

Dr A.S. Dasan <dasanmysore@gmail.com>

Tue, Jan 2, 2018, 1:10
PM

to me, Joseph

Dear Dr.Robert,

Greetings from Mysore.

Pl. open the attachment for my comments and suggestions on Syllabi of MA and MPhil.

Let me know the progress.

With warm regards,

A.S.Dasan

ST. XAVIER'S COLLEGE (AUTONOMOUS)

PALAYAMKOTTAI

Comments and Suggestions:

1. Relevance of MPhil course with one or two years duration is being questioned today. UGC is skeptical about its veracity, validity, and degree-worth. Some so-called universities offering third rate MPhil programmes and awarding bogus or mediocre degrees, and ghost writing of dissertations have created very bad impressions. Yet, if students are particular to do it for the sake of pursuing research or in-depth reading into literary aesthetics, you may continue the course.
2. As long as it is research-focused, encouraging intellectual excellence in interdisciplinary and intermedia approaches to literary culture, visual culture and theory can be a prime aim and objective.
3. Under theory and criticism, include more of Social and gender studies, Media and film studies, Waves of Feminism, the Politics of discourse and Cultural poetics.
4. The paper on Postcolonial Literature can be renamed as "Postcolonial Texts and Beyond". Keep in mind that shifts in global powers are happening, the state of writing in English is radically changing with emphasis on field-studies and linguistics beyond postcolonial time and boundaries, literatures emerging from once colonized countries are becoming less and less postcolonial, a number of sub-disciplines within these literatures ushering in different ramifications and varied discourses, and writing and reading themselves are thus becoming strongly interdisciplinary altering the prevailing orthodoxy of postcolonial literary theory. Hence, my suggestion for

renaming the title of the paper. Accordingly, the contents under the five units of the paper need to be revised and recast.

5. Project-assignments can be as varied as possible. Encourage students to opt for comparative readings, readings in translation, interdisciplinary dissertations, subaltern studies, gender studies, critical look at waves of feminism, eco-studies, and film and media studies. Introductory lectures in the beginning of the course can be a bridge to facilitate students to acclimatize themselves with the ingredients of the course.

A.S.Dasan

Professor of English, and

Formerly Chairman, Dept. of PG Studies and Research in English,

University of Mysore

DEPARTMENT OF ENGLISH

Syllabus for

M. Phil. (English)

(Under Choice-Based Credit System)

(w.e.f. 2018-2019)

COURSE PATTERN

Sem	Paper	Title of the Paper	Hrs	Cts
I	Core	Research Methodology	6	5
	Core	Literary Theory and Criticism	6	5
II	Core	Postcolonial Literature	6	5
	Core	Dissertation		5
		Total		20

Sem: I	Paper—I	Core	Hrs: 6	Cts: 6
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Research Methodology

Course Outcomes

CO1: *Learn the essential aspects of research methodology.*

CO2: *Learn the mechanics of thesis writing.*

CO3: *Acquire a comprehensive view of the creation of research papers.*

Unit—I Fundamentals of Research

Selecting a topic

Using the library

Internet sources

Compiling a Working Bibliography

Unit—II Style and Organization

Taking notes

Outlining

Plagiarism

Language and Style

Unit—III Mechanics of Writing

Spelling and Punctuation

Quotations

Ellipsis

Titles of works in the research paper

Unit—IV Format

Typing, Margin and Spacing

Page numbers
Use of computer to design the format

Unit—V Documentation

Parenthetical documentation
Works Cited
Sample entries

Textbook: *MLA Handbook for Writers of Research Papers*. 8th edition.

Reference:

Altick, Richard D., and John J. Fenstermaker. *The Art of Literary Research*. New York: Norton, 1993.

Anderson, Jonathan, B.H. Durston and M.Pcole. *Thesis and Assignment Writing*. New Delhi: Wiley Eastern, 1970.

Davis, Gordon B., and Detmar W. Straub. *Writing the Doctoral Dissertation*.

Griffith, Kelley. *Writing Essays about Literature: A Guide and Style Sheet*. 6th ed. Fort Worth: Harcourt College Publishers, 2002.

Harner, James L. *Literary Research Guide*. 5th edition.

Pirie, David B. *How to Write Critical Essays*. London: Routledge, 2003.

Woolf, Judith. *Writing about Literature*. London: Routledge, 2005.

<u>QUESTION PAPER PATTERN</u>		<u>Marks</u>
I	1 Essay out of 2 from Unit I	= 20
II	1 Essay out of 2 from Unit II	= 20
III	1 Essay out of 2 from Unit III	= 20
IV	1 Essay out of 2 from Units IV & V	= 20
V	4 Paragraphs out of 7 from all Units (4x5)	= <u>20</u>
Total		= 100

Sem: I	Paper—II	Core	Hrs: 6	Cts: 6
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Literary Theory and Criticism

Course Outcomes

CO1: *Acquire critical and interpretative skills.*

CO2: *Get an overview of the major critical theories and approaches.*

CO3: *Expand the critical horizon.*

Unit I Structuralism, Post-Structuralism and Deconstruction

- Gerard Genette Structuralism and Literary Criticism
(*Contemporary Criticism*. Ed. V. S. Sethuraman)
- Jacques Derrida Structure, Sign, and Play in the Discourse of the Human Sciences
(*Contemporary Criticism*. Ed. V. S. Sethuraman)

Unit II New Historicism and Cultural Materialism

- Stephen Greenblatt Resonance and Wonder
(*Modern Literary Theory*. Ed. Philip Rice and Patricia Waugh)
- Stuart Hall Cultural Identity and Diaspora
(*Contemporary Post-Colonial Theory*. Ed. Padmini Mongia)

Unit IV Postcolonialism

- Edward Said Orientalism
(*Literary Theory* Ed. Julie Rivkin and Michael Ryan. pp. 873-876)
- Gayatri Spivak Can the Subaltern Speak?
(*The Post-Colonial Studies Reader*. Ed. Ashcroft, Griffiths and Tiffin)

Unit III Feminism and Ecocriticism

- Simone de Beauvoir The Woman in Love
(*The Second Sex*: Ch 12)
- William Howarth Some Principles of Ecocriticism
(*The Ecocriticism Reader: Landmarks in Literary Ecology*. Ed. Cheryll Glotfelty and Harold Fromm.pp.69-91)

Unit V Nation and Narration

- Homi K. Bhabha DissemiNation: Time, Narrative and the Margins of the Modern Nation
(*The Location of Culture*, pp.139-170)
- Benedict Anderson Imagined Communities
(*The Post-Colonial Studies Reader*. Ed. Ashcroft, Griffiths and Tiffin)

QUESTION PAPER PATTERN

Marks

I 5 Essays out of 8 from all Units (5 x 20) = 100

Sem: II	Paper—III	Core	Hrs: 6	Cts: 6
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Postcolonial Literature

Course Outcomes

CO1: *Learn the recent trends in Postcolonial Literature.*

CO2: *Understand the dimensions of Postcolonial Literature.*

Co3: *Identify the various themes presented in Postcolonial Literature.*

Unit—I

Theory

John McLeod

Beginning Postcolonialism

1) Ch 2: Reading Colonial Discourses

2) Ch 5: Re-reading and Re-Writing English Literature

Dawson Varughese, E.

Beyond the Postcolonial: World Englishes Literature

1. Introduction: Being Beyond

2. Methodology and Overview of Findings: Stories as Data?

Unit—II Drama

Wole Soyinka

The Lion and the Jewel

Girish Karnad

Nagamandala

Unit—III Novel

J. M. Coetzee

Disgrace (Booker 1999)

Margaret Atwood

The Blind Assassin (Booker 2000)

Richard Flanagan

The Narrow Road to the Deep North (Booker 2014)

Unit—IV Novel

Gabriel Garcia Marquez *One Hundred Years of Solitude*

Amitav Ghosh *Sea of Poppies*

Chitra Banerjee Divakaruni *Before We Visit the Goddess*

Unit—V

Poetry

Derek Walcott

The Sea Is History

Gabriel Okara

Once upon a Time

Aime Cesaire

The Woman and the Flame

Judith Wright

Woman to Man

A. K. Ramanujan

Ecology

Jayanta Mahapatra

Hunger

Shiv K. Kumar

Indian Women

QUESTION PAPER PATTERN

Marks

I	1 Essay out of 3 from Unit I	=	20
II	1 Essay out of 3 from Unit II	=	20
III	1 Essay out of 3 from Unit III	=	20
IV	1 Essay out of 3 from Unit IV	=	20
V	2 Short Essays out of 4 from Unit V (2 x 10)	=	<u>20</u>
	Total	=	100

Sem: II**Paper—IV****Core****Cts: 7**

Dissertation

The students are free to choose topics of their interest in consultation with the Research Supervisor. The dissertation will carry a minimum of 75 pages and will follow the 8th edition of *MLA Handbook for Writers of Research Papers*.

Internal Assessment: 100 marks (Conv. to 50)

External Examination: 100 marks (Dissertation= 60; Viva Voce= 40)—(Conv. to 50)
