ದಾವಣಗೆರೆ ಎತ್ವವಿದ್ಯಾನಿಲಯ ಇಂಡಿಂಸ್

ಡಾ. ಫಕ್ಕಿರೇಶ ಹಳ್ಳಳ್ಳಿ ಸಂಯೋಜನಾಧಿಕಾರಿಗಳು ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ವಿಭಾಗ, ಶಿವಗಂಗೋತ್ರಿ. ದಾವಣಗೆರೆ–577 007

ಸಂಖ್ಯೆ/ದಾವಿವಿ/ಇಂಗ್ಲೀಷ್/🏑 /2024–25

ದಿನಾಂಕ: 28/10/2024

ಗೆ,

ಕುಲಸಚಿವರು, ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಶಿವಗಂಗೋತ್ರಿ, ದಾವಣಗೆರೆ – 02.

ಮಾನ್ಯರೆ,

ವಿಷಯ: ಆಧ್ಯಯನ ಮಂಡಳಿಯ ನಡಾವಳಿಯನ್ನು ಮತ್ತು ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮವನ್ನು ಕಳುಹಿಸುತ್ತಿರುವ ಕುರಿತು.

ಮೇಲ್ಕಂಡ ಏಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ, ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ವಿಭಾಗದಿಂದ ಅಧ್ಯಯನ ಮಂಡಳಿಯ ನಡಾವಳಿಯನ್ನು ಮತ್ತು ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮವನ್ನು ಈ ಪತ್ರದೊಂದಿಗೆ ಲಗತ್ತಿಸಿ ಮುಂದಿನ ಕ್ರಮಕ್ಕಾಗಿ ಸಲ್ಲಿಸುತ್ತಿದ್ದೇನೆ.

ವಂದನೆಗಳೊಂದಿಗೆ.

ತಮ್ಮ ವಿಶ್ವಾಸಿ, Coordinator Department of English Studies Davanagere University Shivagangotri,Davanagere-07

ಅಡಕ: 1. ಮಂಡಳಿಯ ನಡಾವಳಿ

2. ಮತ್ತು ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮ

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DAVANGERE



Department of English Studies

Master of Arts (English)

Syllabus, 2024-25

Suchitro-S

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Shivagangotri, Davanagere-07

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Davangere University
Shiwagangoui, Davangere.



M.A. in English (CBCS) Course Structure (2024-25onwards)

	11111	The English (CDCS) Course Structu	 		Marks	101 012)		
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
\mathbf{F}	1.3	Enlightenment and English Literature	4	70	30	100	4	3
I	1.4	Indian Literatures in English (Part I)	4	70	30	100	4	3
R	1.5	American Literature: Puritanism to Transcendentalism	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 Communication Purpose						
	1.6.C	World Drama	4	- 70	30	100	4	3
	1.6.D	Modern South Asian Literature						
	1.6.E	Hermeneutics: An Introduction						
	Mandate	ory Credits: communication skills	2	-	-	-	2	
		TotalCredits-26						
	2.1	Romanticism and English Literature	4	70	30	100	4	3
S	2.2	Indian Literatures in English (Part II)	4	70	30	100	4	3
E	2.3	Language Studies (Part I)	4	70	30	100	4	3
C	2.4	Literary and Cultural Theory (Part I)	4	70	30	100	4	3
O	2.5	American Literature: 20th Century and After	4	70	30	100	4	3
N	Choose any one of the following						:	
D	2.6.A	Critical Humanistic			بينتخشعت يا			
	2.6.B	Martin Heidegger and Literature						<u>.</u>
		Reading Edward Said	4	70	30	100	4	3
	2.6.D	Advanced Reading and Writing						
	2.6.E	Comparative Literature					_	-
	Mandato	ory Credits: Computer Skills	2	-	-	-	2	-
		TotalCredits-26		70	20	100	4	
	3.1	Victorians and English Literature	4	70	30	100	4	3
-	3.2	Film Studies	: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		Conducting Research: The Basics						
	3.6.B	New Literatures		. 70	20	100	,	
		Gender Studies English for Media and Corporate World	4	70	30	100	4	3
	3.6.D 3.6.E	English for Media and Corporate World Environmental Humanities						
	3.6.E	(OE)	2	40	10	50	2	2
		English for Social Sciences						
		TotalCredits-26						

	4.1	Modernism and English Literature	4	70	30	100	4	3
	4.2	Aboriginal and Tribal Literature	4	70	30	100	4	3
F	4.3	Postcolonial Studies	4	70	30	100	4	3
O	4.4	Cultural Studies	4	70	30	100	4	3
U	4.5	Project and dissertation	4	70	30	100	4	3
R	Choose any one of the following							
T	4.6.A	Translation Studies						
H	4.6.B	European Drama						_
	4.6.C	ELLT	4	70	30	100	4	3
	4.6.D	Comparative Aesthetics						
	4.6.E	D: 1: 1.11						
		Digital Humanities	2				2	
	Mandate	ory Credits: Life Skills	2	-	-		, 2	
	TotalCredits-26				,			
	Total Credit for the course		104	1720	730	2450	104	

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Shivagangotri. Davanagere-07



Dr. Ashok Hulibandi Chairman BOS Department of English Studies Shivagangothri, Davangere

NO/DU/ENG/ 788/A/2024-25

Date: 09/09/2024

Proceedings of BOS (PG) in English

The BOS in English (PG) was held on 09-09-2024 at 10:30 a.m. in the Department of English Studies at Davangere University, Shivagangotri, Davangere.

In the meeting, several decisions were taken regarding the revised English syllabi for the various PG programs of Davangere University, which will be effective from 2024-25. The revised syllabi were prepared under the UGC's CBCS scheme.

The following members were present at the meeting.

Members Present:

1) Dr. Ashok Hulibandi Cn

2) Dr. N.H.Kallur

3) Dr. Ravikumar S. Kumbar

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PCS in English (PG)

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Courses focusing on Employability, Entrepreneurship and Skill Development

MA English Syllabus: 2024-25

Course Code	Title of the Paper	Activities/Content with direct bearing on Employability/ Entrepreneurship/ Skill development
1.6 B	English for Communication 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.
3.6 E	Environmental Humanities	Students can work as a coordinator between people and forest bodies.
4.6 A	Translation Studies	Students can take up the job of Translator One.
4.6 C	English Language and Literature Teaching	Students can become professional English Teachers and trainers.
4. 6 E	Digital Humanities	can become Supervisor at MNCs.





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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.

SEMESTER I

Coordinator
Department of English Studies
Davanagere University
Shivagangotri, Davanagere-07

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

historyEpistemology: 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

Noah 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 Englishand from literary studies to cultural studies

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

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

Students will be made to engage themselves in intense reading,
writing andtranslation 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-basedteaching and learning.

1.2. The Making of English Literature

Objectives:

- > To acquaint learners with the socio-political history of Britain during the 16th and 17th Centuries.
- > To familiarize learners with the diverse literary texts and genres of the period.
- > To facilitate learners to comprehend critical concepts and appreciate the prescribed texts.

Learning Outcomes: After completion of the paper, students will

Have a deep understanding of British history and culture

be able to appreciate aesthetic dimensions of literary texts in their contexts

have developed the ability to analyse different genres of English literature

Unit I

Literary History - History, Politics, Literature and Culture, the making of English culture: Anglo-Saxons, Normans, Chaucer, Renaissance, Humanism, The University Wits, Rise of Drama and Metaphysical Poetry.

Unit II

• Geoffrey Chaucer: Prologue to Canterbury Tales

• Edmund Spenser : Of this worlds theatre in which we stay

• Shakespeare : Sonnets 29,114

Unit III

• Francis Bacon: Of Travel

• John Milton : The Seduction of Eve (*Paradise Lost-*Book IX)

• John Donne : The Sun Rising

Unit IV

• Shakespeare : Hamlet (film text)

• William Wycherley: The Country Wife

Suggested Readings and References:

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

The Age of Chaucer English Literature in Context. Paul Poplawski. Cambridge UP, 2008

Routledge History of Literature in English. Ronald Carter & John Mc Rae. London: Routledge, 1997

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

Braunmuller, A.R. and Hathaway, M. *Cambridge Companion to English Renaissance Drama* New York: Cambridge University Press, 2003.

Bloom, Harold. Elizabethan Drama. New York: InfoBase Publishing, 2004.

1.3. 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.

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

Unit II

John Locke: An Essay Concerning Human understanding (Introduction)

John Stuart Mill: On Liberty (Introduction)

Unit III

Alexander Pope:

Epistle to Dr. Arbuthnot

William Blake:

The Tyger, The Lamb,

Robert Burns:

My Love is Like a Red Red Rose.

Unit IV

Daniel Defoe: Robinson Crusoe (Film Text)

Samuel Johnson: Preface to Shakespeare (Introduction)

Suggested Readings and References:

- David Daiches. A Critical History of English Literature. Vol. III. Mumbai. Allied Publishers Ltd. 1990.
- Damrosch, David, and Kevin J.H. Dettmar. *The Longman Anthology of British Literature*. 3rd ed. United States: Pearson Education, Inc., 2006.
- Damrosch, David, and Kevin J.H. Dettmar. "Essay on Criticism." *The Longman Anthology of British Literature*. 3rd ed. United States: Pearson Education, Inc., 2006.
- Fielding, Henry. Joseph Andrews. 1st ed. United States: W.W. Norton & Company, Inc., 1987.
- "Neoclassicism: An Introduction." *The Victorian Web*.http://www.victorianweb.org/previctorian/nc/ncintro.html 16 Mar. 2008.
- "Restoration Drama". *Theatre History*. 2 Mar. 2008 http://www.theatrehistory.com/british/restoration_drama_001.

1.4 Indian Literature in English (Part I)

Course Objectives and Learning Outcomes

This paper will explore the historical, cultural, and socio-political contexts that have shaped Indian literature in English. To introduce students to various literary forms and genres present in Indian literature, such as novels, short stories, poetry, and drama. Teacher and students will engage with significant texts and authors in Indian literature in English, understanding their contributions and literary significance. Students will identify and analyze recurring themes and motifs in Indian literature, including colonialism, identity, diaspora, gender, and social justice. The teacher will help the students to develop original interpretations of literary texts, and make them to demonstrate creativity and critical insight.

Unit I

Development of Indian writing in English and The Indian Renaissance, Education, The Gandhian Age. The Rise of Indian English Novel.

Unit II

Henry Louis Vivian Derozio : 1. Song of the Hindustanee Minstrel

: 2. To India – My Native Land

Toru Dutt : 1. Our Casuarina Tree

2. Ekalavya.

Unit III

R. Tagore : Home and the world

Mulk Raj Anand : Untouchable

R. K. Narayan : Under the Banyan Tree. (Short Story)

Unit IV

Bharati Sarabhai : The Well of the People Jawaharlal Nehru : An Autobiography

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.

Vatsvavan, Kapila, Traditional Indian Theatre: Multiple Streams

1.5 American Literature: Puritanism to Transcendentalism

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.

Unit I

- 1. Social Historical and Literary Background: From Puritan Age to Transcendentalism
- 2. Christopher Columbus, The Log of Christopher Columbus.

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. Walt Whitman:

"ISing the Body Electric"

References:

- Cullen, Jim. The American Dream. A Short History of an Ideath at Shapeda Nation. Oxford: OUP 2002.
- Mathiessen, F.O. American Renaissance: Artand Expression in the age of Emerson and Whitman. Oxford: OUP, 1941.
- Simon, Myron&H. Parsons, Thorntoned. *TranscendentalismandItsLegacy*. Ann Arbor: University of Michigan Press, 1966.
- Buell, Lawrence. *Literary Transcendentalism: Styleand 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 EssaysinHonorofDarrelAbel.eds.G.R.ThompsonandVirgilL.Lokke.WestLafayette: Purdue UP, 1981.
- Barrish, Phillip. *American Literary Realism: Critical Theory and Intellectual Prestige*, 1880-1995. Cambridge: Oxford UP, 2001.
- Bell, Michael Davitt. The Problem of American Realism. Chicago: Uof Chicago P, 1993.
- Pattee, Fred Lewis. *The Development of the American Short Story*. [1966] New York: Harper, 1923.

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: "Primal Scenes." Will in the World: How Shakespeare Became Shakespeare

James Shapiro: "A Year of Transformations." 1599: A Year in the Life of William Shakespeare

Unit II:

Seeing Shakespeare's world

https://youtu.be/jR6PPVXLkcQ

https://youtu.be/95ec5xtt6Hs

https://youtu.be/i8iPAT75FOU

Unit III:

William Shakespeare: The Tragedy of King Lear

William Shakespeare: The Tragedy of Hamlet, Prince of Denmark

Unit IV:

Colin McGinn: "King Lear." Discovering the Meaning Behind the plays: Shakespeare's Philosophy

Arthur Kirsch: Hamlet's Grief

17

References:

Colin McGinn"King Lear." Discovering the Meaning Behind the plays: Shakespeare's Philosophy

Greenblatt, Stephen. Will in the World: How Shakespeare Became Shakespeare. Bodley Head, 2014

Hungarian Journal of English and American Studies, 1998, Vol.4, No1/2, Theory and Criticism[part 1] (1998), pp.57-78

Shapiro, James. 1599: A Year in the Life of William Shakespeare. Faber and Faber, 2005.

Kirsch, Arthur. "Hamlet's Grief." ELH, vol.48, no.1, 1981, pp.17-36. JSTOR, https://doi.org/10.2307/2873010. Accessed 23 Dec. 2023.

Wells, Stanely and Gary Taylor, eds. *William Shakespeare: The Complete Works*. Oxford press. 1988.

1.6. B. English for Communication Purpose

Objectives and Learning Outcomes

The main objective of this paper is to develop the communicative competence of students through the teaching of grammar and LSRW skills. The content of the paper will be delivered by designing exercises and task-based teaching. The students are invited to look at this paper as an opportunity for heuristic learning. Hence, they are expected to do a lot of homework and love the English language in order to master it. Upon the completion of the paper, students will have developed grammatical competence and a sense of the English language.

Unit I

Orientation: Students will be exposed to the nature of the English language and taught pragmatic ways of acquiring English language skills.

A Short Introduction to LSRW Skills

Grammar: Parts of Speech, Tenses,

Articles and Prepositions

Subject-Verb Agreement

Everyday work: Learning English Grammar, Learning English through Media-Newspaper and Cinema, etc.

Unit II

Oral Skills: Reading aloud the prose text, dialogues from plays and poetry recitation.

Exercises in Spoken English, Listening to podcasts and Watching videos of great speeches and practicing.

Unit III

Writing Skills: Sentence Formation, Paragraph Writing and Essay Writing, etc.

Unit IV

Visual Skills:

Shankar Nag: Malgudi Days (Selected)

Forest Gump-Film Text

Suggested Readings:

The Essence of Effective Communication – Ludlow & Panton PHI, N. Delhi.

Mastering Communication Skills and Soft Skills - N Krishnaswamy, Lalitha

Krishnaswamy and others – Bloomsbury, New Delhi, 2015

Developing Communication Skills – Krishna Mohan and Banyarji.

- Communicative English E. Suresh Kumar and P. Sree Hari, Orient Black Swan Intermediate English Grammar- Raymond Murphy, Cambridge University Press
- A Practical English Grammar A.J. Thomson, A.V. Martinet, Oxford University Press A Remedial English Grammar, F.T. Woods
- Advanced Grammar in Use- Martin Hewings, Cambridge University Press Basic English Usage-Michael Swan, OUP
- Business Communication- PD Chaturvedi and Mukesh Chaturvedi, Pearson Communication Skills Sanjay Kumar, Pushpa Lata
- Essentials of Communication Skill and Skill Enhancement- By John O. Greene Grammar Practice Activities- Penny Ur
- Oxford Pocket Basic English Use- Michael Swan, OUP
- Oxford Practice Grammar John Eastwood, Oxford University Press Practical English Usage-Michael Swan, OUP
- The Four Skills for Communication Josh Sreedharan, Foundation Books

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

: Abhijnana Shakunthalam

Shudraka

: Mrichchakatika

Unit: II

Henrik Ibsen

: Master Builder

Arthur Miller

: Death of a Salesman

Unit: III

Bertolt Brecht: The Life and Times of Galileo

Unit: IV

Luigi Pirandello: Six Characters in Search of an Author

Chekhov

: The Cherry Orchard

Suggested reading:

John Gassner, Edward Quinn. The Reader's Encyclopedia of World Drama.

Narve Fulsas, Tore Rem. Isben, Scandinavia and the making of a world Drama.

Cecily O'Neill. Dramas Worlds: A Framework for Process Drama

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 - III

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

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. Hermeneutics: An Introduction

Course Objectives and Learning Outcomes

This paper attempts to introduce the tradition of Hermeneutics which is very important to literary studies. The historical trajectory of the tradition will be taught to enable students understand the vitality of Hermeneutics in our current world. The students will be capable of learning these objectives and become confident in interpreting texts.

Unit I

Plato and Aristotle's ideas on Hermeneutics

The great debate on Hermeneutics: Schleiermacher to Heidegger

Unit II

Hermeneutics and Philosophy

Debates about Hermeneutics

Unit III

Hermeneutics and the Human Sciences

Use of Hermeneutics in Human Sciences

Unit IV

Paul Ricouer's critique of Marx, Freud and Nietzsche

Hermeneutics of Faith and Hermeneutics of Suspicion

References:

Zimmerman, Jens. Hermeneutics: A Very Short Introduction. OUP: Oxford, 2015.

Gadamer, H.G. Philosophical Hermeneutics. University of California Press, 2008.

Schmidt, L.K. Understanding Hermeneutics, Acumen Publication, 2006.

Weinsheimer, J. Philosophical Hermeneutics and Literary Theory. Yale UP, 1991.

SEMESTER II

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2.1 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

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: Ode: Intimations of Immortality, Solitary Reaper

Samuel Taylor Coleridge: Kubla Khan

Unit III:

P B Shelley: Ozymandias

John Keats: Ode on a Grecian Urn Lord Byron: She Walks in Beauty

Unit IV:

Charles Lamb: All Fools' Day Jane Austen: Emma (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.

2.2 Indian Literature in English (Part II)

Course Objectives and Learning Outcomes

The objectives of the previous paper, Indian Literature in English (Part I), have been carried over into the present one. The present piece covers the evolution of Indian writing in English throughout the latter half of the 20th century, spanning several genres and sociopolitical movements. It builds upon the objectives of the previous paper, Indian writing in English (Part I). In order to comprehend the concept of India and the literary culture, students will thoroughly read and discuss the assigned texts while working independently on the socio-historical background.

Unit I

MeenakshiMukharje

: Anxiety of Indianness from The Perishable Empire.

Aijaz Ahmed

: From In Theory (Introduction)

A K Ramanujan

: Is there an Indian way of Thinking?

Unit II

Arundathi Roy

: God of Small Things

Jhumpa Lahiri

: Namesake

Unit III

Ismat Chugtai

: The Quilt (short story)

Girish Karnad

:Tughlaq

Unit IV

Kamala Das

: Words, Forest Fire

Jayanta Mahapatra

: Dawn At Puri, Myth

SUGGESTED READING:

Bruce, King, ed. Modern Indian Poetry in English. 6th Impression. New Delhi: OUP, 2010. Mukherjee, Meenakshi. The Perishable Empire, New Delhi: OUP, 2000.

Makarand Paranjape (ed): Indian Poetry in English

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?

David Crystal: "What is language death?"

Unit II

Language: Dimensions

Oral dimension: Key issues about speech and origins of language

Writing dimension: Key issues about Scriptology and the history of

writingand technology

Unit III

Language Families: Indo-European, Indo-Iranian, Dravidian

A Diachronic study of English and Kannada languages

Unit IV

Philosophy of Language: Major trends and debates

References:

- Crystal, David. 2003. Langauge Death. Cambridge University Press.
- 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 tokey concepts, theories and styles of thinking in the western critical thought so as to learnfrom 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:

Plato : Theory of Mimesis and Objections to Poetry (Selection from *Republic*)

Aristotle: On Tragedy (from Poetics)

Romanticism:

William Wordsworth: 'Preface' to *The Lyrical Ballads*S.T. Coleridge : Biographia Literaria (Chapters XIV,

XVII)

Unit II

Marxism:

Louis Althusser: "Ideology and Ideological State Apparatuses"
Jurgen Habermas: "Modernity - An Incomplete Project"

Unit III

Psychoanalysis: Major ideas of

Sigmund Freud Jacques Lacan

Unit IV

Formalism: Russian Formalism and New Criticism

Mikhail Bakhtin: "Art as Technique" American New Criticism: Basic Tenets

Cleanth Brooks: "The Language of Paradox"

References:

There is no specific text prescribed for some topics. The point is to master the prescribed content irrespective of the source material. Hence, for those 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: 20 Century and After

Course Objectives and Learning Outcomes

This paper is tried to introduce the students to 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 multi

culturalaspectsofAmericanLiterature.Studentswillreadthesociohistoricalbackdropto 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:

l(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 Humanistic

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.

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..."

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. Reading 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

Unit II

- 1. Introduction to The World, The Text, and the Critic
- 2. Excerpts from Representations of the Intellectual

Unit III

- 1. Introduction to Culture and Imperialism
- 2. Zionism and American neo-imperialism

3.

Unit IV

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

References

Bill Ashcroftetal. 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. ASaid 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 handson 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.

SEMESTER III

Ralph

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3.1 Victorians and English Literature

Objectives:

- 1. The paper focuses on the influence of ever changing trends brought by Victorian social and scientific developments.
- 2. To familiarise students with artistic and moral imagination and aesthetics of 19th Century poetry and prose.
- 3. This course will help to understand the major writers of the 19th century.

Learning Outcomes:

- 1. Gain insight into the major historical events and societal changes of the Victorian era (1837-1901), including the Industrial Revolution, colonialism, and social reform.
- 2. Identify and analyze key genres of Victorian literature, such as the novel, poetry, and the short story, and understand their characteristics.
- 3. Recognize the impact of Victorian literature on contemporary literature and culture.

Unit I

Literary history of Victorians, Dramatic Monologue, Pre-Raphaelites, Oxford Movement, Industrialization, Women Question.

Unit II

Robert Browning

: "The Last Ride Together"

Matthew Arnold

: "Dover Beach"

Christina Rossetti

: "Goblin Market"

Unit III

John Ruskin

: "The Roots of Honour" from Unto This Last

George Eliot

: Middlemarch

Unit IV

JM Synge

: Riders to the Sea

Charles Dickens

: A Tale of Two Cities (Film Text)

SUGGESTED READING:

Daiches, David. A Critical History of English Literature. 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.

3.2. 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? Cinematic techniques and styles, Power and Ideology of Cinema, Theories related to Cinema, Writing film Analysis.

Unit 2 - Cult Cinema

Vittorio De Sica's-Bicycle Thieves Martin Scorsese's –Taxi Driver Alfred Hitchcock's –Psycho Mehaboob Khan- Mother India

Unit 3 - Popular Cinema

Siddalingayya- Bangarada Manushya Pa Ranjith- Kaala Shankaranag- Minchina Ota V. Vijayendra Prasad- Rajanna

Unit -4

Contemporary Regional Cinema

Utsav Gonavar- Photo (Kannada) Ullozhukko-Malayalam Gogwa- Marathi Karnan-Tamil Amaravati-Kannada

Reference:

Hilda Williams, Film, Bodies, Gender, Genre and Excess. Andrew Dix, Beginning Film Studies. Amy Villarejo, Film Studies: The Basics.

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 I:

Introduction to Linguistics: Synchronic and Diachronic Linguistics

Syntagmatic and Paradigmatic relationship

Unit II:

Structuralist view of language: Ferdinand de Saussure

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

Unit III:

Noam Chomsky: Innateness of Language

Michael Halliday: Systemic functional linguistics

Functions of language: Language as discourse, text, cohesion and

coherence

Unit IV:

Introduction to 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-II

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

Poststructuralism and Postmodernism

- 1. Derrida- "Structure, Sign and Play in the Human Sciences"
- 2. Jean François Lyotard "Introduction" to The Postmodern Condition
- 3. Jean Baudrillard: The Precession of Simulacra

UNIT II

Postcolonialism and Feminism

- 1. Edward Said: "Introduction" to Orientalism
- 2. Chandra Talpade Mohanty: Under Western Eyes: Feminist Scholarship and Colonial Discourses

UNIT III

Reader Response Theory and New Historicism

- 1. Stanley Fish "Is there a Text in this Class?"
- 2. Michel Foucault's What is an Author?

UNIT IV

- 1. History and development of Queer Theory
- 2. Judith Butler: "Preface" Gender Trouble
- 3. Gloria Anzaldua: Mestiza Consciousness ("La Concincia de la Mestiza"

Borderlands)

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 - Background

Castes in India, Their Mechanism, Genesis and Development (Excerpts)-Dr Ambedkar Rawat & Satyanarayana "Introduction" *Dalit Studies* (1-30)

India's Caste System: What it means to be a Dalit woman? -BBC News (Video)

Unit: II- Theorizing Dalit Studies

Egalitarianism and the Social Sciences in India –Gopal Guru (from The Cracked Mirror) The Portrait of Dalit women in Kuvempu novels- Pro.B Krishnappa Vilifying Dalit Women, Epics and Aesthetics - Vizia Bharathi

Unit: III-Assertion and Aesthetics

Play: Bob Morley from Kodihalli- K.P.Lakshman

Film: Tangalaan -Pa. Ranjith

Art: Madubhani style- Malvika Raj (selected paintings)

Unit: IV- Poetry

Selected poems of

Lakkur Anand, Renuka Helavar, Anjali Belagal, Lingaraj Sottappanavar, Priyanka Mavinakar, Guruprasad Kantalagere.

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.

ELECTIVES

3.6A. Conducting Research: The Basics

Course objectives:

- 1. To teach students the important skills required for academic writing
- 2. To develop their analytical skills
- 3. To familiarize 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. ResearchAreaandResearchProblems;DefinitionandSelectionofResearchproblem

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 9th Edition
- 2. Nicholas Walliman. Research Methods: The Basics
- 3. Wayne C.Booth. The Craft of Research

3.6.B. New Literatures

Course Objectives:

- To acquaint the learners about the cultural and political Life 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 to 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

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: "AlmondTrees"

A.D.Hope:"Australia"

EJ 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 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.

Open Elective 3.7. English for Social Sciences

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.

SEMESTER IV

Folk!

Coordinator
Department of English Studies
Davanagere University
Shivagangotri,Davanagere-07

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.
- Students will analyze the major trends of modern literature.

Unit: I: Literary History

Background to 20th Century British Literature - Introduction, Socio-political

background – literature and society

History of Ideas-on Modernity -

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

Unit: II

T S Eliot: The Love Song of J Alfred Prufrock

W.H. Auden: September 1, 1939 W B Yeats: Leda and the Swan

Dylan Thomas: Do not go gentle into that good night

Unit: III

Virginia Woolf: *Orlando: A Biography*John Osborne: *Look Back in Anger*

Unit IV

Conrad, Joseph: Heart of Darkness

D.H. Lawrence: Sons and Lovers (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. Aboriginal and Tribal literature

Course Objectives:

- 1. Gain insights into the diverse cultures, histories, and worldviews of Indigenous peoples through their literature.
- 2. Understand the significance of oral storytelling and its role in preserving cultural heritage and identity.
- 3. Explore the relationship between language and cultural identity, and how literature reflects and reinforces this connection.

Learning Outcomes:

- 1. Students will demonstrate an increased understanding and respect for Indigenous cultures and their literary contributions.
- 2. Participants will be able to analyze and interpret texts critically, identifying key themes and cultural contexts.
- 3. Students may become advocates for Indigenous rights and representation, using their understanding of literature to support these causes.

Unit I

Tribal Literature—Meaning and Definitions, Nature of Tribal Literature Introduction to Native, Indigenous and Tribal Literature, Oral Tradition, Culture and spiritual orientation.

Unit II

G. N. Devy

: Introduction from Painted Words An Anthology of Tribal

Literature.

Narayan

: Kocharethi (Novel)

Unit III

Black Robe (1991)

: Film Text.

Temsula Ao

: Laburnum For My Head (Short Story)

Unit IV (Poems)

Oodgeroo Noonuccal

: Where Are We Going, Dreamtime.

Nirmala Putul

: Mountain Woman, Mountain Man.

SUGGESTED READING:

Devy, G.N. Painted Words An Anthology of Tribal Literature. Vadodara, Penguin Books India, 2002

Heiss, Anita and Peter Minter, ed. *Anthology of Australian Aboriginal Literature*. Montral. McgillQueen Uni. Press, 2008.

Native American Literature. Ed. Lawana Trout. McGrew Hill, 1998.

Sharma, D. (Ed.) Writing from India's North-East: Recovering the Small Voices. Jaipur: Aadi Publications, 2019.

4.3. Postcolonial Studies

Course Objectives and Learning Outcomes:

This paper aims to introduce students to the theoretical and practical issues of Postcolonial Studies. The students will grasp the concepts and literary articulations of the field and can critique various postcolonial contexts.

UNIT 1

Edward Said "Introduction" to Orientalism
Leela Gandhi "Introduction" to Postcolonial Theory

UNIT II

Frantz Fanon "On National Culture"
Homi K. Bhabha's concepts of Mimicry, Hybridity and Nation

UNIT III

Gayatri C. Spivak "Can the Subaltern Speak?"

Chinua Achebe "The Image of Africa in Conrad's Heart of Darkness"

Unit IV

Derek Walcott's "A far cry from Africa"
Woke Soyinka's "Telephone Conversation"

References:

Said Edward W. Orientalism. Penguin Press. 2001

Gandhi, Leela. Postcolonial Theory. OUP: New Delhi

McLeod, John. Beginning Postcolonialism. Routledge: New York

4.4 Cultural Studies

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. Cultural Materialism
- 2. Birmingham School of Culture Studies: Key figures and ideas
- 3. Raymond Williams "The Analysis of Culture"

Unit II

- 1. Roland Barthes: Mythologies ("Photography and Electoral Appeal", "Ornamental Cookery")
- 2. Stuart Hall: "The Television Discourse encoding and decoding"
- 3. Walter Benjamin "The work of Art in the Age of Mechanical Reproduction"

UNIT III

- 1. Michael Foucault: "Space"
- 2. Susan Bordo "The Body and the Reproduction of Femininity"

UNIT IV

- 1. Various forms of Culture: High and Low cultures, Subcultures, Pop Cultures
- 2. Dick Hebdige "Subculture: The Meaning of Style"
- 3. Paul Gilroy: "Black and White on the dance-floor"

References:

- 1. K Sripad Bhat: Cultural Studies: Theory and Methodology
- 2. Ziauddin Sardar. Cultural Studies.
- 3. Cultural Studies: Key Concepts

4.5. Project/Dissertation

4.6. A. Translation Studies

Course Objective and Learning Outcomes

The main objective of this course is to produce translators. Students will be made to read theoretical pieces on translation and its practice. However, the focus will be on developing the competence of students to translate, especially non-fictional scholarly works from the English language to Kannada. The course will be conducted through hands-on experience and exercises. While learning from great models of translation, students will do a lot of practical work. After the completion of the paper, students are expected to have developed a taste for translation and be competent enough to translate discursive prose pieces.

Unit 1

Introduction to Translation Theory and Practice: A Historical Reconstruction Susan Bassnett: "History of Translation Studies" (Chapter 2, Translation Studies)

In this unit students will understand the global history of translation and how it has shaped the world throughout.

Unit 2

The Theory of Translation: In this unit students will read theoretical pieces of thinkers like Walter Benjamin, Jacques Derrida, D R Nagaraj, Sita Niranjan, and Ganesh N Devy etc.

Unit 3

The Models of Translation: In this unit students will learn the art of translation by observing and studying great models of translation.

Kirubanakal- Ravikumar Neeha (Trans. Shashi Kumar) Bride in the Hills (Selected Chapter) -Kuvempu (Trans. Vanamala Viswanathan)

Unit 4

The Practice of Translation: Students will learn translation by doing it.

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."

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.
- Providesanunderstandingofhowdifferentsocio-culturalbackgroundsproducedtheworks.
- Familiarizes the students with different styles of authors.
- Students get acquainted with the canon of European classics.

Unit 1

The idea of European literature

Unit2

Albert Camus: The Stranger

Unit3

Samuel Becket: Waiting for Godot

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

Unit4

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.

4.6.C. ELLT

Course Objectives:

- To provide the students with useful skills required to create an effective language learningenvironment.
- To make the students reflect on their own language learning experiences and use that as base tobring 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
committeesRole 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 and Methods of language learning
Behaviourism, Cognitivism, Interactionism and their pedagogical
implicationsFirst language acquisition and second language learning
Methods of Teaching English as second language (Grammar translation method,
Bilingual method, Direct method, CLT, CBLT, ESA,etc.)

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.

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.

4.6. 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

(Filmtext)

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. Digital Humanities

Course Objectives:

- 1. To make students aquainted with the 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

Study Tour and Practice Teaching

In order to give exposure to students about what is happening in other institutions of English Studies in India, students will visit premier institutions of higher learning in India, besides undertaking, as part of ELT paper/course in the IV Semester, practice teaching in neighborhood schools and colleges.

Question Paper Pattern

Paper Name: **Paper Code:** Max. Marks: 70 **Time: 3 Hours** Answer any Seven of the following: 10X7=701. 2. 3. 4. 5. **6.** 7. 8. 9. Davangere University

Faculty of Arts
Davangere University Shivagangotri, Davangere-07

10.

Department of English Studies Davanagere University Shivagangotri, Davanagere-07

shivagangotri, Davangere

Question Paper Pattern

(Open Elective)

Paper Name: English for Social Science

Paper Code:

Time: 2 Hours Max. Marks: 40

Answer any four of the following:

10X4=40

1.

2.

3.

4.

5.

6.

Suclutes

DEAN

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