

**BA HONOURS PROGRAMME ENGLISH
SEMESTER – VI
THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY,
HYDERABAD**

Course title	INTRODUCTION TO LITERARY THEORY AND CRITICISM
Category	a. Existing course without changes
Course code	CC 13
Semester	VI
Number of credits	6
Maximum intake	Not applicable
Day/Time	Tuesday 11am to 1 pm, Thursday 9 am to 11 am, Friday 9 am to 11am.
Name of the teachers	T. SREEDHARAN, P. SANGEETHA
Course description	<p>The course will attempt to explore and study the role of ‘literary theory’ and ‘literary criticism’ in literary studies. If ‘literary criticism’ refers to the act of <i>interpreting, studying</i> and <i>judging</i> (evaluating) literary works, ‘literary theory’ pertains to conceptions and formulations on the nature and function of literature; the principles, processes, and problems involved in the creation, constitution, reception and understanding of literary works; the relation of text to author, reader, language, society, culture and history. As John Lye perceptively points out, “it is not judgment but understanding of the frames of judgment” that distinguishes the theoretical from the critical enterprise. The course will attempt to familiarise students with certain key aspects and concepts associated with the major thinkers and theorists in the Western and Eastern literary traditions.</p> <p>OBJECTIVES / PROGRAMME OUTCOMES</p> <ul style="list-style-type: none"> • To comprehend key concepts of major theories. • To note the differences and similarities between theories and critical schools. • To explore applications of critical theory to various literary texts. • To identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories. <p>LEARNING OUTCOMES</p>

	<ul style="list-style-type: none"> • To develop an ability to analyse, contextualize, and compare texts with the help of different literary and aesthetic perspectives. • To note how critical ideas travel, how they are contested, and how counter-systems of the aesthetic are erected. • To develop the ability to employ literary critical skills to read other cultural texts.
Course delivery	Lecture / Interactive learning
Evaluation scheme	<p>Internal (modes of evaluation): 40% Assignments / Examination (40 marks)</p> <p>End-semester (modes of evaluation): 60% Assignments / Examination (60 marks)</p>
Reading list	<p>Essential reading (Selections from): Vincent B. Leitch (Ed.) <i>The Norton Anthology of Theory and Criticism</i>. M. A. R. Habib, <i>A History of Literary Criticism and Theory: From Plato to the Present</i>.</p> <p>Additional reading Neerja A. Gupta. <i>A Student's Handbook of Indian Aesthetics</i>. Barry, Peter. <i>Beginning Theory</i>. Eagleton, Terry. <i>Literary Theory: An Introduction</i>. Groden, Michael, Martin Kreiswirth, and Imre Szeman, eds. <i>The Johns Hopkins Guide to Literary Theory and Criticism</i>. Habib, M. A. R., <i>A History of Literary Criticism and Theory: From Plato to the Present</i>. Harmon, William and C. Hugh Holman, <i>A Handbook to Literature</i>. Selden, et al. <i>A Reader's Guide to Contemporary Theory</i>.</p>

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Texts, Subtexts and Contexts
Category (Mention the appropriate category)	a. Existing course without changes
Course code	CC14
Semester	VI
Number of credits	6
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday – 9 to 11 am, Tuesday 9 to 11 am and Wednesday 9 to 11 am
Name of the teacher/s	Dr Sharada Mani
Course description	<p>Every object is a text because we describe the features of the object in our heads. No object exists in a vacuum. Culture and society give it a sense of reality which it would otherwise not possess on its own. The sense of reality emerges from the words we use to speak about objects. Every description is a step forward in illuminating something about the world around us. To what extent is the world impinging upon our ability to use language to articulate profound truths about life? Are words themselves not objects in their own right because we need to describe how each word has to be used? What is the context to those words? What are the subtexts or secondary level meanings of the words we use? The purpose of this course is to elucidate how words are not merely instruments to our thoughts but contain descriptions of the world around us. Every attempt to learn a language or use words involves giving a shape to the world around us.</p> <p>The course is divided into five parts:</p> <ul style="list-style-type: none">i) How to read a textii) Appreciation of Contextsiii) Texts and Contextsiv) Words, Words, Words

	<p>v) Select Readings</p> <p>Prescribed Reading McKee, Alan, 2003. <i>Textual Analysis: A Beginner's Guide</i>. Sage Publications. D. H. Lawrence: "The Shadow in the Rose Garden" (Short Story) W. H. Auden: <i>The Sea and the Mirror</i> (Long Poem) Joseph Conrad: <i>The Secret Agent</i> (Novel)</p>
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): Written Examination End-semester (mode of evaluation): Written Examination *Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned
Reading list	Essential reading Additional reading Aristotle: <i>Poetics</i> (sections relevant only)

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TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Introduction to Linguistics
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	DSE5
Semester	VI
Number of credits	6
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesday & Thursday 4-6 p.m.; Friday 11 a.m-1 p.m.
Name of the teacher/s	Prof. Utpal Lahiri, Dr. Smita Joseph
Course description	<p>Include the following in the course description</p> <p>i) This course is intended to familiarize learners with basic concepts in linguistics. It includes a range of essential terminology that is required to gain a reasonably good grasp of the subject matter. The aim is to make the key topics easily intelligible to learners who have little or no prior knowledge of linguistics. It is hoped that by the end of this introductory course, equipped with a sound knowledge of the central themes in linguistics, the learners will be able to move forward from ‘knowing’ to ‘doing’ simple linguistics, i.e., work actively with a variety of basic linguistic data with ease and facility.</p> <p>ii) PO1 To understand the basic processes common to all languages in the area of phonetics, phonology, morphology, syntax, and semantics PO2 To be able to analyse inter-speaker variation, variation over time, and across regional dialects.</p> <p>iii) Learning outcomes—a) CO1: Show how to transcribe English words using IPA transcription; explain phonemic and allophonic distributions and describe some of the most common phonological alternations; introduce key concepts in the analysis of word structure and describe some of the morphological phenomena in the languages</p>

	<p>of the world (a.)</p> <p>CO2: Demonstrate how individuals and groups vary in their ways of using language based on linguistic and social factors and the type of identity speakers want to project (a.)</p> <p>b) value addition: Demonstrates and examines the connections between gender, language, and other types of diversity, including class, ethnicity, religion, nationality, sexuality, and physical ability (a.)</p> <p>c) skill-enhancement: student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences (a.)</p> <p>d) employability quotient: During the last 3 years, industry inputs are fed into curriculum renewal and revision (a.)</p>
Course delivery	Lecture and Experiential learning to teach all modules
Evaluation scheme	<p>Internal (modes of evaluation): test (40%)</p> <p>End-semester (mode of evaluation): semester-end exam (60%)</p> <p>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned</p>
Reading list	<p>Essential reading</p> <p>Radford et al. A. <i>Linguistics: An Introduction</i>.1999. Cambridge University Press.</p> <p>Mathews P. H. <i>Linguistics: A Very Short Introduction</i>. 2003. OUP United States.</p> <p>Verma S. K. and Krishnaswamy N. <i>Modern Linguistics: An Introduction</i>. 1989. OUP Delhi.</p> <p>Additional reading</p>

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	Approaches and Methods in Language Teaching
Category (Mention the appropriate category (a/b/c) in the course description.)	<ul style="list-style-type: none"> b. Existing course without changes c. Existing course with revision. Mention the percentage of revision and highlight the changes made. d. New course
Course code	DSE-06
Semester	6 th Semester
Number of credits	6 credits
Maximum intake	NA
Day/Time	Monday 11-1 p.m, Wednesday, and Thursday 2-4 p.m.
Name of the teacher/s	Monishita Hajra Pande
Course description	<p>Course description:</p> <p>This course will introduce students to various theories of language learning starting from behaviourism to cognitivism with an aim to connect them with different approaches and methods in language teaching. Class discussions and reflections will make various issues and challenges in the language learning and teaching process visible and help students to gain insights into prevalent methods used during early 20th century to the most recent ones. The course will first situate the language learner in a highly globalised and multilingual context and then develop a critical understating of learner identity and attitudes towards learning of English. Discussions on different approaches, methods and techniques used in language teaching will help students to trace their own journeys as language learners. They will be expected to critically reflect on their experiences as learners and identify various factors influencing learning through mini-project work. Peer and micro-teaching sessions will be part of this course to enable students to make connections between theory and practice.</p> <p>Course Objectives</p> <ul style="list-style-type: none"> ▪ To enable students to critically engage with prominent theories in language teaching and learning.

- To engage students in real time teaching in a classroom context to apply the theories to practice through peer and micro teaching sessions.
- To reflect on their own experiences as language learners and problematise teacher-learner variables to maximize learning outcomes in a language classroom.

Modules:

1. Learners, learning and the language classroom
2. Learner identity, multiple languages, and language learning
3. Theories of language learning
 - Behavioural approach to language learning: Pavlov, Watson and Skinner
 - Constructivism and Social Constructivism: Piaget and Vygotsky
 - Cognitive view of language learning
4. Differentiating approaches, methods, and techniques
 - Grammar Translation Method
 - Direct Method
 - The Oral Approach and Situational Language Teaching
 - The Audiolingual Method
 - Total Physical Response
 - Communicative language teaching and Task Based Language teaching.

Theoretical positions discussed on this course will be closely tied up with peer and micro teaching sessions to help students make connections between theory and practice. Classroom observations and discussion with teachers in real time in a variety of classroom contexts will be an added component to the course to facilitate student understanding of the course content.

Learning outcomes

1. Understand prominent theories in language learning and identify their limitations and possibilities.
2. Differentiate between methods, approaches and techniques and critically evaluate their usefulness in a given classroom context.
3. Understand prevalent approaches and methods in language teaching and apply them in peer and micro teaching sessions.
4. Observe classroom critically and identify dominant teaching practices.

This course contributes to the employability quotient as it enables students to develop their teaching competence in ESL contexts.

The course also strengthens their foundation in the discipline of ELT as it introduces them to the fundamental concepts in language teaching methods.

Course delivery	<p>Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)</p> <p>Classroom discussions, experiential learning through peer teaching, classroom observation, group demonstrations of methods, critiquing peer demonstrations and engaging in critical reflection</p>
Evaluation scheme	<p>Internal Assessment (40%):</p> <p>One test of 20% will be conducted in class.</p> <p>One take-home assignment of 20 %</p> <p>End-semester (60%):</p> <p>Peer Teaching involving demonstration of specific methods/approaches in groups, Lesson Planning-methods and materials, Self- and Peer Evaluation reports (individual)</p>
Reading list	<ol style="list-style-type: none"> 1. Approaches and methods in language teaching, Jack C. Richards, Theodore S Rodgers (CUP, 2014) 2. Techniques and principles in language teaching, Diane Larson & Freeman (OUP, 2000) 3. A Course in English Language Teaching, Penny Ur (CUP, 2012) 4. There is no best method-Why?, N.S.Prabhu (TESOL Quaterly, Vol.24, No. 2, pp.161-176) 5. Understanding language teaching: from method to postmethod, Bala Kumaravadivelu (Erlbaum, Lawrence, 2006) <p>Essential reading: Selected chapters from these books</p> <p>Additional reading: The books listed above other than the selected chapters</p>

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TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Introduction to Gender Studies
Category (Mention the appropriate category (a/b/c) in the course description.)	e. Existing course without changes
Course code	DSE7
Semester	VI
Number of credits	6
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Wednesday 4 pm – 6 pm, Thursday 11 am -1 pm, and Friday 4 pm – 6 pm
Name of the teacher/s	Dr. Jai Singh
Course description	<p>Include the following in the course description</p> <p>i) A brief overview of the course</p> <p>The Course will introduce students to the question: what is gender? “Gender,” in a popular sense, is understood to refer to socially constructed activities, behavior and roles that a society considers and encourages as appropriate for women and men. The course will examine this idea in terms of everyday life. Such an approach, it follows, cannot be understood in isolation from its socio-political context, both local and global, Hence, the course will be interdisciplinary in nature and will have readings pertaining to feminist theory, community, women’s movements, films, history, literature, etc. it will draw on a range of texts from a List of primary texts (literary and filmic) as well theoretical texts from India and abroad.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>I. Basic Concepts and Theories</p>

	<ol style="list-style-type: none"> 1) What is Gender Studies? 2) Why do we need to study gender? 3) Why has gender been a primary organizing principle of society? 4) What is sexual division of labour? <p>iii) Learning outcomes— a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d)</p> <p>II. Gender and Social Histories</p> <ol style="list-style-type: none"> 1) How do we think of masculinity and femininity in the context of gender education? 2) In what ways does gender intersect with caste, class, ethnicity and sexuality? 3) What factors contribute to the formation and success of movements for and against gender equality and fluidity? 4) How to look for connections between local and global feminisms, while also keeping in mind that differences matter? <p>III. Gender and Culture</p> <ol style="list-style-type: none"> 1) In what ways has the question of body/body image emerged in gender studies? 2) What have been issues of representation in media? 3) How has violence been re-visioned?
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	<p>Internal (modes of evaluation): Written Exam End-semester (mode of evaluation): Written Exam</p> <p>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned</p>
Reading list	<p>Essential reading Additional reading</p> <p>Gandhi, Nandita and Nandita Shah. “Labouring for Love and Wages.” <i>In Issues at Stake: Theory and Practice in Contemporary Women’s Movement in India</i>. Delhi: Kali for Women, 1992. Pp. 160-193. (Extract)</p> <p>Geetha, V. “God made You Different, Nature made us Different.” <i>Gender</i>. Kolkata: Stree, 2002. Pp.11-23</p> <p>Monorama, Ruth “Dalit Women: The Downtrodden among the Downtrodden.” In <i>Women’s Studies in India: A Reader</i>, Ed. Mary E.</p>

John. Delhi: Penguin, 2008. Pp.445-452

Rich, Adrienne. "Compulsory Heterosexuality and Lesbian Existence." *From The Norton Anthology of Theory and Criticism*. Ed. Vincent B. Leitch. New York and London. W.W Norton & Co, 2001.Pp.1759-1780. (1980)

Wollstonecraft, Mary. From *A Vindication of the Rights of Woman*. In *Women Imagine Change: A Global Anthology of Women's Resistance from 600 B.C.E to Present*. Eds. Eugenia C. DeLamotte et al. New York and London: Routledge, 1997. Pp. 474-477.

Woolf, Virginia. From *A Room of One's Own*. In *The Norton Anthology of Theory and Criticism*. Ed Vincent B. Leitch. New York and London: W.W. Norton, 2001. Pp. 1021-1029. (1929)

Abu-Lughod, Leila. "Do Muslim Women Really Need Saving? :Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104.3 (September 2002): 783-790.

Baxi, Pratiksha. "Rape Cultures in India." *Kafila* 23 December 2012 <http://kafila.org/2012/12/23/rape-cultures=in-india-pratiksha-baxi/>

Dyer, Richard. "Stereotyping." In *Media and Cultural Studies: Keywords*. Eds. Meenakshi Gigi Durham and Douglas M. Kellner. Blackwell: Oxford, 2006. Pp. 353-365.

Kishwar, Madhu and Ruth Vanita. "Initiatives against Dowry Deaths." In *Women's Studies in India: A Reader*. Ed Mary E. John. Delhi: Penguin, 2008. Pp. 42-46.

Sen, Ilina. "A Space Within the Struggle." In *Writing the Women's Movement: A Reader*. Ed. Mala Khullar. Delhi: Zubaan, 2005. Pp. 80-97.

Truth, Sojourner. "Aint I a Woman?"
<<http://www.firdham.edu/halsall/mod/sojtruth-woman.as>> (1851)

Literary Texts

Gilbert, Sandra M. and Susan Gubar, eds. *The Norton Anthology of Literature by Women: The Tradition in English*, New York: Norton, 1985, 2nd edition, 1996. (Selected Poems)

Gilman, Charlotte Perkins. *The Yellow Wallpaper*, New York: Feminist Press, 1973. (1892) Namjoshi, Suniti. *Feminist Fables*. London: Feminist Press, 1981. (Selected pieces) Naylor, Gloria. *The Women of Brewster Place*. New York: Penguin, 1983. (1982 (Selected

stories)

Tharu, Susie and K. Lalita, eds. *Women Writing in India: 600 BC to the Present. Volume I: 600 BC to the Early Twentieth Century*. Delhi: Oxford University Press, 1991. [Selected pieces]

Tharu, Susie and K. Lalita, eds. *Women Writing in India 600 BC to the Present. Volume II: The Twentieth Century*. Delhi: Oxford University Press, 1993. [Selected pieces]

*A selection can be made from this list.

Filmic Texts

Documentaries

Skin Deep. Director: Reena Mohan, 83 minutes; 1998

Something like a War. Director: Deepa Dhanraj. 52 minutes; 1991

Tales from the Margins. Director: Kavita Joshi. 23 minutes; 2006

Unlimited Girls. Director: Paromita Vohra. 94 minutes; 2002

Mainstream Cinema

Ek Hasina Thee. Director: Sriram Raghavan. 120 minutes; 2004

Mirch Masala. Director: Ketan Mehta. 128 minutes; 1987

Monsoon Wedding. Director: Mira Nair. 116 minutes; 2001.

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TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Tragedy: Vision and Form
Category (Mention the appropriate category (a/b/c) in the course description.)	f. Existing course without changes
Course code	DSE8
Semester	VI
Number of credits	6
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesday 2 pm- 4 pm, Wednesday 11 am- 1 pm, and Friday 2 pm- 4 pm
Name of the teacher/s	
Course description	<p>Include the following in the course description</p> <p>iv) A brief overview of the course</p> <p>The course aims to give the student an idea of tragedy as a dramatic genre by linking the form to the worldview in which it arises in the western literary tradition, and by extension, through cultural exchange with the non-western world. Though the influence of the European classical tradition in European language tragedy, especially English, is the focus of this course, it culminates in the negotiations made between the “western” tradition and the local dramatic arts as exemplified by Anglophone literature across the globe.</p> <p>v) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>The core literary and theoretical texts from classical literature and from the English Renaissance are read together in class, while the European language texts and theories are accessed through student presentations. Given the strength in foreign languages on this campus, students opting for this course who are also acquiring competence in European languages, like French, German and Italian, are encouraged</p>

	<p>to access tragic drama in these languages to share with the class.</p> <p>vi) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d)</p> <p>The students will be acquainted with the socio-cultural and political circumstances of the Renaissance period and they will be able to utilize this knowledge to analyze their own time to improve their own situation.</p> <p>They will be able to enhance their communication skills that will help them get better jobs.</p>
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	<p>Internal (modes of evaluation): Written Examination</p> <p>End-semester (mode of evaluation): Written Examination</p> <p>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned</p>
Reading list	<p>Essential reading</p> <p>Additional reading</p> <p>Aristotle: <i>Poetics</i> (sections relevant only)</p> <p>Sophocles: <i>Oedipus the King</i>; <i>Antigone</i></p> <p>Discussion based on Class presentations: Aeschylus and Euripedes; Seneca and Stoicism; Aristotelean and Senecan tragedy</p> <p>Christopher Marlowe: <i>Doctor Faustus</i></p> <p>Shakespeare: <i>Hamlet</i>/ <i>Macbeth</i>/ <i>King Lear</i> / <i>Othello</i> (any two; discussion on other two based on class presentation)</p> <p>Discussion based on class presentations: Humours theory; Elizabethan and Renaissance worldview; Jacobean tragedy</p> <p>Cloak and dagger tragedies: Lope de Vega and Calderon</p> <p>Racine and Neo classical tragedy</p> <p>Lessing: <i>Hamburg Dramaturgie</i> (selections)</p> <p>Brecht: <i>Messingkauf Dialogues</i>(selections)</p> <p>Edward Bond: <i>Lear</i></p> <p>Wole Soyinka: <i>Bacchae of Euripedes</i></p>

