

**CENTRAL UNIVERSITY OF PUNJAB**



**Course Structure and Detailed Syllabus  
of Ph.D. English  
(Course Work)  
Session: 2021**

**Department of English  
School of Languages, Literature and Culture  
Central University of Punjab, Bathinda**

## **Ph.D. in English (Course Work)**

### **Graduate Attributes**

Graduates pursuing PhD in English at the Department of English will develop the following attributes:

- Creative, analytical, interpretive, reflective and problem solving skills
- Acceptance and tolerance of diversity
- Academic integrity and ethically-based research skills
- Broadening of outlook, enhancement of sensibility and development of aesthetic and intellectual faculties.
- Research skills in language and literature
- Be conceptually conversant with research methodology in language and literature studies and research ethics
- Aesthetically appreciate and critically analyse the literary and cultural texts within a specific historical, geographical, and cultural context

### **COURSE STRUCTURE**

#### **PhD in English (Course Work)**

S. No.	Course Code	Course Title	Type	L	T	P	Cr
1.	ENG.701	Research Methodology	F	3	0	0	3
2.	CST.702	Computer Applications: Practical	F	0	0	2	1
3.	ENG.751	Research and Publication Ethics	C	2	0	0	2
4.	ENG.752	Teaching Assistantship	F	0	0	2	1
5.	UNI.753	Curriculum, Pedagogy and Evaluation	F	0	0	0	1
6..	ENG.704	Contemporary Cultural and Literary Theories	C	3	1	0	4
7.	ENG.706	Indian Drama	E	3	1	0	4
8.	ENG.707	American Literature: A Survey					

9.	ENG.708	Gender Studies					
10.	ENG.709	Postcolonial Studies: Theory and Practice					
Select any ONE out of the four elective papers							
Total			<b>12</b>	<b>2</b>	<b>1</b>	<b>16</b>	

<sup>a</sup>To be offered by the School of Education

**Evaluation Criteria for Theory Papers:**

For courses: ENG.701,ENG.702, ENG. 703, ENG.705, ENG. 706, ENG. 709, ENG. 710, there will be written examinations at the end of the semester for 100 marks each with long and short answer questions in 1:1.

**CST.702: Practical Examination is at the end of semester for 100 marks**

## Detailed Syllabus

### **ENG.701: Research Methodology**

**Total Hours: 45**

#### **Learning Outcomes**

By the end of this course, students will be able to:

L	T	P	Cr
3	0	0	3

CLO 1: Evaluate how research is conducted.

CLO 2: Critically evaluate current research and propose possible alternate directions for further work

CLO 3: Develop hypotheses and methodology for research

CLO 4: Analyse complex research issues in order to communicate their scientific results clearly for peer review.

CLO 5: Correlate the basic statistics involved in data presentation, critical review of literature and assessing the research trends.

CLO 6: Document research results.

#### **Course Contents**

<b>Unit Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
UNIT 1 10 Hours	General principles of research: Meaning and importance of research, critical thinking, formulating hypothesis and development of research plan, review of literature, interpretation of results and discussion. Library: Classification systems, e-Library, reference management, web-based literature search engines.  [Discussion on the important ideas and concepts in the unit]	CLO 1 CLO 2

<p>UNIT I1 10 Hours</p>	<p>Mechanics of writing: Format, language and style in research publications (MLA format) Research methods in literature/literary research: archival, personal narratives, oral history, visual methodologies, discourse analysis, ethnographic methods, textual analysis, creative writing, ICT</p> <p>[Discussion on the important ideas and concepts in the unit]</p>	<p>CLO 3 CLO 4</p>
<p>UNIT III 15 Hours</p>	<p>Mechanics of writing: Format, language and style in research publications (APA format) Qualitative research techniques: historical case study, participatory and ethnography research methods, focus groups; participant observation; qualitative data analysis: in-depth interviews, formulation of research problem; triangulation; quantitative research techniques- action research, longitudinal research methods; review of related studies.</p> <p>[Discussion on the important ideas and concepts in the unit]</p>	<p>CLO 3 CLO 4</p>
<p>UNIT IV 10 Hours</p>	<p>Structure and components of research report; types of report; layout of research report and mechanism of writing a research report; publishing: formatting of research papers/dissertation, DTP and web publishing</p> <p>[Discussion on the important ideas and concepts in the unit]</p>	<p>CLO 5 CLO 6</p>

## **Modes of Transaction**

Lecture, discussion, presentations by students, assignments, library research on topics or problems, term paper, open text-book study, use of audio-visual aids etc.

## **Suggested Books**

- Kothari, C.R., *Research Methodology Methods and Techniques*, 2/e, Vishwa Prakashan, 2006.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, New York: MLA Association, (9th ed. 2021).
- Bernard, H.R. *Social Research Methods: Qualitative and Quantitative Approaches*. Sage Publications, 2000.
- Chapelle, Carol. *English Language Learning and Technology*. Cambridge University Press, 2005.
- Nunan, David. *Research Methods in Language Learning*. Cambridge University Press, 1992.
- Anderson, Jonathan and Millicent Poole, *Assignment and Thesis Writing*, New Delhi: Wiley India Pvt. Ltd. 2011.
- Goddard, Wayne, and Stuart Melville, *Research Methodology – An Introduction*, 2nd ed. Lansdowne: JUTA. 2004.
- Lambert Joan and Loyce Cox, *Microsoft Word 2013: Step by Step*, PHI Learning Pvt. Ltd. Delhi.2013.
- Melton Beth et al., *Microsoft Office Professional 2013: Step by Step*, PHI Learning Pvt. Ltd. Delhi. 2013.

**Course Code; CST.702**

**Course Title: Computer Applications -Practical**

**Total Hours: 30**

L	T	P	Cr
-	-	2	1

## **Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Explore digital tools for academic research

CLO2: Get trained in the research related usage of .docx, .pptx, and .xlsx based documents

CLO3: Utilize online database management systems and tools for language research

CLO4: Digitally document research results.

<b>Unit &amp; Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
Unit I Hours: 6	The following is an indicative list of practicals, and more can be added as per requirement: <ul style="list-style-type: none"> <li>• Using library and its various facilities</li> </ul>	CLO1 CLO3
Unit II Hours: 10	<ul style="list-style-type: none"> <li>• Parts of Computer</li> <li>• Basics of Microsoft Windows and Microsoft Office</li> <li>• Detailed study of MS-Word, Excel and PowerPoint</li> </ul>	CLO1 CLO2
Unit III Hours: 10	<ul style="list-style-type: none"> <li>• Creating a table of contents, index, citations</li> <li>• Using the internet for literary research</li> </ul>	CLO1 CLO4
Unit IV Hours: 4	<ul style="list-style-type: none"> <li>• Introduction to font systems and typing in the concerned language(s)</li> </ul>	CLO1

**Suggested Readings:**

Lambert Joan and Loyce Cox, *Microsoft Word 2013: Step by Step*, PHI Learning Pvt. Ltd. Delhi. 2013.

Melton Beth et. al., *Microsoft Office Professional 2013: Step by Step*, PHI Learning Pvt. Ltd. Delhi. 2013.

Norton, Peter. *Introduction to Computers*, 7<sup>th</sup> Ed. McGraw Hill Edu. Pvt. Ltd., New Delhi. 2017.

Parekh, Ranjan. *Principles of Multimedia*, Tata McGraw Hill Edu. Pvt. Ltd., New Delhi. 2012.

**Course Code: ENG.751**

**Course Title: Research and Publication Ethics**

L	T	P	Credits
2	0	0	2

**Total Hours: 30**

**Unit I Philosophy and Ethics**

**3 hours**

- Introduction to Philosophy : definition, nature and scope, content, branches
- Ethics : definition, moral philosophy, nature of moral judgements and reactions

**Unit II Scientific Conduct**

**5 hours**

- Ethics with respect to science and research
- Intellectual honesty and research integrity
- Scientific misconducts : Falsification, Fabrication, and Plagiarism (FFP)
- Redundant publications : duplicate and overlapping publications, salami slicing
- Selective reporting and misrepresentation of data

**Unit III: Publication Ethics**

**7 hours**

- Publication ethics : definition, introduction and importance
- Best practices/ standards setting initiatives and guidelines: COPE, WAME, etc.
- Conflicts of interest
- Publication misconduct : definition, concept, problems that lead to unethical behaviour and vice versa, types
- Violation of publication ethics, authorship and contributor ship
- Identification of publication misconduct, complaints and appeals
- Predatory publishers and journals

**Unit IV Open Access publishing**

**4 hours**

- Open access publications and initiatives
- SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
- Software tool to identify predatory publication developed by SPPU
- Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer, Journal Suggester etc.

**Unit V Publication Misconduct**

**4 hours**

- Group Discussions: Subject specific ethical issues, FFP, authorship; conflicts of interest; complaints and appeals: examples and fraud from India and abroad
- Software tools: Use of plagiarism software like Turnitin, Urkund and other open source software tools

**Unit IV Databases and Research Metrics**

**7 hours**

- Databases: Indexing databases; Citation database: Web of Science, Scopus etc.
- Research Metrics: Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics : h-index, g-index, i10 index, almetrics

**Course Code: ENG.752**

**Course Title: TEACHING ASSISTANTSHIP**

L	T	P	Credit
0	0	2	1

**Total Hours: 30**

**Learning Outcome:**

At the end of this skill development course, the scholars shall be able to

1. familiarize themselves with the pedagogical practices of effective class room delivery and knowledge evaluation system
2. manage large and small classes using appropriate pedagogical techniques for different types of content

**Activities and Evaluation:**

- The scholars shall attend Master degree classes of his/her supervisor to observe the various transaction modes that the supervisor follows in the class room delivery or transaction process one period per week.
- The scholars shall be assigned one period per week under the direct supervision of his/her supervisor to teach the Master degree students adopting appropriate teaching strategy(s).
- The scholars shall be involved in examination and evaluation system of the Master degree students such as preparation of questions, conduct of examination and preparation of results under the direction of the supervisor.
- At the end of the semester, the supervisor shall conduct an examination of teaching skills learned by the scholar as per the following evaluation criteria:
  - The scholars shall be given a topic relevant to the Master degree course of the current semester as his/her specialization to prepare lessons and deliver in the class room before the master degree students for one hour (45 minutes teaching + 15 minutes interaction).
  - The scholars shall be evaluated for a total of 50 marks comprising content knowledge (10 marks), explanation and demonstration skills (10 marks), communication skills (10 marks), teaching techniques employed (10 marks), and classroom interactions (10 ).

**Course Code: UNI.753**

**Course Title: CURRICULUM, PEDAGOGY AND EVALUATION**

L	T	P	Credit
1	0	0	1

**Learning outcomes:**

**Total Hours: 15**

After completion of the course, scholars shall be able to:

- analyze the principles and bases of curriculum design and development
- examine the processes involved in curriculum development
- develop the skills of adopting innovative pedagogies and conducting students' assessment
- develop curriculum of a specific course/programme

**Course Content**

**Unit I Bases and Principles of Curriculum****4 hours**

1. Curriculum: Concept and Principles of curriculum development, Foundations of Curriculum Development.
2. Types of Curriculum Designs- Subject centered, learner centered, experience centered and core curriculum. Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation.

**Unit II Curriculum Development****4 hours**

1. Process of Curriculum Development: Formulation of graduate attributes, course/learning outcomes, content selection, organization of content and learning experiences, transaction process.
2. Comparison among Interdisciplinary, multidisciplinary and trans-disciplinary approaches to curriculum.

**Unit III Curriculum and Pedagogy****3 hours**

1. Conceptual understanding of Pedagogy.
2. Pedagogies: Peeragogy, Cybergogy and Heutagogy with special emphasis on Blended learning, Flipped learning, Dialogue, cooperative and collaborative learning
3. Three e- techniques: Moodle, Edmodo, Google classroom

**Unit IV Learners' Assessment****4 hours**

1. Assessment Preparation: Concept, purpose, and principles of preparing objective and subjective questions.
2. Conducting Assessment: Modes of conducting assessment – offline and online; use of ICT in conducting assessments.
3. Evaluation: Formative and Summative assessments, Outcome based assessment, and scoring criteria.

**Transaction Mode**

Lecture, dialogue, peer group discussion, workshop

**Evaluation criteria**

There shall be an end term evaluation of the course for 50 marks for duration of 2 hours. The course coordinator shall conduct the evaluation.

**Suggested Readings**

- Allyn, B., Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). Curriculum Planning and Development. Boston: Allyn & Bacon.

- Brady, L. (1995). Curriculum Development. Prentice Hall: Delhi. National Council of Educational Research and Training.
- Deng, Z. (2007). Knowing the subject matter of science curriculum, Journal of Curriculum Studies, 39(5), 503-535. <https://doi.org/10.1080/00220270701305362>
- Gronlund, N. E. & Linn, R. L. (2003). Measurement and Assessment in teaching. Singapore: Pearson Education
- McNeil, J. D. (1990). Curriculum: A Comprehensive Introduction, London: Scott, Foreman/Little
- Nehru, R. S. S. (2015). Principles of Curriculum. New Delhi: APH Publishing Corporation.
- Oliva, P. F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman
- Stein, J. and Graham, C. (2014). Essentials for Blended Learning: A Standards-Based Guide. New York, NY: Routledge.

### Web Resources

- [https://www.westernsydney.edu.au/\\_data/assets/pdf\\_file/0004/467095/Fundamentals\\_of\\_Blended\\_Learning.pdf](https://www.westernsydney.edu.au/_data/assets/pdf_file/0004/467095/Fundamentals_of_Blended_Learning.pdf)
- <https://www.uhd.edu/academics/university-college/centers-offices/teaching-learningexcellence/Pages/Principles-of-a-Flipped-Classroom.aspx>
- <http://leerwegdialoog.nl/wp-content/uploads/2018/06/180621-Article-The-BasicPrinciples-of-Dialogue-by-Renate-van-der-Veen-and-Olga-Plokhooij.pdf>

### ENG.704: Contemporary Cultural and Literary Theories

L	T	P	Cr
3	1	-	4

**Total Hours: 60**

**Learning Outcomes**

By the end of this course, students will be able to:

CLO 1: Connect the broad areas of cultural and literary theories, and compare and differentiate different theoretical precepts.

CLO 2: Analyse contemporary cultural and literary theoretical positions through critical texts conveying the perceptions and perspective of the 20<sup>th</sup> and 21 century cultural and literary appreciation

CLO 3: Relate the potential of different theories, and of the multiple, complex and antagonistic theoretical perspectives present in the contemporary cultural and literary thoughts

CLO 4: Apply this theoretical understanding to conduct research in the field of literature and enhance and create his/her own way of appreciating literature

### Course Contents

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I: 15 HOURS	<p>FORMALISM, STRUCTURALISM, POST-STRUCTURALISM</p> <p>Russian Formalism, Moscow linguistic circle; Prague linguistic circle, Roman Jakobson, Durkheim and Saussure: anthropology and semiology, Structuralism: a general model; High Structuralism; Post-structuralism</p> <p>[Discussion on the important ideas and concepts in the unit]</p>	CLO 1
UNIT II: 15 HOURS	<p>PSYCHOANALYSIS, FEMINISM(S) AND QUEER STUDIES</p> <p>Psychoanalysis, Interpretation of Dreams, Sigmund Freud and Jacques Lacan, Types of feminism, Anglo-American feminism, Socialist feminism, French feminisms, Feminism and</p>	CLO 2

	<p>cultural politics, Feminism and post-structuralism, Feminism and postmodernism, Indian feminism, Gender studies, Queer Theory</p> <p>[Discussion on the important ideas and concepts in the unit]</p>	
<p>UNIT III: 15 HOURS</p>	<p>MARXISM AND CULTURAL STUDIES</p> <p>Classical Marxism, Second and Third International Marxism, British communist Marxism, German sociology, Western Marxism, The New Left: from structural Marxism to cultural materialism, The rise of cultural theory, Left culturalism, Left culturalism and British cultural studies, Nationalism and culture</p> <p>[Discussion on the important ideas and concepts in the unit]</p>	<p>CLO 3</p>
<p>UNIT IV: 15 HOURS</p>	<p>POSTMODERNISM AND POST-COLONIALISM</p> <p>Modern, Modernity and Modernism, Post-structuralism and postmodernism; Postmodernism and Late Capitalism; Transgression, marginality and post-imperialism, Modernism, postmodernism and the popular, Apocalyptic hedonism and the decline of the legislative intellectual, and The politics of postmodernism</p> <p>Culture, Postcolonialism, Transculturation and Subalternity, Territoriality, Multiculturalism, and Hegemony: The Question of the Nation, Dalit Aesthetics, The politics of difference: post-</p>	<p>CLO 4</p>

	structuralism, post-colonialism and multiculturalism  [Discussion on the important ideas and concepts in the unit]	
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### **Modes of Transaction**

Lecture, discussion, presentations by students, assignments, library research on topics or problems, term paper, open text-book study, use of audio-visual aids etc.

### **Suggested Readings**

- Ashcroft, Griffiths and Tiffin, eds. *The Post-colonial Studies Reader*. London: Routledge, 1995.
- Bartolovich, Crystal and Neil Lazarus, eds. *Marxism, Modernity and Postcolonial Studies*. New York: CUP, 2004.
- Bennett, Tony. *Formalism and Marxism*. New York: New Accents, 1979.
- Beverley, John. *Subalternity and Representation: Arguments in Cultural Theory*. New York: Duke UP, 1999.
- Bhabha, Homi K. *The Location of Culture*. London: Routledge, 1994.
- Bidet, Jacques and Stathis Kouvelakis, eds. *Critical Companion to Contemporary Marxism*. Boston: Brill, 2008.
- Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.
- Bowie, Malcolm. *Psychoanalysis and the Future of Theory*. Oxford, UK: Blackwell, 1994.
- Buchbinder, David. *Contemporary Literary Theory and the Reading of Poetry*. London: Macmillan Education UK, 1991.
- Connor, Steven, ed. *The Cambridge Companion to Postmodernism*. New York: CUP, 2004.
- Culler, Jonathan D. *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. New York: Routledge, 2002.
- Daiches, David. *Critical Approaches to Literature*. 2nd ed. Hyderabad: Orient Longman, 2001.

- Devi, G. N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Michigan: Orient Longman, 1995.
- Edwards, Tim, ed. *Cultural Theory: Classical and Contemporary Positions*. London: sage, 2007.
- Fish, Stanley - *Doing What Comes Naturally: Change, Rhetoric, and the Practice of Theory in Literary and Legal Studies*. New York:-Duke UP, 1989.
- Glaser, Daryl and David M. Walker, eds. *Twentieth-Century Marxism: A Global Introduction*. New York: Routledge, 2007.
- Haggerty, George E. and Molly McGarry, eds. *A Companion to Lesbian, Gay, Bisexual, Transgender, and Queer Studies*. Malden, MA: Blackwell, 2007.
- Ilaiah, Kancha. *The Weapon of the Other: Dalitbahugan Writings and the Remaking of the Indian Nationalist Thought*. New Delhi: Longman, 2010.
- Jameson, Fredric. *Marxism and Form: Twentieth-Century Dialectical Theories of Literature*. New York: Princeton UP, 1974.
- Kumar, Raj. *Dalit Personal Narrative: Reading Caste, Nation and Identity*. Hyderabad: Orient Blackswan, 2010.
- Lane, Richard J. ed. *Global Literary Theory: An Anthology*. London: Routledge, 2013.
- Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. London: Norton, 2010.
- Lodge, David, ed. *Modern Criticism and Theory*. London: Longman, 1988.
- Makaryk, Irena. *Encyclopedia of Contemporary Literary Theory: Approaches, Scholars, Terms*. Toronto: Toronto UP, 1993.
- Holquist, Michael, ed. *M. M. Bakhtin, The Dialogic Imagination*. Austin, Texas: University of Texas Press, 1981.
- Milner, Andrew and Jeff Browitt. *Contemporary Cultural Theory: An Introduction*. New York: Routledge, 1994.
- Mousley, Andy. *Renaissance Drama and Contemporary Literary Theory*. London: Macmillan Education UK, 2000.
- Ogden, Benjamin H. *Beyond Psychoanalytic Literary Criticism: Between Literature and Mind*. London: Routledge, 2018.
- Parvini, Neema. *Shakespeare and Contemporary Theory: New Historicism and Cultural Materialism*. London: Bloomsbury Academic, 2012.
- Rutherford, Jonathan, ed. *Identity: Community, Culture, Difference*. London: Lawrence and Wishart, 1990.
- Ryan, Michael, ed. *The Encyclopaedia of Literary and Cultural Theory*. Malden MA: Blackwell, 2011.
- Sarup, Madan. *An Introductory Guide to Post-Structuralism and Postmodernism*. New York: Longman Pearson, 1993.

Slaughter, Cliff. *Marxism, Ideology and Literature*. London: Macmillan Education UK, 1980.

Stam, Robert. *Film Theory: An Introduction*. Malden, Massachusetts & Oxford: Blackwell, 2000.

Tumino, Stephen. *Cultural Theory After the Contemporary*. New York: Palgrave Macmillan, 2011.

Walder, Dennis, ed. *Literature in the Modern World*. New York: OUP, 2004.

Wallace, Elizabeth Kowaleski, ed. *Encyclopedia of Feminist Literary Theory*. London: Routledge, 1996.

Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.

Williams, Raymond. *Marxism and Literature*. New York: Oxford UP, 1978.

Wolfreys, Julian. *Literary Theories: A Reader and Guide*. Edinburgh, Edinburgh UP, 1999.

**ENG.706: Indian Drama**

L	T	P	Cr
3	1	-	4

**Total Hours: 60**

**Learning Outcomes**

By the end of this course, students will be able to:

CLO1: Relate the seminal texts and basic concepts of Indian Drama and its critiques, necessary for the critical study of Vernacular and English language drama of Indian sub-continent

CLO2: Apply this theoretical understanding to conduct research in the field of Indian drama

CLO3: Understand the history of Indian Drama

**Course Contents**

Units/ Hours	Contents	Mapping with Course Learning Outcome
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UNIT I 15 Hours	History of drama in India beginning from Bhāsa to the present day, sub-genres of drama, devices of drama, poetics and theory of drama  Discussion on the important ideas and concepts in the unit	CLO3
UNIT II 15 Hours	A study of Bharata's <i>Natyashastra</i> , Aristotle's <i>Poetics</i> and Brecht's theory of Epic Theatre  <i>Study and analysis of selected texts</i>	CLO2 CLO1
UNIT III 15 Hours	Innovative and thematic turns in Indian drama, use of myth and history in Indian drama, politically, socially or ideologically charged drama.  Discussion on the important ideas and concepts in the unit	CLO2 CLO1
UNIT IV 15 Hours	Special study of one text of any two playwrights out of the following (To be taken up in the Tutorial):  Badal Sircar; Mohan Rakesh; Girish Karnad; Vijay Tendulkar; Mahesh Dattani; Satish Alekar; Mahesh Elkunchwar; Manjula Padmanabhan  <i>Study and analysis of selected texts</i>	CLO2 CLO1

### **Modes of Transaction**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, term paper, open text-book study, use of audio-visual aids etc.

### **Suggested Readings**

- Aristotle. *Poetics*. Trans. S.H. Butcher. New York: Dover Publications Inc., 1997.
- Babu, M. Sarat. *Indian Drama Today: A Study in the Theme of Cultural Deformity*. New Delhi: Prestige Books, 1997.
- Benegal, Som. *A Panorama of Theatre in India*. New delhi: Popular Prakashan, 1967.
- Bhatia, Nandi, Ed. *Modern Indian Theatre: A Reader*. New Delhi: Oxford University Press, 2009.
- Brook, Peter. *The Empty Space*. New York: Touchstone, 1968.
- Brecht, Bertolt. *Brecht on Theatre: The Development of an Aesthetic* Trans. John Willett. New York: Hill & Wang, 1994.
- Dharwadker, Aparna. *Theatres of Independence*. New Delhi: Oxford University Press, 2005.
- Gowda, H.H. Anniah. *Indian Drama and Collection of Papers*. Mysore: Prasaranga University of Mysore, 2001.
- Mason, Bim. *Street Theatre and Other Outdoor Performance*. London and New York: Routledge, 2005.
- Pandey, Sudhakar, and Freya Barua, Ed. *New Directions in Indian Drama*. Delhi: Prestige Books, 1994.
- Pandey, Sudhakar and Freya Taraporewala, Ed. *Contemporary Indian Drama*. New Delhi: Prestige Books, 1990.
- Patil, Prabhakar, Ed. *Myth and Tradition in India*. New Delhi: BPI (India) Pvt. Ltd., 2004.
- Prasad, Amarnath, and Saryug Yadav, Ed. *Studies in Indian Drama in English*. Bareilly: Prakash Books, 2003.
- Reddy, K. Venkata, and R. K. Dhawan, Ed. *Flowering of Indian Drama: Growth and Development*. New Delhi: Prestige Books, 2004.
- Talwar, Urmil, and Bandana Chakrabarty, ed. *Contemporary Indian Drama: Astride Two Traditions*. Jaipur: Rawat Publications, 2005.
- Vatsyayan, Kapila. *Bharata: The Natyashastra*. New Delhi: Sahitya Akademi, 1996.
- . *Traditional Indian Theatre: Multiple Streams*. New Delhi: National Book Trust, 1980.

## ENG. 707: American Literature: A Survey

L	T	P	Cr
3	1	-	4

**Total Hours: 60**

### Learning Outcomes

By the end of this course, students will be able to:

CLO 1: Analyse the history of American writings

CLO 2: Relate the history and cultural progress of the United States of America through literature conveying the diversity in the perceptions and experiences of American authors.

CLO 3: Attempt a critical appreciation of the multiple, complex and internally antagonistic realities of the American people

CLO 4: Analyze, compare, differentiate and contextualize the evolution of American culture through literature reflective of American literary periods from the Puritan era through modern times by exploring the customs and norms of each period as revealed through unique perspectives from a variety of authors.

### Course Contents

Unit/ Hours	Contents	Mapping with Course Learning Outcome
UNIT 1 15 Hous	A Short History of American Literature Hector St John de Crevecoeur. 'What is an American? (Letter III). Ralph W, Emerson. 'The American Scholar.'  Discussion on American prose writings, and on the important ideas and concepts in the unit]	CLO: 1 CLO: 2 CLO: 3
UNIT II 15 Hours	A brief Survey of American Poetry Walt Whitman. <i>Song of Myself</i> (Select poems) Emily Dickinson (selections) Robert Frost (selections) Wallace Stevens. "Peter Quince at the Clavier"	CLO: 2 CLO: 3 CLO: 4

	<p>(And/or an intense study of the works of any other authors of the Ph.D. candidate's choice)</p> <p>[Discussion on American Poetry and on the important ideas and concepts in the unit]</p>	
<p>UNIT III</p> <p>15 Hours</p>	<p>a) A brief Survey of American Short Fiction</p> <p>Herman Melville, "Bartleby the Scrivener"</p> <p>Charlotte Perkins Gilman. "The Yellow Wallpaper"</p> <p>Nathaniel Hawthorne. "Young Goodman Brown"</p> <p>Ernest Hemingway. "Hills like White Elephants"</p> <p>(And/or an intense study of the works of any authors of the Ph.D. candidate's choice)</p> <p>b) A brief Survey of American Novels</p> <p>Ralph Ellison. <i>Invisible Man</i></p> <p>Leslie Marmon Silko. <i>Ceremony</i></p> <p>(And/or an intense study of the works of any two authors of the Ph.D. candidate's choice)</p> <p>[Discussion on Fiction as a genre, and on the important ideas and concepts in the unit]</p>	<p>CLO: 2</p> <p>CLO: 3</p> <p>CLO: 4</p>
<p>UNIT IV</p> <p>15 Hours</p>	<p>A brief Survey of American Drama</p> <p>Edward Albee. <i>Who's Afraid of Virginia Woolf?</i></p> <p>Lorraine Hansberry. <i>A Raisin' in the Sun</i></p> <p>(And/or an intense study of the works of any two authors of the Ph.D. candidate's choice)</p>	<p>CLO: 2</p> <p>CLO: 3</p> <p>CLO: 4</p>

	[Discussion on Drama as a genre, and on the important ideas and concepts in the unit]	
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### **Modes of Transaction**

Lecture, discussion, presentations by students, assignments, library research on topics or problems, term paper, open text-book study, use of audio-visual aids etc.

### **Suggested Readings**

- Bendixen, Alfred and James Nagel, eds. *A Companion to the American Short Story*. New York: Blackwell, 2010.
- Bercovitch, Sacvan. Gen. Ed. *The Cambridge History of American Literature*. New York: CUP, 2017.
- Elliott, Emory, Gen. Ed. *Columbia Literary History of the United States*. New York: Columbia UP, 2019.
- Emerson, Ralph W. *The Complete Essays and Other Writings of Ralph Waldo Emerson*. New York: Random House, 1940.
- Fredman, Stephen, ed. *A Concise Companion to Twentieth-Century American Poetry*. New York: Wiley Blackwell, 2005.
- Gray, Richard, (ed). *A History of American Literature*. Maldon MA: Blackwell, 2016.
- Kimmelman, Burt, ed. *Companion to 20th-Century American Poetry*. New York: The Facts on File, 2005.
- Lamb, Robert Paul and G. R. Thompson, eds. *A Companion to American Fiction 1865 – 1914*. New York: Blackwell, 2005.
- Lauter, Paul, et al. *The Heath Anthology of American Literature*. Boston, MA: Wadsworth, 2020.
- Lehman, David. ed. *The Oxford Book of American Poetry*. New York: OUP, 2006.
- Rich, Adrienne Cecile. "Compulsory Heterosexuality and Lesbian Existence." New York: Onlywomen Press, 1980.
- Richards, Jeffrey H. and Heather S. Nathans, eds. *The Oxford Handbook of American Drama*. New York: OUP, 2014.
- Samuels, Shirley, ed. *A Companion to American Fiction, 1780–1865*. New York: Blackwell, 2014.
- St John de Crevecoeur, Hector. *Letters from an American Farmer*. Harmondsworth: Penguin, 2003.
- Stoneley, Peter and Cindy Weinstein, eds. *A Concise Companion to American Fiction 1900 – 1950*. New York: Wiley-Blackwell, 2018.
- Whitman, Walt. *Song of Myself: Source Book and Critical Edition*. Ezra Greenspan (ed). New York: Routledge, 2015.

(A detailed reading list will be given by the course instructor during the sessions based on the PhD candidate’s prior knowledge of the subject and area/focus of research interest)

**Course Code: ENG.709**

**Course Title: Gender Studies**

**Total Hours: 60**

**Learning Outcomes:**

By the end of this course, students will be able to:

CLO1: Analyse how a gendered perspective may change one’s perception of world

CLO2: Analyse the writings of key theorists with special reference to literature and gender

CLO3: Identify the unique qualities of the authors studied, and compare and contrast them.

CLO4: Situate the assigned texts in their historical contexts and recognize the impact of major events and transitions.

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**Course Contents:**

<b>Units/ Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
UNIT I  15 Hours	Literature and Gender: Introduction to Feminism and gender construction, Performativity, Queer Theory, LGBTQ movements  Discussion on the important ideas and concepts in the unit	CLO1

<p>UNIT II</p> <p>15 Hours</p>	<p>Judith Butler “Sex and Gender in Simone de Beauvoir's Second Sex” Yale French Studies No. 72, Simone de Beauvoir: Witness to a Century (1986), pp. 35-49.</p> <p>Hélène Cixous “The Laugh of the Medusa” <i>Signs</i>, Vol. 1, No. 4 (Summer, 1976), pp. 875-893.</p> <p><i>Study and analysis of selected texts</i></p>	<p>CLO2</p> <p>CLO3</p> <p>CLO4</p>
<p>UNIT III</p> <p>15 Hours</p>	<p>Adrienne Rich “Compulsory Heterosexuality &amp; Lesbian Existence”, 1980.</p> <p>Eve Sedgwick <i>Epistemology of the Closet</i> (Introduction Axiomatic)*</p> <p><i>Study and analysis of selected texts</i></p>	<p>CLO2</p> <p>CLO3</p> <p>CLO4</p>
<p>UNIT IV</p> <p>15 Hours</p>	<p>Experiencing Globalisation, Consumerism and Neoliberalism in India, Role of Media in constructing ideologies enabling gender inequalities, Market and gender construction</p> <p>Discussion on the important ideas and concepts in the unit</p>	<p>CLO2</p> <p>CLO3</p> <p>CLO4</p>

### **Transactional Modes:**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### **Suggested Readings:**

Adichie, Chimamanda N. *We Should All Be Feminists*. New Delhi: Penguin Random house, 2015.

Bhasin Kamala (2000): *Understanding gender, kali for women*, N. Delhi.

Basu Aparna(1999)*Women's Education in India* in Ray and Basu (edt): *From Independence Towards Freedom*, OUP, New Delhi.

Chodhuri Maitreyee (2004): *Feminism in India*, Women Unlimited, New Delhi.

Chakravarty Uma (2003), *Gendering caste through a feminist Lense*, Stree, Calcutta.

Davis Kathy, Evans Mary, Lorber, J (edt) (2006): *Handbook of Gender and Women's studies*, Sage, UK.

Delamont Sara: *Feminist Sociology: Feminist Concepts, Contribution to women's studies series*, Part-I, II, III, RCWS, Mumbai.

Deshraj, Anupama D. *Feminine Self and Feminism in Virginia Woolf*. Nagpur: Dattasons, 2010.

Foucault, Michel. "17 March 1976." *Society Must Be Defended: Lectures at the College de France 1975-1976*. Trans. David Macey. New York: Picador, 1976.

Freedman Jane: *Feminism*, Viva Books, New Delhi, 2002.

Geetha V.: *Patriarchy*, Stree, Calcutta, 2007. Geetha V.: *Gender*, Stree, Calcutta, 2002.

Ghadially Rehana (Edt): *Urban Women in Contemporary India*, Sage Publications, 2007.

Holloway, Karla FC. "Bloodchild" *Private Bodies, Public Texts: Race, Gender and a Cultural Bioethics*. Durham: Duke University Press,

Kaplan Karen, *An Introduction to Women's Studies: Gender in a Transnational World*. 2nd ed. Eds. Inderpal Grewal and New York: McGraw Hill, 2006.

Karat Brinda: *Survival and Emancipation, Three essays Collective*, 2005.

Khullar Mala (edt.): *Writing the Women's Movement-A Reader*, Zubaan, New Delhi, 2005.

Kimmel Michael: *The Gendered Society*, Oxford, NY, 2008.

Lane, Richard J. ed. *Global Literary Theory: An Anthology*. London: Routledge, 2013.

Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. London: Norton, 2010.  
 New Delhi: Oxford University Press, 1992. (–Introductions to Vol. I and II)  
 Radha Kumar: *History of Doing, Kali for Women*, New Delhi, 1992.  
 Rege Sharmila: *Sociology of gender*, Sage, New Delhi, 2003  
 Rutherford, Jonathan, ed. *Identity: Community, Culture, Difference*. London: Lawrence and Wishart, 1990.  
 Showalter, Elaine. 'Towards the Feminist Poetics'. *Twentieth-Century Literary Criticism: A Reader*. Ed. David Lodge. New York: Routledge, 2016.  
 Susie, Tharu and K. Lalitha. *Women Writing in India: 600 B.C. to the Early Twentieth Century - Vo. 1*. s1993.

**ENG.710 Postcolonial Studies: Theory and Practice**

**Total Hours: 60**

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3	1	0	4

**Course Learning Outcomes**

By the end of this course, students will be able to:

- CLO 1: Connect the broad areas of Postcolonial theories, and compare and differentiate different theoretical precepts.
- CLO 2: Analyze postcolonial theoretical positions through critical texts conveying the major perceptions and perspective of the field.
- CLO 3: Relate the potential of different theories, and of the multiple, complex and antagonistic theoretical perspectives present in the contemporary Postcolonial Studies.
- CLO 4: Apply this theoretical understanding to conduct research in the field of literature and enhance and create his/her own way of appreciating literature

## Course Contents

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I 15 Hours	<p><b>Key concepts:</b> Aboriginal/indigenous peoples, Abrogation, Agency, Alterity, Ambivalence, Anti-colonialism, Apartheid, Appropriation, Authentic/authenticity, Binarism, Centre/margin (periphery), Class and post-colonialism, Colonial desire, Colonial discourse, Colonial patronage, Colonialism, Commonwealth, Contrapuntal reading, Counter-discourse.</p> <p><b>Neil Larsen:</b> “Imperialism, Colonialism, Postcolonialism” in <i>A Companion to Postcolonial Studies</i> (Blackwell).</p> <p><b>George Lamming: <i>In the Castle of My Skin</i></b></p> <p>[Discussion on the important ideas and concepts in the unit]</p>	CLO 1

<p>UNIT II</p> <p>15 Hours</p>	<p><b>Key concepts:</b> Creolization, Cultural diversity/cultural difference, Decolonization, Dependency theory, Diaspora, Discourse, Dislocation, Double colonization, Ecological imperialism, Empire, Essentialism/strategic, essentialism, Ethnicity, Ethnography, Ethno- psychiatry/ ethno-psychology, Eurocentrism, Exile, Exotic/exoticism.</p> <p><b>Benita Parry:</b> “The Institutionalization of Postcolonial Studies” in <i>Cambridge Companion to Postcolonial Literary Studies</i>.</p> <p><b>Edouard Glissant: <i>Mahagoni</i></b></p> <p>[Discussion on the important ideas and concepts in the unit]</p>	<p>CLO 2</p>
<p>UNIT III</p> <p>15 Hours</p>	<p><b>Key concepts:</b> Fanonism, Feminism and post-colonialism, Filiation/affiliation, First nations, Globalization, Glocalization, Hegemony, Hybridity, Imperialism, Interpellation, Liminality, Manicheanism, Marginality, Metonymic gap, Metropolis/metropolitan, Mimicry, Missions and colonialism, Modernism and post-colonialism, Nation/nationalism, National allegory, National liberation movements, Native, Nativism.</p> <p><b>Simon Gikandi:</b> “Poststructuralism and Postcolonial Discourse” in <i>Cambridge Companion to Postcolonial Literary Studies</i>.</p> <p><b>Abdulrasak Gurnah: <i>Paradise</i></b></p>	<p>CLO 3</p>

	[Discussion on the important ideas and concepts in the unit]	
UNIT IV 15 Hours	<p><b>Key concepts:</b> Negritude, Neo-colonialism/neo-imperialism, Neo-liberalism, Orientalism, Other, Othering, Post-colonial body, Post colonialism/Postcolonialism, Post-colonial reading, Post-colonial state, Postcolony, Primitivism, Race, Religion and the post-colonial, Savage/civilized, Settler, Settler colony, Slave/slavery, Subaltern, Subject/subjectivity, Surveillance, Third World (First, Second, Fourth), Transculturation, Transnational literatures, Universalism/universality, Whiteness, World system theory.</p> <p><b>John McLeod:</b> “Postcolonialism and Literature” in <i>The Oxford Handbook of Postcolonial Studies</i></p> <p><b>Ayi Kwei Armah: <i>The Beautiful Ones Are Not Yet Born</i></b></p> <p>[Discussion on the important ideas and concepts in the unit]</p>	CLO 4

### **Modes of Transaction**

Lecture, discussion, presentations by students, assignments, library research on topics or problems, term paper, open text-book study, use of audio-visual aids etc.

### **Suggested Readings**

Ashcroft, Bill, et al. *The Post-colonial Studies Reader*. Taylor & Francis, 2006.

Bartolovich, Crystal, et al. *Marxism, Modernity and Postcolonial Studies*. Cambridge UP, 2002.

- Bhabha, Homi K. *Nation and Narration*. Routledge, 2013.
- . *The Location of Culture*. Routledge, 2012.
- Césaire, Aimé. *Discourse on Colonialism*. NYU P, 2001.
- Deckard, Sharae, and Rashmi Varma. *Marxism, Postcolonial Theory, and the Future of Critique: Critical Engagements with Benita Parry*. Routledge, 2018.
- Fanon, Frantz. *Black Skin, White Masks*. 2017.
- . *The Wretched of the Earth*. Grove/Atlantic, 2007.
- Huggan, Graham. *The Oxford Handbook of Postcolonial Studies*. Oxford UP, 2013.
- Lazarus, Neil, and Lazarus Neil. *The Cambridge Companion to Postcolonial Literary Studies*. Cambridge UP, 2004.
- McLeod, John. *Beginning Postcolonialism*. 2010.
- Parry, Benita. *Postcolonial Studies: A Materialist Critique*. Routledge, 2004.
- Said, Edward W. *Orientalism: Western Conceptions of the Orient*. Penguin UK, 2016. Schwarz, Henry, and Sangeeta Ray. *A Companion to Postcolonial Studies*. John Wiley & Sons, 2008.
- Young, Robert. *White Mythologies: Writing History and the West*. Psychology P, 2004.
- Young, Robert J. *Postcolonialism: An Historical Introduction*. John Wiley & Sons, 2016.
- . *Postcolonialism: A Very Short Introduction*. Oxford UP, 2020.