

**Department of English,
School of Languages
Doon University**

Pre-PhD Course Work syllabus

Program Outcome for Pre-PhD Syllabus

PO1: Master Research Fundamentals:

- Demonstrate a comprehensive understanding of the aims and methods of scholarship in modern languages and literatures, including core concepts such as linguistics, textual criticism, literary history, and literary criticism.
- Define research objectives within the context of language and literature, identifying different types of literary research and evaluating research approaches and criteria.

PO2: Develop Technical Writing and Research Skills:

- Exhibit proficiency in technical writing, including the preparation of research proposals, research reports, and dissertations/theses. Demonstrate skills in citation styles, referencing, and avoiding common writing errors.
- Effectively use quotations, footnotes/endnotes, and pagination in research writing, adhering to various documentation styles and punctuation rules.

PO3: Understand and Apply Ethical Principles:

- Articulate the philosophical foundations of ethics and their applications in scientific and literary research. Uphold intellectual honesty, integrity, and ethical standards in conducting and reporting research.
- Navigate publication ethics, including managing conflicts of interest, avoiding predatory publishers, and addressing issues related to authorship, contributorship, and publication misconduct.

PO4: Engage with Contemporary Theoretical Frameworks:

- Analyze and critique contemporary literary theories, such as Structuralism, Post-Structuralism, Marxism, and Post-Colonial Theory, and apply these frameworks to interpret and critique literary and cultural texts.
- Explore the relevance of gender, sexuality, caste, and subaltern studies, applying theoretical perspectives to literature and real-world case studies.

PO5: Enhance Analytical and Research Competence:

- Conduct independent research using primary and secondary sources, synthesizing theoretical concepts and applying them to contemporary literary and cultural studies.
- Develop advanced research skills, including the use of databases, citation metrics, and plagiarism detection tools, to evaluate research impact and ensure academic integrity.

PO6: Critically Evaluate Translated Literature:

- Analyse the significance of translation in preserving and disseminating Indian literature, and critique translated works of fiction, poetry, drama, and short stories.
- Apply knowledge from translation studies to assess the challenges and complexities involved in translating literary texts and produce effective translations.

PO7: Address Environmental and Post-Colonial Issues:

- Explore and evaluate environmental and post-colonial themes in literature, understanding their historical and cultural contexts. Apply theoretical perspectives to analyse issues such as ecological justice, colonial impact, and cultural hybridity.
- Reflect on contemporary debates related to environmental sustainability and post-colonial discourse, evaluating how literature can influence and reflect public perceptions and policies.

PO8: Develop Scholarly Communication Skills:

- Articulate and defend complex ideas in both written and oral formats, contributing to academic discussions and debates in literary and cultural studies.
- Prepare well-organized, critically informed scholarly papers and presentations that reflect an advanced understanding of theoretical concepts and their application in research.

Core/ Compulsory Courses**Course-I****Research Methodology: (4 Credits)**

Course Code: PEG 001

Course Objectives:

- to introduce scholars to the philosophy and mechanics of research
- to train scholars in the use of language, style and discourses suitable for thesis writing,
- to expose scholars to theories of literature, and help them acquire both a theoretical thrust and hands-on experience in writing research proposals before they embark upon the execution of the thesis proper

Unit I: Aims and Methods of Scholarship in Modern Languages and Literatures.

Linguistics, Textual Criticism, Literary History, Literary Criticism.

Unit II: Introduction to Research

Definition and Objectives of Research- Research in Language and Literature-Types of Literary

Research, Different approaches to Research- Extrinsic and Intrinsic Approaches-Identifying a research problem-criteria of good research

Unit III:

Technical Writing: Research Proposal, Research Report, Dissertation/Thesis: Citation,

Notes, Reference, Bibliography, and Webliography, Common Errors in Writing Research Report

Unit-IV: The Mechanics of Research Writing

The use of Quotations, footnotes/endnotes-pagination-documentation style-Parentetical Documentation-Punctuations-The Format of a Thesis-From the First Draft to the Final Copy Language, Style and Types of Discourses, Diction-The Style suitable for a Literary Thesis- Narration-Explanation-Argumentation-Exposition

Course Outcome:

CO1: Understanding Research in Modern Languages and Literatures

- **Outcome:** Students will be able to demonstrate an understanding of the aims and methods of scholarship in modern languages and literatures, including concepts such as linguistics, textual criticism, literary history, and literary criticism.
- **Assessment:** Analysis and discussion of various methods and their applications in literary studies.

CO2: Fundamentals of Research

- **Outcome:** Students will acquire the ability to define research and its objectives within the context of language and literature. They will be able to identify different types of literary research, understand various approaches (extrinsic and intrinsic), and determine the criteria for good research.
- **Assessment:** Creation of a research proposal demonstrating clear problem identification and adherence to research criteria.

CO3: Technical Writing Skills

- **Outcome:** Students will develop skills in technical writing, including the preparation of research proposals, research reports, and dissertations/theses. They will be proficient in citation styles, referencing, bibliography, webliography, and avoiding common writing errors.
- **Assessment:** Submission of a well-structured research proposal and a comprehensive research report with proper citation and referencing.

CO4: Mechanics of Research Writing

- **Outcome:** Students will be able to effectively use quotations, footnotes/endnotes, and pagination in their research writing. They will understand and apply different documentation styles, punctuation rules, and the format of a thesis. They will also be proficient in transforming a first draft into a polished final copy.
- **Assessment:** Draft and final submission of a research thesis with attention to formatting, citation, and documentation styles.

CO5: Language, Style, and Discourse in Thesis Writing

- **Outcome:** Students will demonstrate proficiency in using appropriate language and style for literary theses. They will be skilled in various types of discourses including narration, explanation, argumentation, and exposition.
- **Assessment:** Evaluation of written work for effective use of language, style, and discourse suited to academic writing in literature.

References:

1. MLA Handbook for Writers of Research Papers-Eighth edition - Joseph Gibaldi
2. Thesis and Assignment Writing– Anderson, Durston and Poole.

3. Thesis Writing (Prentice Hall) - Iverson
4. Thesis Writing. - C.J. Parsons
5. Modern Rhetoric - Brooks and Warren.
7. Kothari. C.R. Research Methodology Methods and Techniques.
8. M.P.Sinha. Research Methods, Atlantic Publishers: New Delhi.
9. Paul Oliver. Writing your Thesis. New Delhi.
10. Thorpe, James. Ed. The Aims and Methods of Scholarship in Modern Languages and Literatures. New York: PMLA, 1970.

Course-II

Research and Publication Ethics (RPE) (2 Credits)

Course Code: PEG 002

Course Objectives:

- To familiarize students with the basic concepts of research and approaches to the study of public ethics.
- To acquaint students with the nuances of research and public ethics, scientific conduct of research and use of databases. To help students to identify the issues of research misconduct through the usage of plagiarism tools.
- To assist students in learning various research paper techniques writing research
- To train students in the process of writing various academic and popular writings.
- To sensitize students on research ethics.

Unit 1: PHILOSOPHY AND ETHICS

1. Introduction to philosophy: definition, nature and scope, concept, branches.
2. Ethics: definition, moral philosophy, nature of moral judgements and reactions.

Unit 2: SCIENTIFIC CONDUCT

1. Ethics and respect to science and research.
2. Intellectual honesty and research integrity.
3. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP).
4. Redundant Publications: duplicate and overlapping publications, salami slicing.
5. Selective reporting and misrepresentation of data.

Unit 3: PUBLICATION ETHICS

1. Publication Ethics: definition, introduction and importance.
2. Best practices/standards setting initiatives and guidelines: COPE, WAME, etc.
3. Conflicts of interest.

4. Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types.
5. Violation of publication ethics, authorship and contributorship.
6. Identification of publication misconduct, complaints and appeals.
7. Predatory publishers and journals.

Unit 4: OPEN ACCESS PUBLISHING

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

Unit 5: PUBLICATION MISCONDUCT

A. Group Discussions

1. Subject-specific ethical issues, FFP, authorship.
2. Conflicts of interest.
3. Complaints and appeals: examples and fraud from India and abroad.

B. Software tools

Use of plagiarism software like Turnitin, Urkund and other open-source software tools.

Unit 6: DATABASES AND RESEARCH METRICS

A. Databases

1. Indexing databases.
2. Citation databases: Web of Science, Scopus, etc.

B. Research Metrics

1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score.
2. Metrics: h-index, g-index, i10 index, almetrics.

- **CO1: Understand and Articulate Philosophical Foundations**
 - Define philosophy and identify its nature, scope, and key branches.
 - Explain the role and significance of ethics in philosophical contexts.
 - Differentiate between various branches of ethics and their applications in everyday and professional life.
- **CO2: Apply Ethical Principles to Scientific Conduct**
 - Recognize and uphold the ethical standards and respect required in scientific research.
 - Demonstrate intellectual honesty and integrity in conducting and reporting research.
 - Identify and address scientific misconduct, including falsification, fabrication, and plagiarism (FFP).
 - Detect and prevent issues related to redundant publications, such as duplicate and overlapping publications, and salami slicing.
 - Identify and correct selective reporting and misrepresentation of data.
- **CO3: Navigate and Implement Publication Ethics**
 - Define publication ethics and understand its importance in academic and professional contexts.
 - Apply best practices and guidelines from standard-setting initiatives such as COPE and WAME.
 - Recognize and manage conflicts of interest in the publication process.
 - Understand the concept of publication misconduct, including problems leading to unethical behavior, and identify types of misconduct.
 - Address violations of publication ethics, including issues related to authorship and contributorship.
 - Identify publication misconduct, process complaints, and manage appeals effectively.
 - Recognize and avoid predatory publishers and journals.
- **CO4: Utilize Open Access Publishing Tools and Resources**
 - Understand open access publications and their significance.
 - Utilize SHERPA/RoMEO and other online resources to check publisher copyright and self-archiving policies.
 - Use software tools developed by SPPU to identify predatory publications.
 - Employ journal finder tools such as JANE, Elsevier Journal Finder, and Springer Journal Suggestor to identify appropriate publication venues.
- **CO5: Address and Manage Publication Misconduct**

- Engage in group discussions on subject-specific ethical issues, including FFP and authorship concerns.
- Discuss and analyze conflicts of interest and their implications.
- Review and learn from examples of complaints and appeals related to fraud from both domestic and international contexts.
- Utilize plagiarism detection software (e.g., Turnitin, Urkund) and other open-source tools to ensure academic integrity.
- **CO6: Utilize Databases and Understand Research Metrics**
 - Navigate and use indexing and citation databases, such as Web of Science and Scopus, effectively.
 - Understand and interpret research metrics, including Impact Factor, SNIP, SJR, IPP, and CiteScore.
 - Assess and apply various research metrics such as h-index, g-index, i10 index, and altmetrics to evaluate research impact and productivity.\

Elective- I

Course III Any **one** of the following: (4 Credits)

Paper I: Contemporary Literary Theory

Course Code: PEG 003(A)

Objective: The Course focuses on contemporary literary theories and the role of movements in Social, Political and Cultural Spheres.

Unit 1:

Structuralism and Post-Structuralism.

Post Modernism

Marxism

New Historicism.

Cultural Materialism.

Unit 2: Judith Butler – “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory”

Unit 3: Catherine Gallagher – “Raymond Williams and Cultural Studies”

Unit 4: Post Theory 1. “Introduction Post-Theory?” Stefan Herbrechter and Ivan Callu

Course Objectives:

- **CO1: Analyze and Critique Literary Theories:**
 - Demonstrate a comprehensive understanding of contemporary literary theories including Structuralism, Post-Structuralism, Postmodernism, Marxism, New Historicism, and Cultural Materialism.
 - Articulate the fundamental principles and debates within these theories and evaluate their applications in literary and cultural analysis.
- **CO2: Apply Theoretical Frameworks:**
 - Apply various literary theories to interpret texts, considering how different theoretical perspectives influence the understanding of literature and cultural phenomena.
 - Develop critical essays that utilize these theories to offer nuanced readings of literary and cultural works.
- **CO3: Engage with Key Texts and Theorists:**
 - Engage deeply with seminal texts and key theorists including Judith Butler's work on performativity and gender, Catherine Gallagher's examination of Raymond Williams and cultural studies, and Stefan Herbrechter and Ivan Callu's discussion on post-theory.
 - Critically assess and synthesize the arguments presented in these key texts, demonstrating an ability to engage with complex theoretical discussions.
- **CO4: Understand Historical and Cultural Contexts:**
 - Understand the impact of historical, social, and cultural contexts on literary theory and criticism.
 - Explore how literary theories reflect and respond to social, political, and cultural changes, and apply this understanding to the analysis of texts.
- **CO5: Evaluate Post-Theoretical Perspectives:**
 - Analyze and critique the concept of Post-Theory, exploring its implications for the future of literary and cultural criticism.
 - Discuss the relevance of Post-Theory in contemporary theoretical discourse and its impact on traditional and emerging critical methodologies.
- **CO6: Develop Scholarly Research and Writing Skills:**
 - Conduct independent research using primary and secondary sources relevant to contemporary literary theory.
 - Produce well-organized and critically informed scholarly papers that reflect advanced understanding of theoretical concepts and their application.
- **CO7: Foster Critical Thinking and Discussion:**

- Engage in thoughtful discussion and debate on the theoretical approaches covered in the course.
- Demonstrate the ability to formulate and defend critical viewpoints in written and oral formats, contributing to the broader academic discourse on literary theory

Recommended Books:

1. Bennett, Tony. *Formalism and Marxism*. London: Methuen, 1979.
2. Brannigan, John. *New Historicism and Cultural Materialism*. London: Macmillan, 1998.
3. Connor, Steven. *Postmodernist Culture: An Introduction to Theories of the Contemporary*, 2nd edn. Oxford: Blackwell, 1997.
4. Culler, Jonathan. *On Deconstruction: Theory and Criticism after Structuralism*. London: Routledge and Kegan Paul, 1983.
5. Eagleton, Terry. *Marxism and Literary Criticism*. London: Routledge, 1976.
6. Gallagher, Catherine and Stephen Greenblatt. *Practising New Historicism*. Chicago: University of Chicago Press, 2000.
7. Mulhern, Francis, ed. *Contemporary Marxist Literary Criticism*. London: Longman, 1992.
8. Norris, Christopher. *Deconstruction: Theory and Practice*. New York: Routledge, 2002.
9. Ahmed, Aijaz. *Theory: Classes, Nations, Literatures*. London: Verso, 1992.
10. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, eds. *The Empire Writes Back*. London: Routledge, 1989.
11. Bhabha, Homi K. *The Location of Culture*. London and New York: Routledge, 1994.
12. Gates, Henry Louis, Jr. *The Signifying Monkey: A Theory of Afro-American Literary Criticism*. Oxford: Oxford UP, 1992.
13. Loomba, A. (2005). *Colonialism/ Post Colonialism*. London: New York: Routledge.
- Sethuraman V.S. *Contemporary Criticism: An Anthology*. Chennai: Macmillan India Ltd. 1989.
- Lodge, David. *20th Century Literary Critics: A Reader*. New York: Longman, 1972.
- Nigal Wood. *Modern Criticism and Theory: A Reader*. 3rd Edition. New Delhi: Pearson Education, 2008.

Paper II: Gender, Sexuality, Caste and Subaltern Studies (4 Credits) Course Code: PEG 003(B)

Course Objective:

The course is devoted to theoretical understanding in the area of gender and subaltern identity.

Unit I: Beauvoir, Simone de. *The Second Sex*. Vintage Publishing, 2010,

Unit II: Guha, Ranjit. *Dominance without Hegemony* Harvard University Press, 1997.

Unit III: Ambedkar, B.R. *Annihilation of Caste*. Navayana, 2014.

Unit IV:

Manjula Padmanabhan – *Harvest*

Warren Ellis – *Transmetropolitan*

Hoshang Merchant – “Scent of Love”

Margaret Atwood – “In the Secular Night”

Girish Karnad – *Naga-Mandala*

Sharankumar Limbale. *The Outcaste: Akkarmashi*

Course Outcome:

CO1: Theoretical Understanding:

- **Analyze** and **critique** foundational and contemporary theories of gender, sexuality, caste, and subaltern identities, as articulated in key texts by Simone de Beauvoir, Ranjit Guha, B.R. Ambedkar, and other authors.
- **Explain** the core concepts and arguments of major works such as *The Second Sex*, *Dominance without Hegemony*, *Annihilation of Caste*, and the selected literary and theoretical texts.

CO2: Critical Engagement:

- **Assess** the impact of gender and caste theories on contemporary social and political issues.
- **Evaluate** the relevance of classical and modern theories of gender and subaltern studies to current debates in social justice and human rights.

CO3: Literary and Cultural Analysis:

- **Interpret** and **critique** literary works, including plays, novels, and essays, with an emphasis on how they represent and challenge gender, sexuality, and caste norms.
- **Compare** and **contrast** the portrayals of gender and subaltern identities in different cultural and literary contexts, as seen in texts like *Harvest*, *Transmetropolitan*, and *Naga-Mandala*.

CO4: Research and Application:

- **Conduct** research on gender, sexuality, and caste issues using theoretical frameworks from the prescribed texts.

- **Apply** theoretical concepts to analyze real-world case studies and contemporary issues related to gender and caste.

CO5: Communication Skills:

- **Articulate** and **defend** complex ideas about gender, sexuality, and caste in both written and oral formats.
- **Engage** in scholarly discussions and debates, demonstrating an understanding of the critical theories and perspectives studied in the course.

CO6: Interdisciplinary Perspectives:

- **Integrate** insights from different disciplines, including literature, sociology, and political science, to develop a nuanced understanding of gender, sexuality, and caste issues.
- **Draw connections** between theoretical texts and practical applications in various socio-cultural contexts.

This course aims to equip students with a comprehensive understanding of gender, sexuality, caste, and subaltern studies, enhancing their ability to critique.

Recommended Books:

1. Friedan, Betty. *The Feminine Mystique*. W.W. Norton & Company, 2001.
2. Cixous, Helen, *The Laugh of the Medusa*. Translated by Keith Cohen and Paula Cohen, The University, 1976.
3. Kristeva, Julia. *Revolution in Poetic Language*. Translated by Margaret Waller. Columbia University Press, 1984.
4. Gramsci, Antonio. *Selection from the Prison Notebooks*. New York International Publisher, 1971.
5. Spivak, G.C. *Righting Wrongs*. Diaphanes Verlag, 2008.
6. Spivak, G.C. *Can Subaltern Speak?* Columbia UP, 2010
7. Tharu, Susie and K. Lalita. *Women writing in India*. Vol. I OUP, 1991.
8. Nandi. *Exile at Home*. Oxford University Press, 2005.

Elective- II

(Any one of the following):

Paper III: Indian Literature translated in English (4 Credits)

Course Code: PEG 004(A)

Objectives: To familiarize students with Indian Literature translated into English; to familiarize them with the variety and richness of Indian literature; to motivate students to translate works.

Unit 1: Role of Translation in the Indian context

Problems and issues in translation – languages and cultures of Indian literature(s).

Unit 2: Fiction

Prathibha Ray – *Yajnaseni: The Story of Draupadi*

Chandrasekhara Kambar – Shiva's Drum

O V Vijayan – Legends of Khazak.

Unit 3: Poetry

N Pichamurti– 'National Bird'

Umashankar Joshi - 'Passing Through Rajasthan'

Nirala– 'The Betrayal'

Amiya Chakravarty– 'Fire'

Arun Kolatkar – 'The Alphabet'

Unit 4 Drama

Vijay Tendulkar – Missing: A Father

Girish Karnad–Hayavadana

Unit 5 Short Stories

Chalam – "Widow"

N Kunjamohan Singh – "The Taste of the Hilsa"

Kartar Singh Duggal – "The Taxi Driver"

Saadat Hasan Manto – "Toba Tek Singh"

Damodar Mauzo – "The Vow"

- **CO1: Understand the Role of Translation in the Indian Context:**
 - **Outcome:** Students will be able to critically analyze the significance of translation in preserving and disseminating Indian literature. They will gain insight into the challenges and complexities of translating literature between diverse languages and cultures within the Indian context.
 - **Skills Developed:** Analytical thinking, understanding of cultural nuances, and appreciation of the translation process.
- **CO2: Analyze and Interpret Translated Fiction:**
 - **Outcome:** Students will demonstrate the ability to read and interpret major works of translated Indian fiction, such as Prathibha Ray's *Yajnaseni: The Story of Draupadi*, Chandrasekhara Kambar's *Shiva's Drum*, and O V Vijayan's *Legends of Khazak*. They will be able to evaluate these works within their cultural and literary contexts.
 - **Skills Developed:** Literary analysis, contextual understanding, and comparative evaluation of translated texts.
- **CO3: Appreciate and Critique Translated Poetry:**
 - **Outcome:** Students will be able to critically appreciate and analyze significant works of translated Indian poetry, including poems by N Pichamurti, Umashankar Joshi, Nirala, Amiya Chakravarty, and Arun Kolatkar. They will understand the thematic and stylistic elements of these poems and their impact when translated into English.
 - **Skills Developed:** Poetic analysis, critical appreciation, and thematic interpretation.
- **CO4: Engage with Translated Drama:**
 - **Outcome:** Students will gain an understanding of translated Indian drama by analysing plays such as Vijay Tendulkar's *Missing: A Father* and Girish Karnad's *Hayavadana*. They will be able to discuss these plays' narrative techniques, character development, and thematic concerns.
 - **Skills Developed:** Dramatic analysis, character study, and thematic exploration.
- **CO5: Explore and Evaluate Translated Short Stories:**
 - **Outcome:** Students will be able to explore and evaluate translated Indian short stories, including works by Chalam, N Kunjamohan Singh, Kartar Singh Duggal, Saadat Hasan Manto, and Damodar Mauzo. They will understand the narrative styles, cultural contexts, and social issues depicted in these stories.

- **Skills Developed:** Short story analysis, narrative techniques, and socio-cultural interpretation.
- **CO6: Apply Knowledge of Translation Studies:**
 - **Outcome:** Students will be able to apply theoretical knowledge from translation studies to critically assess the process and challenges involved in translating Indian literature. They will utilize concepts from key texts such as Steiner's *After Babel*, Bassnett's *Translation Studies*, and others to support their analyses.
 - **Skills Developed:** Application of translation theory, critical thinking, and scholarly analysis.
- **CO7: Demonstrate Translation Skills:**
 - **Outcome:** Students will be motivated and equipped to attempt their own translations of Indian literary works. They will demonstrate an understanding of the complexities involved in translating literary texts and apply appropriate strategies to produce effective translations.
 - **Skills Developed:** Translation practice, creative problem-solving, and practical application of translation techniques.

REFERENCES:

1. Deshpande, G.P. *Modern India Drama* Ed; New Delhi: Sahitya Akademi 2000.
2. Kambar Chandrashekar. *Modern Indian Plays* Ed. Vol.2 New Delhi: National School of Drama 2000.
3. Reddy, K V and R K Dhawan (eds) *Flowering of Indian Drama: Growth and Development*. New Delhi: Prestige, 2005.
4. Steiner, G. *After Babel: Aspects of Language and Translation*. Oxford: OUP. 1997.
5. Talgeri, P and S K Verma Eds. *Literature and Translation*. New Delhi: JNU, 1988.
6. Bassnett, Susan. *Translation Studies*. UK: Routledge, 2013.
6. Online Source

Paper IV

Post-Colonial Studies (4 Credits)

Course Code: PEG 004(B)

Objective:

- To apply the theoretical aspects in the prescribed works.
- To critically engage with post-colonial theory and its application in analysing selected literary texts and critical essays.

Unit I

Edward Said: Orientalism

Jean-Paul Sartre: Preface to *Wretched of the Earth*.

Unit II: Homi Bhabha: *Location of Culture*.

K Ayyappa Paniker: “The Postcolonial Experience in Indian Literature”

Unit III:

Gayatri Chakravorty Spivak: “Can the Subaltern Speak?”

Chandra Talpade Mohanty- “Under Western Eyes: Feminist Scholarship and Colonial Discourses”

Arjun Appadurai – “The Heart of Whiteness”

Unit IV:

Chinua Achebe: *Things Fall Apart*

J. M. Coetzee: *Disgrace*

Amitav Ghosh: *The Circle of Reason*

Bapsi Sidwa: *Ice Candy Man*

Course Outcome:

CO1: Theoretical Understanding:

- Demonstrate an in-depth understanding of key post-colonial theoretical frameworks by Edward Said, Jean-Paul Sartre, Homi Bhabha, Gayatri Chakravorty Spivak, Chandra Talpade Mohanty, and Arjun Appadurai.
- Analyze and critique how these theories address the impact of colonialism on culture, identity, and gender.

CO2: Textual Analysis:

- Apply post-colonial theoretical perspectives to the analysis of canonical texts such as *Things Fall Apart*, *Disgrace*, *The Circle of Reason*, and *Ice Candy Man*.
- Interpret how these literary works reflect and challenge post-colonial themes such as identity, power dynamics, and cultural hybridity.

CO3: Critical Engagement:

- Engage critically with scholarly essays and secondary readings, such as those by Aijaz Ahmed, Mary E. Hawkesworth, Mary E. John, and Pierre Bourdieu, to deepen understanding of post-colonial discourse.

- Evaluate the contributions of these scholars to the broader discourse on post-colonial studies and feminist scholarship.

CO4: Comparative Analysis:

- Compare and contrast the representation of post-colonial themes across different texts and theoretical perspectives.
- Assess the effectiveness of various theoretical approaches in addressing the complexities of post-colonial experiences and narratives.

CO5: Research and Synthesis:

- Conduct independent research on selected topics within post-colonial studies and synthesize findings to contribute original insights to the field.
- Demonstrate the ability to construct well-argued essays and presentations that reflect a nuanced understanding of post-colonial issues and debates.

CO6: Application of Theory:

- Apply theoretical concepts from the course to contemporary issues in global literature and culture.
- Reflect on how post-colonial theory can be used to analyze current global and local socio-political dynamics.

References:

1. Ramakrishnan, E V - "Beyond Canons and Classrooms: Towards a Dialogic Model of Literary Historiography" in *Indigenous Imaginaries: Literature, Region, Modernity*. Hyderabad: Orient Blackswan, 2017.
2. Ahmed, Aijaz. *In Theory: Classes, Nations, Literatures*. London: Verso, 2000.
3. Mary E Hawkesworth - 'Democratization: Reflections on Gendered Dislocations in the Public Sphere' in *The Socialist Feminist Project: A Contemporary Reader in Theory and Politics*. Ed. Nancy Holmstrom. Delhi: Aakar, 2011
4. Mary E John - "Globalization, Sexuality and the Visual Field: Issues and Non-Issues for Cultural Critique" in *Women Contesting Culture: Changing Frames of Gender Politics in India*.
5. Ed. Kavita Punjabi, Paromita Chakravarti. Jadavpur: Jadavpur University, 2012.
Bourdieu, Pierre. - 'The Forms of Capital' in *Cultural Theory: An Anthology*. Ed. Imre Szeman,

6. Timothy Kaposy. UK: Wiley-Blackwell, 2011.
7. Lazarus, Neil. *The Cambridge Companion to Postcolonial Literary Studies* (Cambridge Companions to Literature). UK: CUP, 2004
8. Satchidanandan, K. Ed. K. Ayyappa Paniker: *Selected Essays*. New Delhi: Sahitya Akademi, 2017.

Paper V: Ecology and Literature: (4 Credits)

Course Code: PEG 004(C)

Course Objectives:

This course proposes to study the relationship between environment and literature from critical and historical perspectives. It will orient the students in the theories of ecocriticism and encourage them to closely read a few seminal texts of world literature with a particular focus on Indian responses to environmental concerns.

Unit I

Ecocriticism and Ecopoetics, Pastoral Writing, Wilderness Writing, Environmentalism, Green Studies, Deep Ecology, Eco-Marxism and Social Ecology, Ecofeminism, Deforestation and Colonialism, Environment and Justice, Eco-tourism, Speciesism

Unit II:

Selections from Rachel Carson's *The Silent Spring*, Jonathan Bate's *The Song of the Earth*, Lawrence Buell's *Writing for an Endangered World*

Unit III:

Nadine Gordimer: *The Conservationist*,

Jamaica Kincaid: *A Small Place*,

R.K. Narayan: *A Tiger for Malgudi*,

Amitav Ghosh: *The Hungry Tide*

Unit IV:

Arundhati Roy: *The Cost of Living*

Shiva, Vandana: *Ecology and the Politics of Survival*

“A Flowering Tree: A Woman's Tale” retold by A. K. Ramanujan

Course Outcome:

CO1: Understand and Apply Ecocritical Theory:

- Demonstrate a comprehensive understanding of key theories in ecocriticism, including ecopoetics, deep ecology, eco-Marxism, and ecofeminism.
- Critically apply these theories to analyze and interpret literary texts with an emphasis on environmental concerns and representations.

CO2: Analyze Environmental Literature:

- Analyze seminal texts from various periods and cultural contexts, including the works of Rachel Carson, Jonathan Bate, and Lawrence Buell, with a focus on their treatment of environmental issues.
- Engage in close readings of selected literary works, including those by Nadine Gordimer, Jamaica Kincaid, R.K. Narayan, Amitav Ghosh, and Arundhati Roy, to explore their environmental themes and perspectives.

CO3: Evaluate Indian Literary Responses to Environmental Issues:

- Critically evaluate how Indian literature, such as the works of R.K. Narayan and Amitav Ghosh, addresses and represents environmental concerns and ecological challenges.
- Analyze how Indian authors respond to themes of deforestation, colonialism, and environmental justice within their narratives.

CO4: Explore Historical and Cultural Dimensions:

- Investigate the historical and cultural contexts of pastoral and wilderness writing, as well as the impact of environmentalism and green studies on literature.
- Assess the influence of colonialism on environmental narratives and the portrayal of environmental issues in literature from different regions and historical periods.

CO5: Integrate Environmental Justice and Literary Criticism:

- Discuss the intersections of environmental justice and literature, including issues related to speciesism, eco-tourism, and the politics of survival.

- Analyze how literary texts contribute to or critique discussions on environmental justice and the ethical treatment of nature and animals.

CO6: Develop Research and Analytical Skills:

- Conduct independent research on ecological themes in literature and present findings in written and/or oral formats.
- Synthesize insights from theoretical readings and literary texts to develop original interpretations and critiques of environmental literature.

CO7: Engage with Contemporary Environmental Debates:

- Reflect on contemporary environmental debates and their representation in literature, including the implications of climate change and ecological sustainability.
- Evaluate how literature can influence and reflect public perceptions and policies regarding environmental issues.

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