

**Pre-Ph.D. Course Work
(Syllabus)**

**Department of English
Faculty of Arts
Banaras Hindu University**

The Department of English, Faculty of Arts, Banaras Hindu University, shall have Pre-Ph.D. course of 16 credits divided into two semesters. Out of 16 credits, each PhD student shall take 12 credits in the first semester after admission to the PhD course and 4 credits in the second semester. The breakup of the 16 credits offered in the two semesters is as under:

SEMESTER- I

Course I – Contemporary Literary Theory–I 3 Credits

100 Marks: Written test at the end of the semester.

Course II – Contemporary Literary Theory -II 3 Credits

100 Marks: Written test at the end of the semester.

Course III – Indian Literary and Cultural Traditions 3 Credits

100 Marks: Written test at the end of the semester.

Course IV- Essentials of Academic Writing 3 Credits

100 Marks: 70 marks for end semester exam; and 30 marks for two presentations of 15 marks each from Unit II and III respectively.

SEMESTER- II

Course V- Independent Study 4 Credits

100 marks: 70 marks for a write up based on independent study and 30 marks for seminar presentation.

COURSE I: CONTEMPORARY LITERARY THEORY –I**3 Credits****MM 100****Aims and Objectives:**

The aim of this course is to expose students to recent developments, key concepts and debates in literary and cultural theory. The objectives of the course are to equip students with a range of critical and analytic vocabulary and, more importantly, to enable them to develop effective, informed approaches to interpreting literary texts.

- i) Michel Foucault: “What is an author?” *Essential Works of Foucault, 1954-1984. Volume II: Aesthetics, Method, and Epistemology*, edited by James D. Faubion, translated by Robert Hurley and others, The New Press, 1998, pp. 205-222.
https://www.open.edu/openlearn/pluginfile.php/624849/mod_resource/content/1/840_1_michel_foucault.pdf
- ii) Fredric Jameson: “Postmodernism, or the Cultural Logic of Late Capitalism.” *Postmodernism, Or, The Cultural Logic of Late Capitalism* [1989]. Duke UP, 1991, pp. 53-92.
- iii) Jacques Lacan: “The Mirror Stage as Formative of the *I* Function.” *Jacques LacanEcrits. The First Complete Edition in English*, translated by Bruce Fink, W. W. Norton and Company, 2006, pp. 75-81.
- iv) Frantz Fanon: “The Fact of Blackness.” *Black Skin White Masks* [1952]. Pluto Press, 2017, pp. 82-108.
- v) Gayatri C. Spivak: “Can the Subaltern Speak?” *Can the Subaltern Speak?* VerlagTuria, 2008, pp. 66-111
- vi) Judith Butler: “Subjects of Sex/ Gender/ Desire”. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 2011, pp. 1-46.
- vii) Gayle S. Rubin: “Thinking Sex.” *Deviations: A Gayle Rubin Reader*, Duke Univ. Press, 2011, pp. 137-181.

Suggested Readings:

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin, editors. *The Postcolonial Studies Reader*. Routledge, 1995.

Butler, Judith. *Bodies That Matter: On the Discursive Limits of "Sex"*. Routledge, 2014.

During, Simon, editor. *The Cultural Studies Reader*. Routledge, 1993.

Fanon, Frantz. *The Wretched of the Earth*. Penguin Books, 1963.

Foucault, Michel. *The Foucault Reader*, edited by Paul Robinow, Penguin Books, 1991.

Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. Routledge, 2020.

Lorber, Judith, Kathy Davis, and Mary Evans, editors. *Handbook of Gender and Women's Studies*. Sage Publications, 2006.

Spencer, Robert and AnsatasiaValassopoulos, eds.*Postcolonial Locations: New Issues and Directions in Postcolonial Studies*.Routledge, 2020.

Williams, James. *Understanding Poststructuralism*. Taylor & Francis, 2014.

COURSE II: CONTEMPORARY LITERARY THEORY – II

3 Credits

MM 100

Aims and Objectives:

This course is an extension of the Contemporary Literary Theory - I and hence driven by the same rationale as stated in that course.

- i) Theodor Adorno and Max Horkheimer: “The Culture Industry: Enlightenment as Mass Deception.” *Dialectic of Enlightenment: Philosophical Fragments* [1944], edited by GunzelinSchmidNoerr, translated by Edmund Jephcott,Stanford UP, 2002, pp. 94-136.
- ii) Clifford Geertz: “Thick Description: Toward an Interpretive Theory of Culture.” *The Interpretation of Cultures* [1973]. Basic Books, 2017, pp. 3-30.
- iii) Dudley Andrew: “The Core and the Flow of Film Studies.”*Critical Inquiry*, Vol. 35, No. 4, Summer 2009, pp. 879-915.<https://www.jstor.org/stable/10.1086/599587>
- iv) Susan Bassnett: “The Translation Turn in Cultural Studies.”*Constructing Cultures Essays on Literary Translation*. Multilingual Matters,1998, pp. 123-140.
- v) James Clifford:“Diasporas.”*Cultural Anthropology*, vol. 9, no. 3, 1994, pp. 302–38. *JSTOR*, <http://www.jstor.org/stable/656365>.
- vi) William Howarth: “Some Principles of Ecocriticism.”*The Ecocriticism Reader*,edited by CherylGlotfelty and Harold Fromm,U of Georgia, 1996.pp. 69-91.
- vii) Lennard J. Davis : "Introduction." *Enforcing Normalcy: Disability, Deafness, and the Body*, Verso Books, 1995, pp. 1-23.

Suggested Readings:

Agger, Ben. *Cultural Studies as Critical Theory*.The Palmer Press, 1992.

Barker, Chris. *Cultural Studies: Theory and Practice*.Sage, 2011.

- Bassnett, Susan. *Translation Studies* [1980]. Routledge, 2002.
- Colebrook, Claire. *New Literary Histories: New Historicism and Contemporary Criticism*. Manchester UP, 1997.
- Cohen, Robin. *Global Diasporas: An Introduction*. Routledge, 2008.
- Coupe, Lawrence. *The Green Studies Reader: From Romanticism to Ecocriticism*. Routledge, 2000.
- Garrard, Greg. *Ecocriticism*. Routledge, 2011.
- Ghai, Anita. "At the Periphery: Marginalized Disabled Lives." *Rethinking Disability in India* [2015], Routledge, 2019. pp. 101- 166.
- Hall, Gary and Clare Birchall, editors. *New Cultural Studies Adventures in Theory*. Edinburg U, 2006.
- Mishra, Sudesh. *Diaspora Criticism*. Edinburg Univ. Press, 2006.
- Rodowick, D.N., *The Virtual Life of Film*. Harvard University Press, 2007.
- Venuti, Lawrence. *The Translation Studies Reader*. Routledge, 2021.
- Zizek, Slavoj. *Mapping Ideology*. Verso, 1994.

COURSE III: INDIAN LITERARY AND CULTURAL TRADITIONS

3 Credits

MM 100

Aims and Objectives:

The course aims to introduce the students to the rich and diverse multilingual and multicultural literary landscape of pre-modern India. The main focus of the course will be to familiarize the students with dynamics of interplay among the vernaculars themselves, between vernaculars and cosmopolitan languages like Sanskrit, Persian and Arabic, and between the oral and the written. In addition, the course will also look at the interplay between literature and other art forms, and how different art forms interanimate one another.

- i) Sheldon Pollock: "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500." *Daedalus*, vol. 127, no. 3, Summer 1998, pp. 41-74.
- ii) Francesca Orsini: "How to Do Multilingual Literary History? Lessons from the Fifteenth- and Sixteenth-Century North India." *Indian Economic and Social History Review*, vol. 49, no.2, 2012, pp. 225-246.
- iii) A. K. Ramanujan: "Is There an Indian Way of Thinking? An Informal Essay." *The Collected Essays of A. K. Ramanujan*, edited by Vinay Dharwadkar, OUP, 1999, pp. 34-51.

- iv) Nabaneeta Dev Sen: "Rewriting the Ramayana: Chandrabati and Molla." *India International Centre Quarterly*, vol. 24, no. 2/3, Monsoon 1997, pp. 163-177.
- v) Kavita Panjabi: "Introduction." *Poetics and Politics of Sufism and Bhakti in South Asia: Love, Loss and Liberation*. Orient Blackswan, 2011, pp. 1-52.
- vi) Velcheru Narayana Rao, David Shulman, & Sanjay Subrahmanyam: "Introduction: Palettes of History." *Textures of Time: Writing History in South India, 1600-1800*. Permanent Black, 2001, pp. 1-23.
- vii) K.C. Bhattacharya: "Swaraj in Ideas." *Indian Philosophy in English*, edited by Nalini Bhushan and Jay L. Garfield, Oxford UP, 2011, pp. 101-114.

Suggested Readings:

- Alam, Muzaffar. "Assimilation from a Distance: Confrontation and Sufi Accommodation in Awadh Society." *Tradition, Dissent and Ideology: Essays in Honour of Romila Thapar*, edited by R. Champakalakshmi and S. Gopal, OUP, 1996, pp. 164-191.
- Ananthamurthy, U. R. "The Literary Situation in India: Search for an Identity." *The Iowa Review*, vol. 7, no. 2/3, 1976, pp. 185-95. *JSTOR*, <http://www.jstor.org/stable/20158617>.
- Bangha, Imre. "Dynamics of Textual Transmission in Premodern India: The *Kavitavali* of Tulsidas." *Comparative Studies of South Asia, Africa and the Middle East*, vol. 24, no. 2, 2004, pp. 33-44.
- Bangha, Imre. "The Emergence of Hindi Literature: From Transregional Maru-Gurjar to Madhyadeśī Narratives." *Texts and Traditions in Early Modern North India*, edited by John Stratton Hawley, Anshu Malhotra and Tyler Williams, Oxford UP, 2018, pp. 3-39.
- Busch, Allison. "Hidden in Plain View: Brajbhasha Poets at the Mughal Court." *Modern Asian Studies*, vol. 44, no. 2, 2010, pp. 267-309.
- Cohn, Bernard S. "Networks and Centres in the Integration of Indian Civilization." *An Anthropologist Among the Historians and Other Essays*, OUP, 1987, pp. 78-87.
- Delvoe, Françoise. "Indo-Persian Accounts on Music Patronage in the Sultanate of Gujarat." *The Making of Indo-Persian Culture: Indian and French Studies*, edited by M. Alam, F. N. Delvoe and M. Gaborieau, Manohar, 2000, pp. 253-80.
- Deshpande, Prachi. "The Writerly Self: Literacy, Discipline and Codes of Conduct in Early Modern India." *The Indian Economic and Social History Review*, vol. 53, no. 4, 2016, pp. 449-471.
- Devy, G. N., editor. *Painted Words: An Anthology of Tribal Literature*. Penguin, 2003.
- Miner, Allyn. "Raga in North India in the Early Sixteenth Century." *Tellings and Texts: Singing, Story-Telling and Performance in South Asia*, edited by F. Orsini and K. Schofield, Open Book, 2015, pp. 385-406.

- Narayana Rao, Velcheru. "A Ramayana of Their Own: Women's Oral Tradition in Telugu." *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*, edited by Paula Richman, U of California P, 1991, pp. 114-134.
- O'Hanlon, Rosalind. "Letters Home: Banaras Pandits and the Maratha Regions in Early Modern India." *Modern Asian Studies*, vol. 44, no. 2, 2010, pp. 201-240.
- Phukan, Santanu. "'Through Throats Where Many Rivers Meet': The Ecology of Hindi in the Persian Imagination." *The Indian Economic and Social History Review*, vol. 38, no. 1, 2001, pp. 33-58.
- Pollock, Sheldon. "Cosmopolitan and Vernacular in History." *Public Culture*, vol. 12, no. 3, 2000, pp. 591-625.
- Pollock, Sheldon. "Indian Knowledge Systems on the Eve of Colonialism." *Intellectual History Newsletter*, vol. 22, 2000, pp. 1-16.
- Pollock, Sheldon, editor. *Literary Cultures in History: Reconstructions from South Asia*. Berkeley, CA: University of California Press, 2003. Reprint, Delhi: Oxford U. Press, 2005.
- Raheja, Gloria Goodwin. "Negotiated Solidarities: Gendered Representations of Disruption and Desire in North Indian Oral Traditions and Popular Culture." *Oral Tradition*, vol. 12, no.1, 1997, pp. 173-225.
- Ramanujan, A. K. "Where Mirrors are Windows: Toward an Anthology of Reflections." *The Collected Essays of A. K. Ramanujan*, edited by Vinay Dharwadkar, OUP, 1999, pp. 6-33.
- Ramanujan, A. K. "Towards a Counter-system: Women's Tales." *The Collected Essays of A. K. Ramanujan*, edited by Vinay Dharwadkar, OUP, 1999, pp. 429-447.

COURSE IV: ESSENTIALS OF ACADEMIC WRITING

3 Credits

MM 100

Aims & Objectives:

The course aims to introduce nuances of reading and writing skills to the research scholars. The focus of the course shall be on reading, writing, and critical thinking besides enhancing their reading and writing skills with particular focus on training them in the art of academic writing.

Unit I: Introduction to Academic Writing

- i) Introduction: Nomenclature, Emergence of the Field, Common/Working Vocabulary
- ii) Art of Academic Writing: Bloom's Taxonomy of Cognitive Skills

iii) Types of Academic Writing: Research Proposal, Research Paper, Ph. D. Dissertation, Book Review

Karen I. Spear : “Thinking and Writing: A Sequential Curriculum for Composition.” *Journal of Advanced Composition*, 1983, vol. 4 (1983), pp. 47-63. <https://www.jstor.org/stable/20865534>

Robert Parker : "Language across the Curriculum" Movement: A Brief Overview and Bibliography.” *College Composition and Communication*, May, 1985, vol. 36, no. 2, *Writing in the Academic and Professional Disciplines: Bibliography Theory Practice Preparation of Faculty* (May, 1985), pp. 173-177. <https://www.jstor.org/stable/357438>

S. Bailey : *Academic Writing: A Handbook for International Students*. Routledge, Fourth Edition, 2014. <https://bowenstaff.bowen.edu.ng/lectureslides/1585592787.pdf>

Suggested Readings:

Gupta, Renu. *A Course in Academic Writing*. Orient Blackswan, 2013/2017. <https://www.amazon.in/Course-Academic-Writing-Renu-Gupta/dp/9386689634>

Starkey, David. *Academic Writing Now: A Brief Guide for Busy Students*. Broadview Press, 2017. <https://www.amazon.in/Academic-Writing-Now-Brief-Students/dp/1554812496>

Unit II: Reading

- i) Conceptualising Reading: Definitions, Readers, Reading
- ii) Reading and Meaning Generation: Reflection, Self-reflection, Evaluation, Interpretation
- iii) Reading Different Kinds of Passages
- iv) Digital Reading: Screen Reading

Diane H. Tracey and Lesley Mandel Morrow: “Chapter 7: Information/Cognitive Processing Perspectives (1950s–1970s).” *Lenses on Reading: An Introduction to Theories and Models*. The Guilford Press, 2006.

Naomi S. Baron: “Redefining Reading: The Impact of Digital Communication Media.” *PMLA*, vol. 128, no. 1 (January 2013), pp. 193-200. <https://www.jstor.org/stable/23489277>

Norman Fairclough: *Critical Discourse Analysis: The Critical Study of Language*, Longman, 1995. <https://www.felsemiotica.com/descargas/Fairclough-Norman-Critical-Discourse-Analysis.-The-Critical-Study-of-Language.pdf>

Suggested Readings:

Cunningham, Anne E., and Keith E. Stanovich. "What Reading Does for the Mind." *American Educator*, vol. 22, nos. 1&2, Spring-Summer, 1998, pp. 1-8. <https://www.newhorizonsvisiontherapy.com/wp-content/uploads/2019/01/BlogLink2.pdf>

Dresang, Eliza T., and Kathryn McClelland. "Radical Change: Digital Age Literature and Learning." *Theory into Practice*, Summer, 1999, Vol. 38, No. 3.

Goen, Sugie, and Helen Gillotte-Tropp. "Integrated Reading and Writing: A Response to the Basic Writing 'Crisis.'" *Journal of Basic Writing*, vol. 22, no. 2 (2003), pp. 90-113. JSTOR. 23 May 2022. <https://www.jstor.org/stable>

Salvatori, Mariolina. "Reading and Writing a Text: Correlations between Reading and Writing Patterns." *College English*, vol. 45, no. 7, November 1983, pp. 657-666. JSTOR. 23 May 2022. <https://www.jstor.org/stable>

Unit III: Research Writing

- i) Getting started: Writing a Paragraph/Short Critical Composition
- ii) Writing a Research Proposal/ Article/Funding Application: Giving Apt Title, Writing Abstract, Analysing the Text/Data, Writing a Funding Application.
- iii) Fundamentals of Dissertation Writing: Using the MLA Style Sheet, Citation, Quotation, Plagiarism, Revision and Editing.

MLA Handbook (9th Ed.) by The Modern Language Association of America.

Rob Schnelle: "Taking the Pulse of the Essay." *Writing on the Edge*, vol. 19, no. 2, Spring 2009, pp. 79-84. <https://www.jstor.org/stable/43157305>

Steven Pinker: *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Penguin Books, 2014. <https://www.amazon.in/Sense-Style-Thinking-Persons-Writing/dp/0143127799>

Sylvan Barnet, et al.: "Chapter II: The Reader as Writer." *Literature for Composition: Essays, Fiction, Poetry and Drama*, edited by Sylvan Barnet, et al. 5th Edition, Longman, 2000.

V. R. Narayanaswamy: *Strengthen Your Writing*. Orient Blackswan, 2005. <https://www.amazon.in/Strengthen-Your-Writing-V-R-Narayanaswa/dp/812502865X>

Suggested Readings:

Hayot, Eric. *The Elements of Academic Style: Writing for the Humanities*. Columbia University Press, 2014.

Pecorari, Diane. *Academic Writing and Plagiarism: A Linguistic Analysis*. Continuum, 2008. <https://www.amazon.in/Academic-Writing-Plagiarism-Linguistic-Linguistics/dp/9388038231>

SEMESTER- II

Course V: Independent Study

4 Credits

MM 100

Research scholars shall have to undertake an independent study in their area of research under the supervision of their respective research guides. The students are required to submit a write up of about 5000 words towards the end of the semester. In addition, the students shall have to make a presentation based on their independent study.