why does it matter?

Linguistic determinism: Sapir-Whorf

Hypothesis

Unit II

Language: Dimensions

Oral dimension: Key issues about speech and origins of language

Writing dimension: Key issues about Scriptology and the history of writing

and technology

Unit III

Languages in History

Classical Languages: Sanskrit, Pali, Prakrit, Greek, Latin, etc.

Vernaculars: History of the English language and the Kannada language

Unit IV

Philosophy of Language: Major trends and debates

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References:

Hacking, Ian. 1975. *Why Does Language Matter to Philosophy*. Cambridge: Cambridge University Press.

Havelock, Eric A. 1986. *The Muse Learns to Write*. New Heaven and London: Yale University Press

Lycan, William G. 2000. Philosophy of Language. New York: Routledge

Ong, Walter J. 2012. Orality and Literacy. London and New York:

Routledge

Raja, Kunjunni K. 1963. Indian Theories of Meaning. Madras: Adayar Library

Settar, S. 2018. Prakruta Jagadvalaya: Convergence of Prakrit, Kannada and Sanskrit Language. Bengaluru: Abhinava.

2.4. Literary and Cultural Theory (Part I)

Course Objectives and Learning Outcomes

The paper aims at training students in literary and cultural analysis. It introduces them to key concepts, theories and styles of thinking in the western critical thought so as to learn from them how to engage with literary and cultural issues. Upon the completion of the paper, students are expected to be familiar with the western critical tradition and use the critical skills required for literary and cultural analysis. Some texts, representing major themes, trends and debates in the history of critical thought, will be selected for close reading in class. The texts for close reading will be communicated to students in advance in the beginning of the semester.

Unit I

The Classical Thought:

- What can we learn from the Greek thought? Plato and Aristotle: Politics, Ethics and Aesthetics
- The Traditions of Rhetoric: Greek and Roman Rhetoric, Cicero and

Quintilian Theories of Enlightenment:

- John Locke
- Edmund Burk: the Sublime
- Immanuel Kant The Critique of

Judgment Theories of Romantic Period

- G.W.F. Hegel
- German Romanticism: Schiller and Schleiermacher
- English Romanticism: William Wordsworth and S T Coleridge

Unit II

Marxism:

- Karl Marx and Friedrich Angels
- Gyorgy Lukacs
- Marxism and the analysis of literature and contemporary culture

Unit III

Psychoanalysis

- Sigmund Freud,
- Jacques Lacan
- Slavoj Zizek

Unit IV

Formalism: Russian Formalism and New Criticism

- Viktor Shklovsky
- Mikhail Bakhtin
- Roman Jakobson
- American New Criticism: Basic Tenets

References:

There is no specific text prescribed for the study. The point is to master the prescribed content irrespective of the source material. Hence, for all the topics, web resources including Youtube videos may be used along with the following references:

Burke, Lucy, et al. Ed. 2000. *The Routledge Language and Cultural Theory Reader*. London and New York: Routledge.

Eagleton, Terry. 2000. Literary Theory: An Introduction. New Delhi: Maya Blackwell.

Easthope, Antony and Kate McGowan. Ed. 2004. A Critical and Cultural Theory

Reader.

Open University Press.

Fenner, Bevis and Stephen Hill. 2010. *Media and Cultural Theory*. Ventus Publishing. German Intellectual Tradition https://www.youtube.com/watch?v=paTn4Aho0wE Habib.M.A.R. 2008. *Modern Literary Criticism and Theory*. Malden: Blackwell Publishing.

- Jaaware, Aniket. 2001. Simplifications: An Introduction to Structuralism and PostStructuralism. New Delhi: Orient Longman.
- Leitch, Vincent B. 2001. *The Norton Anthology of Theory and Criticism*. Ed. New York: Norton and Company, Inc.
- Lodge, David. Ed. 1989. *Modern Criticism and Theory*. Ed.. London and New York: Longman.
- Parker, Robert Dale. 2012. *Critical Theory: A Reader for Literary and Cultural Studies*. New York. Oxford University Press.

2.5. American Literature (Part II)

Course Objectives and Learning Outcomes

This paper is a continuation of American Literature (Part I). It includes texts of the 20th century which explore the gradual disillusionment about the American Dream. Some of the texts prescribed are by African American writers to introduce to students the multicultural aspects of American Literature. Students will read the sociohistorical backdrop to American literature and write acquaintances of key texts and movements in American literature and culture.

Unit I

1. Social, Historical and Literary Background: Twentieth Century

2. Robert Frost: Mending Wall

3. E. E Cummings: 1 (a

4. Allen Ginsberg: A Supermarket in California

5. Langston Hughes: Dream Deferred

Unit II

1. Toni Morrison: Beloved

Unit III

1. Scott Fitzgerald: The Great Gatsby

2. J. D. Salinger: The Catcher in the Rye

Unit IV

1. Arthur Miller: The Crucible

2. Tennessee Williams: A Streetcar Named Desire

References:

C. W. E. Bigsby, A Critical Introduction to Twentieth-Century American Drama: Volume 2

Chase, Richard. *The American Novel and Its Tradition*. Garden City, N. Y.: Doubleday Anchor, 1957.

Elliot, Emory., and Cathy N. Davidson, eds. *The Columbia History of the American Novel*. New York: Columbia University Press, 1991

ELECTIVES

2.6.A. Critical Humanistics

Course Objectives and Learning Outcomes

This paper is about humanistic education. One of the underlying assumptions of the goal of English Studies, as envisaged in our Department, is to cultivate the personality of our students by reflecting on what it means to educate oneself. Therefore, this paper is designed around the concept of liberal education and the notions of teaching and learning. The paper explores a central question—What is the centrality of human sciences to the idea of the university and the project of education? Students will read the prescribed texts in advance and discuss the key arguments of texts in class. Certain texts and select parts of texts will be read in class closely.

Unit I

Aristotle on "Moral and Intellectual Virtues" from Nicomachean Ethics.

Daniel L. Smith "Intensifying Phronesis: Heidegger, Aristotle and Rhetorical Culture"

Unit II

P. H Hirst's "Liberal Education and the Nature of Knowledge" from *Education and the Development of Reason*.

Martin Heidegger's "The Age of World Picture".

Unit III

The Concept of Education

Gilbert Ryle "Teaching and Training" from *The Concept of Education*. Ed.

R.S. Peters

Michael Oakeshott "Learning and Teaching" from *The Concept of Education*. Ed. R.S. Peters

R. F. Dearden "Instruction and Learning by Discovery" from *The Concept of Education*. Ed. R.S. Peters.

Unit IV

Education and the Development of Reason

Michael Oakeshott "Education: The Engagement and Its Frustration" from *Education* and the Development of Reason. Ed. R.F. Dearden et.al.

J.P. White "Creativity and Education: A Philosophical Analysis" from *Education and the Development of Reason*. Ed. R.F. Dearden et.al.

Gilbert Ryle "Can Virtue be Taught?" from *Education and the Development of Reason*. Ed. R.F. Dearden et.al.

References:

Aristotle. 2009. The Nicomachean Ethics. Trans. David Ross. Oxford: OUP.

Dearden. R.F. Et.al. 2010. Education and the Development of Reason. Oxon:

Routledge. Peters. R.S.

Heidegger, Martin. "The Age of World Picture"

https://msu.edu/~lotz/classes/su2009culture/essays/Heidegger_Picture.pdf

Peters. R.S. 1970. The Concept of Education. London: Routlegde and Kegan Paul.

2.6. B. Martin Heidegger and Literature

Course Objectives and Learning Outcomes

This paper reads Martin Heidegger's essays on works of art, language and literature. While philosophers' reflections on art and literature are useful for our discipline, Heidegger is one of the philosophers least paid attention to in literary and cultural studies. This paper uses Heidegger not in order to do philosophy but to do literary and cultural studies. The following texts will be read closely with students in class, and another aim is to train them in reading philosophical and dense texts. The idea is to learn to think rigorously and use it in our study of texts and processes.

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Unit I

"Introduction" to Being and Time

"The Origin of the Work of Art"

Unit II

"The Thinker as Poet"

"What are Poets for?"

Unit

III "Building Dwelling

Thinking" "The Thing"

Unit IV

"Language"

"...Poetically Man Dwells..."
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References:

Heidegger, Martin. 2008. "Being and Time Introduction" from *Heidegger: Basic Writings*. Ed. David Farrell Krell. Oxon: Routledge.

----. 2001. *Poetry, Language, Thought*. Trans. Albert Hofstadter. New York: Harperperennial.

2.6.C. Edward Said

Course Objectives and Learning Outcomes

This paper tries to introduce the critical thought of Edward Said to our students. Saidian ideas have changed the thinking of many fields because of their clarity and radical vision without losing hopes for peaceful coexistence. The students will develop a sense of inquiry and critical thinking by being aware of Saidian ideas in his books and essays.

Unit I

- 1. Introduction to *Orientalism*
- 2. Excerpts from *Covering Islam*

The focus will be on the central questions in Saidian criticism such as knowledge, power and the construction of the 'Other'

Unit II

- 1. Introduction to The World, The Text, and the Critic
- **2.** Excerpts from *Representations of the Intellectual*
- 3. Selected chapters from *Humanism and Democratic Criticism*

The focus will be on the significance of 'worldliness', 'amateurism', 'secular criticism', 'affiliation' and 'contrapuntal reading', and the place of text and critic in 'the world'

Unit III

- 1. Introduction to *Culture and Imperialism*, and the chapters on Jane Austen and Joseph Conrad
- 2. Selected essays on how Zionism and American neo-imperialism function taken from other books written by Said

Unit IV

- 1. Chapters from Reflections on Exile and other Essays
- 2. The Question of Palestine

References

Bill Ashcroft et al. Edward Said, Routledge: New York, 2008

Conor McCarthy. The Cambridge Introduction to Edward Said, Cambridge

2010 Mustafa Bayoumi, ed. The Edward Said Reader, Vintage, 2000

R. Radhakrishnan. A Said Dictionary, Wiley-Blackwell, 2012

2.6.D. Advanced Reading and Writing

Course Objectives and Learning Outcomes

This paper aims at training students in advanced reading and writing skills. Therefore, student will read research articles and philosophical texts in class with the help of the course instructor. After the completion of the paper, students will have developed an ability to comprehend dense texts and write advance level academic essays. In the beginning, less ambitious academic pieces will be given for reading and analysis and gradually complex and heavy-duty texts will be introduced to accomplish the learning goals of the paper.

Unit I

Types of reading: students will be exposed to models of reading

Types of writing: students will be exposed to models of writing

Understanding what reading and writing means as advanced skills for students.

What kind of preparation is needed for cultivating advanced reading skills?

Unit II

Students will begin to read research pieces. Course instructor will select simple pieces and do the genre analysis in order to initiate students to the rigor of reading dense texts.

Simultaneously students will start writing about the texts they read. First, writing the major arguments of the texts and then summarizing the main arguments of the texts in their own words.

Unit III

Slightly more difficult texts will be selected for reading and writing exercises. Students will begin to read research pieces. Course instructor will select complex pieces and do the genre analysis in order to initiate students to the rigor of reading dense texts.

Simultaneously students will start writing about the texts they read. First, writing the major arguments of the texts and then summarizing the main arguments of the texts in their own words.

Unit IV

Students will learn how to write citations and ethical issues related to plagiarism

Students will write short academic essays and in the process of writing, the course instructor will help them find their niche as academic writers.

Note: There are no specific texts prescribed for the study. Course instructor can choose any text, OpEd articles, Youtube lecture, Opinion pieces, research articles, extracts from academic texts, etc., to accomplish the learning goals. This paper will adopt task-based reading. Hence, the course instructor will involve students in hands-on experience.

2.6.E. Comparative Literature

Course Objectives and Learning Outcomes

This paper aims at training students to conduct inquiries into literary and cultural domain, based on comparative perspective. While introducing them to the origin and development of the discipline of Comparative Literature, the course instructor will guide them to understand and utilise the intellectual skills of comparison for in-depth understanding of texts, issues and processes.

Unit-I

Benjamin Elman and Sheldon Pollock "Introduction" from What China and India Once Were: The Pasts that may Shape the Global Future.

Comparative Literature: Origin, the historical development in the West; its scope of application, various definitions, comparative Literature in Indian context.

Unit-II

Comparative Literature: Influence studies, Reception Studies, Thematology, Translation Studies

Genre Studies and Movement Studies.

Unit -III

Transformation of the literary text into film; an analysis to focus on two case studies

1. Samskara, and 2. A Passage to India

Unit -IV

Comparative Literature in Indian context

Comparing cultures through literature.

References

Pollock, Sheldon and Benjamin Elman. 2018. What China and India Once Were: The Pasts that may Shape the Global Future. Gurgaon: Penguin/Viking.

Prawer, S.S. 1973. *Comparative Literary Studies: An Introduction*. London: Duckworth. Susan, Bassnett.1993. *Comparative Literature: A Critical Introduction*, Oxford.

Welsstein, U..1973. *Comparative Literature and Literary Theory*. Bloomington: Indiana UP.

Sd/-CHAIRMAN Board of Studies in English (PG)

3.1 Romanticism and English Literature

Course objectives:

- To develop students' understanding of the socio-political and cultural history of Britain during the 18thcentury and English literary culture in relation to it.
- To familiarize the students with the diverse literary texts and genres of the period.
- To help the students understand the philosophical discussion about literary and non-literary texts.

Learning outcomes:

- Students will have better understanding of Romantic age with the backdrop of its culture.
- Students will understand the life and culture of the then English society.
- Students will be able to analyze the influence Romanticism on Kannada literature.
- Students will be able to do comparative study of various genres of Romanticism.

Unit I: Literary and Political History

Pre-Romantics, Transitional Poets, Influence of the French Revolution, German Romanticism, British Romanticism, Romantic Poetry and Prose, Historical Novels, Women Novelists, Essayists and Gothic Fictions etc.

History of Ideas -Romanticism

https://www.youtube.com/watch?v=OiRWBI0JTYQ&t=55s

Unit II:

Wordsworth: 'Preface to Lyrical Ballads' (Excerpts) Samuel Taylor Coleridge: "Rime of the Ancient Mariner"

Unit III:

P B Shelly "Ode to the West Wind" John Keats "Ode to Nightingale"

Unit IV:

Charles Lamb: Dream Children

Mary Shelly's Frankenstein (Film Text)

References:

Daiches, David. *A Critical History of English Literature*. Vol III. Mumbai. Allied Publishers Ltd 1990.

The Norton Anthology of English Literature. W.W. Norton and Company .1962

Goodman, W. R. History of English Literature . Vol II. New Delhi. Doaba House 2011.

3.2 Victorians and English Literature

Course Objective.

- 1 The paper focuses on the influence of ever changing trends brought by Victorian social and scientific developments.
- 2 This course will introduce the literature and culture of the Victorian period.
- 3 This course will help to understand the major writers of the 19th century.

Learning Outcomes.

- 1 The students will analyse, discuss and write critically about the use Morality of Victorian texts.
- 2 The students understand and successfully deploy a diversity of terms and concepts integral to literary studies.
- 3 The students will read carefully with attention to detail and to the ways in which texts are constructed, and demonstrate this skill in their writing.
- 4 The students will analyse the work of a range of Victorian writers, both canonical and less well-known, and with a range of genres including the novel, short story and poetry.

Unit 1

Literary history – Victorians, Victorian Morality, Victorian Pessimism and Optimism, Dramatic Monologue, Pre-Raphaelites, Oxford Movement, Industrialization.

Video: Literature in the Victorian Era | A Historical Overview, https://youtu.be/nllDcnfoH5A

Unit 2

Tennyson-"Tithonus"

D.G. Rossetti: Blessed Damozel Joseph Arnold: The Scholar Gypsy

Unit 3

Thomas Carlyle: On Shakespeare. Oscar Wilde: Lady Windermere's

Fan.

Unit 4

Charlotte Bronte: Jane Eyre

Charles Dickens: Oliver Twist (Film Text)

Reference:

1962

Daiches, David. A Critical History of English Literature. Mumbai. Allied Publishers Ltd !990. The Norton Anthology of English Literature.W.W Norton and Company.

Ford, Boris (Ed) pelican Guide to English Literature.

3.3 Language Studies II

Course Objectives:

- To introduce Semantics and Pragmatics within the larger enterprise of Linguistics.
- To introduce the students how we create meaning from the utterances we make.
- To make the students understand how contextual factors play a role in interpretations.

Learning Outcomes:

- Explore the meanings of an expression in a systematic manner.
- Learn some of the basic ideas and techniques of formal semantics.
- Recognize that expressions may be understood differently by individuals.
- Understand how context attaches meaning to utterances.

Unit 1:

Introduction to Linguistics: Synchronic and Diachronic Linguistics

Unit 2:

Structuralist view of language: Ferdinand de Saussure

Levels of Linguistic Analysis: Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics

Unit 3:

Noam Chomsky: Innateness of Language

Michael Halliday: Systemic functional linguistics, functions of language

Language as discourse, text, cohesion and coherence

Unit 4:

Introduction to the Pragmatics

J L Austin

John Searle

Paul Grice

References:

Cruse, Alan. *Meaning in Language: An introduction to Semantics and Pragmatics*. Oxford University Press

Paul, Grice. Studies in the way of Words. Harvard University Press

Searle, John. Speech Acts. Cambridge university press

Yule, George. Pragmatics. Oxford University Press

Kearns, Kate. Semantics. Palgrave Macmillan

3.4 Literary and Cultural Theory CBCS 2020-21

Course Objectives:

- 1. To introduce students to modern literary and cultural theories
- 2. To enable them to read, think and analyse critically
- 3. To enhance their critical writing skills

Learning Outcomes:

- 1. Students will be aware of the philosophical background to theory
- 2. They will develop critical skills to analyse various literary and theoretical texts.
- 3. They will be able to grasp the global shifts in this field.
- 4. They will lose the fear of literary theory as a complex subject.

UNIT I

- 1. History and developments of Poststructuralism and Postmodernism
- 2. Derrida- "Structure, Sign and Play in the Human Sciences"
- 3. Jean Francois Lyotard "Introduction" to *The Postmodern Condition*

UNIT II

- 1. Postcolonialism: History and Development
- 2. Edward Said- "Introduction" to Orientalism
- 3. Leela Gandhi- "Introduction" to Postcolonial Theory

UNIT III

- 1. History and development of Reader Response Theory
- 2. Stanley Fish "Is there a Text in this Class?"
- 3. Michel Foucault's *What is an Author?*

UNIT IV

- 1. History and development of Queer Theory
- 2. Judith Butler and Eve Sedgwick's ideas

References:

- 1. Tim Woods. Beginning Postmodernism.
- 2. John McLeod. Beginning Postcolonialism.
- 3. Hans Bertens. Literary Theory: The Basics.

3.5 Dalit Studies

Course Objectives:

- To help the students to improve their understanding of the history of Dalits.
- To make the students explore the issues of Dalits.
- To familiarize the students with the genres of Dalit Literature.

Learning Outcomes:

- Students will be able to understand the issues of Marginalized people.
- Students will be able to explore the trajectory of Dalit life.
- Students will be able to understand and appreciate literatures from the margins.
- Students will be able to identify and develop a deeper appreciation of Dalit literature.

Unit: I Historical Background

India and Caste System, Manusmrithi, Chaturvarna, Shudras, Early Social Reformers, Vachan Movement, Pule couple, Shahu Maharaj, Nalwadi Krishna Raja Wodeyar etc, Ambedkar, Round Table Conferences, Gandhi and Poona Pact, Mahad Struggle, Constitution and Hindu Code Bill, Dalit Panthers and Marathi Dalit Literature, Boosa Agitation, DSS and its agitations.

India's Caste System: What it means to be a Dalit woman? –BBC News

https://www.youtube.com/watch?v=in5gjuWPAvg

Unit: II

B R Ambedkar: "The Riddle of Shudras" from Who Were Shudras?

D.R. Nagaraj: *The Flaming Feet and other Essays* (Chapter-I)

Unit: III

K.B.Siddaiah: "The Curing Vat" (Excerpts)

Siddalingaiah: "The Dalits Are Here"

Lakshmi Narayan Swamy: "Oh, God"

Unit: IV

B.T.Jahnavi: Mother's Cauldron

Jai Bheem (Film Text)

References:

Satyanarayana and Tharu, Susai. *from those stubs, steel nibs are sprouting*. Horper Collins publishers India .2013.

Nagaraj.D.R. *The Flaming Feet and Other Essays: The Dalit Movement in India.* Seagull Publishers. 2011.

Ambedkar, B.R. Annihilation of Caste. Navayana Publishers, New Delhi. 2012.

Ambedkar, B.R. Who Were Shudras?. Navayana Publishers, New Delhi.2016.

3.6 A. Learning to Inquire (Dissertation) CBCS 2020-21

Course objectives:

- 1. To teach students the important skills required for academic writing
- 2. To develop their analytical skills
- 3. To familiarise them to Research Methodology for writing their dissertations

Learning Outcomes:

- 1.Students learn about various benefits of research
- 2. They will be able to comprehend the importance of research in humanities.
- 3. They will learn various methods of conducting research.
- 4. Importance of critical and original thinking will be realised.

UNIT I

- 1. Definition, Nature and Objectives of Research; Types of Research and Research Methodology
- 2. Research Area and Research Problems; Definition and Selection of Research problem

UNIT II

- 1. Selecting a Research Topic
- 2. Sources for conducting Research

UNIT III

- 1. Working Bibliography. The importance of working bibliography and its compilation
- 2. Plagiarism: Meaning and Types. Methods to avoid it

UNIT IV

- 1. The Mechanics of Writing
- 2. Format of Research Paper

References:

- 1. MLA Handbook 7 th Edition
- 2. MLA Handbook 8th Edition
- 3. Nicholas Walliman. Research Methods: The Basics
- 4. Wayne C. Booth. The Craft of Research

3.6.B. New Literatures in English

Course Objectives:

- To acquaint the learners about the cultural and political fife of Third World Counties.
- To familiarize the learners with the diverse literary texts and genres.
- To facilitate the learners to comprehend the critical concepts and to appreciate select texts.

Learning Outcomes:

- Students will be able to understand the cultural life of Non-Europeans.
- Learners will be able to recognize various themes which are unexplored.
- Learners will be able analyze the critical concepts.
- Learners will be able to do comparative study of Third World Literature.

Unit I: Historical Background

Postcolonial literatures; from Commonwealth literature to the New literatures –Overview and major concepts like Post-colonialism, Othering, Subaltern Studies, Third World Literature, Self and Other, Marginalization etc and major works.

Unit II:

Edward Said: Orientalism (Introduction)

Frantz Fanon: The Wretched of the Earth (Chapter I)

Unit III

Chinua Achebe: Things Fall Apart

Ngugi WA Thiongo: Weep not Child

Unit IV

Derek Walcott: "Almond Trees"

A.D. Hope: "Australia"

E J Pratt: "The Dying Eagle"

3.6. C. Gender Studies

Course Objectives:

- Defining and evaluating gender as a social and cultural construct.
- Understanding the global trends in thinking about gender and its interrelationship with other social institutions like race, class and culture.
- Examining gendered representations and gender in various literatures.

Learning Outcomes:

- Identify the ways gender, power, privilege and oppression play out across a range of cultures.
- Understanding the forces shaping individual experiences, social structures and institutions.
- Students get acquainted with various approaches employed by literatures and theories in examining the idea of gender.
- Conduct scholarly research on gender issues.

Unit 1

Key concepts and definitions: Patriarchy, Sex and Gender, Gender stereotypes and objectification.

Historical overview of Feminist movements in the west and India

Unit 2

Simon de Beauvoir: *The Second Sex* (Introduction)

Tara Bai Shinde: Comparison of Men and Women

Unit 3

Charlotte Gilman: The Yellow Wall Paper

Henrick Ibsen: Doll's House

Unit 4

Saadat Hasan Manto: 'Tanda Gosht'

Sivakami: The Grip of Change

Reference:

Evans, Mary and Carolyn Williams, eds. *Gender: The Key concepts*. Routledge.

Beavoir, Simone de. The Second Sex. Vintage.

Shinde, Tara Bai. A Comparison of Men and Women. OUP India.

3.6. D. English for Media and Corporate World

Course Objectives:

- To enable students broaden their knowledge regarding the communication process and the news industry and corporate world.
- To familiarize students with mass media theories for creating content for varied media platforms.
- To inculcate in students the skills to write for advertising agencies.

Learning Outcomes:

- Students will be able to develop the process of writing for the media and corporate.
- Students will become familiar with the specific use of English in the field.
- Students will be able to enhance their skills to take up jobs in the industries like print, broadcast and corporate sectors.
- Students will be able to improve their competency and enhance professionalism.

Unit: I

Writing for the print media Newspaper: Writing headlines —Analyzing newspaper articles Practicing interviews, Planning and writing newspaper article, Magazine —Composing magazine covers, panning the contents, giving instructions for photo shoot, planning and writing true life story.

Unit: II

Writing for Radio, Television and Film Radio: Understanding the language of radio presenters, production process, planning news list, giving post production feedback, Television-understanding pre-production process, organizing filming schedule, filming on location, Editing TV documentary, Film; writing screenplay, pitching, organizing shoot, writing a film review.

Unit: III

Writing for Advertisement: creating a print advert, screen advert, and presenting a finished advert, analyzing market trends, setting up marketing communication strategies, organizing the launch of the product and evaluating the success of it.

Unit: IV

Writing for the New Media: Website Designing, Blogs, Creating podcast, Vlogs, Graphic Novels,

References:

Caremella, Nick and Elizabeth Lee. Cambridge English for the Medea. CUP, 2008.

Raman, Usha. Writing for the Media.OUP,2009.

Ryan, Michael, James W Tanksard .Writing for Print and Digital Media.McGraw-Hill,2006.

3.6. E. Film Studies

Course Objective

1 The primary objective of this course is to convey a better understanding of film as a narrative medium. 2 This course will introduce the literature and film study.

3 This course will help to understand the Writing film

Analysis. Learning Outcomes

- 1 To analyse and discuss about the Film and Ideology.
- 2 Students will understand the pre-production, production, and postproduction of filmmaking process. 3 Students will critically analyse the concept of Sound-track.

Unit 1

What is cinema? History and origin of cinema, film as Narrative,

Audience, Classical and Commercial films.

Unit 2

Mise-en-scene, Cinematography, Editing, Sound-

Unit 3

track Geners.

Film and Ideology, Film as popular culture

Film and Gender. Documentary, Writing film Analysis.

Unit 4

Kanasemba Kudureyaneri

(Film) Asuran (Film)

Reference:

Hilda Williams, Film, Bodies, Gender, Genre and

Excess. Andrew Dix, Beginning Film Studies.

Amy Villarejo, Film Studies: The Basics.

English for Social Sciences 3.7.

Course Objectives and Learning Outcomes

This paper is designed for students of Social Sciences at our University. Since most takers come from rural and socially marginalized background, it is pitched at the primary level. However, the aim is not just to teach Basic English, but to make them learn the kind of English required for doing Social Sciences, which involves understanding Social Theory that is available mainly in English. At the end of the paper, students will have learnt how to comprehend texts and write as students of Social Sciences. Students will do a lot of reading and writing exercises in the domain of Social Sciences. OpEd pieces, selections from the writings of Social Scientists and philosophers will be used to accomplish the goal.

Unit I. Philosophy of Social Sciences

The Idea of Social Sciences and how to practice it?

On being a Social Scientist: Self-perception

Reading and writing the history of Social Sciences

Unit II. Language and Social Sciences

Importance of language for Social Science students

How to deal with language as social scientists: Ways and means of developing linguistic skills

LSRW Exercises

Unit III. Reading. Writing and Translating Popular Social Sciences

OpEd pieces and other light write-ups from the social sciences domain will be selected and students will read and summarize the major arguments. This unit will be reading and writing intense, giving more work to students and teachers will help them learn language for doing social sciences

Unit IV. Reading and Writing with Academic Social Sciences

Heavy-duty social science texts will be selected for reading and writing. Texts will be chosen from mainly Social Theory and students will be trained in the art of making sense of dense texts.

4.1 Modernism and English Literature

Course Objectives:

- To explore modernist literature and how the authors experimented with the literary forms.
- To introduce students to new sensibilities articulated by the authors who came out of traditional modes of representations.
- To engage the students with the idea of modernism in relation to literary texts.

Learning Outcomes:

- Learners will be able to understand modernist culture and literature.
- Learners will explore new sensibilities articulated by the authors in a better way.
- Learners will evaluate the effects of modernism on Kannada Literature.
- Students will analyze the major trends of modern literature.

Unit: I: Literary History

World Wars, Age of Anxiety, Rapid Industrialization, Imperialism, Colonialism, Sinking of Titanic, European Nation States, Modern, Modernity, Modernism, Individualism, Absurdity, Symbolism, Imagism, Formalism, Free Verse, Experimentation, Multiple Perspectives, Literary Devices.

History of Ideas-on Modernity

https://www.youtube.com/watch?v=HIdflecvQG8&t=2s

Unit: II

T S Eliot: "The Waste Land"

W.H. Auden: "Unknown Citizen"

Philip Larkin: "Ambulances"

Unit: III

J.B. Shaw: Candida

D H Lawrence: 'The Rocking Horse Winner' (Short Story)

Unit IV

Virginia Woolf: Mrs. Dalloway

D.H. Lawrence: Women in Love (Film Text)

References:

Ford, Boris(Ed). Pelican Guide to English Literature Vols 7&8

Daiches, David. *A Critical History of English Literature*. Vol IV. Mumbai. Allied Publishers Ltd 1990.

The Norton Anthology of English Literature. W.W. Norton and Company .1962

4.2 Environmental Humanities

Course Objective

- 1 The primary objective of this course is to understand how environment is depicted in literature.
- 2 The aim of the paper is to provide students with skills to understand and interpret the relationship between literature and the physical environment.
- 3 The paper intends to introduce students to prominent issues in the area and sensitize them to the ways in which human beings have related to their environment and its literary articulations.

Learning Outcomes

- 1 Students should develop a broadly interdisciplinary approach to an understanding of environment and its role in literature.
- 2 Students will identify and describe key terms and concepts of Environmental Humanities.
- 3 Students will engage in comprehend and analysis importance of nature.
- 4 Students will be able to research, gather, and synthesize information.

Unit 1

Ted Steinberg, "Down, Down, no more: Environmental history moves beyond

Declension," Rabindranath Tagore: "Religion of the Forest" from Creative Unity.

Vidio: The Rights of Nature: A Global Movement - Feature

Documentary https://youtu.be/kuFNmH7lVTA

Unit 2

Rachel Carson: Extract from Silent

Spring Gieve Patel: On Killing a Tree

(Poem)

Unit 3

Thoreau: "Nature" from

Walden Before the Flood

(Film text) Unit 4

Joanthan Bate: "The Ode to the Autumn as Ecosystem" from The Green Studies

Reader. Gabriel

Egan: "Supernature and the Weather: King Lear and The Tempest" from . Green Shakespeare.

References:

Buell, Lawrence. The Environmental Imagination: Thoreau, Nature Writing and the Formation of American Culture. Harvard University Press.

Coupe, Laurence. The Green Studies Reader.

Roultledge. Egan, Gabriel. The Green Shakespeare.

Routledge.

Garard, Greg. Ecocriticism. Routledge.

Glotfelty, Cheryll and Harold Fromme. The Eco-criticism Reader. Georgia UP.

Westling, Louise. Cambridge Companion to Literature and Environment.

Cambridge UP.

Ted Steinberg, "Down, Down, no more: Environmental history moves beyond Declension," Journal of the Early Republic 24, no. 2 (2004): 260–66.

4.3. ELLT

Course Objectives:

- To provide the students with useful skills required to create an effective language learning environment.
- To make the students reflect on their own language learning experiences and use that as base to bring changes in the existing practices.
- To make the students learn different approaches required to understand different genres of literature.

Learning Outcomes:

- Adopting integrated language teaching approaches.
- Acquiring necessary skills required to teach language and literature.
- Equipping students with academic skills such as reading, writing, listening, speaking.
- Examining the various approaches in the field that seem promising.

Unit 1

Introduction to the Teaching of English

Reports and recommendations of various commissions and committees

Role of English in India: Its importance as an international language

Problems of Teaching English in India

Objectives of Teaching English in contemporary India

Unit 2

Major Theories of language learning

Behaviourism, Cognitivism and their pedagogical implications

First language acquisition and second language learning

Unit 3

Teaching LSRW: Listening, Speaking(and pronunciation), Reading and Writing

Teaching Study Skills: note-making, note-taking, and summarizing.

Teaching Reference Skills: dictionaries, activators, encyclopedia, etc.

Unit 4

Relation between Language Teaching and Literature

Teaching Poetry

Teaching Fiction

Teaching Drama

Teaching Literary Criticism

Note:

There are no specific texts prescribed for the study. Course instructor can choose any text, OpEd articles, Youtube lectures, research articles, extracts from academic texts, etc, to accomplish the learning goals.

4.4 Cultural Studies CBCS 2020-21

Course Objectives:

- 1. To make students understand the concept of Culture historically, socially and politically.
- 2. To teach them ways of looking and analysing cultures.
- 3. To allow them to think about a particular culture in a multidisciplinary way.

Learning Outcomes:

- 1. Students will be capable of analysing the shifts in cultures
- 2. Students understand the ever changing concept of culture.
- 3.It will provide them tools of inquiry into different cultures.
- 4. Students will be able to look at their cultures in retrospection.

UNIT I

- 1. Matthew Arnold's concept of culture
- 2. Birmingham School of Culture Studies: Key figures and ideas
- 3. Raymond Williams "The Analysis of Culture"

UNIT II

- 1. Gender and Culture: key issues
- 2. Susan Bordo "The Body and the Reproduction of Femininity"

UNIT III

- 1. Various forms of Culture : Highand Low cultures, subcultures , Pop Cultures
- 2. Dick Hebdige "Subculture: The Meaning of Style"
- 3. Pop culture: meaning and different articulations

UNIT IV

- 1. Marxist and Feminist approaches to Culture
- 2. Walter Benjamin "The work of Art in the Age of Mechanical Reproduction"
- 3. Helene Cixous "The Laugh of the Medusa"

References:

- 1. Ziauddin Sardar. Cultural Studies.
- 2. Cultural Studies: Key Concepts

4.5. Project/Dissertation

4.6 A. Digital Humanities CBCS 2020-21

Course Objectives:

- 1. To make students aquainted withthe field of Digital Humanities
- 2. To make them confident in using technology and applying it to their fields
- 3. To equip them with the skill of systematic analysis of information to broaden their knowledge

Course Outcomes:

- 1. Students realise the potential of Digital Humanities in solving real life problems.
- 2. The students will learn skill sets to understand the importance of digital humanities.
- 3. They can use those skills to solve problems in areas like digitisation and use of information in humanities.
- 4. Students will get hands on experience through problem solving.

UNIT I

- 1. Meaning, history and development of digital humanities
- 2. Roberto Busa's concept of the Index Thomisticus

UNIT II

- 1. Digital Humanities and Data: Collection, analysis and methods of usage. Different data formats and their application in humanities
- 2. Research as an interface between humans and libraries

UNIT III

- 1. Various Digital Humanities Projects and tools being used in such projects
- 2. Analyses of data related to literature, history and art

UNIT IV

- 1. Structured, unstructured and semi- structured data
- 2. Intellectual Property Rights in downloading and sharing data
- 3. Practical sessions to analyse and use data

Reference:

Debates in Digital Humanities 2016

Paper 4.6.B. European Classics

Course Objectives:

- To provide a comprehensive study of European literary masterpieces.
- To make the students reflect on how reason and emotion interact in producing classical texts.
- To make students appreciate the contributions and cultural insights of Europe.

Learning Outcomes:

- Enhance students taste for reading good literary pieces.
- Provides an understanding of how different socio-cultural backgrounds produced the works.
- Familiarizes the students with different styles of authors.
- Students get acquainted with the canon of European classics.

Unit 1

The idea of European literature

Unit 2

Fyodor Dostoyevsky: Crime and Punishment

Albert Camus: The Stranger

Unit 3

Samuel Becket: Waiting for Godot

Leo Tolstoy: 'How Much Land Does a Man Need?'

Unit 4

Thomas Mann: The Magic Mountain

Franz Kafka: A Hunger Artist

Reference:

Cohen, Walter. A History of European Literature: The west and the World from Antiquity to the Present. OUP.

Paper 4.6.C. Pierre Bourdieu (Optional)

4.4 Cultural Studies CBCS 2020-21

Course Objectives:

- 1. To make students understand the concepts of Art and Aesthetics in Bourdieu's works
- 2. To teach them the key ideas in his theory
- 3. To allow them to think about a particular culture in a multidisciplinary way.

Learning Outcomes:

- **1.St**udents can analyse the shifts in cultures.
- 2. They can critique through a close reading of his seminal ideas and concepts contained in his works. .
- 3.The students will be enabled to analyse the works of art through the understanding gained by the reading of Bourdieu's works.
- 4. Students realize the impirtance of Bourdieu's postulations on Art and Aesthetics.

UNIT I

Cultural and economic capitals, symbolic power, modes of class domination, the aesthetic habitus, social field, doxa and other concepts and key terms.

UNIT II

- 1. Reproduction in Education, Society, and Culture. 1977
- 2.Distinction: A Social critique of the Judgement of Taste. 1979

UNIT III

1. Homo Academicus. 1988

2.Language and Symbolic Power. 1991

UNIT IV

The Rules of Art: Genesis and Structure of the Literary Field. 1992

Outline of a Theory of Practice. 1997

References

- 1. Grenfell, Michael; LiPuma, Edward; Postone, Moishe (1993). *Pierre Bourdieu: Critical Perspectives*. Chicago: University of Chicago Press
- 2. Fowler, Bridget (1997). *Pierre Bourdieu and Cultural Theory: Critical Investigations*. London Thousand Oaks, California: Sage
- 3. Grenfell, Michael (2012) [2008]. Pierre Bourdieu: Key Concepts (2nd ed.). London: Routledge
- 4. Grenfell, Michael James (2007). *Pierre Bourdieu: Education and Training*. London New York: Continuum
- 5. Lane, Jeremy F. (2000). *Pierre Bourdieu: a critical introduction*. London Sterling, Virginia: Pluto Press
- 6. Shusterman, Richard (1999). *Bourdieu: a critical reader*. Oxford Malden, Mass: Blackwell Publishers

4.6. D Comparative Aesthetics

Course Objective

- 1 To attain a broad knowledge of various literary traditions both in their specificity and interrelation.
- 2 Students will be able to identify and demonstrate an understanding of the theoretical foundations of Comparative Aesthetic.
- 3 To consider the role of translation in the production of textual and cultural meaning.

Learning Outcomes

- 1 Student will develop a comparative understanding of national literatures in the context of a world literature.
- 2 Students will appreciate the aesthetic qualities of literary texts and develop an awareness of influential critical and interpretive methods.
- 3 Students will demonstrate a general understanding of the conventions of literary genres and of the major developments in literary history
- 4 Students will engage in the use and analysis of Comparative Aesthetics

Unit 1

The nature of Comparative aesthetics and its relation to philosophy and literature: Western traditions, Indian tradition. The concept of Rasa, The Concept of Dhvani.

Unit 2

Ancient Greek:

a) Plato (Mimesis, the Arts and Unity of Values)Aristotle: (Mimetic Arts, Emotions and Catharsis)

b)Similarities and Differences with Classical Indian

views.

Unit 3

Contemporary Indian Aesthetics: Rabrindranath Tagore and Sri Aurobindo.

Unit 4

Slumdog Millionaire (Film

text) Kanooru Heggadithi

(Film text)

Reference

Basham, A.L. — The wonder that was India,

Kramrish stella - The Hindu temple I and II (Motilal

Banarasidass). Prof. S.N. Dasgupta - History of Indian

Philosophy.

M. Hiriyanna - Essentials of Indian Philosophy.

M. Hiriyanna - Outlines of Indian of Philosophy.

Mookeijee A. and Khanna M -. The Tantric way

Masson and Patwardhan, Bhandarkart Oriental -Shantarasa and Abhinavagupta's Philosophy of

Aesthetics

Number of Rasas - Raghavan V.

Barlingay S.S - A Modern Introduction to Indian Aesthetics

4.6. E. Translation Studies

Course Objective

- 1 This course will introduce the meaning of translation studies.
- 2 The primary objective of this course is to understand Nature, Scope and Objectives Cultural and ideological issues in translation
- 3 This course will introduce the definition of Transference.

Learning Outcomes

- 1 Students will be able to apply theoretical, critical, and historical concepts when making style choices in their own projects and in referencing or analyzing Translation Studies.
- 2 Students will engage in the use and analysis of translation.
- 3 Students will be able to research, gather, and synthesize the

information. 4 Evaluate the ethical implications inherent in translation

practices.

Unit 1

Introduction to Translation Studies, Definition of Translation, Nature, Scope and Objectives Cultural and ideological issues in translation

Unit 2

Translator, Transformation, Transference, Source Language, Target Language, Literary Translation, Semantic Translation, Translation

Unit 3

Shivarama Karanth: The Woman of

Basrur Premchand: Godan

Unit 4

A.K.Ramanujan: Sangam (Tamil Poems)

Vijay Tendulkar: Silence! The Court Is In Session

References:

Sujit Mukherjee. Translation as Discovery and Other Essays on Indian Literature. Arshia Sattar. "Translation into English." An Illustrated History of Indian Literature In English. Ed. A.K. Mehrotra.

Jeremy Munday. Introduction to Translation Studies. Routledge, 2001.

Ravinder Gargesh. Translation and Interpreting: Reader and Workbook. Orient Blackswan, 2007.

Walter Benjamin. "The Task of the Translator."