

Course Title	Bioculturalities of 'Life'
Course Code	LIT178
Semester	II&IV
Class hours	Wednesday & Friday 11 am to 1.00 pm
No. of Credits	05
Name of Faculty Member(s)	Prof. D. Venkat Rao
Course Description: 150/200 words	<p>What is called “life” is an emergence among emergences; it is a formation from among discretized elementary forms(atoms, motes, molecules). Life proliferates as/in a complex formation of forms; it is an effective emergence of centripetal and centrifugal forces. The dynamic of these forces precedes and follows the emergence of the so-called life. The source of these forces or the dynamic as such is indeterminable and un-formable. Yet, its effects (forms and formations) can be configured and measured. The discourses of life – be they scientific or philosophical –determine life precisely through such calculative configurations. Consequently, modes of being or formations of living get segregated from the forms of reflection that build discourses<i>about</i> life. The latter subject the former to severest (“rigorous”) analysis at very discrete levels. Today what is called life is dangerously enframed between the discursive glass of discretization (sciences of life) and the imposing parergon of metaphysics (theology, philosophy, religion).</p> <p>Although even the discursive configurations too are emergent formations, they seem to differ radically from the phenomena of emergences (such as mineral, vegetal, animal, hominin) that precede and prevail the discursive emergence and its determination of life. The latter aims at marshalling the force of emergence in general for the sublimation and consolidation of calculative configurations and their sovereign agency – Man. Is this relation among (the sovereign and heterogeneous) emergences an inescapable (Darwinian) universal destiny of forms and formations? Or, is it a cultural particularity which is hegemonic today? Can we envisage other relations among emergences and their dynamic?</p> <p>This semester’s course explores the possibility of articulating bioculturalities of emergences and inheritances of life heterogeneous to the hegemonic one. This inquiry into the relation between modes of being and formations of living on the one hand, and forms of reflection and discourse building on the other focuses on the enduring bio-mnemocultural formations and forms (<i>jatis</i> and their cultural forms) of India.</p> <p>Readings for the course include selections from Aristotle, Derrida, Agamben, Atlan, and Thacker and from Sanskrit traditions (Upanisads, Darsanas, Charaka and Puranas).</p> <p>(Maximum enrolment: 10)</p>
Evaluation Scheme	Evaluation of the participants will be based on classroom presentation, participation, written assignments and the end-semester (digital) project. The end semester project will involve work on Indian bio-mnemocultural constellations.

Course Title	Order, Victimage and Mortification: The Cultural Politics of 9/11 Narratives										
CORE COURSE	Core Rubric: English Literature and Its Context, 1945- To the Present										
Course Code	LIT 255										
Semester	II&IV										
Class Hours	Tuesday & Thursday 11.00 am to 1.00 pm										
No. of Credits	05										
Name of Faculty Member(s)	Prof. T. Samson										
Course Description: 150/200 words	<p>9/11 fiction occupies a unique place within disaster fiction. At one end of the sub-genre istexts that are tantamount to the expression the neo-imperial centre’s guilt over violation of the imperial order, alternating between vicitmage and mortification, while theresponse of the scapegoat to the revanchist rhetoric of the imperiumconstitutes the `other` end.</p> <p>The course aims to help students read a few 9/11 novelsbyAmerican novelists intertextually, by evokingmedia representations of the attack on World Trade Centre, and the 9/11 fiction of non-American novelists. Don DeLillo's <i>Falling Man</i>, Art Spiegelman's <i>In the Shadow of No Towers</i>, Jonathon Safran Foer's <i>Extremely Loud and Incredibly Close</i>, and John Updike's <i>Terrorist</i> will be closely read to unravel their stance vis-à-vis the rhetoric that has shaped media accounts, and popular movies on the “war on terror”. Further, these works will be read to identify the way these novels intertext with the 9/11 fiction of non-American/hyphenated American writers: Joseph O’Neill’s <i>Netherland</i>, Mohsin Hamid’s <i>The Reluctant Fundamentalist</i>, Ian McEwan’s <i>Saturday</i>,Laila Halaby’s <i>Once in a Promised Land</i>, and Abu-Jaber’s <i>Crescent</i>.</p> <p>Course Delivery: Interactive lectures, discussions and graduate seminars Maximum intake: 25</p>										
Evaluation Scheme	<p>Evaluation Scheme: Internal Assessment (40 Marks)</p> <table style="margin-left: 40px;"> <tr> <td>1. Presentations</td> <td>10 Marks</td> </tr> <tr> <td>2. Classroom participation</td> <td>10 Marks</td> </tr> <tr> <td>3. Assignments</td> <td>20 Marks (10x 2)</td> </tr> <tr> <td>End-of-Semester Assessment</td> <td>(60 Marks)</td> </tr> <tr> <td>Take-home Examination</td> <td>(60 Marks)</td> </tr> </table> <p>Required Reading:</p> <ol style="list-style-type: none"> 1. Primary Sources 2. Kennth Burke (1935) <i>Permanence and Change</i> 3. _____ (1961)<i>The rhetoric of Religion</i> 4. KristiaanVersluys (2009) <i>Out of the Blue</i> 5. Grey, Robert (2011) <i>After the Fall</i> 6. E. Ann Kaplan(2005)<i>Trauma Culture: The Politics of Terror and Loss in Media and Literature</i> 7. Judith Greenberg(2003) <i>Trauma at Home: After 9/11</i> <p>Required Viewing</p> <ol style="list-style-type: none"> 1. Paul Greengrass (2006) <i>United 93</i> 2. Michael Moore (2004) <i>Fahrenheit 9/11</i> 3. Kathryn Bigelow (2012) <i>Zero Dark Thirty</i> 4. Peter Joseph (2007) <i>Zeitgeist</i> 5. Nicole Rittenmeyer (2008)<i>102 Minutes That Changed America</i> 6. Oliver Stone (2006) <i>World Trade Centre</i> 	1. Presentations	10 Marks	2. Classroom participation	10 Marks	3. Assignments	20 Marks (10x 2)	End-of-Semester Assessment	(60 Marks)	Take-home Examination	(60 Marks)
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Take-home Examination	(60 Marks)										

Course Title	Secularism and Pluralism in India
Course Code	LIT 228
Semester	II/IV January-April, 2019 (Timings: Wednesday & Thursday, 11 am- 1 pm)
No. of Credits	5
Name of Faculty Member(s)	Prof. Sonba Salve
Course Description (150-200 words)	<p>Despite being a multi-religious, multi-ethnic, multi-cultural, and multi-linguistic country, India has averted revolt and dissension to a great extent, identifying herself as the paragon of inclusivism, pluralism, and secularism before the world. A substantial body of contemporary Indian fiction dwells on this synonymy of Indianness and socio-communal harmony from democratic and humanistic perspectives, systematically highlighting the contribution of inclusive forces to the overall concord and amity within the country. The aim of this course is to objectively critique the notions of secularism and tolerance, vis-à-vis the historical reality of religious fundamentalism and communalism. Priority will be accorded to writers such as Asghar Ali Engineer, David Davidar, and ShashiTharoor, whose works promote the image of India as a global ambassador of peace and goodwill.</p> <p>Course Texts: David Davidar: <i>Ithaca</i> <i>The House of Blue Mangoes</i> <i>The Solitude of Emperors</i></p> <p>Asghar Ali Engineer: <i>A Living Faith: My Quest for Peace, Harmony, and Social Change</i> <i>Communal Challenge and Secular Response</i> <i>Communalism in India: A Historical and Empirical Study</i> <i>Communalism in Secular India: A Minority Perspective</i></p> <p>ShashiTharoor: <i>PaxIndica: India and the World of the 21st Century</i> <i>Riot: A Love Story</i> <i>India: From Midnight to the Millennium</i> <i>Show Business: A Novel</i> <i>The Elephant, The Tiger, and The Cellphone</i> <i>The Five Dollar Smile</i> <i>The Great Indian Novel</i></p>
Evaluation Scheme	40% Internal Assignment 60% End Semester Project

Course Title	Indian Writing in English
Course Code	LIT 218
Semester	II&IV 11 am-1 pm, Mondays and Wednesdays
No. of Credits	5
Name of Faculty Member(s)	Prof. Prakash Kona
Course Description: 150/200 words	In this course, we will discuss questions related to the idea of Indian Writing in English. Does every text written by an “Indian” which appears in English even if it happens to be a translation constitute Indian Writing in English or is the term relevant only to the writing that appears on the subcontinent with the arrival of colonialism? How do we read and interpret the idea of India as a nation in relation to how Diana L. Eck subtitles her book on India as “a sacred geography” operating from long before colonialism became a reality? What is the relation between Indians writing in English and other critical discourses such as Marxism, feminism and postcolonialism? These are some of the questions that will occupy the class during the semester.
Evaluation Scheme	40/60 40 Mid-Term Examination 60 Final Examination

Course Title	VICTORIAN FICTION
Course Code	LIT106
Semester	II/IV (Jan – April 2019)
Class Hours	Tuesday – 9am to 11am, Wednesday – 9am to 11am.
No. of Credits	5
Name of Faculty Member(s)	V. Rajasekhar
Course Description: 150/200 words	<p>The Victorian Age is the period during which the English novel came of age. The novel not only became the most popular genre of the period but also assumed larger social functions. This course introduces the Victorian novel with a general introduction and covers the historical context, the major novelists of the century and types of novels. This will prepare the students for the detailed discussions in the teaching that will follow. Later the students will be introduced to Jane Austen, one of the early women novelists in English. Her novel <i>Emma</i> will be taken up for detailed discussion. Later the students will have the opportunity to discuss Charlotte Brontë's <i>Jane Ire</i> and Charles Dickens, <i>David Copperfield</i>, The course will conclude with the work of the late-Victorian novelist Thomas Hardy. Students will discuss Hardy's widely-read novel <i>The Mayor of Casterbridge</i> in detail.</p> <p>The discussions in each class will help the students reflect on the various aspects of the novels. After reading the novels carefully, the students will also be able to come up with ideas and interpretations of their own. Students are expected to acquire the texts of the novels which are discussed in the class and read them closely.</p> <p>Novels for Reading: Jane Austen – <i>Emma</i> Charlotte Brontë - <i>Jane Eyre</i> Charles Dickens – <i>David Copperfield</i> Thomas Hardy – <i>The Mayor of Casterbridge</i> A Critical History of English Literature: Fourth Volume by David Daiches Fictions of Affliction: Physical Disability in Victorian Culture Martha Stoddard Holmes</p>
Evaluation Scheme	Mid-term: 50% Final Examination: 50%

Course Title	The American Romanticists
Course Code	LIT179
Semester	II & IV (Jan – April 2019)
Time	<p>Preferable Days -Monday and Wednesday</p> <p>Timings -2PM to 4 PM</p> <p>No of Students -Strictly 15</p>
No. of Credits	5
Name of the faculty member	Dr. Aparna Lanjewar Bose
Course Description	<p>The European impact on American Life and letters was visible in the 19th Century American Literature. Multifaceted like the Europeans it demonstrated the spirit of rebellion, exploration, fierce individualism, moral fortitude and freedom. Those longing to break the traditional shackles and old religious ways found a refuge in the doctrine of Romanticism.</p> <p>Interestingly, it was also an age of literary realism-an age of choice</p> <p>The course shall encompass a background to American Romanticism, the socio political factors that effectuated its rise, the impact of Puritanism on American life and literature, the impact of European thought, New England Transcendentalism, Philosophy and march towards self reliance, the awakening to newer realities, the American Civil war, the abolition of slavery, Realism, naturalism and the arrival of modernism in American Life and literature</p> <p>A selected list of works shall be provided to the students later</p>
Evaluation Scheme	<p>Internal -40%</p> <p>External-60%</p>

