

Tumkur University

Department of Studies and Research in English

Master of Arts (English)

Syllabus 2014



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Semester I



CPT 1.1: Renaissance Humanism**64 Hrs**

This course attempts to trace the central philosophical and conceptual issues in the study of renaissance thought. Emphasis is on reconstructing the main ideas of the period and examining the literature of that age in relation to these ideas. As the first in a four-part paper, this is an attempt to acquaint students with the cultural and intellectual ideas that have shaped the modern western culture. Alongside the literary appreciation of texts, it is expected that students will also learn to appreciate the political and social contexts which shape the ideas represented in these texts. Selections include literary and non-literary texts from the period and critical and scholarly works from recent times which attempt to throw new light on the period. A selection of texts for self study has been suggested which will help students gain more in depth knowledge about the issue treated in the course.

- **Unit I: Introduction to themes and Issues**
 - Quentin Skinner, *The Ideal of Liberty in The Foundations of Modern Political Thought*
 - Stephen Greenblatt, *Introduction to Renaissance Self Fashioning*
- **Unit II: Key Ideas**
 - Umberto Eco, *On Beauty Chapter 3 – Beauty as Proportion and Harmony*
 - Sir Thomas More, *Utopia, Book II: Of the Religions of Utopians, Of their magistrates*
 - Francis Bacon, *The New Atlantis*
- **Unit III: Texts**
 - John Milton, *Paradise Lost-Book IX*
 - Dante Alighieri, *The Divine Comedy, Paradiso, Canto 11.*
 - Christopher Marlowe, *Dr Faustus*
 - William Shakespeare, *The Tempest*
- **Unit IV: Revisiting the Renaissance**
 - Stanley Fish, *Surprised by Sin, chap. 1*
 - Eric Auerbach, *Dante: Poet of the Secular World*
 - Anthony Grafton, *The New Science and the Traditions of Humanism*
- **Texts for Self Study**
 - Dekker, Rowley and Ford, *The Witch of Edmonton*
 - Thomas Harriot, *Report of the New Found Land of Virginia*
 - Desiderius Erasmus, *The Praise of Folly and Other Writings*
 - Select writings of Petrarch
 - Machiavelli, *Selected Political Writings, 24, 25, 26*
 - Thomas Kyd, *The Spanish Tragedy*
 - R W Southern, *Scholastic Humanism in 'Scholastic Humanism and the Unification of Europe'*
 - *The Complete Essays of Montaigne*
- **Students shall make presentations on the topics chosen from the British Literature of the period**



CPT 1.2: Literary Criticism and Critical Theory I**64 Hrs**

The course aims at introducing major concepts, trends and debates in the western literary criticism and theory. It is intended to be an introductory course rather than an advanced one. The idea is to expose students to the background knowledge of literary theory and criticism through the reading of the texts prescribed. Students will read the background material on literary and critical thought on their own, and they will make presentations on trends, concepts and isms, against the backdrop of which the prescribed texts will be read closely in the class. The texts here are to be read more as models of doing literary criticism and theory than as objects of study. While introducing the critical thought to students, the course also aims at training them in academic reading and writing; how to read critical texts and reconstruct their arguments in writing.

Theories and concepts to be studied as background: Classical Literary Criticism, Russian Formalism, and New Criticism.

Unit I

- 'Imitation' and 'Catharsis': Plato and Aristotle.
- 'Classical Rhetoric': Quintilian

Unit II

- S.T. Coleridge *Biographia Literaria* (Chap XIII)
- T.S. Eliot "Tradition and the Individual Talent"

Unit III

- Victor Shklovsky "Art as Technique"
- Bakhtinian Thought: Key Concepts

Unit IV

- Walter Benjamin "The Story Teller: Reflections on the Works of Nikolai Leskov"
- Cleanth Brooks "Irony as a Principle of Structure"

Texts and Anthologies:

Classical Literary Criticism. 2004. Trans. Penelope Murray and T.S. Dorsch. London: Penguin Classics.

The Norton Anthology of Theory and Criticism. Ed. Vincent Leitch, B. New York: Norton and Company, Inc. 2001.

Literary Theory: An Anthology. Ed. Julie Rivkin and Michael Ryan. Oxford: Blackwell Publishing, 2004.

A Critical and Cultural Theory Reader. Ed. Antony Easthope and Kate McGowan. Open University Press, 2004.

Critical Theory: A Reader for Literary and Cultural Studies. Robert Dale Parker. New York. Oxford University Press, 2012.

The Routledge Language and Cultural Theory Reader. Ed. Lucy Burke, Tony Crowley and Allan Girvin. London and New York: Routledge, 2000

Cleanth Brooks.1971. "Irony as a Principle of Structure" <letras.cabaladada.org/letras>

Suggested Reading

- Auerbach, Erich. 2003. *Mimesis: The Representation of Reality in Western Literature*. Fiftieth Anniversary Edition. Trans. Willard Trask. Princeton: Princeton University Press.
- Brooks, Cleanth. 1979. "The New Criticism" *Sewanee Review*. 87. (592-607).
- Cianci, Giovanni and Jason Harding. 2007. *T.S. Eliot and the Idea of the Tradition*. Cambridge: Cambridge University Press.
- De Man, Paul. 1983. "Form and Intent in the American New Criticism" in *Blindness and Insight*. Minneapolis: University of Minneapolis Press.
- Dentith, Simon. 1996. *Bakhtinian Thought: An Introductory Reader*. London and New York: Routledge.
- Eagleton, Terry. 2000. *Literary Theory: An Introduction*. New Delhi: Maya Blackwell Doaba Publications.
- Ford A. 2002. *The Origins of Criticism: Literary Culture and Poetic Theory in Classical Greece*. Princeton: Princeton University Press.
- Goldhill, S. 1999. "Literary History without Literature: Reading Practices in the Ancient World" in *Substance* 88. (57-89).
- Jancovich, Mark. 1993. *The Cultural Politics of the New Criticism*. Cambridge: Cambridge University Press.
- Kennedy, G. Ed. 1989. *The Cambridge History of Literary Criticism I Classical Criticism*. Cambridge: Cambridge University Press.
- Matejka, Ladislav and Krystyna Pomorska. Ed. 1971. *Readings in Russian Poetics: Formalist and Structuralist Views*. Cambridge: MIT Press.
- Selden, Raman. Ed. 1995. *The Cambridge History of Literary Criticism. VIII: From Formalism to Post-structuralism*. Cambridge: Cambridge University Press
- Spurlin, William J and Fischer Michael. Ed. 1995. *The New Criticism and Contemporary Literary Theory: Connections and Continuities*. New York: Garland.
- Too, Y.L. 1998. *The Idea of Ancient Literary Criticism*. Oxford: Clarendon Press.
- Wellek, Rene. 1978. "The New Criticism: Pro and Contra" *Critical Inquiry*. 04. (611-624)
- Wimsat, William Kurtz and Cleanth Brooks. 1970. *Literary Criticism: A Short History*.



CPT 1.3: Gender and Literatures I**64 Hrs**

This course focuses on gendered representations and gender identity by examining various literatures sourced from many languages but made available in English translation. The social and cultural construction of gender is with the aim of acquainting the students with various approaches employed by literatures and theories in examining the idea of gender. This course, the first in a two-part series focuses on the global trends in thinking about gender and its interrelationship with other social institutions like race, class and culture.

Gender and History

Selection of essays from Gender in World History By Peter N. Stearns

‘Civilizations and patriarchy’

Socially Constructing Inequality: Core Concepts

1. Social Constructions, Difference, and Inequality

Rothenberg “The Social Construction of Difference”

Reference: Rothenberg, P. S. (2007). *Race, Class and Gender in the United States*. Seventh Edition. New York: Worth Publishers.

1. Race: Socially Constructed

Omi and Winant “Racial Formations”

<http://www.rci.rutgers.edu/~jdowd/omi%20and%20winant%20-%20racial%20formations.pdf>

Yetman “Race”

2. Race: Privilege and Whiteness

Beverly Daniel Tatum, “Defining Racism: Can we talk?”

Eduardo Bonilla-Silva, “Color-Blind Racism”

Keith Osajima, “Internalized Racism”

Rita Chaudry Sethi, “Smells Like Racism”

Waters “Optional Ethnicities: For Whites Only?”

<http://www.rci.rutgers.edu/~jdowd/waters.pdf>

3. Gender: Constructing and Deconstructing

Lorber “The Social Construction of Gender”

http://www.tannerhiggin.com/summer11eng1c/wp-content/uploads/2011/06/social_constructions.pdf

Bornstein “Naming All the Parts”

<http://facweb.northseattle.edu/amurkows/Dangerous%20Ideas-%20IS-%20S05/GenderOutlaw.pdf>

Kaufman “The Construction of Masculinity and the Triad of Men’s Violence”

4. Literary Text for Analysis: *Disgrace* J M Coetzee



CPT 1.4: Asian Literatures I**64 Hrs**

This course aims to introduce the pre-modern and modern literatures of Asia. Learners will be encounter literary aesthetic practices that make up the plural tradition of Asian Literature. This course will help students in getting acquainted with the complexities of a region through its literature and develop a richer understanding of Asia's place in the global contexts through its literatures. Additionally, this course aims to instil in students the skill to critically examine a range of theoretical and textual details in the study of literature and communicate them through effective and logical writing.

Unit 1: The Idea of Asia

- Milner and D. Johnson. "The Idea of Asia"
- Sen, Amartya. "Our Culture, Their Culture" In *The Argumentative Indian: Writings on Indian Culture, History and Identity*.
- J. Nehru. – "Afghanistan and Countries of Asia" in *Glimpses of World History*
- Ogura, Kazuo. "Toward a New Concept of Asia". 2007
- Ashis Nandy. "A New Cosmopolitan. Toward a Dialogue of Asian Civilizations."

Unit 2: Early Indian Literatures

- Lal Behari Day. *Govinda Samanta*, 1874.
- Raja Rammohun Roy. *On Sati*. 1830.
- Taj. Zorah: *A Tale of Zenena Life* 1912.
- Madhaviah, A. *Clarinda. A Historical Figure*. 1915.
- R. Tagore.
 - "Cabuliwallah" [short story & film:1961 –Bimal Roy]
 - *The King of the Dark Chamber*. 1910.
 - "Jana Gana Mana"
- Henry Derozio. "The Song of the Hindustanee Minstrel"
 - "To My Native Land"
- Sarojini Naidu.
 - "Indian Dancers"
 - "The Prayer of Islam"
 - "In Praise of Gulmohar Blossoms"
 - "Bells"
- Toru Dutt.
 - "Our Casuarina Tree"
 - "Sita"
 - "Near Hastings"

Unit 3: Remapping Cultural Space

- Kapila Vatsayan. "The Ramayana Theme in the Visual Arts of South and Southeast Asia", in Mandakranta Bose. *The Ramayana Revisited*. 2004.
- Julie. B. Mehta. "The Ramayana in the Arts of Thailand and Cambodia", in Mandakranta.
- Robam Preah Reach Trop – the Royal Ballet of Cambodia: the Reamker [Ramayana]
- Yakshagana – recounting epics – Ramayana.
- Amitav Ghosh. *Dancing in Cambodia*
- Loung Ung. *First They Killed My Father: A Daughter of Cambodia Remembers*.

Suggested Reading

- E. Said - *Culture and Imperialism*
- E. Said. *From - Orientalism*. 1978. [The foundational role of Edward Said's Orientalism in the critique of the idea of Asia]
- Wang Hui. "Imagining Asia. A Genealogical Analysis"
- Sri Aurobindo - *The Foundations of Indian Culture*
- Kiernan, Ben. "Social Cohesion in Revolutionary Cambodia". *Australian Outlook*. (December 1976).
- Ali, Daud (ed.) *Invoking the Past: The Uses of History in South Asia*. New Delhi: Oxford University Press
- Kiernan, Ben. *The Pol Pot Regime: Race, Power and Genocide in Cambodia under the Khmer Rouge, 1975-1979..* (2002) [1996].
- From: Gayathri Spivak. *Other Asias*.
- Spivak, Gayathri Chakravathy. "Can the Subaltern Speak? Speculations on Widow-Sacrifice"
- Orhan Pamuk. *Istanbul. Memories and the City*. 2005.
- Khalid Hosseini. *A Thousand Splendid Suns*. 2007.



CPT 1.5: Introduction to Argumentation Theory**64 Hrs**

Argumentation theory is the study of arguments, or, the adequacy, appropriateness, strength and relevance of the reasons underlying our beliefs. This course trains students in understanding arguments, their structure and functions and technical aspects of analysing arguments. It also works as an introduction to informal logic. The primary aim of this course is to make students deal with arguments in their everyday life as well as academic context with greater felicity and analytical acumen. The course acquaints students with typical logical fallacies that people commit in argumentation. Students are required to know these concepts through examples and applications and not only through exposition and definition. The course will test students on their capacity to analyse arguments using concepts and not on their capacity to reproduce the concepts themselves.

Unit 1: What are arguments?

1. Purposes of argumentation
 - a. Persuasion
 - b. Justification
 - c. Explanation
2. Arguments and language

Unit 2: Argument markers

1. Premise
2. Conclusion
3. Rhetorical markers (assurance, guarding, discounting and evaluative terms)
4. Isolating an argument

Unit 3: Standard Form of Arguments

1. Standard form
 - a. Premises and sub-premises
 - b. Detecting suppressed premises
2. Validity
3. Soundness of arguments

Unit 4: Deductive Arguments

1. Propositional Logic
2. Propositions and sentences
 - a. Negation
 - b. Conjunction
 - c. Disjunction
 - d. Conditionals
3. Truth Tables

Unit 5: Categorical Logic and Syllogisms

1. Difference between propositional logic and categorical logic
 - a. Internal features of propositions
 - b. Venn diagrams to represent categories



- c. Basic categorical forms
 - i. Contradictory Proposition
 - ii. Contrary proposition
 - iii. Existential commitment
 - iv. Immediate inference
- d. Syllogism

Unit 6: Inductive Arguments

1. Inductive arguments versus deductive arguments
2. Common forms of inductive arguments
 - a. generalizations from samples
 - b. applications of generalizations to particular cases
 - c. inferences to the best explanation
 - d. arguments from analogy
3. Common fallacies in inductive reasoning

Unit 7: Causal Reasoning

1. What are Causes?
2. Necessary conditions and sufficient conditions
3. Causation versus correlation
4. Fallacy of questionable cause

Unit 8: Chance and Choice

1. Nature and kinds of probability
2. Typical fallacies in probabilistic thinking
3. Significant and insignificant correlations

Unit 9: Logical Fallacies

1. Fallacies of Unclarity
2. Fallacies of Relevance and of Vacuity

Unit 10: Refuting Arguments

1. Objections versus refutations
2. Counterexamples
3. Reductio ad absurdum arguments
4. Parallel reasoning

Bibliography:

- Aikin, Scott F., and Robert B. Talisse. *Why We Argue (And How We Should): A Guide to Political Disagreement*. Routledge, 2013. Print.
- Sinnott-Armstrong, Walter, and Robert J. Fogelin. *Understanding Arguments: An Introduction to Informal Logic*. Cengage Learning, 2009. Print.



SPT 1.6.A: American Literature I**64 Hrs**

This course is an introduction to American literature and culture. It traces the key historical moments in the making of the American nation and society all the way from Early Puritanism, through the War of Independence and the question of slavery and emancipation to the idea of transcendentalism. The course contains literary texts, historical documents and speeches as also contemporary scholarship on the making of American culture. Students are required to develop a historical understanding of the forces and ideas that shaped American society in the light of the literary and other texts prescribed here.

1. Puritanism and American Religion
 - a. Robert Cushman, *Reasons and Considerations Touching the Lawfulness of Removing out of England into the Parts of America*
 - b. Anne Hutchinson, *The Examination of Mrs. Anne Hutchinson (Excerpts)*
 - c. Ann Douglas, *The Feminisation of American Culture, Introduction*
2. American War of Independence
 - a. *Declaration of Independence, Drafted by Thomas Jefferson*
 - b. *United States Bill of Rights*
 - c. *Rights of Man, Thomas Paine*
3. American Civil War and the Question of Slavery
 - a. *The Emancipation Proclamation*
 - b. *The Declaration of Causes of Seceding States*
 - c. *A "House Divided", Abraham Lincoln*
 - d. *The Narrative of Sojourner Truth*
4. American Transcendentalism
 - a. *Emerson, Nature*
 - b. *Thoreau, Civil Disobedience*
 - c. *Whitman, I Sing the Body Electric*

Suggested Readings:

Garci Rodriguez Ordonez de Montalvo, "The Queen of California" (1500)
John Smith, selections from *The General History of Virginia*
Phillis Wheatley, selected poems
Jupiter Hammon, selected poems
Henry Wadsworth Longfellow, "The Song of Hiawatha" (1855)
Alvar Nunez Cabeza de Vaca, selections from *The Relation of Alvar Nunez Cabeza de Vaca*
Roger Williams, selections from *A Key into the Language of America* (1643)
William Apess, "An Indian's Looking-Glass for the White Man"

Victor Séjour, "The Mulatto"

Mary Rowlandson, selections from *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*

Olaudah Equiano, selections from *The Interesting Narrative of the Life of Olaudah Equiano*
The Life and Confession of Johnson Green

Confession of John Joyce

Henry Wadsworth Longfellow, "The Slave's Dream"

Harriet Jacobs, from *Incidents in the Life of a Slave Girl*

Mercy Otis Warren, *The Adulator*

David Walker, *Appeal to the Coloured Citizens of the World* (1828)

James M. Whitfield, "America"

José Martí, various poems

Herman Melville, "Bartleby the Scrivener"

Benjamin Franklin, selections from *The Autobiography*

Charles Brockden Brown- "Somnambulism, A Fragment"

Edgar Allen Poe, "The Purloined Letter"

William Wells Brown, selections from *Clotel: Or, the President's Daughter*

Ralph Waldo Emerson, selections

James M. Whitfield, "Self-Reliance"

Henry David Thoreau, selections

Emily Dickinson, selected poems

Harriet E. Wilson, selections from *Our Nig*

Walt Whitman, selected poems

Nathaniel Hawthorne, "The Minister's Black Veil, A Parable"

Henry James, "The Real Thing"

Edward Bellamy, selections from *Looking Backward*

Mark Twain, selections from "A Connecticut Yankee in King Arthur's Court"



SPT 1.6.B: Translation Studies I**64 Hrs**

This course is a practical, hands-on training in translation. Students who can work in the Kannada-English interface with basic linguistic competence in both languages can opt for this course. It trains students towards becoming professional translators and reviewers of translation activity. The course focuses on all genres of translations, including, prose, poetry, technical writing, media communication and several other professional contexts where translation is needed. It is an exercise-heavy course and requires students to turn in small pieces of translation every week. The material for the successive sessions of the course will be generated through the student assignments of previous sessions.

- **Unit I: Language Competence**
 - Understand grammatical, lexical and idiomatic structures as well as the graphic and typographic conventions of language A and one's other working languages (B, C)
 - Knowing how to use these same structures and conventions in A and B
 - Developing sensitivity to changes in language and developments in languages
- **Unit II: Intercultural Competence**
 - **SOCIOLINGUISTIC dimension**
 - Function and meaning in language variations (social, geographical, historical, stylistic)
 - Appropriate register to a given situation, for a particular document (written) or speech (oral)
 - **TEXTUAL dimension**
 - Understanding and analysing the macrostructure of a document and its overall coherence
 - Grasping presuppositions, implicit allusions, stereotypes and intertextual nature of texts
 - Describing and evaluating one's problems with comprehension and defining strategies for resolving those problems
 - Extracting and summarising the essential information in a document
 - Recognising and identifying elements, values and references proper to the cultures represented
 - Bringing together and comparing cultural elements and methods of composition.
 - Composing a document in accordance with the conventions of the genre and rhetorical standards
 - Drafting, rephrasing, restructuring, condensing and post-editing rapidly and well (in languages A and B)
- **Unit III: Information Mining**
 - Identifying one's information and documentation requirements
 - Developing strategies for documentary and terminological research (including approaching experts)



- Extracting and processing relevant information for a given task (documentary, terminological, phraseological information)
- Developing criteria for evaluation for documents accessible on the internet or any other medium, i.e. knowing how to evaluate the reliability of documentary sources
- Knowing how to use tools and search engines effectively (e.g. terminology software, electronic corpora, electronic dictionaries)
- Mastering the archiving of one's own documents
- **Unit IV: Technological Competence**
 - Effectively using software to assist in correction, translation, terminology, layout, documentary research (text processing, spell and grammar check, the internet, translation memory, terminology database, voice recognition software)
 - Translation of multimedia and audiovisual material
 - Preparing and producing translations in different formats and for different technical media
- **Unit V: Translation Service Provision**
 - Clarifying the requirements, objectives and purposes of the client, recipients of the translation and other stakeholders
 - Complying with instructions, deadlines, commitments, interpersonal competences, team organisation
 - Standards applicable to the provision of a translation service
 - Self-evaluation (questioning one's habits; being open to innovations; being concerned with quality; being ready to adapt to new situations/conditions)
 - Complying with professional ethics



Semester II



CPT 2.1: Enlightenment and the Birth of Modern Science 64 Hrs

This course attempts to trace the central philosophical and conceptual issues in the study of The European Enlightenment and the birth of modern science. Emphasis is on reconstructing the main ideas of the period and examining the literature of that age in relation to these ideas. As the second in a four-part paper, this is an attempt to acquaint students with the cultural and intellectual ideas that have shaped the modern western culture. Alongside the literary appreciation of texts, it is expected that students will also learn to appreciate the political and social contexts which shape the ideas represented in these texts. Selections include literary and non-literary texts from the period and critical and scholarly works from recent times which attempt to throw new light on the period. A selection of texts for self study has been suggested which will help students gain more in depth knowledge about the issue treated in the course.

- **Unit I: Introduction to Themes and Issues**
 - Kant, What is Enlightenment?
 - Foucault, What is Enlightenment?
- **Unit II: Key Ideas**
 - Paine, The Rights of Man
 - The Declaration of the Rights of Man and the Citizen
 - Descartes, Meditations I and II
- **Unit III: Texts**
 - Bacon, The New Science
 - Vico, The New Science Book I
 - Burke, Reflections on the Revolution in France (Paras 125-149)
 - Pope, An Essay on Man
 - Addison, On Wit
- **Unit IV: Revisiting the Enlightenment**
 - Habermas, The Structural Transformation of the Public Sphere
 - Chapter 1: Preliminary Demarcation of a Type of Bourgeois Public Sphere
 - Chapter 2: Social Structure of the Public Sphere
- **Texts for Self Study**
 - Bentham, The Principles of Utility
 - Locke, An Essay Concerning Human Understanding
 - Reynolds, Discourse on Art
 - Rousseau, The Social Contract
 - Condorcet, The Perfectability of Man
 - Foucault, Omnes Et Singulatim Or
- **Students shall make presentations on the topics chosen from the British Literature of the period**



CPT 2.2: Literary Criticism and Critical Theory II**64 Hrs**

The course aims at introducing major concepts, trends and debates in the western literary criticism and theory. It is intended to be an introductory course rather than an advanced one. The idea is to expose students to the background knowledge of literary theory and criticism through the reading of the texts prescribed. Students will read the background material on literary and critical thought on their own, and they will make presentations on trends, concepts and isms, against the backdrop of which the prescribed texts will be read closely in the class. The texts here are to be read more as models of doing literary criticism and theory than as objects of study.

While introducing the critical thought to students, the course also aims at training them in academic reading and writing; how to read critical texts and reconstruct their arguments in writing.

Theories and concepts to be studied as background: **Psychoanalytical Criticism, Marxist Criticism, Structuralism, Text, Archetypal Criticism, Hermeneutics, Reader-Response Theory**

Unit I

- Sigmund Freud on Macbeth
- Raymond Williams "Marxism and Literature"

Unit II

- Jonathan Culler "Literary Competence"
- Tzvetan Todorov "Structural Analysis of Narrative"

Unit III

- Northrop Frye "Literature as Context: Milton's Lycidas"
- Catherine Belsey "Textual Analysis as a Research Method"

Unit IV

- Concepts in Phenomenology and Hermeneutics: Gadamer
- Stanley Fish "Interpreting Variorum"

Texts and Anthologies

Freud, Sigmund. 1957. "Some Character-Types Met with in Psycho-analytic Work" (1916). *Complete Psychological Works of Sigmund Freud*. London: Vintage.

The Norton Anthology of Theory and Criticism. Ed. Vincent Leitch, B. New York: Norton and Company, Inc. 2001.

Literary Theory: An Anthology. Ed. Julie Rivkin and Michael Ryan. Oxford: Blackwell Publishing, 2004.

A Critical and Cultural Theory Reader. Ed. Antony Easthope and Kate McGowan. Open University Press, 2004.

Critical Theory: A Reader for Literary and Cultural Studies. Robert Dale Parker. New York. Oxford University Press, 2012.

The Routledge Language and Cultural Theory Reader. Ed. Lucy Burke, Tony Crowley and Allan Girvin. London and New York: Routledge, 2000.

Modern Criticism and Theory. Ed. David Lodge. London and New York: Longman, 1989.



- Todorov, Tzvetan. 1969. "Structural Analysis of Narrative". *Novel: A Forum on Fiction*. 03: 01 (Autumn) (70-76).
- Belsey, Catherine. 2005. "Textual Analysis as a Research Method". *Research Methods for English Studies*. Ed. Griffin, Gabriele New Delhi: Rawat Publications.
- Culler, Jonathan. 2012. *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. London and New York: Routledge.
- Twentieth Century Literary Criticism*. Ed. David Lodge. London: Longman, 1972.

Suggested Reading

- Culler, Jonathan. 1975. *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. London: Routledge and Kegan Paul.
- Eagleton, Terry. 2000. *Literary Theory: An Introduction*. New Delhi: Maya Blackwell Doaba Publications.
- 2002. *Marxism and Literary Criticism*. London: Routledge.
- Ellmann, Maud. 1994. *Psychoanalytic Literary Criticism*. New York: Longman.
- Selden, Raman. Ed. 1995. *The Cambridge History of Literary Criticism. VIII: From Formalism to Post-structuralism*. Cambridge: Cambridge University Press
- Szondi, Peter. 1995. *Introduction to Literary Hermeneutics*. Trans. Martha Woodmansee. Cambridge: Cambridge University Press. The Chapter is very useful.
- Tennenhouse, Leonard. 1976. *The Practice of Psychoanalytic Criticism*. Wayne State University Press.
- Waugh, Patricia. Ed. 2006. *Literary Theory and Criticism*. New Delhi: Oxford University Press.
- Wiley. Sue Vice. 1996. *Psychoanalytic Criticism: A Reader*



CPT 2.3: Gender and Literatures II**64 Hrs**

This course focuses on gendered representations and gender identity by examining various literatures sourced from many languages but made available in English translation. The social and cultural construction of gender is with the aim of acquainting the students with various approaches employed by literatures and theories in examining the idea of gender. This course, the second in a two-part series focuses on the Indian debates and issues in gender. Using both literary and non-literary texts, the course tries to sensitize students to the issue of gender in their social experience as also trace the historical trajectory of feminist in India.

Gender Studies in India

Gender and Context

Communicating Gender in Context (Preface) edited by Helga Kotthoff, Ruth Wodak

Gender and power

Selection of essays from

- **The power of gender & the gender of power: explorations in early Indian history, by Kumkum Roy, Oxford University Press, 21-Jul-2010**
- **Gender and Power in Families, By Ann C. Miller, Rosine J. Perelberg**

Gender and Regional Realities

- ***Culture, Politics and Identity: Critical Readings on Gender in Southeast Asia* by Clara Sarmento**
- ***Exploring Domestic Violence in an Indian Setting* by Vranda M**
- ***Sexuality and Social Reproduction: Reflections from an Indian Feminist Debate* By Meena Gopal**

Gender and Biology

- **Sex/gender: Biology in a Social World By Anne Fausto-Sterling**
- ***Survivors of Sex Trafficking in Andhra Pradesh: Evidence and Testimony* by U. Vindhya and V. Swathi Dev , Indian Journal of Gender Studies June 2011**
- ***Emasculated Bodies of Hijras : Sites of Imposed, Resisted and Negotiated Identities* by Swadha Taparia, Indian Journal of Gender Studies June 2011**
- **The Politics of Form in Dalit Fiction: Bama's Sangati and Sivakami's The Grip of Change by Pramod K. Nayar, Indian Journal of Gender Studies October 2011**

Literary Text for Analysis: *That Long Silence* Shashi Deshpande



CPT 2.4 Asian Literatures II**64 Hrs**

This course aims to introduce the pre-modern and modern literatures of Asia. Learners will be encounter literary aesthetic practices that make up the plural tradition of Asian Literature. This course will help students in getting acquainted with the complexities of a region through its literature and develop a richer understanding of Asia's place in the global contexts through its literatures. Additionally, this course aims to instil in students the skill to critically examine a range of theoretical and textual details in the study of literature and communicate them through effective and logical writing.

Unit 1: Indian Literatures:

- R K Narayan. Mr. Sampath or The Talkative Man
- Amitav Ghosh. In an Antique Land.
- R K Lakshman. The Distorted Mirror.2003.
- Amrita Sher – Gil: A Life. 2013. [Yashodara Dalmia]
- Mulkraj Anand. "The Lost Child." (sh story)
- J Nehru. Selections from Discovery of India :
 - "The Culture of the Masses."
 - "The Old Indian Theatre."
 - "Gandhi and Non – violence"
- From Collected Essays of A K Ramanujan:
- "Some Thoughts on 'Non – Western' Classics"
- "Classics Lost and Found"
- "Is There an Indian Way of Thinking?"

Unit 2: Remapping Cultural Space – 2.

- Andrew Gerstle: From: The Culture of Play: Kabuki and the Production of Texts
 - Text as Art
 - Performance as Text
 - Kabuki Culture
- Tmasaburo Kabuki dance: <http://www.youtube.com/watch?v=ABV86sCZ0FQ>
- Eugenio Barba and Simonne Sanzenbach. "The Kathakali Theatre".
- John Emigh. "Beyond the Kathakali Mystique".
- Kathakali Dance – Drama: The Mahabharata in Kathakali Dance Drama: Nalacharitham: <http://www.youtube.com/watch?v=jlici5gNWCEg>
- Arthur Golden. Memoirs of a Geisha. 1997. [Text]
- Hiroki Kawakami. The Briefcase. 2012
- Poetry: Selections from – Cherry Blossom Epiphany by Robin D Gill. 2006

Unit 3: Turkey and Afghanistan

- "Orhan Pamuk and the Ottoman Theme". World Literature Today. 80,6:34-38.
- Orhan Pamuk. My Name is Red.
- Khaled Hosseini . The Kite Runner. 2003



- **Films:**
 - The Afghan Alphabet
 - Kandahar

Unit 4: China and Myanmar:

- From: Art in Turmoil. The Chinese Revolution, 1966—76
- Buck, Pearl S.(Sai Zhenzhu).Pavilion of Women. A Novel of Life in the Women's Quarters. 1946.
- Jung Chang . Wild Swans: Three Daughters of China. 2003 (1991).
- Xue Mo. "Old Man Xinjiang" [short story]
- A Yi. "The Curse" [short story]
- Suu Kyi, Aung San. Freedom from Fear: And Other Writings.
- Amitav Ghosh. The Glass Palace.2000
- _____Dancing in Cambodia ... At Large in Burma.
- **Films:**
 - Mother India
 - Memoirs of a Geisha
 - The Good Earth
 - Mao's last Dancer 2010
 - Peepli Live 2010

Suggested Reading:

- Sen, Amartya. "Human Rights and Asian Values"(1997)
- Chinweizu, The West and the Rest of Us.(1980)
- Donald, James and Ali Rattansi, eds. Race,Culture and Difference. 1992
- From - Thorston Pattberg. The East-West Dichotomy. 2009.
- Prasenjit Duara. "Asia Redux: Conceptualizing A Region For Our Times", The Journal Of Asian Studies Vol. 69, No. 4 (November) 2010, (963–983)
- Amitav Acharya. "Asia is Not One:Regionalism and the Ideas of Asia."
- Meenakshi Mukherjee. An Indian for All Seasons. R C Dutt
- Yama Zatdaw: the Burmese version of the Ramayana
- <http://youtu.be/E5LeG6ivQW4> : This is the Burmese version of the epic drama Ramayana. In this scene Dasagiri has captured Princess Sita
- <http://youtu.be/ydJSBlgjqY8>: Grand Burmese Ramayana (Part - 1/2)



SPT 2.5.A American Literature II**64 Hrs**

This course introduces students to the central issues in studying twentieth and twenty first century America. Combining canonical literary texts from the American literary tradition and non-literary texts both from and outside America, this course tries to provide a composite picture of the self-representation of America in the twentieth century as a terrestrial utopia together with its paradoxes and promises. The attempt in this course is to introduce students to the American culture through several conflicting perspectives. While students are urged to develop a keen understanding of the textual nuances, equal emphasis is given on understanding America as a culture.

Unit I American Dream

1. *The Autobiography of Benjamin Franklin* (Part One and Part Two) from *Norton Anthology of American Literature*.
2. F. Scott Fitzgerald's *The Great Gatsby*
3. *The Fallen American Dream*, Documentary Film
4. M. Gottdiener *Disneyland: A Utopian Urban Space*

Unit II American Cold War Politics

1. Johnston, Gordon. "Revisiting the cultural Cold War"
2. Bernard Wolfe *Limbo*
3. Arthur Miller. *The Crucible*
4. James Davison Hunter, *Culture Wars: The Struggle to Define America* (Introduction)

Unit III Multiculturalism in America

1. Bharati Mukherjee *Jasmine*
2. Toni Morrison. *Paradise*.
3. Anthony Appiah. *Identity against Culture: Understandings of Multiculturalism* (selection)

Unit IV America in the Age of Global Terrorism

1. Baym, Nina. "Writing in a Time of Terror: September 11, 2001."
2. John Updike. *Terrorist*.
3. S.N. Balagangadhara "The Saint, The Criminal and The Terrorist"



SPT 2.5.B Translation Studies II**64 Hrs**

This course is a dissertation-type course where students are required to produce a translated book beginning from the selection of the title for translation to the final publication in web and/or print versions. Working in groups, students will be monitored closely throughout the semester for progress on the translation project. The end-semester examination will test students based on their capacity to review two or more translations of the same text by comparing it with the original.

- **Unit I: Book translation project**
 - Students select a book of their choice and work in small groups to produce a full annotated translation of the book.
- **Unit II: Desktop publishing and Web publishing**
 - Students go on to produce a desktop publication version and a web-publication version of their translated book.
- **Unit III: Reviewing translations**



Semester III



CPT 3.1 Romanticism**64 Hrs**

This course attempts to trace the central philosophical and conceptual issues in the study of the Romantic Movement in Europe. Emphasis is on reconstructing the main ideas of the period and examining the literature of that age in relation to these ideas. As the second in a four-part paper, this is an attempt to acquaint students with the cultural and intellectual ideas that have shaped the modern western culture. Alongside the literary appreciation of texts, it is expected that students will also learn to appreciate the political and social contexts which shape the ideas represented in these texts. Selections include literary and non-literary texts from the period and critical and scholarly works from recent times which attempt to throw new light on the period. A selection of texts for self study has been suggested which will help students gain more in depth knowledge about the issue treated in the course.

- **Unit I: Introduction to themes and Issues**
 - Sir Isaiah Berlin, The Romantic Revolution
- **Unit II: Key Ideas**
 - J G Herder, "Is the Beauty of the Body a Herald of the Beauty of the Soul"
 - Wordsworth, Preface to Lyrical Ballads
 - M H Abrams, The Psychology of Literary Invention: Unconscious Genius and Organic Growth
- **Unit III: Texts**
 - Wordsworth, Tintern Abbey
 - Coleridge, The Rime of the Ancient Mariner
 - Blake, Milton
 - Goethe, The Sorrows of Young Werther
 - Rousseau, The Confessions of Jean Jacques Rousseau
- **Unit IV: Revisiting Romanticism**
 - Alfred Kazin: An Introduction to William Blake
 - Martin Heidegger: Holderlin and the Essence of Poetry
- **Texts for Self Study**
 - Tristram Shandy
 - Collins: Ode to Evening, Ode to Simplicity, Ode on the poetic character
 - Gray: Ode On A Distant Prospect Of Eton College, Ode to Spring
 - Shelley, Defense of Poetry
 - Warton: The Enthusiast
 - Coleridge, Literature and the Fine Arts
 - William Doyle, The French Revolution: A Very Short Introduction
 - M H Abrams The Psychology of Literary Invention: Mechanical and Organic Theories
 - Kermode, The Romantic Image
- **Students shall make presentations on the topics chosen from the British Literature of the period**



CPT 3.2 Literary Criticism and Critical Theory III**64 Hrs**

The course aims at introducing major concepts, trends and debates in the western literary criticism and theory. It is intended to be an introductory course rather than an advanced one. The idea is to expose students to the background knowledge of literary theory and criticism through the reading of the texts prescribed. Students will read the background material on literary and critical thought on their own, and they will make presentations on trends, concepts and isms, against the backdrop of which the prescribed texts will be read closely in the class. The texts here are to be read more as models of doing literary criticism and theory than as objects of study. While introducing the critical thought to students, the course also aims at training them in academic reading and writing; how to read critical texts and reconstruct their arguments in writing.

Theories and concepts to be studied as background: Post-structuralism, New Historicism, Sexuality Theories, Post-colonialism and Postmodernism.

Unit I

- Jaques Derrida “This Strange Institution Called Literature” from *Acts of Literature*
- Michel Foucault “What is an Author?” from *The Foucault Reader*

Unit II

- Edward Said “Jane Austen and Empire” from *Culture and Imperialism*
- Stephen Greenblatt “Shakespeare and the Uses of Power” from *The New York Review of Books*

Unit III

- Michel Foucault “We “Other Victorians” ” from *History of Sexuality Vol.01*
- Michel Moon “A Small Boy and Others: Sexual Disorientation in Henry James, Kenneth Anger and David Lynch”

Unit IV

- Jean-François Lyotard, ‘What is Postmodernism?’ from *The Postmodern Condition: A Report on Knowledge*.
- Antony Easthope “Collapsing the Literary Studies Paradigm” from *Literary into Cultural Studies*.

References**Texts and Anthologies**

The Norton Anthology of Theory and Criticism. Ed. Vincent Leitch, B. New York: Norton and Company, Inc. 2001.

Literary Theory: An Anthology. Ed. Julie Rivkin and Michael Ryan. Oxford: Blackwell Publishing, 2004.

The Routledge Language and Cultural Theory Reader. Ed. Lucy Burke, Tony Crowley and Allan Girvin. London and New York: Routledge, 2000.

A Critical and Cultural Theory Reader. Ed. Antony Easthope and Kate McGowan. Open University Press, 2004.



- Critical Theory: A Reader for Literary and Cultural Studies.*** Robert Dale Parker. New York: Oxford University Press, 2012.
- Modern Criticism and Theory.*** Ed. David Lodge. London and New York: Longman, 1989.
- Derrida, Jacques. 1992 "This Strange Institution Called Literature" An Interview with Jaques Derrida. *Acts of Literature.* Ed. Derek Attridge. London and New York: Routledge.
- Foucault, Michel. "What is an Author?" *The Foucault Reader: An Introduction to Foucault's Thought.* Ed. Paul Rabinow. London: Penguin Books.
- Said, Edward. 1994. *Culture and Imperialism.* New York: Vintage.
- Greenblatt, Stephen. 2007. "Shakespeare and the Uses of Power" *The New York Review of Books.* April 12, 2007.
- Foucault, Michel. 1978. *History of Sexuality. Vol. 01.* Tran. Robert Hurley. New York: Pantheon Books.
- Lyotard, Jean-François. 1984. 'What is Postmodernism?' *The Postmodern Condition: A Report on Knowledge,* trans Geoff Bennington and Brian Massumi. Manchester: Manchester University Press, 71-82.
- Easthope, Antony. 1991. *Literary into Cultural Studies.* London and New York: Routledge

Suggested Reading

- Booker, M Keith. 1996. *A Practical Introduction to Literary Theory and Criticism.* Longman.
- Brannigan, John. 1998. *New Historicism and Cultural Materialism.* London: Macmillan.
- Bressler, E Charles. 1999. *Literary Criticism: An Introduction to Theory and Practice.* Printice Hall.
- Butler, Christopher. 2002. *Postmodernism: A Very Short Introduction.* Oxford: Oxford University Press.
- Catherine Belsey. 2002. *Poststructuralism: A Very Short Introduction.* Oxford: Oxford University Press.
- Culler, Jonathan. 2009. *Literary Theory:* Sterling Publishing Company.
- Gandhi, Leela. 1998. *Potcolonial Theory: A Critical Introduction.* Edinburgh: Edinburgh University Press.
- Gutting, Garry. 2005. *Foucault: A Very Short Introduction*
- Hutcheon, Linda. 1988. *The Poetics of Postmodernism.* London: Routledge and Kegan Paul.
- Mitchel, W.J.T. 1987. *Iconology: Image, Text, Ideology.* Chicago: The University of Chicago Press.
- Royle, Nicholas. 2000. "What is Deconstruction?" *Deconstruction: A User's Guide.* London: Palgrave.
- Sullivan, Nikki. 2003. *A Critical Introduction to Queer Theory.* Edinburgh: Edinburgh University Press.
- Waugh, Patricia. Ed. 2006. *Literary Theory and Criticism.* New Delhi: Oxford University Press.
- Wheeler, Kathleen. 1997. *Explaining Deconstruction.* Chennai: Macmillan.
- Young, Robert. 2003. *Potcolonialism: A Very Short Introduction.* Oxford: Oxford University Press.



CPT 3.3 European Literature I**64 Hrs**

This course introduces students to the classic literary masterpieces of the European Literary tradition. The selections, available in translation in English, are organised chronologically so as to gradually lead the students from ancient literature through Renaissance, Enlightenment and down to the twentieth century. The course attempts to expose the students to different genres of writing produced at different periods in European history, to help them understand the difference in approach by the literary masters to life through their literatures. The students would also appreciate the difference between classical literature and their modern variants in terms of content and expression.

UNIT ONE

1. **Odyssey: Homer**
2. **Don Quixote: Cervantes**

UNIT TWO

1. **Phaedra: Racine (Play)**
2. **Misanthrope: Moliere**

UNIT THREE

1. **Old Goriot: Balzac**
2. **Madame Bovary: Flaubert**
3. **Diary of a Mad Man: Gogol**

UNIT FOUR

1. **Fathers and Sons: Turgenev**
2. **Uncle Vanya: Chekov (Play)**

Recommended Reading

1. **Finley: The World of Odysseus**
2. **H.D.F. Kitto: The Greeks**
3. **Milan Kundera, The Art of the Novel**



CPT 3.4 Cultural Studies I**64 Hrs**

This course is an introduction to the study of cultures and the theoretical issues therein. Drawing from insights and debates from several disciplines like Anthropology, Cultural Studies, Philology, and Philosophy this course explores new approaches to the study of culture. It simultaneously trains students in analysing descriptions of cultures and developing sophisticated criticisms of such descriptions. It also explores the history of studying culture in the social sciences and humanities and attempts to reconstruct the theoretical paradigms that have been most influential in the last couple of centuries. Through these strategies, it tries to isolate in sharp relief the object of study for a Philosophy of Culture.

Unit 1: Culture – Introduction

- a. What is culture and why does it matter?
- b. Cultural difference and its implications
- c. Cultural conflicts and pluralism
- d. The challenges for intercultural dialogue

Unit 2: Describing Cultures

- a. Significant descriptions and trivial descriptions
- b. Evaluation and description
- c. Thick description
- d. Object-level descriptions and meta-descriptions
- e. Participants and Observers: *Emic* and *Etic* Categories
- f. Cultural relativism (Sapir-Whorf Hypothesis)

Unit 3: Approaches to the study of cultures

- a. Heritage approach
- b. Materialist approach
- c. Hermeneutic approach
- d. Formalist approach
- e. Comparative approach

Unit 4: Culture as Learnables

- a. Theories of tradition
- b. Need for a theory of culture
- c. Culture as Learnables



SPT 3.5.A Critical Humanistics Part I

64 Hrs

Rethinking the Legacy of Liberal Education

The idea of the University and the nature of education, learning and knowledge that it embodies has been one of the most significant contributions of the West to the rest of the world. For the Western world, the university is the second oldest institution after the church and the institution understandably continues to evoke tremendous passion and reflection, which constantly work as a barometer of its health and vibrancy. The trajectory of this key institution of modernity in non-western contexts in India has been more fraught, with the institution constantly being berated for failing in the essential task of producing and transmitting knowledge traditions on the one hand and for producing unemployable students on the other. This course examines the contemporary debate around the institution of the university and the idea of liberal education that underpins it. Any investigation of the problem of education in India necessarily requires an understanding of the conceptual underpinnings of the modern, Western idea of education and its translation in non-western, colonial contexts such as ours. How best can we characterize the educational problem in India? From where have we inherited our contemporary ways of thinking about the university and education and what is their contemporary significance?

Unit I: The University and Liberal Education: The Indian Educational Problem

- Davesh Kapur "Starting Point of Higher Education" and Harsh Panth "We Do Need that Education", <http://www.outlookindia.com/article.aspx?236074>
- Gauri Vishwanathan, Introduction to *the Masks of Conquest*, 1989
- Krishna Kumar, "Appropriate Knowledge: Conflict of Curriculum and Culture" from *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*. 1991, 25-72.
- Suzie Tharu, Government, "Binding and Unbinding: Alienation and the Subject of Literature" (Chapter 1), *Subject to Change*, 1-32. (or Chapter IV)
- Sanjay Seth, Subject Lessons – Introduction and Chapter 1, 1-46.

Unit II: Contemporary Western Reflection on the Idea of the University and Liberal Education

- Robert Pippin's Aims of Education (Speech to the Incoming students at the University of Chicago)
- John Searle, Mission of the University: Intellectual Discovery or Social transformation?
- John Searle, The Case for a Traditional Liberal Education
- Alasdair Macintyre's "The Very Idea of a University: Aristotle, Newman and Us" and Extract from *God, Philosophy and Universities*, 1-18 (or 15-18).

Unit III: Indian Problematization

- Gandhi, *Hind Swaraj* (full text) with emphasis on sections on Modern civilization and Education. And Editor's note iii-vi, and Section One from Basic Education (Nai Talim) 3-16
- Tagore, "Founding a New Education," Collected extracts from Tagore's Writings. In "Tagore: Selected Writings on Education and Nationalism", Edited by Uma Das Gupta., 83-160.
- Daya Krishna, "Building Intellectual Traditions," *Seminar* 456, August, 1997 "Rethinking Institutions." (Interview with Shail Mayaram).



- **Arnab Rai Choudhuri, “Practising Western Science outside the West: Personal Observations on the Indian Scene”, *Social Studies of Science*, Vol. 15, No. 3 (Aug., 1985), pp. 475-505**



SPT 3.5.B Comparative Aesthetics I**64 Hrs**

This course introduces students to the study of aesthetics, or the relationship between art, beauty and taste. The two-part paper does so in a comparative perspective using Western theories of aesthetics and Indian expositions on aesthetics in the next semester. Students are expected to develop the competence to read and understand philosophical texts and equally importantly apply their understanding deriving from such readings in the actual circumstances of dealing with art and the aesthetic experience in their everyday life. The course has arranged these texts in the form of a debate spanning across many cultures and centuries. Therefore, it is important for the student to perceive the continuities and discontinuities in thinking about aesthetics that are apparent in the two traditions that are being examined here.

Unit 1: Introduction to Aesthetics

- Conception of beauty and pleasure
- The role of Culture in determining the beautiful
- Framing the problem of Comparative Aesthetics
- "aesthetics." Encyclopædia Britannica. Encyclopædia Britannica Student and Home Edition. Chicago: Encyclopædia Britannica, 2011.

Unit 2: Greco-Roman Aesthetics

- Plato *Ion* and selections from *The Republic* (CLC, pp. 1-50)
- Aristotle *Poetics* (CLC, pp. 51-90)
- Horace *The Art of Poetry* (CLC, pp. 98-110)
- Tacitus *Dialogue on Orators*
- Longinus *On Sublimity*
- Dio of Prusa *Philoctetes in the Tragedians*

Unit 3: The Reaction to Art as Imitation: Art as Expression

- David Hume *Of the Standard of Taste*
- Tolstoy *What is Art?* (Chapters 1, 5-20)
- Collingwood *The Principles of Art* (Introduction, Book I, and Book III)

Unit 4: Kant's Aesthetics: *The Critique of Judgement*

- The Theory of Beauty: "Analytic of the Beautiful" (§§1-22, General Remark)
- The Theory of the Sublime: "Analytic of the Sublime" (§§23-29, General Remark)
- The Theory of Art: §§43-54
- The Deduction of Taste and the Link to Morality: §§30-42, 55-60



Semester IV



CPT 4.1: Modernism**64 Hrs**

This course attempts to trace the central philosophical and conceptual issues in the study of Western Modernist thought. Emphasis is on reconstructing the main ideas of the period and examining the literature of that age in relation to these ideas. As the last in a four-part paper, this is an attempt to acquaint students with the cultural and intellectual ideas that have shaped the modern western culture. Alongside the literary appreciation of texts, it is expected that students will also learn to appreciate the political and social contexts which the shape the ideas represented in these texts. Selections include literary and non-literary texts from the period and critical and scholarly works from recent times which attempt to throw new light on the period. A selection of texts for self study has been suggested which will help students gain more in depth knowledge about the issue treated in the in the course.

- **Unit I: Introduction to Key Themes and Issues**
 - Perry Anderson, "Modernism and Revolution"
 - André Breton, First and Second Manifesto of Surrealism, including later prefaces
 - Camus, The Myth of Sisyphus Chapter 4
- **Unit II: Key Ideas**
 - Sigmund Freud, Civilization and Its Discontents , Part III
 - Friedrich Nietzsche: from preface to Human, All Too Human [modernism anthology, 17-22]
 - Marx and Engels, The Communist Manifesto, including prefaces.
- **Unit III: Texts**
 - Manifestos of Futurism: Marinetti et al.
 - Eliot, The Love Song of Alfred J Prufrock
 - Eliot, Tradition and the Individual Talent
 - Joyce, Portrait of the Artist as a Young Man
- **Unit IV: Revisiting Modernism**
 - Bell, The Metaphysics of Modernism
 - Todorov, Imperfect Garden: The Legacy of Humanism Chapter 1
- **Texts for Self Study**
 - Shaw: Man and Superman
 - Charles Darwin, from The Origin of Species by Means of Natural Selection
 - Leon Trotsky, Diego Rivera, André Breton, "Manifesto: Towards a Free Revolutionary Art"
 - Kundera, Life Is Elsewhere
 - Antonio Gramsci, "Marinetti, the Revolutionary"
- **Students shall make presentations on the topics chosen from the British Literature of the period**



CPT 4.2 European Literature II**64 Hrs**

This course introduces students to the classic literary masterpieces of the modern European Literary tradition. The selections, available in translation in English, are organized regionally so as to give students a sense of the different nationalism literary traditions in Europe. The course attempts to expose the students to different genres of writing produced at different periods in European history, to help them understand the difference in approach by the literary masters to life through their literatures. The students would also appreciate the difference between classical literature and their modern variants in terms of content and expression. In the process of engaging with the novels and other literary works, it is expected that students will also get a glimpse into the most important philosophical and political debates that Europe has been witness to in the last two centuries.

UNIT ONE:

1. **Death of Ivan Ilyich: Tolstoy**
2. **Crime and Punishment: Dostoyevsky**

UNIT TWO:

1. **Buddenbrooks: Thomas Mann**
2. **Steppenwolf: Herman Hess**

UNIT THREE:

1. **The Fall: Camus**
2. **The Flea: Sartre**

UNIT FOUR:

1. **An Enemy of the People: Ibsen (Play)**
2. **The Trial: Kafka**



CPT 4.3 Teaching of English Language and Literature (TELL) 64 Hrs

The aim of the Course is to acquaint students with the theory and practice of teaching English so as to enable them to take up a career in teaching English at tertiary level not only as teachers but also as course developers and material producers.

Unit 1 Teaching of English in India: History and current scenario

English language education in British India: A critique of Macaulay's Minutes
Government policies with regard to English and ELT in Independent India
Reports and recommendations of various commissions and committees
Role of English in India: Its importance as an international language
Objectives of teaching English in contemporary India
Problems of teaching English in India: Mixed ability classes, large classes, use of regional language (s) in teaching of English, etc.
Qualities and role of the teacher of English

Unit 2 Major theories of language learning

First language acquisition and second language learning
Behaviourism, Cognitivism and their pedagogical implications

Unit 3 Approaches and methods of teaching English

Curriculum and syllabus
Components of curriculum and principles of curriculum development
Approaches to syllabus designing: (a) Structural (b) Situational (c) Functional (d) Communicative (e) Task-based (Bangalore Project)
Methods of language teaching: (a) Grammar Translation method (b) Direct method (c) Audio-Lingual Method (d) Reading method (e) Communicative language teaching

Unit 4 Teaching of language

Teaching of listening, speaking (and pronunciation), reading and writing
Teaching of phonetics and phonology
Teaching of study skills- note-making, note-taking and summarizing
Teaching of reference skills- dictionaries, activators, encyclopedia, etc.
Teaching of vocabulary and grammar
Teaching English for Academic Purposes: Teaching English to the students of science, engineering, competitive exams, etc.

Unit 5 Teaching of literature

Relation between language teaching and literature
Teaching of minor forms – essays, short stories and one-act plays
Teaching of poetry
Teaching of fiction
Teaching of drama
Teaching of literary criticism
Linguistic approaches to the teaching of literature



Unit 6 Materials and methods

The place of special purpose dictionaries in ELT

Importance of the textbook, course book and non-pedagogic materials in ELT

Selection and development of teaching materials

Methods: Lecture, classroom discussion, peer and pair work, role play, team teaching, etc.

Use of audio-visual aids: importance, types, production and usage

Computer Assisted Language Teaching (CALL) and language laboratory

Unit 7 Methods of evaluation

Evaluation: Importance, aims and objectives

Formative and summative evaluation, continuous comprehensive evaluation

Characteristics of a good test: validity, reliability and practicability

Types of subjective and objective tests

Testing LSRW, vocabulary, grammar and study skills and reference skills

Unit 8 Professional development of teachers of English

Print and not-print resources: teacher's handbooks, journals, dictionaries, etc. Training programmes and seminars, workshops and conferences

Subject Associations – e.g. ELTAI, IATEFL

Action research: Error analysis and remedial teaching

Reading list:

Alam, Q.Z. 1983. *Issues: Linguistic and Pedagogic (Hints for the Teachers of English)*. New Delhi: Sterling Publishers.

Aslam, Mohammad.1989. *Trends in English Language Teaching in India*. Bareilly: Prakash Book Depot.

Aggarwal, J.C.1983. *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.

Allen, J. P. B. and S. Pit Corder.1974. *The Edinburgh Course in Applied Linguistics. vol. 3, Techniques in Applied Linguistics*. Oxford: Oxford University Press.

Byram, Michael (Ed.). 2004. *Routledge Encyclopedia of Language Teaching and Learning*. London: Routledge.

Brumfit, C.J. and K. Johnson. 1979. *Communicative Approach to Language Teaching*. London: Oxford University Press.

Bagchi, G.1994. *Teaching Poetry in School and Colleges*. Madras: T.R. Publications.

Marathe, et al. (eds).1993. *Provocations: The Teaching of English Literature in India*. Madras: Orient Longman.

Corder, S. P. 1973. *Introduction Applied Linguistics*. Harmondsworth: Penguin.

David, Harris. 1969. *Testing English as Second Language*. New York: McGraw-Hill.

Freeman, S. 1977. *Written Communication in English*. Chennai: Orient Longman.

Ghosh, et. al. 1977. *Introductions to English Language Teaching, vol.3, Methods at the College Level*. Madras: Oxford University Press.

Grellet, Françoise. 1981. *Developing Reading Skills*. Cambridge: Cambridge University Press.

- Hubbard, et. al.1983. *A Training Course for TEFL*. Oxford: Oxford University Press.
- Inthira, S.R. and V. Sarasawathi. 1995. *Enrich your English: Academic Skills*. New Delhi: Oxford University Press.
- Jordan, R.R. 1997. *English for Academic Purposes A Guide and Resource Book for Teachers*. Cambridge: Cambridge University Press.
- Kaushik ,Sharda and Bindu, Bajwa (eds.). 2009. *A Handbook of Teaching English*, Hyderabad: Orient Blackswan.
- Kudchedkar, S. (Ed.). 2002. *Readings in English Language Teaching in India*. Chennai: Orient Longman.
- Kapil Kapoor and R.S. Gupta (eds.). 1995. *English in India: Issues and Problems*. Delhi: Academic Foundation.
- Krishnaswamy, N. and T. Sriraman. 1994. *English Teaching in India*. Madras: T. R. Publications.
- Krishnaswamy, N. and L. Krishnaswamy. 2006. *The Story of English in India*. New Delhi: Foundation Books.
- Krishnaswamy, N. And L. Krishnaswamy. 2006. *The Methods of Teaching English*. New Delhi: Macmillan India Ltd.
- Richards, J. C. (ed.). 1974. *Error Analysis*. London: Longman.
- Richards, J. C. and T. S. Rodgers. 1986. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. and W.A. Renandya (eds.). 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
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Some useful websites:

www.asianefljournal.com,

www.britishcouncil.org,

www.englishclub.com

www.languageinindia.com

www.usingenglish.com,

www.http://sites.google.com/site/journalofenglishliterature/



CPT 4.4 Cultural Studies II**64 Hrs**

This course takes up the issue of examining culture in the background of the postcolonial project. It examines the history of Orientalism, the discipline, and *Orientalism*, the book as also try to reconceptualise the postcolonial project of attending to cultural difference. The course introduces students to a novel way of thinking about culture and cultural difference by using the hypothesis of “culture as configuration of learning”.

Unit 5: Orientalism: The Project

- a. William Jones and theory of linguistic monogenesis
- b. German Romanticism and the search for the Ursprache
- c. The Burke-Hastings debate and Cultural relativism
- d. Suttee (Sati) and the search for authentic custom
- e. Codification of Hindu Law

Unit 6: Orientalism: The Problem

- a. Orientalism as a Discourse
- b. Edward Said's *Orientalism* and its impact
- c. Colonial forms of knowledge
- d. Anthropology and 'the other'

Unit 7: Re-evaluating *Orientalism*

- a. Disciplinary critiques of *Orientalism*
- b. Orientalism as cognitive limit of the West

Unit 8: Towards a Philosophy of Culture

- a. 'Knowing that' and 'knowing how'
- b. Anthropology as science of action

Detailed Bibliography

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SPT 4.5.A Critical Humanistics Part II**64 Hrs****The Idea of the University and Liberal Education**

The idea of the University and the nature of education, learning and knowledge that it embodies has been one of the most significant contributions of the West to the rest of the world. For the Western world, the university is the second oldest institution after the church and the institution understandably continues to evoke tremendous passion and reflection, which constantly work as a barometer of its health and vibrancy. The trajectory of this key institution of modernity in non-western contexts in India has been more fraught, with the institution constantly being berated for failing in the essential task of producing and transmitting knowledge traditions on the one hand and for producing unemployable students on the other. This course examines the contemporary debate around the institution of the university and the idea of liberal education that underpins it. Any investigation of the problem of education in India necessarily requires an understanding of the conceptual underpinnings of the modern, Western idea of education and its translation in non-western, colonial contexts such as ours. How best can we characterize the educational problem in India? From where have we inherited our contemporary ways of thinking about the university and education and what is their contemporary significance? In what way is the problematization of education by Indian thinkers similar and different from their Western counterparts and can we draw any implications about the nature of knowledge and learning from it? Lastly, what is the centrality of human sciences to the idea of the university and the project of education? – are some of the questions that the course explores.

- **Unit I: The Idea of the Modern University:**
 - **Newman: Selections from The Idea of University**
 - Knowledge Its Own End. 124
 - Knowledge Viewed In Relation To Learning. 150
 - Knowledge Viewed In Relation To Professional Skill. . 179
 - Knowledge Viewed In Relation To Religion. 208
 - Duties Of The Church Towards Knowledge. 242
 - Bill Readings, “Introduction”, and “The University within the Limits of Reason” from “The University in Ruins”.
- **Unit II: Of Forms of Knowledge**
 - P. H Hirst’s “Liberal Education and the Nature of Knowledge” from Education and the Development of Reason, ed. R. F. Dearden, P.H. Hirst and R. S. Peters; London
 - Heidegger’s The Age of World Picture
- **Unit III: Self-study**
 - Michael Oakeshott, “Education: The Engagement and Its Frustration” from The Voice of Liberal Learning , 62-104.
<http://vstudyplace.ccnmtl.columbia.edu/w/images/9/9e/Oakeschott-A-Place-of-Learning.pdf>.
 - Martha Nussbaum, “Socratic Self-examination” from Cultivating Humanity.
 - Alan Bloom, 'Our Virtue' from The Closing of the American Mind by Alan Bloom
 - R. S Peters, “Education and the Educated Man”



- J Krishnamurthy on Learning and Education
- **Unit IV:**
 - **Richard, Rorty, “Education as Socialization and as Individualization”, In Philosophy and Social Hope, 114-126**
 - **Aristotle, Extracts from The Nicomachean Ethics, Book VI, (The section on Episteme, Techne and Phronesis), translated and edited by Roger Crisp, 103-118**
 - **Hannah Arendt, “Crisis in Education”, Between Past and Future, Penguin Books, 170-193**



SPT 4.5.B Comparative Aesthetics II**64 Hrs**

This course introduces students to the study of aesthetics, or the relationship between art, beauty and taste. The second in a two-part paper, this course deals with an array of Indian thinkers on aesthetics and also introduces contemporary scholarship on Indian aesthetics. Students are expected to develop the competence to read and understand philosophical texts and equally importantly apply their understanding deriving from such readings in the actual circumstances of dealing with art and the aesthetic experience in their everyday life. The course has arranged these texts in the form of a debate spanning across many cultures and centuries. Therefore, it is important for the student to perceive the continuities and discontinuities in thinking about aesthetics that are apparent in the two traditions that are being examined here.

- **Unit 5: Indian Aesthetics**
 - Bharatamuni, *On natya and rasa*, from *Natyashastra*
 - Dandin, *Sarga Bandha*, Epic Poetry, from *Kavyadarsha*
 - Anandavardhana, *Dhvani*, The Structure of Poetic Meaning, from *Dhvanyaloka*
 - Kuntaka, *Language of poetry and Metaphor* from *Vakrokti Jivita*
 - Abhinavagupta, *On Shanta rasa Aesthetic Equipose* from *Abhinavabharati*
 - Amir Khusrau *Multilingual Literary Culture*, From *Nuh Siphir*
- **Unit 6: Indian Aesthetics Reconsidered**
 - Raniero Gnoli *On some expressions used in Indian Aesthetics*
 - K Krishnamoorthy *Sanskrit Poetics: An Overview* in "Indian Literary Criticism" G N Devy (Ed)
 - V. K. Chari, *The Genre Theory in Sanskrit Poetics* in "Literary India Comparative Studies in Aesthetics, Colonialism, and Culture" by Hogan and Pandit (Eds)
 - Pravas Jivan Chaudhury *The Theory of Rasa*
 - Richard Schechner *Rasaesthetics*
 - Vidya Niwas Misra *Sanskrit Rhetoric and Poetic*
 - Kathleen Marie Higgins *An Alchemy of Emotion: Rasa and Aesthetic Breakthroughs*
 - V. K. Chari *The Indian Theory of Suggestion (dhvani)*
 - Franklin Edgerton *Indirect Suggestion in Poetry: A Hindu Theory of Literary Aesthetics*
- **Unit 7: Comparative Aesthetics**
 - Ananda Coomaraswamy, *The Christian and Oriental, or the True philosophy of Art* in "Christian and Oriental Philosophy of Art"
 - Eliot Deutsch, *Reflections on Some Aspects of the Theory of Rasa, Studies in Comparative Aesthetics*
 - Roshni Rustomji *"Rasa" And "Dhvani" In Indian and Western Poetics and Poetry*
 - Edwin Gerow, *Rasa and Katharsis: A Comparative Study, Aided by Several Films*
 - Chantal Maillard, *The Aesthetic Pleasure of Tragedy in Western and Indian Thought*, in "The Pursuit of Comparative Aesthetics"

Dissertation/Project Paper

64 Hrs

Students will work under supervisors who will mentor them individually and in groups and produce a dissertation thesis/ project report on a topic of choice. It will be evaluated by external examiners and a viva-voce will be conducted based on the report of the examiners.



Open Elective Papers offered by the Department



OEP 2.6 Spoken and Written Communication**64 Hrs**

Through this course the student will be able to understand the meaning and significance of communication and learn to communicate effectively, adequately and appropriately, perform steps needed to prevent costly miscommunications and learn the proper way to develop individual strengths and qualities to become effective communicators. The pedagogy for the course will involve a combination of lectures, discussions and student presentations.

UNIT 1: ORAL COMMUNICATION

- The Meaning
- Scope
- Process
- Barriers

UNIT 2: BUSINESS COMMUNICATION

- Dimensions
- Complexities
- Elements

UNIT 3: COMMUNICATION IN TEAMS

- Team Work
- Characteristics of Teams and Team Work
- Leadership Qualities
- Meetings

UNIT 2: NON-VERBAL AND ORAL COMMUNICATION

- Dimensions
- Complexities
- Elements

UNIT 3: SPEAKING SKILLS - I

- Speaking adequately and Appropriately in formal environment
- Speaking precisely and concisely in formal environment

UNIT 4: SPEAKING SKILLS - II

- Non-Verbal Communication
- Group Discussions

UNIT 5: PRESENTATION SKILLS**UNIT 6: FACING INTERVIEWS**

- Preparation
- How to answer effectively
- Body Language

UNIT 7: COMMUNICATION IN WORKPLACE

- Features



Reference Materials:

- **Business Communication Today by Bovee et al**
- **Basic Business Communication by Lesikar**
- **Developing Soft Skills by Sherfield et al**
- **Foundations of Business Communication by Dona J Young**



OEP 3.6 English for Academic Purposes**64 Hrs**

The aim of the course is to enable students to think logically and communicate their ideas clearly in writing. By developing critical reading and critical thinking skills in students, the course intends to refine the writing competence of the students. Focus will be on hands-on experience in academic reading and writing, and students will be expected to do regular writing exercises.

Part: I. Academic Reading**Unit 1: Introduction****Reading Skills: Basics****Close Reading****Analytical Reading and Rhetorical Reading****Unit 2: Critical Analysis****Evaluating the quality and sufficiency of evidence and other forms of support for an argument****Recognizing the explicit and implicit features in communication****Accurately assessing similarities and differences in points of view****Applying critical reading and thinking skills to evaluate and revise arguments, opinions, and claims (including students' own) to avoid deception (self-deception) and conformity.****Part II: Academic Writing****Unit 3: Introduction****Free Writing****Brainstorming****Mind Mapping****Listing****Clustering****Spidergram****Unit 4: Components of Writing Process****Ideas and development****Organization****Voice and tone****Word choice****Sentence fluency****Conventions and presentation****Unit 3: Writing Strategies****Description****Narration****Instructions****Comparison/contrast****Cause and effect****Definition****Exemplification**

Analogy

Argumentation

Unit 4: Writing Processes

Focused Free Writing

Generative Writing

Making an Outline

Unit 5: Paragraph Structure

Topic Sentences

Linking Paragraphs and Sentences

Coherence and Cohesiveness in Writing

Unit 6: Editing

Proofreading

Revising

Unit 7: Research Skills

Finding resources

Format and Style

Plagiarism and Academic Ethics



Additional Course Titles

Literature and Web Applications
Philosophy of Science (English for Doing Science)
Introduction to General Linguistics
Aspects of Western Rhetoric
Reading Major Literary Genres: Poetry, Drama and Novel
Indian Literature in Translation
Indian English Literature
World Drama
Novel: A Genre
Theory of Metaphor
Foucault: Special Author (Thinker)
Autobiographies
Gandhian Studies: *Hind Swaraj* and Its Readings
History of Ideas
Literary Theory
Critical Theory
Research Heuristics
Critical Humanistics
The Idea of the University and Liberal Education
Subaltern Studies
Film Studies
Postcolonial Studies
Philology and Hermeneutics
History of Liberal Thought
Epic Studies
British Literature I
British Literature II



Question Paper Pattern

A) Answer any **two** of the following questions

10X2= 20

- 1.
- 2.
- 3.
- 4.

B) Answer any **four** of the following questions

15X4= 60

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

