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THE NATIONAL COLLEGE BASAVANAGUDI, BENGALURU- 04
AUTONOMOUS

Website: www.ncbgudi.com

Master of Arts in ENGLISH

Regulations, Scheme & Syllabi

I to IV Semesters

Revised w.e.f.

Academic Year 2019-2020 and onwards

Regulations for the Two Years (FOUR Semesters) Post-Graduate Course

Eligibility:

(a) A candidate, who has passed the three years B.Sc. Examination of any recognized University or equivalent thereto with Computer Science as one of the core subjects, shall be eligible for admission to M.Sc Computer Science Course.

b) A General merit candidate should have secured at least 50% marks in aggregate and 55% in the Computer Science subjects in the degree course. For candidates belonging to SC/ST/BT and OBC, it is relaxed to 45% both in aggregate marks and marks secured in Computer science.

c) Completed 20 years of age at the time of admission or will complete this age on or before 31st December of the year of admission.

Duration of the Course:

The course of study of P.G. Degree shall extend over a period of two academic years, each year comprising two semesters, each semester comprising sixteen weeks of class work. The terms and vacations shall be as notified by the college from time to time.

Medium of Instruction:

The medium of instruction and Examination shall be English only.

Attendance:

Each semester shall be taken as a unit for the purpose of calculating attendance.

A student shall be considered to have satisfied the requirement of attendance for the semester, if he/she has attended not less than 75% of the number of classes in theory and practicals separately, in each of the subjects.

A student who fails to satisfy the above conditions shall not be allowed to take the End Semester Examinations.

Marks for attendance under CIA [Continuous Internal Assessment] will be awarded in proportion to the attendance over 75%.

End Semester Examination:

Notification for the End Semester Examination will be issued 30 days before the commencement of the examination.

Students are required to pay the prescribed fee and submit the application form at the office of the Controller of Examinations (COE) within the dates notified.

Students, who do not pay the prescribed end semester examination fee for any semester, shall repeat the semester.

A student who has failed in a subject can attempt the same 3 times.

Practical examination will be conducted before the commencement of the theory examination.

Results:

Provisional Results of each semester will be announced within Fifteen days after the completion of the examinations.

Semester Marks Cards will be issued within 15 days of the announcement of results.

Request for Re-valuation should be made within 5 days from the date of declaration of result along with the fee notified by the Controller of Examinations.

Students who have cleared a minimum of 4 papers of I & II semester together shall be eligible for III Semester.

Process of Assessment:

Examinations are conducted with utmost care in the college. The College conducts two centralized tests in a semester for 30 marks in each subject. The end semester examination is conducted for 70 marks in each subject. Practical examinations are conducted for 100 marks. 30 marks are allotted for internal assessment which takes into consideration marks obtained at the tests, practical tests, attendance and assignments. One minor project and two seminars are valued for 50 marks each. The internal assessment is calculated on the basis of the following points:

Attendance – 5 Marks

Assignments- 5 Marks

Internal assessment (Two) tests – 20 Marks

Total – 30 marks

The Institution monitors student progression by continuous evaluation of performance and attendance. The faculty guides students to ensure their progress at each stage.

The Internal Assessment marks must be displayed in the Department Notice Board and a copy of the same should be sent to Controller of Examinations, at least one week before the commencement of the End Semester Examination.

The attendance of the students is strictly monitored. The attendance status is announced at the end of every month. Parents of students having a shortage of

attendance are informed by the class teachers. Students who do not have a minimum of 75% of attendance are not permitted to take the final examination.

Mode of Assessment:

There shall be a double valuation by Internal and External teachers. Average marks of both Valuers should be taken as the marks secured for each paper. If the difference between the two Valuers exceeds 15% of the maximum marks of the paper, there shall be a third valuation by a Board. Board should comprise of the Chairperson of the Department, Paper setter and an external member. Marks awarded by the Board shall be final.

**Minimum to pass 50%: Theory 35/70 IA 15/30 ,
Practicals 35/70 IA 15/30**

MA English Programme Outcome

The PG programme enable students to:

- 1.Explain important concepts and theoretical frameworks in their respective disciplines.
- 2.Contribute to research activities, related to both academics and industry-based.
- 3.Conduct inter-disciplinary & trans-disciplinary research with the focus on innovation.
- 4.Make critical assessments and judgments.
- 5.Analyze qualitative and quantitative data.
- 6.Develop academic skills appropriate for teaching.
- 7.Succeed in competitive examinations like NET, KSET etc.
- 8.Identify their own position on the ethical and democratic spectrum.

I Semester – MA English

Code	Course	Hours	Marks			Credits
			IA	Exam	Tot	
MAE 1.1	Introduction to European Literatures	4	30	70	100	4
MAE 1.2	British Literature I	4	30	70	100	4
MAE 1.3	India Studies I	4	30	70	100	4
MAE 1.4	World Writing- An Exploration I	4	30	70	100	4
MAE 1SC1	English Language Education I	4	30	70	100	4
Total Credit					500	20

II Semester – MA English

Code	Course	Hours	Marks			Credits
			IA	Exam	Tot	
MAE 2.1	British Literature II	4	30	70	100	4
MAE 2.2	British Literature III	4	30	70	100	4
MAE 2.3	India Studies II	4	30	70	100	4
MAE 2.4	World Writing- An Exploration II	4	30	70	100	4
MAE 2SC2	English Language Education II	4	30	70	100	4
Total Credit					500	20

III Semester – MA English						
Code	Course	Hours	Marks			Credits
			IA	Exam	Tot	
MAE 3.1	Critical Theory	4	30	70	100	4
MAE 3.2	Post Colonial Studies I	4	30	70	100	4
MAE 3.3	Gender Studies I	4	30	70	100	4
MAE 3.4	Writing and Research Methods	4	30	70	100	4
MAE 3SC3	American Literature I	4	30	70	100	4
MAE3.OE1	Open to the students of Other Disciplines	2	15	35	50	2
OE	Professional Communication					
Total Credit					550	22

IV Semester – MA English						
Code	Course	Hours	Marks			Credits
			IA	Exam	Tot	
MAE 4.1	Gender Studies II	4	30	70	100	4
MAE 4.2	Post Colonial Studies II	4	30	70	100	4
MAE 4.3	Dissertation	4	30	70	100	4
MAE 4 SC4	American Literature II	4	30	70	100	4
MAE 4.SC5	Film Studies	4	30	70	100	4
Total Credit					500	20

First Semester

I Semester – MA English						
Code	Course	Hours	Marks			Credits
			IA	Exam	Tot	
MAE 1.1	Introduction to European Literatures	4	30	70	100	4
MAE 1.2	British Literature I	4	30	70	100	4
MAE 1.3	India Studies I	4	30	70	100	4
MAE 1.4	World Writing- An Exploration I	4	30	70	100	4
MAE 1SC1	English Language Education I	4	30	70	100	4
Total Credit					500	20

MAE 1.1 INTRODUCTION TO EUROPEAN LITERATURES

Lecture Hrs: 54

Internal Marks: 30

Exam Marks : 70

Objectives:

- To introduce the learner to the idea of *Europe* –as a geographical location and as places with distinct cultural centres.
- To introduce the learners to the notion of cultural differences that exists within Europe. The emphasis is on *plurality within Europe* and so, introduces the learner to distinctive literatures of Europe.
- To introduce literary concepts, those of which emanate from the aims of the paper— *classical, classicism, drama, renaissance, world literature, realism etc.*

UNIT I: CLASSICISM

1. Aristotle: Poetics
2. Sophocles: Oedipus Rex
3. Homer Iliad
4. Dante: Inferno

UNIT II: RENAISSANCE IN EUROPE

1. Goethe: World Literature
2. Cervantes: Don Quixote- Episode of the Windmill
3. Boccaccio: On Dante/An excerpt from Decameron

UNIT III: MODERN EUROPE

1. Gustav Flaubert: Madame Bovary
2. Ibsen A Doll's House

UNIT IV: GLIMPSES OF RUSSIAN LITERATURE

1. Alexander Pushkin
2. Anton Chekhov Short Story
3. Film Text Leo Tolstoy *Anna Karenina*
4. Film Text- *Anastasia*

Suggested Texts

1. Visual Text- Ascent of Man- Documentary
2. Baudelaire
3. Cambridge History of European Literature
4. Flaubert's Essays
5. The Modern Tradition- Richard Ellman & Charles Feidelson

MAE 1.2 British Literature I

Lecture Hrs: 54

Internal Marks: 30

Exam Marks : 70

Unit I: Religion, Society & Literature

(Concepts: Catholicism, Reformation, Puritanism)

- i. Geoffrey Chaucer: *The Wife of Bath's Prologue*.
- ii. *Everyman*
- iii. George Herbert: *The Collar*; *The Pulley*.
- iv. John Milton: *On His Blindness*; Book 1 of *Paradise Lost*.
- v. Visual Text- A Documentary on British Literature (BBC Series)

Unit II: The Renaissance and its influence on Literature

(Concepts: Sonnet, English Drama, Tragedy, Comedy, Metaphysical Poetry, Satire)

- i. Philip Sidney: *Astrophel & Stella*
- ii. William Shakespeare's Sonnets-theme of love, time, immortality.
- iii. John Donne: *The Canonization*; *A Valediction Forbidding Mourning*
- iv. Christopher Marlowe: *Dr. Faustus*
- v. Ben Jonson: *Everyman in his humour*
- vi. William Shakespeare: *Macbeth*
- vii. Film Text: *Elizabeth*

Unit III: The Essay as a form

(Concepts: Enlightenment, Neo-classicism, Egalitarianism, Prose, Essay, Periodical Essay, Coffee shop, Biography, Political Pamphlet, Women's rights)

- i. Francis Bacon: *On Travel*; *On Studies*
- ii. Dryden: *Essay on Dramatic Poesy*
- iii. Alexander Pope: *Essay on Criticism*
- iv. Johnson: Shakespeare from *Lives of Poets*
- v. Addison
- vi. Steele
- vii. Mary Wollstonecraft- Introduction- *Vindication to the Rights of Women*

Unit IV: The beginnings of the Novel

(Concepts: Novel as a form; Picaresque; Epistolary; Parody; Dystopia)

- i. Aphra Behn: *Oroonoko*
- ii. Daniel Defoe: *Robinson Crusoe*
- iii. Samuel Richardson: *Pamela*
- iv. Film Text: Jonathan Swift's *Gulliver's Travels*.

Suggested Reading:

1. Ford, Boris (ed.) : The New Pelican Guide to English Literature
2. William Henry Hudson- An Outline History of English Literature
3. Yale University Lectures
4. EM Tillyard: The Elizabethan World Picture
5. Bertrand Russell- The History of Western Philosophy
6. Kenneth Clark- Civilizations-focus on Renaissance
7. M.H.Abrams- A Glossary of Literary Terms
8. The Norton Anthology of English Literature—The Major Authors, 9th ed ISBN: 978-0- 393-93963-9
9. <https://www.youtube.com/watch?v=y-a12rE0isM-> UGC-NET Lecture 1- The Anglo-Saxon Period
10. <https://www.youtube.com/watch?v=MwqXIr2kTfQ-> UGC-NET Lecture 2- The Anglo-Norman Period
11. https://www.youtube.com/watch?v=rO3-yB_XmG4 - UGC-NET Lecture 3- The Age of Chaucer

This paper will focus on giving a multi-dimensional view of India, by engaging in the deep history of India.

Objectives:

1. To understand the history of India.
2. To engage with socio-political-religious movements in India.
3. To examine the presence of English in Indian Literature

Module 1:

1. Introduction to Women Writing in India-from Volume 1
2. Folklore & Oral Tradition-History of Folklore in Karnataka-Ambalike Hirayanna (choose chapters)
3. Gauri Vishwanathan- From *Masks of Conquest*.
4. Gandhi: *Hind Swaraj*
5. Romila Thapar

Module 2:

1. The Vachana Movement
2. The Bhakti Movement
3. Amir Khusru

Module 3: Presence of English

1. U R Ananthamurthy: *Bharatipura*
2. Indian Women Poets
3. Munshi Premchand: *Chess players*
4. Manto: *Toba Tek Singh*
5. Bagalodi Devaraya: *The Lord Of Earthenware*
6. Satyajith Ray: *Ghare Baire(Film Text)*

Module 4: Film Texts

1. *Gejjepuje*
2. *Vaastu Purush*-Sumithra Bhavé and Sunil Sukthankar
3. *Discovery of India*--Nehru and Shyam Benegal (Gandhi's entry)

Suggested Reading:

1. Keerthinath Kurthakoti—*Sahitya mattu yugadharma*
2. L.S.Seshagiri Rao- Hosagannada Sahitya Caritre
3. Krithi samskruti—M G Krishnamurthy
4. Who Needs folklore? A K Ramanujan
5. An Essay by Tarkovsky—*Sculpting Time*
6. Al Beruni's India (Excerpts)
(http://www.columbia.edu/cu/lweb/digital/collections/cul/texts/ldpd_5949073_001/)

Unit I- Writing Travel

1. Medieval and Early Modern Writing from *The Cambridge Introduction to travel writing* ed by Tim Youngs
2. Paul Theroux – *The Great Railway Bazar*
3. A.D. Hope: *The Death of a Bird*
4. V S Naipaul: From *Among the Believers*
5. Film Text: *Murder on the Orient Express*

Unit II- Politics

1. Chris Harman: Introduction to *A People's History of the World*
2. Marjane Satrapi: *Persepolis*
3. Faiz Ahmad Faiz- *A Few Days More*
4. Film Text: *Schindler's List*

Unit III- Sports

1. The Kite-Runner (Novel)
2. Clifford Geertz- 'Deep Play: Notes on the Balinese Cockfight'
3. A Gentleman Champion of Timeless Steel and Dignity- Ed Smith
4. Film Text: *Invictus*

Unit IV- Entertainment

1. Documentary on *The Golden Age of Hollywood / Bollywood Saga*
2. Manu Chakravarthy- On Kasaravalli/Lakshminarayana
3. Milan Kundera- *The Hitchhiking Game*
4. Film Text: *Mr Bean's Holiday*

Course Aims (2 semesters)

The course enables candidates to:

1. *Acquire basic concepts in linguistics*
2. *Relate concepts from linguistics to language teaching*
3. *Enhance research skills in language and linguistics*
4. *Expose the development of English language teaching and learning in Indian context*

ENGLISH LANGUAGE EDUCATION PAPER I

Objectives:

The course would acquaint the learners to basic concepts and theories of linguistics and identify the discipline as a complementary aspect of literature and familiarize them to different approaches and perspectives relevant in the Indian context.

Language and Linguistics (Theoretical Component- 20 hrs)

Module 1: Introduction

1. What is language-Characteristics of language-Speech and writing- Language and Animal Communication.
2. Language and Linguistics- Levels of Linguistic Analysis- Panini- Saussure- Introduction to different schools, approaches and theories of Modern linguistics.
3. Varieties of Language- Dialects-Standard Dialect- Varieties of English- Standard English- RP
4. The concept of Standard English-World Englishes-English in India-Functions of English in India-Indian English- General Indian English.
5. Register- Stylistic Variations-Mode of expression
6. Language in contact -Bilingualism- multilingualism-Code mixing-code switching- Pidgins and creoles.

Module 2: Structure of modern English

1. English Phonetics and phonology- Organs of Speech- Vowels and Consonants- Phonemes- Syllables- Word Stress- Transcription
2. An outline to English Morphology- The Morpheme- Morphemes and Phonemes- Classification of Morphemes-Affixes- Word Formation- Parts of Speech- form, function and meaning-Word Classes.
3. **Study tasks:**
Division of Syllable- Word Stress- Free and bound morphemes- plural markers and past tense markers- Identifying features of Word class

Module 3

1. Syntax and Grammar- Approaches to the Study of Grammar- Structural Grammar- Descriptive- IC Analysis-PS Grammar- TG Grammar-Major syntactic structures in English
2. Semantic Structure- synonymy- Antonymy- Hyponymy- Polysemy- Ambiguity- Incompatibility
3. **Study tasks:**
Derivation of sentences

Study Skills in English (Practical Component- 36hrs)

Objectives:

The course provides an exposure to academic communication and hones the language skills in various modes of academic expressions. The focus of the course is to facilitate the students with a hands-on practice.

Unit1

Cognizance of listening -Academic listening and taking notes, Methods of taking notes: aims of note taking; taking notes from a text; semantic markers; taking notes from a lecture; branching notes; note taking and reconstituting; group note taking.

Unit 2

Investigation strategies of reading and analysis, reading with focus, efficiency and a purpose; aspects of reading process multiple reading skills, preparing for seminars and tutorials and discussions, Research and using the library, Titles, various topics and ideas, the language of observation, perception and expression.

Unit 3

Speaking in different contexts, speaking in an academic context, Difference between speech and writing, Debates, Group Discussion and Academic Presentation, Techniques of cohesiveness in speech

Unit 4

Nuances of writing – Organisation and direction, content words, Vocabulary, Idioms and Phrases, Use of linkers, Paragraph writing, Techniques of cohesiveness in writing, (narrative; comparison; description; definition; implication and inference; illustration; analogy; discussion)

The importance of essays; systems for tackling essays; titles and topics; own ideas, Argumentative, Analytical, Persuasive

Researching, organising and presenting a major piece of written work

Tasks and Activities:

Debates, Group Discussions, Tutorials, Seminar Presentation

Suggested Reading:

- i) Brown, G. & G. Yule. 1983. *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- ii) Cameron, L. 2001. *Teaching Languages to Young Learners*: Cambridge: Cambridge University Press
- iii) Carter, R. & D. Nunan. 2001. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press
- iv) Doff, A. 1995. *Teach English: A training course for teachers* Cambridge: Cambridge University Press
- v) Donald, R. (et al). 1991. *Writing Clear Paragraphs*. New Jersey: Prentice Hall
- vi) Grellet, F. 1981. *Developing Reading Skills*. Cambridge: Cambridge University Press.
- vii) Reid, S. 1989. *The Prentice Hall Guide for College Writers* New Jersey: Prentice Hall
- viii) Richards, J. 1985 *The Context of Language Teaching* Cambridge: Cambridge University Press

Second Semester

II Semester – MA English						
Code	Course	Hours	Marks			Credits
			IA	Exam	Tot	
MAE 2.1	British Literature II	4	30	70	100	4
MAE 2.2	British Literature III	4	30	70	100	4
MAE 2.3	India Studies II	4	30	70	100	4
MAE 2.4	World Writing- An Exploration II	4	30	70	100	4
MAE 2SC2	English Language Education II	4	30	70	100	4
Total Credit					500	20

Unit I: The Romantic Movement

(Concepts: Romanaticism versus Classicism; Pre-Romantics; Fancy & Imagination; Ode; Nature Poetry; Byronic hero; Personal Essay)

- vi. William Blake- Lamb & Tyger
- vii. Samuel. T.Coleridge- The Rime of the Ancient Mariner
- viii. Percy Bysche Shelley- Ode to the West Wind
- ix. John Keats- Ode to the Grecian Urn
- x. Byron- The Prisoner of Chillon
- xi. F.R.Leavis- Excerpts from Revaluation (focusing on Wordsworth)

Unit II: Novel & Critical Perspective

(Concepts: Victorianism through the novel; Social Novel; Class conflict; Industrial Revolution; Feminism)

- viii. Jane Austen- Pride & Prejudice
- ix. George Eliot- Silas Marner
- x. Thomas Hardy- Tess of the d'Urbervilles
- xi. Film Texts: Charles Dickens- Great Expectations
Charlotte Bronte- Jane Eyre

Unit III: The Essay in the 19th & 20th Centuries

(Concepts: Scientific Writing; Diaspora)

- i. T.E.Hulme-Notes on Language & Style
- ii. Charles Darwin/ Huxley- Essay on Science
- iii. Salman Rushdie- Imaginary Homelands
- iv. Carlyle- Occasional Discourse on the Negro Question-
<http://www.efm.bris.ac.uk/het/carlyle/occasion.htm>
- v. J.S.Mill-Reply to the above-<http://cruel.org/econthought/texts/carlyle/millnegro.html>

Unit IV: Victorian & Modern Literature

(Concepts: Characteristics of the literature of the modern period; Modernism; Dramatic Monologue; War)

- viii. Alfred Tennyson- Lotos Eaters
- ix. Robert Browning- My Last Duchess
- x. Christina Rossetti- When you are dead, my dearest
- xi. W.B.Yeats- The Second Coming
- xii. T.S. Eliot- Journey of the Magi
- xiii. Wilfred Owen- The Strange Meeting
- xiv. W.H. Auden- The Shield of Achilles

- xv. Osborne- Look Back in Anger
- xvi. T.S.Eliot-Murder in the Cathedral

Suggested Reading:

- 12. Ford, Boris (ed.) : The New Pelican Guide to English Literature
- 13. Yale University Lectures
- 14. Bertrand Russell- The History of Western Philosophy
- 15. M.H.Abrams- A Glossary of Literary Terms
- 16. The Norton Anthology of English Literature—The Major Authors,9thed ISBN: 978-0-393-93963-9

Unit I: Novels of the late 19th & 20th century**(Concepts: Stream of Consciousness; Politics of Travel)**

- xii. Joseph Conrad- Heart of Darkness
- xiii. James Joyce- The Portrait of the Young man as an artist
- xiv. Rudyard Kipling- Kim
- xv. Film Text- E.M.Forster- A Passage to India

Unit II: Poetry (Psychology & Literature, Nature Poetry of the modernist period)

- i. D.H. Lawrence- Snake
- ii. Ted Hughes- The Thought-fox
- iii. Philip Larkin- Church Going

Unit III: Literary Criticism**(Concepts: Literary Criticism; New Criticism, Feminist Criticism)**

- vi. William Wordsworth- Introduction to the Lyrical Ballads
- vii. Matthew Arnold- The Study of Poetry
- viii. T.S.Eliot- Tradition & Individual Talent
- ix. Cleanth Brooks- The Language of Paradox
- x. Virginia Woolf- A Room of one's own

Unit IV: Popular Literatures**(Concepts: Forms of Popular Culture; High & Low Culture, Fantasy, Sci-fi)**

- xvii. Raymond Williams- Popular Culture
- xviii. Matthew Arnold- Culture & Anarchy (Sweetness and Light)
- xix. Biography of the Beatles
- xx. Film Text- Harry Potter/The Hobbit

Suggested Reading:

- 17. Peter Barry- Beginning Theory
- 18. M.H.Abrams
- 19. The Norton Anthology of English Literature—The Major Authors, 9th ed ISBN: 978-0-393-93963-9

Unit I:

1. *Paddy Harvest* by Mogalli Ganesh
2. *The Classmate* by Lankesh
3. *Dopadi*-Mahashweta Devi
4. *Sthanadaayini*-Mahashweta Devi
5. *Memories of an Indian Childhood*—Quratullain Hyder

Unit II:

1. *Gora*-Rabindranath Tagore

Unit III

1. *Pre-texting Valmiki*-U.R.Ananthmurthy
2. An excerpt from *Listening to the Loom* D.R.Nagaraj

Unit IV: Visual Texts

1. Kaka Mothai
2. Seema Baddha
3. Gulabi Talkies
4. Vaastupurush

MAE 2.4: World Writing – An Exploration II

Lecture Hrs: 54

Internal Marks: 30

Exam Marks: 70

Unit I: Multiculturalism and Crisis

1. *East European Poetry*- Selections
2. Multiculturalism-Tariq Madood (Excerpt-Introduction—Is Multiculturalism appropriate for the 21st C)
https://books.google.co.in/books?id=RJOBkxTgtNwC&printsec=frontcover&dq=multiculturalism&hl=en&sa=X&ved=0ahUKEwiHrMu_zgAhUaXysKHfD6A8EQ6AEIKDAA#v=onepage&q&f=true
3. Trapped in Ruins- William Dalrymple on VS Naipaul
(<http://www.theguardian.com/books/2004/mar/20/india.fiction>)
4. Rabbit Proof Fence- Philip Noyce

Unit II: Art and Aesthetics

1. *Chinese Art and Greek Art* by Rumi
<https://www.stillnessspeaks.com/rumi-chinese-greek-art/>
2. *Essay on Graffiti*
3. *Loving Vincent*(Film Text)
4. *The Last Leaf*—O’Henry
<http://www.eastoftheweb.com/short-stories/UBooks/LasLea.shtml>

Unit III: Science and Order

1. *The Sokal Affair* in Peter Barry
2. *The Life of Galileo*- Bertolt Brecht
3. *Agora*- Alejandro Amenábar

Unit IV: Ethnicity and Belief

1. Ethnicity and Race Making Identities in a changing world by Stephen Cornell and Douglas Hartman (Excerpt) —Introduction –Puzzles of Ethnicity and Race
https://books.google.co.in/books?id=Wvk-CgAAQBAJ&printsec=frontcover&dq=ethnicity+vs+race&hl=en&sa=X&ved=0ahUKEwiVkuuh_fzgAhUA7XMBHbvUCUsQ6AEILzAB#v=onepage&q&f=true
2. Excerpt from *Istanbul*- Orhan Pamuk
3. Jessie Owens speech

Unit 1**Sociolinguistics**

Objective: to provide a clear overview of the relationship of language and society at the micro- and macro-levels from a descriptive and theoretical viewpoint.

Varieties of language- Language, culture and thought-Speech as social interaction-The quantitative study of speech-Linguistics and social inequality- Ethnography as a method of research to explore sociolinguistic concepts

Books for Reference

Hudson, R.A. (1996) Sociolinguistics. Cambridge: Cambridge University Press
Platt, J.T. and H.K. Platt (1975) The social significance of speech: an introduction to and workbook in sociolinguistics. Amsterdam: North Holland
Downes, W. (1998) Language and society. Cambridge: Cambridge University Press
Johnstone, B. (2001), Qualitative methods in sociolinguistics. Oxford: Oxford University Press
Romaine, S. (1994) Language in society. Oxford: Oxford University Press
Trudgill, P. (1995) Sociolinguistics, Harmondsworth: Penguin

Unit 2**English Language Teaching**

Objective: to equip the learners with the necessary background on language teaching theories and to introduce various theoretical perspectives that underlies the teaching of a second language.

Various approaches and methods of English Language teaching- Theories of Language learning- Innovative methods in English language teaching

Books for reference

Allen, J.P.B. and S. Pit Corder (eds.) (1975) The Edinburgh course in applied linguistics- 4 Vols. Oxford : Oxford University Press
Bright and McGregor (1970) Teaching English as a second language London: Longman
Brumfit, C. (1984) Communicative methodology in language teaching. Cambridge:
Howatt, A.P.R. (1984) A history of English language teaching. Oxford: Oxford University Press.
Larsen-Freeman, D. (1986) Techniques and principles in language teaching.
Mackey, W.F. (1965) Language teaching analysis. London: Longman Oxford: Oxford University Press
Richards, J.C. and T.S Rodgers (1986) Approaches and methods in language teaching.
Stern, H.H. (1983) Fundamental concepts of language teaching. Oxford: Oxford University Press.

Practical component:

1. Data collection, analysis and report based on ethnographic interviews to analyze any of the sociolinguistic concept discussed
2. Preparation of a lesson plan for teaching literature and language and practical teaching session

Third Semester

III Semester – MA English						
Code	Course	Hours	Marks			Credits
			IA	Exam	Tot	
MAE 3.1	Critical Theory	4	30	70	100	4
MAE 3.2	Post Colonial Studies I	4	30	70	100	4
MAE 3.3	Gender Studies I	4	30	70	100	4
MAE 3.4	Writing and Research Methods	4	30	70	100	4
MAE 3SC3	American Literature I	4	30	70	100	4
MAE3.OE1	Open to the students of Other Disciplines	2	15	35	50	2
OE	Professional Communication					
Total Credit					550	22

MAE 3.1: Critical Theory

Lecture Hrs: 54

Internal Marks: 30

Exam Marks: 70

- This paper will introduce students to the field of literary theory, a central component of contemporary studies in English and world literature.
- This paper will help students gain knowledge of the various premises and methods available as a critical reader of literature.
- This paper will help students identify and engage with key questions that have animated - and continue to animate - theoretical discussions among literary scholars and critics, including issues pertaining to ideology, cultural value, the patriarchal and colonial biases of Western culture and literature, and more.

Unit I

Concepts- Poetics, Negative capability, Imagination and Fancy, Intentional Fallacy and Affective Fallacy, Transcendentalism,

Excerpt- Peter Barry ed. Beginning Theory

Unit II

Terry Eagleton- Marxism and Literary Criticism/ What is Literature?

Raymond Williams- When was Modernism?

Stanley Fish *Is there a text in the class?*

Elaine Showalter—Toward a Feminist Poetics (

Unit III

Levi Strauss—Myth and History

Unit IV

Sheldon Pollock- From The Language of Gods. . .

Hiriyanna- On Rasa

Additional Texts:

Conversations between Michel Foucault and Noam Chomsky

Suggested Reading:

1. Literary Theory and Criticism- Patricia Waugh.
2. The Norton Anthology of Theory & Criticism.
3. Literary Theory: A Very Short Introduction- Jonathan Culler.
4. The Bedford Glossary of Critical and Literary Terms-ed. Murfin, Ross and Supryia M. Ray
5. Toward a black feminist criticism—Barbara Smith

MAE 3.2: Post Colonial Studies I

Lecture Hrs: 54

Internal Marks: 30

Exam Marks: 70

- This course introduces colonial and postcolonial literature and theory.
- In this course postcolonial theory will be used to engage critically with texts within a postcolonial framework.
- The focus will be on such issues as language, identity, point of view, displacement, physical and mental colonization, and decolonization, and discuss how such issues are expressed in the literary texts.

UNIT 1: CONCEPTS – Post Coloniality, Orality, Cartography, Voyage, Civilizing Mission and Christianity, Settler Colonies, Chartered Company, Middle Passage, Creole, Foreword to Kanthapura, TB Macaulay.

UNIT 2:

- *Excerpt*- A Short Account of the destruction of the Indies- Bartolomé de las Casas
(http://www.polyglotproject.com/books/Spanish/las_indias)
- Tagore-On Nationalism
- Edmund Burke: On the Impeachment of Warren Hastings
- Latino Testimonio: I, Rigoberta Menchú, Chs. 15, 18-19, 22-23, 25, 29, 31, 33-34.

UNIT 3:

- Things Fall Apart- Chinua Achebe
- 3 Indian Poems- W.B. Yeats
- Rudyard Kipling: White Man's Burden
- Karl Marx- On India
- Maori Stories
- Canadian Short Story

UNIT 4:

- The Battle of Algiers- Gillo Pontecorvo
- Ghara Baire- Satyajit Ray
- Amistad
- Avatar

Suggested Reading:

1. Ashcroft, Bill, Gareth Griffiths, Helen Tiffin, Post-Colonial Studies: The Key Concepts.
2. John McLeod- Beginning Postcolonialism
3. Said, Edward. "Introduction" from Orientalism, New York: Vintage Books, 1979 [1978].
4. Thiong'o, Ngugi Wa. "Decolonising the Mind" from The Language of African Literature, 1986.
5. Homi Bhabha, "Of Mimicry and Man".
6. Frantz Fanon- The Wretched of the Earth
7. Frantz Fanon-Black Skin, White Masks
8. Colonial & Postcolonial Literature- Elleke Boehmer.
9. Meenakshi Mukerjee- On Interrogating Postcolonialism

Objectives:

1. To understand Gender Studies as a discipline that enables comprehension, interpretation and situating 'gendered experiences'
2. To introduce learners to the discourses of 'body' and 'gender' as situated in a context (social/ political/ science/ anthropology/ literary . . .)
3. To recognize, understand and comprehend the discourses of gender and sexuality in different cultural backgrounds
4. To explore and interrogate cultural differences of race, caste and class in literary texts with special reference to the concepts 'sex', 'sexuality' and 'gender'
5. To help students to acquire reading, writing and analytical skills by introducing them to pedagogy in gender studies
6. To introduce students to research possibilities in the discipline of Gender Studies

Learning Outcomes:

1. Learn to distinguish the varied concepts and their interconnectedness across LGBT
2. Students learn to read and express, interpret and situate gendered experiences using the concepts from Gender Studies
3. Learn to recognize and critically analyze the role of language in constructing 'gendered identities'

CONCEPTS: Body, Sexuality and Gender; 'Vindication of Rights of woman'; Womanism; female solidarity; female eunuch; angel of the house; Woman's Liberation Movement; Men's Movement; Conscious rising; sexism; other; patriarchy; matriarchy; cultural icon; violence; ideal man; stereotype; hetero- normativity;

UNIT 1:

- i. Phyllis Wheatly —Letter to Reverend Samson Occom and *On Being brought from Africa to America*
- ii. Adrienne Rich— poem from *Telephone Ringing in the Labyrinth*(we need to buy this book; no online source)

- iii. Charlotte Perkins Gilman—The Yellow Wall Paper
- iv. Charles Dickens—An Appeal to Fallen Women
- v. Film Text—*Taming of the Shrew*; *Scold's Bridle*

UNIT 2:

- i. Elaine Showalter—Towards a feminist critique
http://historiacultural.mpbnet.com.br/feminismo/Toward_a_Feminist_Poetics.htm
- ii. Virginia Woolf –*Androgyny*
- iii. Margaret Fuller –*Woman in the 19th C*(Excerpt)
- iv. Betty Friedan—Selection from *Feminine Mystique* (Excerpt)
- v. Michele Foucault—*History of Sexuality*—(Excerpt)
- vi. Selections from *Dislocating Masculinities* Pandora unbound, a feminist critique of Foucault's *History of Sexuality*
- vii. Film Text: *The Virgin Suicides*(1999); *Say My Name* (2009)

UNIT-3:

- i. Women Writing in India—Humayun Nama
- ii. Sadat Hasan Monto— Khol do
- iii. Pratibha Nandakumar—a poem/ interview “Even in my most intense moments, I’m me” http://www.poetryinternationalweb.net/pi/site/cou_article/item/2709
- iv. Girish Karnad—Nagamandala
- v. A Revathi—The truth about me: A Hijra Life story (Excerpt)
https://books.google.co.in/books?id=g_cf8tA0uDQC&printsec=frontcover#v=onepage&q&f=false
- vi. The history of doing—Radha Kumar, an illustrated history (Selection)
<https://books.google.co.in/books?id=68xTBT1-H4IC&printsec=frontcover#v=onepage&q&f=true>
- vii. Film Text— Vicky Donor / Begum Jaan/ Naanu avanalla, avalu

UNIT 4: Gender pedagogy

Reading strategies: read against the grain, resistant reader, sexist language, close reading—gendered reading, eco feminist approach, core concepts, concept stretching,

- 1. Eco Feminist writings
- 2. Short Films/ scenes from Films for analysis
- 3. Queer Writings



SUGGESTED READING:

- i. Mary Wollstonecraft—*Vindication of the rights of woman*

- ii. Germane Greer—*The Female Eunuch*
- iii. Sudheer Kakkar —*Culture and Psyche*
- ii. Radha Kumar —*The history of doing, an illustrated history*
- iii. Jasbir Jain — *Indigenous roots of feminisms*
- iv. Susie Tharu & K Lalitha—*Women Writing in India*
- v. Uma Chakravathy—*Whatever happened to the Vedic Dasi?*
- vi. Kumkum Roy—*The Power Of Gender And The Gender Of Power*

Objectives:

The main objective of the course is to help students acquire skills in various aspects of dissertation writing. It is a preparation for dissertation writing in Semester IV.

Topics include problem areas in style and grammar, the development and organization of ideas, writing abstracts and literature reviews, and incorporating sources and quotations.

To help students develop strong foundations, the course looks at:

- defining the academic style
- referencing strategies
- academic voice

It also supports students to develop a range of writer's 'tools', to help them:

- complete a critical literature summary
- summarise their research
- develop the research hypothesis

MODULE 1: Writing: Paragraph formations, Organization, Argumentative Essay, Genres, Text Structure, Editing, Summarizing, Narrowing the topic and Paraphrasing.

MODULE 2: Research: Identification of the topic, Literature Review, Sources (Primary and Secondary), Methods of Analysis, Limitations

MODULE 3: Research Report: Chapters, Introduction and Conclusion, References and Formatting, Proof reading, Presentation of the report.

MODULE 4: Pilot Project-Ref: Research Methods for English Studies (Gabriel Griffin)

Suggested Reading:

1. Research Methodology: Methods & Techniques-C.R.Kothari (2009)
2. *MLA Handbook for Writers of Research Papers*, (7th Edition), Modern Language Association, 2009.
3. Research Methods in English- M.P.Sinha (2011)

4. Altick, Richard D, The Art of Literary Research, New York: WW Norton Company, 1963
5. Thorpe, James, ed. Aims and Methods of Literary Scholarship, Hyderabad; American Studies Research Centre, 1970
6. Wellek Rene and Alvaro Rebreiro ed. Evidence in Literary Scholarship. Oxford: Clarendon Press, 1979.
7. The Craft of Research- Wayne. C. Booth
8. Academic Writing: A Practical Guide for Students- Stephen Bailey (2003)

1. Henry David Thoreau- - Walden Excerpt
2. Edgar Allan Poe- The Raven / Black Cat
3. Emily Dickinson – Any 1 Poem
4. The Old Man & the Sea- Ernest Hemingway
5. Emperor Jones- Eugene O'Neill
6. Scott Fitzgerald- The Great Gatsby
7. Langston Hughes- The Weary Blues
8. Lorraine Hansberry- A Raisin in the Sun
9. Ginsberg- Howl
10. Sylvia Plath-Daddy
11. The Rules of the game- taken from Joy Luck Club- Amy Tan
12. Tennessee Williams- The Glass Menagerie

Visual Texts:

- Dances with the Wolves
- Lincoln
- Time to Kill
- Fiddler on the roof

Suggested Reading/Viewing for Assignments:

1. Excerpt- A People's History of the United States- Howard Zinn
2. Declaration of Independence- Benjamin Franklin
3. Gone with the Wind
4. The Hurt Locker
5. Good Night and Good Luck
6. The Great Debaters

MAE 3OE1: Professional Communication

Lecture Hrs: 54

Internal Marks: 30

Exam Marks: 70

Objectives:

- To introduce the concept of 'communication' and 'professional communication'
- To introduce leadership skills
- To equip learners to make effective professional presentations
- To introduce learners to short writing skills for professional communication

Unit 1:

- What is communication?
- What is professional communication?

Unit 2:

- Drafting circulars/Memos/e mails/ notices
- Writing reports/ Minutes of Meeting (IA)

Unit 3:

- Presentation skills
- Power Point Presentations

Unit 4:

- Leadership Skills through Group Discussions (IA)

Fourth Semester

IV Semester – MA English						
Code	Course	Hours	Marks			Credits
			IA	Exam	Tot	
MAE 4.1	Gender Studies II	4	30	70	100	4
MAE 4.2	Post Colonial Studies II	4	30	70	100	4
MAE 4.3	Dissertation	4	30	70	100	4
MAE 4 SC4	Folkloristics	4	30	70	100	4
MAE 4.SC5	Film Studies	4	30	70	100	4
Total Credit					500	20

Here is a brief note on the Gender Studies paper for Semester III:

- The **theoretical framework** for Gender Studies was designed with the conscious shift from Feminism to Gender Studies in the 21st Century.
- The 21st C conversations regarding Gender Studies form the theoretical framework.
- Thus the focus is on ‘cultural differences’
- **conceptual framework ‘Public Sphere’**
- The modules were designed keeping in mind the theoretical and conceptual framework.
- The frameworks keep the focus to the discourses of ‘gender’, ‘body’ and ‘sexuality’.

The theoretical framework remains the same for the Semester IV—the 21st C discussions of ‘body’, ‘sexuality’ and ‘gender’. The conceptual framework—‘**Public Sphere**’—is retained since the concepts of body, sexuality and gender is central to the comprehension of contemporary gender formulations; at the same, these conversations configure the contemporary notions of society. Thus, the modules for Semester IV are designed keeping these formulations in mind.

Learning Aims:

1. To understand the discussion and formulation of gender in different disciplines—Popular Culture, Media and Folkloristics
2. To appreciate the differences in the formulation of gender and its discourses in different societies
3. To recognise the role of media in creating and promulgating the idea of body, gender and masculinity, femininity.

Learning Outcome:

1. Learners will appreciate and recognize the connect between gender, sexuality, power and subalternity
2. Situate gender and sexuality in broader historical and geopolitical contexts.
3. Identify, compare and evaluate culturally and historically specific construction of gender and gender roles

Gender and Popular Culture:

UNIT 1: CONCEPTS: Popular Culture, media, folklore, popular religion, popular music, stereotype, hero, female-lead, Subaltern,

1. Gender and Popular Culture—Katie Milestone & Anneke Meyer
<https://books.google.co.in/books?id=COIWXczvUQC&printsec=frontcover#v=onepage&q&f=false>
2. Popular Culture in Globalised India Ed by K Moti Gokulsingh & Wimal Dissanayake
https://books.google.co.in/books?id=mXx9AgAAQBAJ&printsec=frontcover&dq=popular+culture+in+india&hl=en&sa=X&redir_esc=y#v=onepage&q&f=false
3. Translating Desire: Politics of Gender and culture Ed by Brinda Bose
<https://books.google.co.in/books?id=2WnMYNluIgMC&printsec=frontcover#v=onepage&q&f=true>

UNIT 2: Media and Gender

1. Television Serials—Select episode from The Big Bang Theory, FRIENDS; Advertisements—Happywala India—IPL Promo; Bell bajao Movement etc
2. Gender roles and Media
http://www.huffingtonpost.com/entry/gender-roles-media_b_5326199.html?section=india
3. **The 21st Century Superhero: Essays on Gender, Genre and Globalization in Film**
edited by Richard J. Gray, Betty Kaklamanidou

UNIT 3: Gender and Folkloristics:

1. Folklore, folk religion and gender:
2. Folktales and gender –LGBT (The Unit facilitator chooses tales from across the world of Folktales to discuss Gender keeping the concepts of body/sexuality/violence/ stereotypes etc.)
3. Folklore theory and Gender:
 - i) Feminist Theory and Folklore—Nicole Kousaloes
 - ii) Introduction to In Quest of Indian Folktales –Sadhana Naithani ORODD ed by Kirin Narayan
 - iii) Selection from Radical Theory of folktales by Jack Zipes

SUPPORT READING:

Gender, Genre and Power in South Asian expressive traditions ed by Arjun Appadurai, Frank J Korom, Margaret A Mills

UNIT 4: Area Studies

1. SRILANKA—
 - i. All Is Burning— TWO short stories from Jean Arasanayagam;
 - ii. Being a Transgender in Srilanka –AN interview
<http://www.commonwealthwriters.org/being-transgender-in-sri-lanka-smriti-daniel/>

2. LATIN AMERICA—i. The Handsomest Man Drowned by Marquez;

ii. The Youngest Doll by Rosario Ferre

3. JAPAN – *Out* by Natsuo Kirino

SUPPORT READING:

- i. South Asian Feminisms—ed Ania Loomba and Ritty k Lukose
https://books.google.co.in/books?id=wOr5rxXE5UcC&printsec=frontcover&dq=south+asian+feminisms&hl=en&sa=X&redir_esc=y#v=onepage&q&f=false
- ii. Routledge Handbook of Gender in South Asia ed by Leela Fernandes
https://books.google.co.in/books?id=yLTpAgAAQBAJ&pg=PR1&lpg=PR1&dq=routledge+handbook+of+gender+in+south+asia&source=bl&ots=Ak38lQi6vm&sig=OwGuzXl4bbtnbphhY6iK7_PvK54&hl=en&sa=X&ved=0ahUKEwiFqP7oiuHLAhUGGI4KHcpTAuoQ6AEIOTAE#v=onepage&q=routledge%20handbook%20of%20gender%20in%20south%20asia&f=false
- iii. Violence against women and girls Lessons from South Asia
<https://books.google.co.in/books?id=uKBAAAQBAJ&pg=PR12&dq=mapping+gender+evolutions+in+south+asia>

MAE 4.2: Post Colonial Studies II

Lecture Hrs: 54

Internal Marks: 30

Exam Marks: 70

Unit I

1. Homi K Bhabha: Signs taken for Wonders.
2. Jan Mohamad: The Economy of Manichean Allegory.
3. Chandra Talpade Mohanty: *Under the western Eye Feminist scholarship and Colonial Discourses*.

Unit II

1. Gabriel Garcia Marquez: *Leaf Storm*
2. Salman Rushdie: *Midnight's Children*
3. Chimamanda Ngozi Adichie: *The Thing Around Your Neck*

Unit III

1. Ngugi Wa Thionga: *On the Abolition of the English Department*
2. Meenakshi Mukherjee: *Divided by a Common Language*
3. George Orwell: *Shooting the Elephant*

Unit IV

1. *Kundun*- Melissa Mathison
2. Documentary- *Concerning Violence*- Goran Olsson
3. *Mulk*
4. *Azhagarasamiyin Kuthurai*

Suggested Reading:

10. Ahmad, Aijaz.: *In Theory: Classes, Nations, Literatures*, London: Verso, 1992.
11. Ashcroft, Bill, et al. eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*.

London, Routledge, 1989.

12. Bhabha, Homi K: *The Location of Culture, Nation and Narration*. London, Routledge, 1994.
13. Christian, Barbara. "The Race for Theory," *The Post-colonial Studies Reader*. Bill Ashcroft, Gareth Griffiths, and Helen Tiffin, Eds. London: Routledge, 1995.
14. Cixous, Helene. "The Laugh of Medusa," *Critical Theory Since 1965*. Hazard Adams and Leroy Searle, Eds. Tallahassee: UP Florida, 1989.
15. Jameson, Frederic "Third World Literature in an Era of Multinational Capitalism."
16. Rushdie, Salman. *Imaginary Homelands*. New York: Viking Penguin, 1991.
17. Spivak, Gayatri Chakravorty: "Can the Subaltern Speak?"
18. Taylor, Charles: "The Rushdie Controversy,"
19. Wa Thiong'o, Ngugi: *Decolonizing the Mind*, London: James Curry & Heinemann, 1986.
20. Young, Robert: *White Mythologies: Writing History and the West*. London: Routledge, 1990.

MAE 4.3: Dissertation

Lecture Hrs: 54

Internal Marks: 30

Exam Marks: 70

Objectives:

The dissertation work is a paper of 100 Marks in the syllabus for Semester IV.

- **The dissertation work** is integral in passing the course and it serves as the final test of students' capability to work independently and think critically.
- **The dissertation work** gives the student the chance to use the research and writing skills that she or he learned in the programme. It pushes a student to express herself/himself authoritatively and fluently in writing.
- **The dissertation** is a proof that the student has gained knowledge in the field and is capable of showing original and meaningful thinking.
- **The dissertation work** will prepare students for the next level of research practice.
- The presentation of the dissertation will show the student's mastery of the chosen topic as well as her/his speaking and thinking skills.
- **The dissertation work** gives an opportunity to work individually with a member of the faculty. Faculty partnership results in a kind of mentoring that is useful for students.

Requirements for the dissertation:

- i. The dissertation must comprise of a minimum of 12 pages excluding the title page, acknowledgements, the abstract and the bibliography.
- ii. Times New Roman, 12 point font with double spaced lines and extra spacing between paragraphs.
- iii. 3 copies along with a soft copy (by mail).
- iv. The dissertation will be assessed on the basis of this criterion:

Writing: 60 Marks

Presentation: 40 Marks

Total: 100 Marks

Writing: 60 Marks will be divided as follows:

Sl. No	Criterion	Marks Assigned
01	Presentation of Proposal	10 Marks
02	Draft, Language & Argument	20 Marks
03	Weekly Meetings and Work in Progress	10 Marks
04	Abstract-(250-300 words)	10 Marks
05	Reference Work & Submissions	10 Marks

Presentation: 40 Marks

Sl. No	Criterion	Marks Assigned
01	Appropriateness of theories selected and application – Research frame of reference	10 Marks
02	Appropriateness of concepts selected and application- Conceptual Framework	10 Marks
03	Analysis – transition from theory to Practice	10 Marks
04	Conclusions/Findings	10 Marks

UNIT 1

Definitions: Oral tradition: -- Myths, Creation myths, Folk tales, Fairy Tales

Distinction between myths and folk tales

Distinction between folk and fairy tales

Legends, Fables, Folk Epics

Tellers of Tales:--Ceremonial, Familial

UNIT 2

Creation Mythology: The Bible, Hindu, Babylonian, Greek, Egyptian, Greek, others

Creation epics and texts:--‘Book of Genesis’, ‘Enuma Elish’,
‘Gilgamesh’

Joseph Campbell’s and Claude Levi-Strauss’ theories outlined

Common motifs in Creation myths across ancient cultures

Reasons for commonalities: Tyler and Lang’s and Jung’s theories outlined

UNIT 3

Folk Tales:--Characteristics, Structure, examples

Tale types- Linda Deigh’s theories outlined

Character types- Vladimir Propp’s theories outlined

Common motifs, shape-shifting, supernatural, magic

Animal Tales:--Characteristics, common motifs, examples

Fables, Panchatantra, Jataka

Tricksters, Culture Heroes

Fairy Tales:--Characteristics, structure, examples

Jack Zipes’ theories outlined

Legends, Folk Epics, examples

UNIT 4

Issues of Gender, Sexuality, Concept of Evil related to Gender Discourse

A.K. Ramanujan's theories of 'Gender is the Genre'- 'The Flowering Tree: A Woman's Tale'

Themes of homosexuality, lesbianism, androgyny in myth and folktale, examples

Theme of Incest in myth and folktale, examples-- Racial and cultural explanations

Discourse of Evil associated with discourse on Gender in folk and fairy tales, breaking of stereotypes

Relevance and Application of Folklore in mainstream life and literature

Suggested Reading:--

- 1) Joseph Campbell:--*Oriental Mythology, Occidental Mythology***
- 2) Richard Dorson:--*Folklore and Folktales***
- 3) Vladimir Propp:--*Morphology of a Folk Tale***
- 4) Alan Dundes:--*The Study of Folklore***
- 5) Claude Levi Strauss:--*Structural Anthropology***
- 6) Jack Zipes:--*Relevance of Fairy Tales***
- 7) A.K. Ramanujan:--*Collected Essays***

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Course Objectives:

1. To Enable the students to recognize cinema as a Discipline of study and encourage a personal engagement with it
2. To Familiarize the students with the various genres, select experiments and movements of cinema and their significance
3. To Encourage the students to understand the impact of the film as visual medium, as an art form and its discourses

Unit I- Concepts: Mise-en scene; Auteur Theory; Adaptations; Censorship; Icons; Voyeurism; Gestalt Theory; cinemaverite.

Unit II- Film Movements: Soviet Montage; German Expressionism; French new wave; Italian Neo Realism; Hollywood; Cinema from Japan/ Iran.

Unit III- Indian Cinema: Songs& Regional Cinema: Parallel Cinema.

Unit IV- Film as a form: Documentaries; Short Films.

Reading List:

1. Susan Hayward, Cinema Studies: The Key Concepts. Routledge
2. David Bordwell, Film Art: An Introduction
3. Kirstin Thomson: Film History: An Introduction
4. Francois Truffaut: A Certain Tendency of the French Cinema
5. Ian Aiken: European Film Theory and Cinema
6. Brinda Bose: Cities, Sexualities and Modernities: A Reading of Indian Cinema
7. Madhava Prasad: Ideology of Hindi Cinema
8. Laura Mulvey: Visual Pleasure of Narrative Cinema
9. Satyajit Ray: Our Films Their Films
10. Andre Bazin: What is Cinema?



