

The University of Burdwan

Department of English and Culture Studies

M.Phil. Syllabus with effect from Session 2021-22

STRUCTURE OF SYLLABUS

Year	Semester	Course Code	Course Title	Credit Value	Marks
1 st	SEM I (Course Work)	101	Research Methodology	4	50
		102	Research and Publication Ethics	2	25
		103	Compulsory Paper (History of Ideas)	4	50
		104	Term Paper and Related Seminar Presentation	4	50 (25+25)
			Sub Total	14	175
	SEM II	201	Optional Paper I (Advanced level)	4	50
		202	Optional Paper II (Advanced level)	4	50
		203	Term Paper and Related Seminar Presentation	4	50 (25+25)
			Sub Total	12	150
	2 nd	SEM III & IV		Dissertation	12
301			Viva Voce	4	50
			Sub Total	16	200
			GRAND TOTAL	42	525

DETAILED SYLLABUS

SEMESTER I (Course Work)

Paper 101: Research Methodology (50 marks)

Unit-I (40 marks)

Section I (10 marks)

1. Definition of research
2. Objective of research
3. Topic selection, formation of research program

Section II (15 marks)

1. Methods, methodology, research skills
2. Archival method
3. Discourse analysis
4. Survey and interview method
5. Visual methodology / methods
6. Use of ethnographic methods
7. Textual analysis method

Section III (15 marks)

Writing the Dissertation (I)

- (a) Format of the Dissertation (chapter division, title page, table of contents, body of the thesis)
- (b) Writing a synopsis

Writing the dissertation (II)

[the MLA style-sheet (8thedition) to be followed]

- (a) Citations and documentation
- (b) Notes, works cited list, bibliography
- (c) Copy editing, proof-reading
- (d) Appendix

Unit II (10 marks)

Computer application

Paper 102: Research and Publication Ethics (25 marks)**THEORY (20 marks)****RPE 01: Philosophy and Ethics**

1. Introduction to philosophy: definition, nature and scope, concept, branches
2. Ethics: definition, moral philosophy, nature of moral judgements and reactions
3. Posthumanities and ethics

RPE 02: Humanities and Social Science Conduct

1. Ethics with respect to humanities and social science research
2. Intellectual honesty and research integrity
3. Humanities and social science misconducts: Falsification, Fabrication, and Plagiarism
4. Redundant publications: duplicate and overlapping publications
5. Selective reporting and misrepresentation of data

RPE 03: Publication Ethics

1. Publication ethics: definition, introduction and importance
2. Best practices / standards setting initiatives and guidelines
3. Conflict of interest
4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa etc
5. Violation of publication ethics, authorship and contributorship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

PRACTICE (5 marks)**RPE 04: Open Access Publishing**

1. Open access publications and initiatives
2. Publisher copyright & self-archiving policies
3. Software tools to identify predatory publications
4. Journal finder / journal suggestion tools

RPE 05: Publication Misconduct**A. Group Discussions**

1. Subject specific ethical issues, authorship
2. Conflicts of interest
3. Complaints and appeals: examples and fraud from India and abroad

B. Software tools

Use of plagiarism software like Turnitin, Urkund and other open source software tools

RPE 06: Databases and Research Metrics**A. Databases**

1. Indexing databases
2. Citation databases: Scopus, Google Scholar, Vidwan, Orcid etc

B. Research Metrics

1. Impact factor of journal as per Journal Citation Report
2. Metrics: h-index, g index, i10 index, almetrics

Paper 103: Compulsory Paper (50 marks)**History of Ideas**

Unit I: European Thought (35 marks)

- (a) Graeco –Roman
- (b) Renaissance
- (c) Enlightenment
- (d) Modernism
- (e) Poststructuralist Thoughts (Post-Freudian Psychoanalysis, feminism, cultural translation, postcolonialism, post-Marxist thoughts, ecology studies, diaspora and border studies)
- (f) Post-human studies (Trauma, ethics, body, cyber-cultures)

Unit II: Indic and Comparative Hermeneutics (15 marks)

Section I: Indian Literary Aesthetics, Philosophy of Language and Indo-Western Comparative Hermeneutics (10 marks)

- (a) *Atmadipo Bhava*: Tradition and the Individual Consciousness
- b) Narratology in Indic thought (Sanskritic and Perso-Arabic)
- (c) *Rasa and dhvani, sphota, apoha, arthapatti*
- d) Closets of Interpretation: Indic and Western; de-closeting knowledge and interpretation
- e) Multiple lamps: Text as Illuminator, Commentary as Illuminator
- f) Syncretistic Praxis: Indo-Western Interpretative Models

Section II: Digital Humanities (5 Marks)

Paper 104: Term Paper and Related Seminar Presentation (25+25 Marks)

SEMESTER II:

Paper 201: Optional Paper I (Any one of the following options) 50 marks

(a) Post-1950s British Literature and Culture: (50 marks)

Unit – I

The 1950's – the Post-War British government - 'Angry Young Man' movement - the British woman of the 1950's and early 1960's — the age of conformity – the idea of 'social respectability' – education for women – working class women: Kingsley Amis (*Lucky Jim*), John Osborne (*Look Back in Anger*), A. S. Byatt (*The Virgin in the Garden*), John Wyndham (*The Day of the Triffids*), Barbara Pym (*Excellent Women*), Shelah Delaney (*A Taste of Honey*)

Politics, culture, mass media and literature-- gender issues- new generation of filmmakers - Post-1950's British painting- Sports and sports-writing in Post-1950's Britain: Raymond Williams (*Keywords: A Vocabulary of Culture and Society*), Alan Sillitoe (*The Loneliness of the Long Distance Runner*), William Golding (*Lord of the Flies*), Anthony Burgess (*A Clockwork Orange*), P. G. Wodehouse (*Wodehouse at the Wicket: A Cricketing Anthology*)

Unit -II

The book market in Post-1950's Britain – the relationship between literature and the universities – 'literature' and the popular taste – 'inner space fiction' - growth of multicultural Britain – Hanif Kureishi (*The Rainbow Sign*), Monica Ali(*Brick Lane*),Zadie Smith's (*White Teeth*), Doris Lessing (*The Golden Notebook*)

Ecology and climate change – eco-fiction - Harry Potter novels and the redefining of children's literature: David Mitchell (*Cloud Atlas*), Saci Lloyd (*The Carbon Diaries: 2015*), J. K. Rowling (*Harry Potter and the Philosopher's Stone, Harry Potter and the Chamber of Secrets*), Roald Dahl (*Matilda*)

(b) American Literature (50 marks)**Unit I**

Democratic origins, American Renaissance, Transcendentalism: Benjamin Franklin(selections from *Autobiography*) , Ralph Waldo Emerson(selected essays), Henry David Thoreau (*Walden*), Emily Dickinson(selected poems) , Washington Irving (Selected short stories)

Revolutionary writers, Individualism, writing the American

“romance”(regionalism/frontier stories) : Walt Whitman (selected poems), Nathaniel Hawthorne (*The House of the Seven Gables*)/*The Scarlet Letter*),Herman Melville (*Moby Dick*), Edgar Allan Poe, (selected short stories), Mark Twain(*Life on the Mississippi*)

Modernities, Crosscurrents, Transformations: Henry James(*The American*), Robert Frost(selected poems) , Wallace Stevens (selected poems),F.Scott Fitzgerald (*Tender is the Night*), Ernest Hemingway (A Farewell to Arms/Selected short stories), William Faulkner (*As I Lay Dying*), Eugene O’Neill (*Mourning Becomes Electra*)

Unit II

Possibilities, Experimentations, Fractured Histories: Sylvia Plath(selected poems), Elizabeth Bishop (selected poems),Allen Ginsberg (selected poems), Tennessee Williams (*A Streetcar Named Desire*), Bernard Malamud (Selected short stories), Thomas Pynchon(*The Crying of Lot 49*), Toni Morrison (*Jazz*), Don Delillo(*The Falling Man*)

The African American Tradition: W.E.B.Dubois (Selections from *The Souls of Black Folk*) , Langston Hughes (Selected Poems),Richard Wright(Black Boy), , Maya Angelou(Selected poems), James Baldwin (Selections from *Nobody Knows my Name*), Alice Walker (*Color Purple*)

Ethnicity/Multiculturalism: Maxine Hong Kinston (*The Woman Warrior*), Leslie Marmon Silko (*Ceremony*), Amy Tan(The Joy Luck Club), Sherman Alexie(Selected short stories), Sandra Cisneros (*The House on Mango Street*), Chang Rae Lee (*Native Speaker*), Junot Diaz (*The Brief Wondrous Life of Oscar Wao*)

(c) African & Caribbean English Literature (50 marks)**Unit I**

- Conflicts and Nigerian literature:** The impact of Biafran war on Nigerian Literature: ChimamandaNgoziAdichie, *Half of a Yellow Sun*; Chinua Achebe, *Girls at War and Other Stories*; ElechiAmadi, *Sunset in Biafra*
- Imperialism and its Discontents:** History of Kenya with a special focus on Mau Mau Rebellion: Frank Furedi, *The Mau Mau War in Perspective*; NgugiwaThiongo, *The River Between*

3. **Race and African cultural history:** Apartheid and South African Literature: David Downing, *Apartheid in South Africa*; Nadine Gordimer, *The Lying Days*; Alan Paton, *Cry, The Beloved Country*;

Unit II

1. **Identity and Caribbean culture:** Caribbean History, Identity and the Colonial Past: George Lamming, *Pleasures of Exile* (Selections); Select Poems of Derek Walcott; Jean Rhys, *Voyage in the Dark*; V.S. Naipaul, *The Mimic Men*
2. **The idea of nation:** Language in Caribbean Literature: Edward Kamau Brathwaite, *History of the Voice: The Development of Nation Language in Anglophone Caribbean Poetry*; Samuel Selvon, *The Lonely Londoners*; Select Poems of Mervyn Eustace Morris
3. **Spiritual movements, slavery and indenture and genealogy of migrations:** The Rastafari Movement, Slavery, Indenture and Political Violence in Jamaica, Diaspora in West Indies: Robert Mais, *Brother Man*; Marlon James, *A Brief History of Seven Killings*; Ramabai Espinet, *The Swinging Bridge*

Paper 202: Optional Paper II (Any one of the following options) 50 marks

(a) Australian Literature (50 marks)

(Texts to be chosen by the teachers concerned)

Objectives: This course is designed to help students understand the development of Australia as a nation through literature. The first unit of the course will, therefore, focus on the history of the settlement and the birth of the Australian federation and its socio-politico-cultural impact mainly through literature produced by white authors. The second unit will critically examine different official policies of Australia like 'Assimilation' and 'Reconciliation' in the context of the growth of Aboriginal literature.

Unit I

Settlement, Flora and Fauna, Formation of an Australian Identity, Myths of the Nation:

Henry Lawson, A. D. Hope, Judith Wright, Peter Porter, Les Murray, Patrick White, Peter Carey, David Malouf, Peter Goldsworthy

Unit II

Aboriginality, Assimilation, Land rights and Stolen Generations, Issue of Apology, Reconciliation and After:

David Unaipon, Oodgeroo, Jack Davis, Kevin Gilbert, Sally Morgan, Jackie Huggins, Alexis Wright, Kerry-Reed Gilbert, Anita Heiss

(b) Indian Literatures in English and in Translation (50 marks)

Unit I

1. The Idea of India:

- Tagore's *Atmashakti*, *Swadeshi Samaj*, Gandhi's *Hind Swaraj*.
- William Hunter *The Indian Musalman*, Syed Ahmed Khan and the Aligarh movement, Nazrul Islam *The Revolutionary* or *Kuhelika*.
- Untouchable Freedom: *Annihilation of Caste*, Ambedkar and the Dalit movement
- Ramkrishna Paramhansa, Dayanand Saraswati, Meerabai, Lal Degh, Lalon Fakir.

2. Nationalism and its Discontents: VECTORS: Caste, race, class, communal identity, ethnicity, indigeneity, gender and their intersectionalities.

- *Gora*, *Kanthapura*, Tagore's Nationalism lectures, Arundhati Roy's Field Notes on Democracy, *The Algebra of Infinite Justice*,
- Women and India, Tagore *Home and the World*, Tasleema Nasreen *No Country for Women*, Sarala Devi, Pandita Ramabai,
- Dalit and India, Namdeo Dhasal *Golpitha*, Limbale *Poisoned Bread*, Bama *Karrukku* (selections)

Unit II

4. Violence, intolerance and India

- a) Partition novels, Bishm Sahani's *Tamas*,
- b) Mahasweta Devi. *The Arrow of Chotti Munda*, *The Right of the Forest*
- c) novels on Kashmir issue Rahul Pandita *Our Moon has Blood clots*, Basharat Peer's *Curfewed Nights*, and Arundhati Roy's *The Ministry of Utmost Happiness*
- d) Identity Politics, *Garam Hawa*, *Sunlight on a Broken Column*, *Karruku*, *Jhoothan*. TemsulaAo, Mamang Dai

5. What is Indian about Indian writing today, and theories of translation

- a) issues of genres and their travel
- b) issue of Sanskrit and Perso-Arabic aesthetics
- c) importance of bhasas, the making of the Bengali aesthetics
- d) importance of dialogues with and within bhasaliteratures. Interlingual translation, SahityaAkademi
Lalbehari Day's *Govinda Samanta'* influence on Odiya and Fakirmohun Senapati's novels.
Influence of Bengal and Bengalis on the Assamese Novels.

(c) Literatures of South Asian Diaspora (50 marks)

(Texts to be chosen by the teachers concerned)

Objectives: This course is designed to help students understand the past and present of South Asian diaspora with a focus on the history of indentured labour, formation of diasporic identity and its negotiation with the nation-state through different identity markers like ethnicity, religion, food and language. It will also help students examine different transnational constellations vis-à-vis border making in the post-9/11 world.

Unit I

Old Diaspora and New Diaspora:

Ramabai Espinet, Gaiutra Bahadur, V. S. Naipul, Anita Desai, M. G. Vassanji, Jhumpa Lahiri

Unit II

Transnationalism, ethics of border making, 9/11 and After:

Bapsi Sidhwa, Hari Kunzru, Monica Ali, Marina Budhos, Kamila Shamsie, Manjushree Thapa

(texts and authors will be chosen by the members of the faculty)