

॥ सा विद्या या विमुक्तये ॥



स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

“ज्ञानतीर्थ” परिसर, विष्णुपुरी, नांदेड - ४३१६०६ (महाराष्ट्र)

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY NANDED

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संलग्नित महाविद्यालयांतील मानवविज्ञान विद्याशाखेतील पदव्युत्तर स्तरावरील द्वितीय वर्षाचे CBCS Pattern नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०२०-२१ पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक २० जून २०२० रोजी संपन्न झालेल्या ४७व्या मा. विद्या परिषद बैठकीतील विषय क्र.१३/४७-२०२०च्या ठरावानुसार प्रस्तुत विद्यापीठाच्या संलग्नित महाविद्यालयांतील मानवविज्ञान विद्याशाखेतील पदव्युत्तर स्तरावरील द्वितीय वर्षाचे खालील विषयांचे C.B.C.S. (Choice Based Credit System) Pattern नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०२०-२१ पासून लागू करण्यात येत आहेत.

- १) एम.ए.—द्वितीय वर्ष—इंग्रजी
- २) एम.ए.—द्वितीय वर्ष—हिंदी
- ३) एम.ए.—द्वितीय वर्ष—मराठी
- ४) एम.ए.—द्वितीय—संस्कृत
- ५) एम.ए.—द्वितीय वर्ष—उर्दू
- ६) एम.ए.—द्वितीय वर्ष—अर्थशास्त्र
- ७) एम.ए.—द्वितीय वर्ष—भूगोल
- ८) एम.ए.—द्वितीय वर्ष—इतिहास
- ९) एम.ए.—द्वितीय वर्ष—तत्त्वज्ञान
- १०) एम.ए.—द्वितीय वर्ष—राज्यशास्त्र
- ११) एम.ए.—द्वितीय वर्ष—मानसशास्त्र
- १२) एम.ए.—द्वितीय वर्ष—लोकप्रशासन
- १३) एम.ए.—द्वितीय वर्ष—समाजशास्त्र

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

‘ज्ञानतीर्थ’ परिसर,

विष्णुपुरी, नांदेड — ४३१ ६०६.

जा.क्र.: शैक्षणिक-१/परिपत्रक/पदव्युत्तर-सीबीसीएस अभ्यासक्रम/
२०२०-२१/२५०

दिनांक : ०८.०७.२०२०.

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ३) प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ४) साहाय्यक कुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) उपकुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.

स्वाक्षरित /—

उपकुलसचिव

शैक्षणिक (१-अभ्यासमंडळ) विभाग

Swami Ramanand Teerth Marathwada University , Nanded
Postgraduate Syllabus (M.A.-English Second Year) W.E.F. 2020-21

Semester	Paper No.	Name of the Course/Title	C.I.E.	E.S.E.	Credits
III	9	Indian Poetics	25	75	04
	10	Fundamentals of English Language and Literature Teaching	25	75	04
	11	Cultural Studies	25	75	04
	12	A) Popular Literature B) Gender Studies	25	75	04
IV	13	Literary Theory	25	75	04
	14	Research Methodology	25	75	04
	15	World Literature	25	75	04
	16	A) Postcolonial Literature B) Adaptation Studies	25	75	04
Dissertation (Research Project)			25	75	04

Teaching: Periods per paper-50 (All Papers)

Evaluation: Continuous Internal Evaluation (All Papers)-

Two class tests of 05 marks each+ Home Assignment of 10 marks+ Seminar of 05 marks= 25 marks

End Semester Examination (All Papers)-

75 marks

Question Paper Pattern (All Papers)

1. Descriptive answer question on unit 1 with internal choice-15 marks
2. Descriptive answer question on unit 2 with internal choice-15 marks
3. Descriptive answer question on unit 3 with internal choice-15 marks
4. Descriptive answer question on unit 4 with internal choice-15 marks
5. Descriptive answer question on unit 5 with internal choice-15 marks

Semester III

Paper 9: Indian Poetics

Rationale

The aim of this course is to acquaint the students with the Indian theories of literature as they have been expressed in the classical Sanskrit texts dealing with the various aspects of aesthetics. These texts have been of prime importance for the creation and discussion of literature in India over the past two millenniums. Indian Poetics is a field which has also been enriched by texts from several languages other than Sanskrit; however, the theories selected for this course have been mainly expressed in the Classical Sanskrit Aesthetic tradition beginning with *Natyashastra*. These theories form the core of the broad scholastic area that can be referred to as Indian Poetics. The students of literature in English need to have the basic knowledge of our own rich tradition in literary theory. This preparatory foundation can be established through the present course. The students can well be motivated to explore more of the Indian Literary thought after exposition to the deeply philosophical, scientific, and pragmatic outlook of the Indian scholars.

Syllabus

Unit I

- A) Historical perspective: Origin and growth of Sanskrit Poetics
- B) Main aspects of Indian Aesthetics

Unit II

- A) The theory of Rasa
- B) The theory of Dhvani

Unit III

- A) The theory of Riti
- B) The Vakrokti theory

Unit IV

- A) Pratibha: Imagination in Indian Poetics
- B) The concept of Sahitya

Unit V

- A) The Alankara School
- B) The Concept of Auchitya

Prescribed Texts:

An Introduction to Indian Poetics Edited by Prof. V, Raghavan & Prof. Nagendra,
Macmillan publishers

Indian Aesthetics, an Introduction by V.S. Seturaman, Trinity Press

Recommended Reading

Barlingay, S.S. *A Modern Introduction to Indian Aesthetic Theory*. D K Print world Ltd.; New Delhi, 2007.

Chari, V K. *Sanskrit Criticism*. Motilal Banarasidass, New Delhi, 1993.

Chaudhary, Satya Dev. *The Glimpses of Indian Poetics*. Sahitya Akademi, New Delhi, 2010.

De, S K. *History of Sanskrit Poetics*. (2Vol.). Firma K. L. Mukhopdhyay, Kolkata, 1960.

Devi, G N. *Indian Literary Criticism: Theory and Interpretation*. Orient Longman, Hyderabad, 2002.

Ghosh, Manmohan. *Natyashastra*. Trans. The Royal Asiatic Society, Kolkata, 1950.

Gupta, Neeraja. *A Student's Handbook of Indian Aesthetics*, Cambridge Scholars Publishing, 2017.

Kane, P V. *History of Sanskrit Poetics*, New Delhi, 1971.

Patnaik, P. *Rasa in Aesthetic*. D K Print world Ltd.; New Delhi, 2004.

Rangacharya, Adya. *Introduction to Natyashastra*. Munshiram Manoharlal Publishers Pvt. Ltd.; New Delhi, 2005.

Sukla, Ananta Charan, *Contemporary Indian Aesthetics*, Milan (Italy): Rubbertino, 1995.

Tiwary, R. S. *A Critical Approach to Classical Indian Poetics*. Chaukhamba Orientalia ;New Delhi,1984.

Web Resources

Academia.edu : http://www.academia.edu/Documents/in/Indian_Poetics_and_Aesthetics

eGyankosh : www.egyankosh.ac.in > bitstream > Unit-5

Open Art: <https://www.openart.in/general-topics/indian-aesthetics/>

Oxford Reference:

<https://www.oxfordreference.com/view/10.1093/oi/authority.20110810105129483>

Sreenivasarao's blogs: <https://sreenivasaraos.com/>

Paper 10

Fundamentals of English Language Teaching

Rationale: English, being the most used language in the world today, has earned the status of international language. It has been the major cause in providing impetus for development in education. The knowledge of this language has given the Indians an edge over others in the context of global employment opportunities. Consequently, the teaching of English has become all the more crucial as a part of curriculum. This course has the purpose of providing an orientation to the postgraduate students in the contemporary practices of ELT which would be helpful especially to those who plan to enter the teaching profession.

Course Contents

UNIT-I: English in India

- A. History of Teaching English in India – 1883 Act, General Committee of Public Instruction 1823, Lord Macaulay's Education Policy 1835, Woods Dispatch (1854), Hunter Commission (1882-83), Sadler Commission (1917-1919)
- B. Education policy after Independence, The status of English in India Aims/Objectives of Teaching English

UNIT-II: Theories of Language Learning

- A. Behaviorist: Classical Conditioning; Operant Conditioning; Theories of Insight
- B. Other Theories: Cognitive; Innatist; Constructivist, Sociolinguistic aspects of ELT

UNIT-III: Approaches and Methods (classical)

- A. Approaches: The Structural Approach; The Lexical Approach, The Communicative Approach; The Humanistic Approach, The Natural Approach, Humanistic Approaches, Task Based Language Teaching.
- B. Methods: The Grammar-Translation Method, The Direct Method, Dr. West's New Method, The Audiolingual Method.

UNIT-IV: Techniques of Teaching English

- A. Teaching Language and Literature: Curriculum, Syllabus and Course, Lesson Planning, Teaching Prose, Teaching Poetry, Teaching Grammar and Teaching Vocabulary
- B. Teaching Aids and Techniques: Audio Aids, Visual Aids, Audio-Visual Aids, Pair work, group work, group discussion, Peer Teaching.

UNIT-V: Skills and Evaluation

- A. Teaching Skills: Teaching Listening, Techniques of Teaching Listening, Teaching Speaking, Techniques of Teaching Speaking, Teaching Reading, Techniques of Teaching Reading, Teaching Writing, Techniques of Teaching Writing
- B. Evaluation: Theory of Evaluation, Types of Evaluation -Formative Evaluation, Summative Evaluation, Types of Tests, Criteria of Good Test, Remedial Teaching.

Prescribed Text Books

1. Richards, Jack C. & Rodgers Theodore S. *Approaches and Methods in Language Teaching*: 2nd Edition. Cambridge: Cambridge University Press, 2002.
2. Textbook titled *Fundamentals of English Language and Literature Teaching*. To be published by *SRTM University Nanded, 2020*.

Recommended Readings

- Anthony, E. M., Approach Method and Technique. *English Language Teaching*.17: 63-67. 1963.
- Asher J., *Learning Another's Language through Actions: The complete Teacher's Guide Book* Calif: Sky Oaks Productions, 1982.
- Bialystok, E. *Communication Strategies: A Psychological Analysis of Second Language Use*. Oxford: Basil Blackwell, 1990.
- Bloom, Benjamin S., *Learning for mastery*.Los Angeles: University of California press, 1968.
- Bloom, Benjamin S Hasting, Thomas; Madaus, George, *Handbook of formative and summative evaluation of student learning*. McGraw-Hill: New York, 1971.
- Brandler, R. and J. Grinder, *Reframing: NLP and Transformation of Meaning*. Utah: Real People Press, 1982.
- Brinton, D. M., Snow, and M. B. Wesche, *Content Based Second Language Instruction*. New York: Newbury House, 1989.
- Brooks, N., *Langue and Langue Learning: Theory and Practice*. 2nded. New York: Harcourt, 1987.
- Brumfit, C. J., and K. Johnson, (eds). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press, 1981.
- Byrne, D., *Teaching Writing Skills*. Second Edition. Oxford: Oxford University Press, 1989
- Chomsky, N., *Aspects of the Theory of Syntax*, Cambridge: MIT Press, 1965.
- Chomsky, N., *Syntactic Structures*. The Hague: Moulton, 1957.
- Chomsky, Noam, *Language and Mind*, Harcourt, Brace and World: New York: 1968.
- Cohen, A., *Language Learning: Insights for Learners, Teachers, and Researchers*. New York: Newbury House: 1990.
- Curran, C. A., *Counselling Learning in Second Languages*. Apple River: Apple River Press, 1975.
- Dash, N. N., *Psychology of Teaching Learning Process*. New Delhi: Dominant Publishers and Distributors, 2005.
- Dodson, C. J., *Language Learning and the Bilingual Method*. London: Pitman, 1972.
- Ellis, Rod, *Understanding second Language Acquisition*: Oxford University Press, Oxford: 2001.
- Guthrie E. R., *The psychology of learning*. New York: Harper & Row; 1935.
- Howatt, A. P. R., *A History of English Language Teaching*. Oxford: Oxford University Press, 1984.
- Jadhav B. S., *Teaching English: The Use of Support Material*. Hyderabad: Orient Blackswan, 2011.
- Jogdand L. D., *Basics of English Language Teaching*. Ahmedpur: Samyak Samata Publications, 2017.
- Koffka K., *The principles of Gestalt psychology*. New York: Harcourt, Brace, 1935.
- Kohler W., *Dynamics in psychology*. New York: Liveright; 1940.
- Krashen, S., and Tercy Terrell. *The Natural Approach: Language Acquisition in the classroom*.Pergumon publications, Oxford: 1983.
- Larsen and Freeman. *Techniques and Principles in Language Teaching* Third Edition. Oxford: Oxford University Press, 2011.
- Law N. N., *Promotion of Learning in India by Early European Settlers*, (Up to about 1800), London: Longmans, Green and Co, 1916.
- Lewis, Michael, ed. *Implementing the Lexical Approach*, London: Language Teaching Publications, 1997.

Lozanov, G., *Suggestology and Outline of Suggestopedya*. New York: Gordon and Breach, 1978.

Nagrajan, Geetha, *English Language Teaching: Approaches Methods Techniques*, Hyderabad: Orient Longman, 1996.

Naik J. P. and Syed Nurullah, *A Student's History of Education in India (1800-1973)*. New Delhi: Macmillan, 1974.

Nicholson-Nelson, K., *Developing Students' Multiple Intelligences*. New York: Scolastic, 1988.

O'Connor J., and I. McDermott., *Principles of NLP*. London: Thorsons, 1996.

Oslen, R., and S Kagan., *About Cooperative Learning: A teacher's Resource Book*. New York: Prentice Hall, 1992.

Oxford, R. L., *Language learning strategies: What every teacher should know*, Newbury House, New York: 1990.

Palmer, H. & Palmer D., *English through Actions*. London: Longman Green, 1959.

Piaget, J., & Inhelder, B., *Memory and intelligence*. London: Routledge and Kegan Paul, 1973.

Prabhu N. S., *Second Language Pedagogy*. Oxford: Oxford University Press, 1987.

Revell, J., and S., Norman, *In Your Hands: NLP in ELT*. London: Saffire Press, 1997.

Richards, Jack C. & Rodgers Theodore S. *Approaches and Methods in Language Teaching: 2nd Edition*. Cambridge: Cambridge University Press, 2002.

Skehan, P., *Cognitive Approach to Language Learning*. Oxford: Oxford University Press, 1998.

Skinner, B. F., *The Behavior of Organisms: An Experimental Analysis*. New York: Appleton-Century-Crofts, 1938 (Print).

Skinner, B. F., *Verbal Behaviour*. New York: Appleton-Century-Crofts, 1957.

Stevic, E. W., *Humanism in Language Teaching*. Oxford: Oxford University Press, 1990.

Stryker S. and B. Leaver, *Content Based Instruction in Foreign Language Education*. Washington D. C.: Georgetown University Press, 1993.

Tickoo, M. L., *Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers*. New Delhi: Orient Longman, 2003.

Watson, J. B., *Animal Education*, Chicago: University of Chicago Press, (1903).

Yardi, V. V., *Teaching English in India Today*. Bangalore: Parimal Prakashan, 1977.

Web Resources:

Achievemnet-test. *Dictionary.com*, Unabridged.

McLeod, S. A., "Piaget | Cognitive Theory". Simply Psychology.

Singh Yogesh Kumar & Nath Ruchita, *Value Education*, New Delhi: APH Publishing Corporation, 2008.

McLeod, S. A., (2010). *Concrete Operational Stage*. In *Simply Psychology*. <http://www.simplypsychology.org/concrete-operational.html>.

Torres, J. and Ash, M. *Cognitive development*. In *Encyclopaedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (2007). <http://proxy.wexler.hunter.cuny.edu/login?>

Beckett, and Haley. *Using standards to Integrate Academic Language into ESL fluency*. Magda Kadubiec's Blog, Plucha.info "

Griffiths, Carol. *Language learning strategies: Theory and Research*, School of Foundations studies AIS St. Helens, Aukaland Occasional paper No. 1, *edusat.com*

Oslen, R. *Learning English and learning America immigrants in the center of a storm. Theory into practice. Wilson's Web*.

Paper 11

Cultural Studies

Rationale: In 20th and 21st Century there is a boom of newer academic disciplines one of them is the revolutionary Cultural Studies. It is a discipline that does not claim to be a discipline. It is a strong approach for developing understanding of national, social, political, economical, commercial arenas. It originated in Britain and captured the whole world in its wings. The purpose is to enhance and celebrate experiences of culture. It also tries to analyse cultural phenomena and their social meaning. It helps to understand the world around through numerous institutions, media etc. Cultural studies aims to examine its subject matter in terms of cultural practices and their relation to power. Its constant goal is to expose power relationships and examine how these relationships influence and shape cultural practices.

In Cultural Studies, knowledge is never a neutral or objective phenomenon but a matter of positionality, that is, of the place from which one speaks and views life around. As a critical discourse, Cultural Studies tries to challenge the hierarchies of traditional literary theories. Ideologically speaking, this discourse attempts a dialogue between margin and centre by foregrounding the cultural objects of mass culture.

Syllabus

Unit I

- A) The idea of cultural studies
- B) Ideology

Unit II

- A) The British tradition: a short history
- B) Politics

Unit III

- A) David Forgacs - National-Popular: Genealogy of A Concept
- B) Arjun Appadurai- Disjuncture and Difference In The Global Cultural Economy

Unit IV

- A) Meaghan Morris- Things To Do With Shopping Centers
- B) Raymond Williams - Advertising: The Magic System

Unit V

- A) Stuart Hall - Encoding, Decoding
- B) Janice A. Radway- The Institutional Matrix of Romance

Prescribed Books:

A Course book of Cultural Studies (to be published by The S.R.T.M.U.)

For Unit 1 and 2

Graeme, Turner. *British Cultural Studies- An Introduction*. New York: Routledge.2003

For Unit 3, 4 and 5

Simon During (ed). *The Cultural Studies Reader*. New York: Routledge.1999

Recommended Reading:

Althusser, L. "Ideology and Ideological State Apparatuses (Notes towards an Investigation),' Lenin and Philosophy and Other Essay. Trans. Ben Brewster. London: The Gresham Press, 1977.

Andrew Edgar and Peter Sedgwick (eds). *Cultural Theory: The Key Concepts*. New York: Routledge, 2007

Baudrillard, J. *The Gulf War Did Not Take Place*. Trans. P. Paron. New South Wales: Power Publications, 1995.

Grossberg, L. *Stuart Hall: Critical Dialogues in Cultural Studies*. Ed. David Morley et al. London: Routledge, 1996.

Hoggart, R. *The Uses of Literacy*. London: Penguin, 1957.

Thompson, E.P. *Making of the English Working Class*. London: Penguin, 1968.

Williams, Raymond. *Culture and Society: 1780-1950*. London: Chatto & Windus, 1967.

Web resources:

Open Access Resources - Cultural Studies - Library Guides guides.lib.uw.edu > bothell > culturalstudies > openaccess

What is Cultural Studies? – Cultural Studies @ UNC culturalstudies.web.unc.edu > Resources Performance and Cultural Studies | Subjects | Search resources library.leeds.ac.uk > ...

Cultural Studies Databases - Databases: Cultural Studies ...libguides.gwu.edu > culturaldatabases

Paper 12 A

Popular Literature

Rationale

The discipline of Popular Culture Studies has been gaining relevance with the advent of globalization. Popular literature, a significant part of the mass culture, has attracted serious attention of literary and cultural critics. This course is offered as an elective for the students who would like to study the literary texts that have been hugely popular and have somehow shaped the popular culture while also serving as a reflection of the public taste and preference. The course prescribes close reading of the books belonging to diverse genres such as self-help, romance, horror, thriller, science fiction etc. Most of these titles are familiar to the students and it is hoped that they would gain new insights by critical inquiry into these texts. When the Nobel Prize for literature was awarded to a popular singer in 2016 for his poetry, the world witnessed a broadening of the concept of literature. Today the academic field has more or less legitimized the study of popular texts with these titles gaining an entry in the syllabi prescribed all over the world. This course aims at enabling the student to use the suitable tools and techniques of critical inquiry to analyze and interpret the works well liked by the masses. The students will be introduced to new strategies of scholarly endeavors for the study of popular texts.

Syllabus

Unit I

Theory

- a) John A. Weaver: "Traditions of Popular Culture Studies" (Chapter 2 from *Popular Culture Primer*, New York: Peter Lang Publishing, 2005)
- b) Ken Gelder : "Popular Fiction, The Opposite of Literature?"(Chapter 1 from *Popular Fiction: The Logics and Practices of a Literary Field*, Oxon: Routledge, 2002)

Unit II

- A) Self Help- *How to Win Friends and Influence People*: Dale Carnegie
- B) Philosophy- *The Prophet*: Kahlil Gibran

Unit III

- A) Poetry- Bob Dylan: i) *Blowin' in the Wind*, ii) *Mr. Tambourine Man*, iii) *Knockin' on Heaven's Door*, iv) *Tangled up in Blue*, v) *Like a Rolling Stone*, vi) *Masters of War*.
- B) Spy fiction – *Moonraker*: Ian Fleming

Unit IV

- A) Science Fiction/ Gothic: *Frankenstein*: Mary Shelly
- B) Romance: *The Notebook*: Nicholas Sparks

Unit V

- A) Indian Popular Classic-*Devdas*: Saratchandra Chattopadyay (English translation Sreejata Guha)
- B) Fantasy- *The Chronicles of Narnia (The Lion , The Witch and the Wardrobe)* : C.S. Lewis

Recommended Reading

- Bloom, Clive, ed. *Gothic Horror: A Reader's Guide from Poe to King and Beyond*. St. Martin's Press, 1998.
- Bloom, Harold. *Classic Horror Writers*. Chelsea House Publishers, 1994.
- Barron, Neil, ed. *Horror Literature*. Garland, 1990.
- Bennett, T., & Woollacott, J. *Bond and beyond: The political career of a popular hero* . London: Macmillan Education. 1987.
- Berberich, C. (Ed.). *The Bloomsbury introduction to popular fiction*. London: Bloomsbury

Academic, 2015.

Bloom, C. *Bestsellers: Popular fiction since 1900*. Houndmills: Palgrave Macmillan, 2012.

Bould, A., Butler, A. M., Roberts, A., & Vint, S. (Eds.). *The Routledge companion to science fiction*. London: Routledge, 2009.

Bourdieu, P. *The logic of practice* (R. Nice, Trans.). Stanford: Stanford University Press, 1990.

-----*The field of cultural production: Essays on art and literature*. (R. Johnson, Trans.). Cambridge: Polity Press, 1996.

Denning, M. *Cover stories: Narrative and ideology in the British spy thriller*. London/New York: Routledge, 2014.

Driscoll, C. *Girls: Feminine adolescence in popular culture and cultural theory*. New York: Columbia University Press, 2002.

Earle, D. M. *Re-covering modernism: Pulps, paperbacks, and the prejudice of form*. Farnham/Surrey: Ashgate, 2009.

Ekman, S. *Here be dragons: Exploring fantasy maps and settings*. Middletown: Wesleyan University Press, 2013.

Glover, D., & McCracken, S. (Eds.). *The Cambridge companion to popular fiction*. Cambridge: Cambridge University Press, 2012.

Illouz, Eva. *Hard-core romance: Fifty Shades of grey, best-sellers, and society*. Chicago: University of Chicago Press, 2012.

James, E., & Mendlesohn, F. (Eds.). *The Cambridge companion to science fiction*. Cambridge: Cambridge University Press, 2013.

James, E., & Mendlesohn, F. (Eds.). (2015). *The Cambridge companion to fantasy literature*. Cambridge: Cambridge University Press.

Joshi, S. T. *The Weird Tale*. University of Texas, 1990.

Kestner, J. A. *Masculinities in British adventure fiction, 1880–1915*. Farnham: Ashgate, 2010.

Kim, J. H. (Ed.). *Class and culture in crime fiction: Essays on works in English since the 1970s*.

Mendlesohn, F. *Rhetorics of fantasy*. Middletown: Wesleyan University Press, 2015.

Panek, L. *The special branch: The British spy novel, 1890–1980*. Bowling Green: Bowling Green University Popular Press, 1981.

Regis, P. *A natural history of the romance novel*. Philadelphia: University of Pennsylvania Press, 2003.

Russ, J. *To write like a woman: Essays in feminism and science fiction*. Bloomington: Indiana University Press 1995.

Sandner, D. (Ed.). *Fantastic literature: A critical reader*. Westport: Greenwood Publishing Group, 2004.

Todorov, T. The typology of detective fiction. In *The poetics of prose* (R. Howard, Trans.). Ithaca: Cornell University Press Tropp, M. 1990.

Web Resources

Genereflections -<http://www.mancon.com/genre>.

ClueLass-<http://www.cluelass.com>

The Gumshoe Site-<http://www.nsknet.or.jp/~jkimura>

The MacGuffin Guide to Detective Fiction-<http://www.macguffin.net>

Mysterious Home Page-<http://www.webfic.com/mysthome>

MysteryNet.Com-<http://www.MysteryNet.com> (accessed 20 January 2000).

Overbooked-<http://freenet.vcu.edu/education/literature/mystpage.html>

The Thrilling Detective-<http://www.colba.net/~kvnsmith/thrillingdetective>

Paper 12 B

Gender Studies

Gender is a crucial factor that determines a human being's position in the world. The interdisciplinary nature of Gender Studies offers a range of tools for understanding and critiquing our world. This field of knowledge has developed over the last several decades focusing on issues such as sexuality, race, class, ability, religion, region of origin, citizenship status, life experiences, and access to resources. This course introduces basic concepts relating to gender for providing a logical understanding of gender roles. It presents various perspectives of body and discourse on power relationship, on cultural construction of masculinity and femininity and traces the evolution of gender studies from women's studies. Students will be acquainted with how gender roles are defined biologically and culturally as well as in public and private sphere. They will be made capable of offering insight on gender disparities within the family, economy, education, political and legal systems. The perception of social dynamics and power relations in the context of gender will be facilitated and the awareness of contemporary situation in the world with a special reference to the prevalent conditions in India is aimed to be created through this course.

Syllabus

Unit I

- A) Critical Introduction to the Field, Theorizing Lived Experiences ,Identity Terms
- B) Conceptualizing Structures of Power ,Social Constructionism, Intersectionality,

Unit II

- A) Introduction: Binary Systems; The Sex/Gender/Sexuality System ;Gender and Sex – Transgender and Intersex ,Sexualities
- B) Masculinities ; Race ;Class; Alternatives to Binary Systems

Unit III

- A) Introduction: Institutions, Cultures, and Structures; The Family, Media
- B) Medicine, Health, and Reproductive Justice; The State, Law, and the Prison System; Intersecting Institutions Case Study: The Struggle to End Gendered Violence and Violence Against Women

Unit IV

- A) Introduction: Gender and Work in the Global Economy; Transnational Production and Globalization; Racialized, Gendered, and Sexualized Labor in the Global Economy
- B) Introduction: Feminist Movements;19th Century Feminist Movements ;Early to Late 20th Century Feminist Movements; Third Wave and Queer Feminist Movements

Unit V

- A) The History of Feminism and Doing Gender in India
- B) Women in India Today

Prescribed Texts

- 1) *Introduction to Women, Gender, Sexuality Studies* by Miliann Kang, Donovan Lessard, Laura Heston, and Sonny Nordmarken. University of Massachusetts Amherst Libraries, Amherst, Massachusetts,2017.(for Units I to IV)
- 2) “The History of Feminism and Doing Gender in India” Rekha Pande @ <http://dx.doi.org/10.1590/1806-9584-2018v26n358567>(for Unit V- A)
- 3) *Women in India: a social and cultural history* Vol 2 (Chapter 5) by Sita Anantha Raman. ABC CLIO, LLC 2009 (for Unit V –B)

Recommended Reading

- Adkins, Lisa. *Gendered Work: Sexuality, Family and the Labour Market*, Open University Press, 1995.
- Beasley, Chris. *Gender and Sexuality*. Sage, 2005.
- Benjamin, Jessica *The Bonds of Love: Feminism, Psychoanalysis, and the Problem of Domination*, Virago, 1988.
- Bordo, Susan. *Unbearable Weight: Feminism, Western Culture & the Body*, University of California Press, 1993.
- Bourdieu, Pierre. *Distinction: A Social Critique of the Judgement of Taste* (trans. Richard Nice) Routledge & Kegan Paul, 1984.
- Braidotti, Rosi. *Nomadic Subjects: Embodiment and Sexual Difference in Contemporary Feminist Theory*, Columbia University Press, New York, 1994.
- Buchbinder, David. *Masculinities and Identities*, Melbourne University Press, 1994.
- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*, Routledge, 1994.
- Cartwright, Lisa. *Screening the Body: Tracing Medicine's Visual Culture*, University of Minnesota Press, 1995.
- Code, Lorraine. *Rhetorical Spaces: Essays on Gendered Locations*, Routledge, 1995.
- Connell, Robert W. *Gender and Power, Polity*, Cambridge, 1995.
- Daly, Mary. *Gyn/Ecology: The Metaethics of Radical Feminism*, Women's Press, 1978.
- Derrida, Jacques. *Writing and Difference* (trans. Alan Bass) University of Chicago, 1978.
- Diprose, Rosalyn. *The Bodies of Women: Ethics, Embodiment and Sexual Difference*, 1994.
- Foucault, Michel. *The History of Sexuality*, Vol. I (trans. Robert Hurley) Pelican, 1981.
- Freud, Sigmund (ed.) 'Three Essays on the Theory of Sexuality' *Standard Edition of the Complete Psychological Works* (trans. James Strachey) Vol. 7, pp. 125–248. 1905.
- Gangoli, Geetanjali. *Indian Feminisms*. Ashgate, U of Bristol, 2007.
- Grosz, Elizabeth A. *Sexual Subversions: Three French Feminists*, Allen & Unwin, 1989.
- Jagose, Annamaria. *Queer Theory*, Melbourne University Press, Melbourne, 1996.
- Millett, Kate. *Sexual Politics*, Doubleday, 1975.
- Pettman, Jan. *Worlding Women: A Feminist International Politics*, Allen & Unwin, 1996.
- Pilcher, Jane and Imelda Wheelman. *Fifty Key Concepts in Gender Studies*. Sage, 2004.
- Segal, Lynne. *Straight Sex: The Politics of Pleasure*, Virago, London, 1994.
- Scott, Jacqueline et al. eds. *Gender Inequalities in the 21st Century*. Edward Elgar, 2010.
- Stoller, Robert J. *Sex and Gender*, Hogarth Press and the Institute of Psychoanalysis, 1975.
- Turkle, Sherry. *Life on the Screen: Identity in the Age of the Computer*, Simon & Schuster, 1996.
- Tarrant, Shira. *When Sex became Gender*. Routledge, 2006.
- Wearing, Betsy. *Gender: The Pain and Pleasure of Difference*, Longman, 1996.
- Woodhouse, Annie. *Fantastic Women: Sex, Gender and Transvestism*, Macmillan, 1996.

Web Resources

- Feminist Collections: A Quarterly of Women's Studies Resources-
<http://womenst.library.wisc.edu/fcmain.htm>
- Feminist Teacher: A Journal of the Practices, Theories, and Scholarship of Feminist Teaching-
<http://www.uwec.edu/wmns/FeministTeacher>
- Women's Studies Quarterly- <http://www.feministpress.org/wsq>
- Listservs WMST-L-http://userpages.umbc.edu/~korenman/wmst/wmst-l_index.html
- Women's Studies Online Resources-<http://research.umbc.edu/~korenman/wmst/>
- Curricular Materials from the Women's Studies Librarians' Office at the University of Wisconsin-Madison-<http://womenst.library.wisc.edu/resources/curriculum>
- WMST-L Files Collection-<http://userpages.umbc.edu/~korenman/wmst/wmsttoc.html>

Paper 13

Literary Theory

Rationale

A student of literature needs the knowledge of the theoretical framework within which literary texts are placed for the sake of analysis. The critical analysis of a text depends on a certain theory for the systematic interpretation and evaluation. The field of modern theory started developing in the initial part of the twentieth century and continues to be enriched by several new theories in the present century. This course has been designed to provide an introductory idea about the fundamentals of the major theories that are applied to literary analyses today. It will provide the students an outlook for identifying and developing their own theoretical approach. The students are expected to be enabled for identifying and understanding the theoretical approach most suitable for the application to the literary texts they read for academic study or for leisure. With an understanding of the seminal theories in a broader sense it is hoped to equip the students with the necessary tools of critical analysis that form the crux of literary studies.

Syllabus

Unit I

- A) Structuralism
- B) Poststructuralism and Deconstruction

Unit II

- A) Psychoanalytic Criticism
- B) Feminisms

Unit III

- A) Marxisms
- B) Postcolonial Theory

Unit IV

- A) Queer Theory
- B) New Historicism and Cultural Materialism

Unit V

- A) Critical Race Studies
- B) Ecocriticism

Prescribed Text: Contemporary Literary and Cultural Theory, From Structuralism to Ecocriticism by Pramod K. Nayar , Pearson Education, 2009.

Recommended reading:

Adorno, Theodor and Max W. Horkheimer. *Dialectic of Enlightenment*. Trans. John Cumming. London and New York: Verso, 1995.

Back, Les and John Solomos, eds. *Theories of Race and Racism: A Reader*. London and New York: Routledge.2000.

Barnard, Ian. *Queer Race: Cultural Interventions in the Racial Politics of Queer Theory*. New York: Peter Lang. 2003.

Barthes, Roland. 'From Work to Text'. In *Image, Music, Text*. Trans. Stephen Heath. 154–64. New York: Hill and Wang. 1978.

———. 'The Death of the Author'. In Lodge and Wood 2003, 145–60.

Baudrillard, Jean. 'Simulacra and Simulation'. In Lodge and Wood 2003, 403–12. 2003.

Bhabha, Homi K. *The Location of Culture*, 121–31. New Delhi: Viva, 2007.

Bhaskaran, Suparna. *Made in India: Decolonizations, Queer Sexualities, Trans/National Projects*. London: Palgrave-Macmillan, 2004.

Bloom, Harold. *A Map of Misreading*. New York: Oxford University Press, 1975.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. London: Routledge, 1990.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press, 2000.

De Beauvoir, Simone. *The Second Sex*. Trans. H. M. Parshley. Harmondsworth: Penguin, 1984.

Derrida, Jacques. *Of Grammatology*. Trans. Gayatri Chakravorty Spivak. New Delhi: Motilal Banarsidass, 2000.

Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton: Princeton University Press, 1957.

Gallagher, Catharine and Stephen Greenblatt. *Practicing New Historicism*. Chicago and London: Chicago University Press, 2000.

Garrard, Greg. *Ecocriticism*. London and New York: Routledge, 2004.

Genette, Gérard. *Narrative Discourse Revisited*. Ithaca, NY: Cornell University Press, 1988.

Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*. London: Verso, 1988.

Habermas, J. *The Postnational Constellation: Political Essays*. Trans. and ed. Max Pinsky. Cambridge, UK: Polity Press, 2001.

Hayles, N. Katherine. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago and London: University of Chicago Press, 1999.

Krupat, Arnold. *The Turn to the Native: Studies in Criticism and Culture*. Lincoln, NE: University of Nebraska Press, 1996.

Lacan, Jacques. *Écrits: A Selection*. Trans. Alan Sheridan. London and New York: Routledge, 2003.

Pepper, David. *Modern Environmentalism: An Introduction*. London: Routledge, 1996.

Paranjape, Makarand, ed. *Nativism: Essays in Criticism*. New Delhi: Sahitya Akademi, 1997.

Ryan, Michael. *Literary Theory: A Practical Introduction*. Oxford: Blackwell, 2002.

Said, Edward W. *Orientalism*. Harmondsworth: Penguin, 1978.

Sturgeon, Noël. *Ecofeminist Natures: Race, Gender, Feminist Theory and Political Action*. New York and London: Routledge, 1997.

Weeks, Jeffrey. *Sexuality*. London: Routledge, 1997.

Williams, Raymond. *The Country and the City*. New York: Oxford University Press, 1973.
 ———. *Marxism and Literature*. Oxford: Oxford University Press, 1986.

Web Resources:

Critical Theory by M. Delahoyde <http://www.wsu.edu/~delahoyd/lit.crit.html>

Differences Between Literary Criticism, Literary Theory and 'Theory Itself' by J. Lye
<http://www.brocku.ca/english/courses/4F70/crit.vs.theory.html>

Guide to Literacy and Critical Theory (Advanced level) by D. Felluga from *Purdue University* <http://www.sla.purdue.edu/academic/engl/theory/>

Introductory Guide to Critical Theory : <https://cla.purdue.edu/academic/english/theory/index.html>

ipl Literary Criticism : <https://www.ipl.org/div/litcrit/>

Literary Criticism: An Overview of Approaches by S.H. Burris:
<http://www.literatureclassics.com/ancientpaths/litcrit.html>

Literary Theory - an Open Yale Course @ Academic earth : <https://academicearth.org/literature/>

Voice of the Shuttle : <http://vos.ucsb.edu/browse.asp?id=2718>

Paper 14

Semester Third

Paper 14: Research Methodology

Rationale

The study of Research Methodology constitutes an obligatory part of Post Graduate studies. The present course has been designed with the objectives to acquaint the students with the tools and techniques of research leading to the English language and literature. The course aims at shaping students' perception of some of the basic notions of doing research from conceptual, theoretical and philosophical understanding to the practical level of writing research project. It also intends to make the students discern the essential facets of research in language and literature. Moreover, the students of language and literature in English are required to accomplish fundamental knowledge of copious aspects of doing research. In a sense, this course is structured to equip the students with overall fabric of research writing and consequently the students can directly utilize the information to investigate after learning the diverse facets of research methodology embedded in this course content.

Syllabus

Unit I

Introduction

- A) What is research?
- B) Qualities of a good researcher
- C) Understanding key terms in Research writing
- D) Research topic

Unit II

Research Process

- A) Formulating Research Problem
- B) Defining aims and objectives
- C) Developing assumption
- D) Developing hypothesis and testing hypothesis
- E) Scope and limitations
- F) Adopting research methodologies
- G) Logical writing
- H) Survey, collection and data analysis
- I) Research approach

Unit III

Research questions

- A) Constructing research questions
- B) The nature of research questions
- C) Questions emerging out of topic chosen or research problem
- D) Formulation of research question
- E) Distinguishing main questions and subsidiary questions
- F) Contributing questions
- G) How research questions determine the methodology of a research project
- H) Problems with questions
- I) Modifying research questions
- J) How to assess the appropriateness of research questions
- K) Evaluating research questions

Unit IV

Developing skills for critical thinking

- A) Importance of critical thinking
- B) Recognizing how intellectual critical ability works
- C) Theoretical background knowledge
- D) Critical approaches
- E) Areas of Disagreement, role of disposition
- F) Domain specificity
- G) Transferability
- H) Role of criteria
- I) Relationships to other concepts (Metacognition, Motivation, Creativity etc.)
- J) Instructional Implications: The teachability of critical thinking
- K) Specific Instructional Strategies
- L) Challenges in assessing critical thinking

Unit V

Quality in research, writing a quality research paper and major concerns of research writing.

- A) Pitfalls in research
- B) Structuring an argument
- C) Quality, reputation and validity , strengthening validity
- D) Importance of giving presentation on research
- E) Structural principals
- F) Reader expectations
- G) Introduction
- H) Unit of discourse
- I) Stress position in sentence
- J) Stress position in topic
- K) Order and organization
- L) Abstract
- M) Materials and methods
- N) Discussion
- O) Style
- P) Clarity
- Q) Brevity
- R) Tense
- S) Crossing borders(interdisciplinary ,multidisciplinary and transdisciplinary approaches)
- T) Steps to writing better
- U) Review process
- V) Peer-review process
- W) Acknowledging sources
- X) Footnotes and endnotes
- Y) Using bibliography
- Z) Preparation of draft
- AA) Writing clearly and effectively
- BB) Plagiarism

Prescribed Text : *Research Methodology in Humanities* to be published by the S. R. T. M. U.

Recommended Reading

- Browne, Neil M., & Stuart M Keeley. *Asking the Right Questions. A Guide to Critical Thinking*. (Eleventh Edition) Pearson Global Edition, 2014.
- David, Nunan. *Research Methods IN Language Learning*, Cambridge University Press, 1992.
- Gabriele Griffin, *Research Methods FOR English Studies*, Edinburgh University Press, 2013.
- Hunter, David A. *A Practical Guide To Critical Thinking*. John Wiley & Sons, Inc., 2014.
- Neil, James. *Writing At Work*. Allen & Unwin, 2008.
- Ostriker, Jeremiah P., & Charlotte V. Kuh. Editors. *Assessing Research –Doctorate Programs: A Methodology Study*. The National Academies Press, 2003.
- Tavakoli, Hossein . *A Dictionary OF Research Methodology and Statistics in Applied Linguistics*. Rahnama Press, 2012

Web Resources

- Colomb, Gregory G. et.al. *The Craft of Research*, Fourth Edition.
- Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*
- Grix, Jonathan. *The foundations of research*.
- Lincoln, Yvonna S. & Norman K. Denzin. Editors. *Handbook of Qualitative Research*.
- Kothari, C. R. *Research Methodology: Methods and Techniques*
- Ranjit Kumar. *Research Methodology: A Step-by-step Guide for Beginners*
- Trochim, William M. K. *The Research Methods Knowledge Base*
- Walliman, Nicholas. *Research Methods: The Basics: 2nd Edition*

Paper 15

World Literature

As the technological advancement makes the world a smaller place, the national literatures have crossed boundaries and are being received with keen interest by the readers all over the globe. The study of landmark literary texts in World Literature is essential for the students of literature in any language. This course presents some of the most critically acclaimed and popular literary texts from various genres to give the students an idea of the literary traditions available through translations. By introducing the students to the best of the contemporary literature, the course aims at creating a deeper and wider understanding of literary expressions from various traditions and cultures. The students will be able to appreciate the national flavour as well as the transnational spirit in these works. A capability of perceiving the quintessential human elements in literature will be enhanced through the close reading of these texts in the pertinent theoretical background.

Syllabus

Unit I

Theory

A) Naming World Literature

B) World Literature as System

(A- Chapter1 and B- Chapter 5 from *The Rutledge Concise History of World Literature* by Theo D'haen)

Unit II

Prose Non Fiction

A) *Mahatma Gandhi: The Man Who Became One with the Universal Being*: Romain Rolland (France)

B) *The Labyrinth of Solitude*: Octavio Paz (Mexico)

Unit III

Prose Fiction

A) *Chaka*: Thomas Mofolo (Lesotho)

B) *Adrift on the Nile*: Naguib Mahfouz (Egypt)

Unit IV

Poetry

A) i) *The Song of Despair*, ii) *Poem*, iii) *Tonight I Can Write the Saddest Lines*, iv) *Furies and Sufferings*: Pablo Neruda (Chile)

B) i) *The Journey*, ii) *Endless Time*, iii) *False Religion*, iv) *Beggarly Heart*: Rabindranath Tagore (India)

Unit V

Drama

A) *The Bus Stop*: Gao Xingjian (China)

B) *The Strong Breed*: Wole Soyinka (Nigeria)

Recommended reading

Aldrige, Owen A. (1986) *The Reemergence of World Literature*. Cranbury, NJ: Associated University Presses.

Bassnett, Susan (1993) *Comparative Literature: A Critical Introduction*. Oxford:Blackwell.

Damrosch, David (2003) *What Is World Literature?* Princeton and Oxford: Princeton University Press.

--(2004) "From the Old World to the Whole World." In Jeffery R. DiLeo (ed.) *On Anthologies: Poetics and Pedagogy*. Lincoln and London: University of Nebraska Press, 31-46.

--(2006) "Rebirth of a Discipline: The Global Origins of Comparative Studies." In *Comparative Critical Studies* 3, 1-2: 99-112.

Damrosch, David; David L. Pike, et al (eds) (2004) *Longman Anthology of World Literature*. New York: Longman.

Goethe, Johann Wolfgang von (1986) *Essays on Art and Literature* (ed.) John Gearey. Goethe's Collected Works,

Guérard, Albert (1940) *Preface to World Literature*. New York: Henry Holt and Company.

Hassan, Wai S. (2000) "World Literature in the Age of Globalization: Reflections on an Anthology." In *College English* 63, 1 (Sep., 2000): 38-47.

--(2002) "Postcolonial Theory and Modern Arabic Literature: Horizons of Application." In *Journal of Arabic Literature* 33, 1 (2002): 45-64.

Hightower, James Robert (1953) "Chinese Literature in the Context of World Literature." In *Comparative Literature* 5, 2 (Spring, 1953): 117-24.

Kumar, Amitava (ed.) (2003) *World Bank literature*. Foreword by John Berger; afterword by Bruce Robbins. Minneapolis: University of Minnesota Press.

Lawall, Sarah (ed.) (1994) *Reading World Literature: Theory, History, Practice*. Austin, TX: Texas University Press.

Marno, David (2008) "The Monstrosity of Literature: Hugo Meltzl's World Literature and its Legacies." In Karen-Margrethe Simonsen and Jakob Stougaard-Nielsen (eds) *World Literature, World Culture: History, Theory, Analysis*. Aarhus: Aarhus University Press, 37-50.

Marx, Karl and Friedrich Engels (2010) [1848] *Communist Manifesto*. <http://www.marxists.org/archive/marx/works/download/pdf/Manifesto>.

Moretti, Franco (1998) *Atlas of the European Novel, 1800-1900*. London: Verso.

--(2004) [2000] "Conjectures on World Literature." In *Debating World Literature* (ed.) Christopher Prendergast. London: Verso, 148-62; originally in *New Left Review* 1 (January-February 2000): 54-68.

Moulton, Richard Green (1915) *The Modern Study of Literature: An Introduction to Literary Theory and Interpretation*. Chicago: University of Chicago Press.

--(1921) [1911] *World Literature and Its Place in General Culture*. New York: The Macmillan Company.

Prendergast, Christopher (2004) [2001] "The World Republic of Letters." In Christopher Prendergast (ed.) *Debating World Literature*. London: Verso, 1-25. Originally as "Negotiating World Literature," in *New Left Review*, second series, 8 (March/April 2001).

Saussy, Haun (ed.) (2006) *Comparative Literature in an Age of Globalization*. Baltimore: The Johns Hopkins University Press.

Tagore, Rabindranath (2001) "World Literature." In *Rabindranath Tagore: Selected Writings on Literature and Language* (ed.) Sukanta Chaudhuri. New Delhi: Oxford University Press, 138-50.

Tanoukhi, Nirvana (2008) "The Scale of World Literature." In *New Literary History* 39: 599-617.

Thomsen, Mads Rosendahl (2008) *Mapping World Literature: International Canonization and Transnational Literatures*. London and New York: Continuum.

Tsu, Jing (2011) "World Literature and National Literature(s)." In *The Routledge Companion to World Literature* (ed.) Theo D'haen, David Damrosch and Djelal Kadir. London: Routledge, 158-68.

Paper 16 A

Adaptation Studies

This course is an introduction to an interdisciplinary field consisting of Film Studies and Literary Studies. Adaptation of literature for the purpose of cinematic representation is almost as old as the history of cinema. Adaptation Studies has been a dynamic field addressing numerous issues of fidelity and infidelity, formal and cultural approaches, empirical and ideological epistemologies, individual agency and sociological forces, and politics and aesthetics over a period of a century. This course prescribes some of the significant film adaptations based on literary texts belonging to diverse genres. Along with the theoretical basic knowledge of the field, the students will be enabled to consider the film representation of the literary text as independent texts having a distinctive aesthetics. A study of the selected films and the related literary texts based on the principles of adaptation will provide a clear critical insight to the students who will be encouraged towards the discussion of more such texts in future, to carry out dialogue and debate across all manner of media, cultures and ideologies.

Syllabus

Unit I

Theory

A) Beginning to Theorize Adaptation: Linda Hutcheon (Chapter 1 from *A Theory of Adaptation* by Linda Hutcheon. Routledge, 2006)

B) Adaptation and Fidelity : David T. Johnson(Chapter 5 from *The Oxford Handbook of Adaptation Studies* Edited by Thomas Leitch .Oxford U P, 2017)

Unit II

A) The Ten Commandments (1956) Dir. Cecil B. DeMille adapted from *The Bible (Exodus)*

B) Oh Brother Where Art Thou? (2000) Dir. Joel and Ethan Coen adapted from *The Odyssey* by Homer

Unit III

A) Dracula (1992) Dir. Francis Ford Coppola adapted from *Dracula* by Bram Stoker

B) Hamlet (1996) Dir. Kenneth Branagh adapted from *Hamlet* by William Shakespeare

Unit IV

A) Rebecca (1940) Dir. Alfred Hitchcock adapted from *Rebecca* by Daphne du Maurier

B) Northanger Abbey (2007) Dir. Jon Jones adapted from *Northanger Abbey* by Jane Austen

Unit V

A) The Quiet American Dir. Philip Noyce adapted from *The Quiet American* by Graham Greene

B) Raazi (2018) Dir. Meghna Gulzar adapted from *Calling Sehmat* by Harinder Sikka

Recommended Reading

- Andrew, Dudley. "Adaptation." *Concepts in Film Theory*. New York: Oxford UP, 1984.
- Aragay, Mireia, ed. *Books in Motion: Adaptation, Intertextuality, Authorship*. Amsterdam: Rodopi, 2005.
- Bluestone, George. *Novels into Film*. Baltimore: Johns Hopkins UP, 1957.
- Bruhn, Jørgen, Anne Gjelsvik, and Eirik Frissvold Hanssen, eds. *Adaptation Studies: New Challenges, New Directions*. London: Bloomsbury, 2013.
- Bryant, John. *The Fluid Text: A Theory of Revision and Editing for Book and Screen*. Ann Arbor: U of Michigan P, 2002.
- Carroll, Rachel, ed. *Adaptation in Contemporary Culture: Textual Infidelities*. London: Continuum, 2009.
- Cartmell, Deborah, ed. *A Companion to Literature, Film, and Adaptation*. Chichester: Wiley Blackwell, 2012.
- Cartmell, Deborah, and Imelda Whelehan, eds. *Adaptation: From Text to Screen, Screen to Text*. New York: Routledge, 1999.
- Cartmell, Deborah, and Imelda Whelehan. *Screen Adaptation: Impure Cinema*. Basingstoke: Palgrave Macmillan, 2011.
- Cattrysse, Patrick. *Descriptive Adaptation Studies: Epistemological and Methodological Issues*. Antwerp: Garant, 2014.
- Cohen, Keith. *Film and Fiction: The Dynamics of Exchange*. New Haven: Yale UP, 1979.
- Corrigan, Timothy, ed. *Film and Literature: An Introduction and Reader*. 2nd ed. London: Routledge, 2011.
- Elliott, Kamilla. *Rethinking the Novel/Film Debate*. Cambridge: Cambridge UP, 2003.
- Hopton, Tricia, Adam Atkinson, Jane Stadler, and Peta Mitchell, eds. *Pockets of Change: Adaptation and Cultural Transition*. Plymouth: Lexington, 2011.
- Kracauer, Siegfried. *Theory of Film: The Redemption of Physical Reality*. London: Oxford UP, 1960.
- Leitch, Thomas. *Film Adaptation and Its Discontents: From Gone with the Wind to The Passion of the Christ*. Baltimore: Johns Hopkins UP, 2007.
- MacCabe, Colin, Kathleen Murray, and Rick Warner, eds. *True to the Spirit: Film Adaptation and the Question of Fidelity*. Oxford: Oxford UP, 2011.
- McFarlane, Brian. *Novel to Film: An Introduction to the Theory of Adaptation*. Oxford: Clarendon P, 1996.
- Murray, Simone. *The Adaptation Industry: The Cultural Economy of Contemporary Literary Adaptation*. New York: Routledge, 2012.
- Naremore, James, ed. *Film Adaptation*. New Brunswick: Rutgers UP, 2000.
- Saint Jacques, Jillian, ed. *Adaptation Theories*. Maastricht: Jan Van Eyck Academie, 2011.
- Stam, Robert. *Literature through Film: Realism, Magic, and the Art of Adaptation*. Malden: Blackwell, 2004.
- Stam, Robert, and Alessandra Raengo, eds. *A Companion to Literature and Film*. Malden: Blackwell, 2004.
- Wagner, Geoffrey. *The Novel and the Cinema*. Madison: Fairleigh Dickinson UP, 1975.
- Welsh, James M., and Peter Lev, eds. *The Literature/Film Reader: Issues of Adaptation*. Lanham: Scarecrow, 2007.

Paper 16 B

Postcolonial Literature

Rationale

After decolonization by the European powers in the 20th century, many countries in the world started afresh as new nations. But the impact of long standing colonization was expressed in colonial as well as in postcolonial times through media and art. This course introduces the students to the field of Postcolonial studies in literature. The close reading of literary texts of erstwhile colonies, now existing in independence, will acquaint them with the history and impact of colonization. The need for decolonization in the psychological and philosophical domains is relevant today even after a long period of freedom for these cultures. Colonization still manifests itself in diverse ways. These challenges and the manners to counter them will be introduced through the theory and practice of Postcolonial literature. A host of texts from post colonies are to be studied to get a clear perception of the Postcolonial expressions and philosophy. The students will be enabled to think in new terms about their own situation as a postcolonial subject.

Syllabus

Unit I

Theory

- A) *Discourse on Colonialism*: Aime Cesaire
- B) *Orientalism* (Ch1-The Scope of Orientalism): Edward Said

Unit II

Prose nonfiction

- A) *Running in the Family*: Michael Ondaatje
- B) *My Place*: Sally Morgan

Unit III

Fiction

- A) *The Whale Rider*: Witi Ihimaera
- B) *The Beautiful Ones are Not Yet Born*: Ayi Kwei Armah

Unit IV

Poetry

- A) *Jejuri* : Arun Kolatkar
- B) i) *Vultures*, ii) *Butterfly*, iii) *Refugee Mother and Child*, iv) *Flying* : Chinua Achebe

Unit V

Drama

- A) *Pantomime*: Derek Walcott
- B) *The Rez Sisters* : Tomson Highway

Recommended reading

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