

(Abstract)

M A English Programme in the Department of Studies in English, School of English & Foreign Languages, Dr Janaki Ammal Campus, Palayad - Revised Scheme (All Semesters) & Syllabus (1st Semester Only) - Approved- Implemented w.e f 2023 admission- Orders Issued

ACADEMIC C SECTION

ACAD C/ACAD C3/25535/2023

Dated: 20.12.2023

- Read:-1. U.O.No ACAD C/ ACAD C3/22373/2019 dated 12/09/2023
2. Circular No dated ACAD C/ ACAD C3/22373/2019 dated 12/09/2023
3. Email dated 06/12/2023 from the Head, Dept of Studies in English, Dr Janaki Ammal Campus, Palayad
4. Minutes of the meeting of the Department Council dated 06/11/2023

ORDER

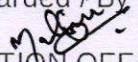
1. The revised Regulations for Post Graduate Programmes under Choice Based Credit and Semester System in the University Teaching Departments/ Schools were implemented w.e.f 2023 admissions vide paper read 1 above.
2. As per paper read 2 above, Heads of all Teaching Departments were requested to submit the revised Syllabus in accordance with the approved Regulations along with a copy of the Department Council Minutes.
3. As per paper read 3 above, the Head, Dept of Studies in English, Dr Janaki Ammal Campus, Palayad submitted the Scheme (All Semesters) and the Syllabus (1st Semester Only) of M.A English Programme to be implemented in the University Teaching Department w.e.f 2023 admissions.
4. Department Council vide the paper read 4 above approved the aforementioned scheme and syllabus of M.A English programme to be implemented in the Dept. of Studies in English, School of English & Foreign Languages, Dr Janaki Ammal Campus, Palayad w.e.f.2023 admission.
5. The Vice Chancellor, after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11(1), Chapter III of Kannur University Act 1996, **approved the Scheme (All Semesters) & Syllabus (1st Semester Only) of M.A English Programme and accorded sanction to implement the same in the Department of Studies in English, School of English & Foreign Languages, Dr Janaki Ammal Campus, Palayad w.e.f 2023 admissions, subject to report to the Academic Council**
6. The Scheme (All semesters) and Syllabus (1st Semester Only) of M.A English Programme under CBCSS implemented in the Department of Studies in English, School of English & Foreign Languages, Dr Janaki Ammal Campus, Palayad with effect from 2023 admission, is appended and uploaded in the University website (www.kannuruniversity.ac.in)
7. Orders are issued accordingly.

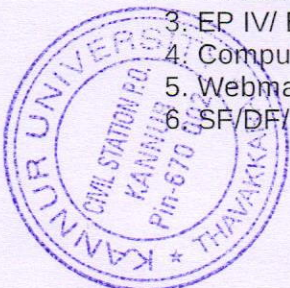
Sd/-
Narayanadas K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

To: 1. Head, Department of Studies in English, School of English & Foreign Languages, Dr Janaki Ammal Campus, Palayad
2. Convenor, Curriculum Committee

Copy To: 1. PS to VC/ PA to PVC/ PA to R
2. To Examination Branch (through PA to CE)
3. EP IV/ EXC I
4. Computer Programmer
5. Webmanager (to publish in the website)
6. SF/DF/FC

Forwarded / By Order


SECTION OFFICER



KANNUR UNIVERSITY
DEPARTMENT OF STUDIES IN ENGLISH

Dr Janaki Ammal Campus, Palayad, 670661

SYLLABUS STRUCTURE

FOR

M.A. ENGLISH PROGRAMME

under

Choice Based Credit Semester System (CBCSS)

Effective from 2023 Admission

M. A. PROGRAMME IN ENGLISH
(Semester Wise)

SYLLABUS–2023 ADMISSION ONWARDS

SEMESTER I

(Distribution of Credits, Hours and Marks: Total Credits in the Semester: 22)

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Discipline Specific Core Courses (DSC)										
MAENG01DSC01	British Poetry: Medieval to Late Victorian	4+2	0	4	90	0	90	40	60	100
MAENG01DSC02	British Prose and Drama: Early Renaissance to Late Victorian	4+2	0	4	90	0	90	40	60	100
MAENG01DSC03	Indian Writing in English	4+2	0	4	90	0	90	40	60	100
MAENG01DSC04	Cultural Studies	4+2	0	4	90	0	90	40	60	100
Total				16			360			400
Discipline Specific Elective Courses (DSE)										
2 Electives to be opted										
MAENG01DSE01	Children's Literature	3+2	0	3	75	0	75	40	60	100
MAENG01DSE02	Canadian Literature	3+2	0	3	75	0	75	40	60	100
MAENG01DSE03	South Asian Literature	3+2	0	3	75	0	75	40	60	100
MAENG01DSE04	Malayalam Literature in Translation	3+2	0	3	75	0	75	40	60	100
MAENG01DSE05	Studies on Foucault	3+2	0	3	75	0	75	40	60	100
Total				06						200

Semester Total				22			510			600
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Semester II
(Distribution of Credits, Hours and Marks: Total Credits in the Semester: 19)

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Discipline Specific Core Courses (DSC)										
MAENG01DSC05	British Fiction: Augustan to Late Victorian	4+2	0	4	90	0	90	40	60	100
MAENG01DSC06	British Poetry: Modern and Contemporary	4+2	0	4	90	0	90	40	60	100
MAENG01DSC07	Criticism and Literary Theory	4+2	0	4	90	0	90	40	60	100
Total				12			270			300
Discipline Specific Elective Courses (DSE)										
1 Elective to be opted										
MAENG02DSE06	Popular Culture Studies	3+2	0	3	75	0	75	40	60	100
MAENG02DSE07	Modern Indian Theatre	3+2	0	3	75	0	75	40	60	100
MAENG02DSE08	African Literature	3+2	0	3	75	0	75	40	60	100
Total				03			75			100
Interdisciplinary Elective (IDC)/ Multidisciplinary Elective (MDC)										
1 Elective to be opted (Offered to other departments)										
MAENG02IDC01	Comparative Literature	2+2	0	2	60	0	60	100	0	100
MAENG02IDC02	Life Writing	2+2	0	2	60	0	60	100	0	100
MAENG02IDC03	Introduction to	2+2	0	2	60	0	60	100	0	100

Department of Studies in English, Kannur University

	Hermeneutics									
MAENG02MDC01	Film Studies	2+2	0	2	60	0	60	100	0	100
MAENG02MDC02	Animal Studies	2+2	0	2	60	0	60	100	0	100
MAENG02MDC03	Religion and Materiality	2+2	0	2	60	0	60	100	0	100
Total				02			60			100
Ability Enhancement Course (AEC)/ Skill Enhancement Course (SEC)										
1 Elective to be opted (Offered to other departments)										
MAENG02AEC01	Communicative English	2+2	0	2	60	0	60	100	0	100
MAENG02AEC02	Academic Writing	2+2	0	2	60	0	60	100	0	100
MAENG02AEC03	English Speaking Skills	2+2	0	2	60	0	60	100	0	100
MAENG02AEC04	English for Business Communication	2+2	0	2	60	0	60	100	0	100
MAENG02SEC01	Life Skills	2+2	0	2	60	0	60	100	0	100
MAENG02SEC02	Public Speaking	2+2	0	2	60	0	60	100	0	100
Total				02						100
Semester Total				19			465			600

IDC/MDC/AEC/SEC										
Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
-----	To be obtained from other Department	2+2	0	2	60	0	60	100	0	100
-----	To be obtained from other Department	2+2	0	2	60	0	60	100	0	100
Total				04						100

Semester III

(Distribution of Credits, Hours and Marks: Total Credits in the Semester: 21)

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Discipline Specific Core Courses (DSC)										
MAENG03DSC08	British Prose and Drama: Modern and Contemporary	4+2	0	4	90	0	90	40	60	100
MAENG03DSC09	British Fiction: Edwardian to Contemporary	4+2	0	4	90	0	90	40	60	100
MAENG03DSC10	American Literature	4+2	0	4	90	0	90	40	60	100
Total				12			270			300
Discipline Specific Elective Courses (DSE)										
1 Elective to be opted										
MAENG03DSE09	Contemporary Literary Theory	3+2	0	3	75	0	75	40	60	100
MAENG03DSE10	Posthumanist Literature	3+2	0	3	75	0	75	40	60	100
MAENG03DSE11	History of English Language	3+2	0	3	75	0	75	40	60	100
Total				03			75			100
Interdisciplinary Elective (IDC)/ Multidisciplinary Elective (MDC)										
1 Elective to be opted (Offered to other departments)										
MAENG03IDC04	Women's Writing	4+2	0	4	90	0	90	40	60	100
MAENG03IDC05	Introduction to Migration and Diaspora	4+2	0	4	90	0	90	40	60	100
MAENG03IDC06	Religion and	4+2	0	4	90	0	90	40	60	100

Department of Studies in English, Kannur University

	Literature									
MAENG03MDC04	Gender Studies	4+2	0	4	90	0	90	40	60	100
MAENG03MDC05	History, Political Philosophy and Literature	4+2	0	4	90	0	90	40	60	100
MAENG03MDC06	Introduction to Visual Culture	4+2	0	4	90	0	90	40	60	100
Total				04			90			100
Minor Project										
MAENG03DSC11	Minor Project	2+2	0	2	60	0	60	100	0	100
Total				02			60			100
Semester Total				21			465			700

IDC/MDC/AEC/SEC										
Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
-----	To be obtained from other Department	4+2	0	4	90	0	90	40	60	100
Total				04						100

Semester IV
(Distribution of Credits, Hours and Marks: Total Credits in the Semester: 20)

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
Discipline Specific Core Courses (DSC)										
MAENG04DSC12	New Literatures in English	4+2	0	4	90	0	90	40	60	100
MAENG04DSC13	Dalit Studies	4+2	0	4	90	0	90	40	60	100
MAENG04DSC14	African American Literature	4+2	0	4	90	0	90	40	60	100

Department of Studies in English, Kannur University

MAENG04DSC15	European Fiction	4+2	0	4	90	0	90	40	60	100
Total				16			360			400
Dissertation/Project										
MAENG04DSC16	Dissertation	4+2	0	4	90	0	90	40	60	100
Total				04			90			100
Semester Total				20			450			500

SEMESTER I

DISCIPLINE SPECIFIC CORE COURSE

Course Code: MAENG01DSC01

BRITISH POETRY: MEDIEVAL TO LATER VICTORIAN

(4 Credits)

Course Description

Course Objectives (List 4 or 5 objectives of the course)

CO1	To uncover the radical potential of poetry.
CO2	To lay the foundations of genre-based study embedded in historical context. <i>This course aims to provide an understanding about the development of the genres of prose and drama covering the periods from the early Renaissance era to the late Victorian era. Through a comprehensive analysis of the texts selected for study, the</i>
CO3	<i>It explains how the medieval modes of thought give way to the rise of literary modernity</i>
CO4	<i>developments pertaining to the period contributing to the enrichment of the British Literature</i> This course will familiarize students with the Early Modern World, earlier called the Renaissance, through poetry.
CO5	To understand how individuals gained centrality in this age and later how optimism in human potential was tempered by skepticism and anxiety due to the challenge posed to religious beliefs.

SEMESTER I

CORE COURSE

Course Code: MAENG01C01

British Poetry: Medieval to Later Victorian

(4 Credits)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4		4	60		60	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE =End Semester Evaluation

COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to -

C01	A foundational level of fluency with the basics of poetry will have been achieved.
C02	A basic understanding of strategies of poetic organization will have been laid down.
C03	An understanding of what constitutes Medievalism will have been established
C04	The foundations of representation and genre will also have been established
C05	Students will have acquainted themselves with literary texts and intellectual debates of 16th and 17th century Europe.
C06	Students will have gained a decent exposure to the portrayal of religious faith skepticism, rise of science, burgeoning imperialism in literary texts.

*Course outcomes based on revised blooms taxonomy

COURSE CONTENTS

Module 1

- 1.1 **Introductory Reading:** English Renaissance and Religious Reformation
- 1.2 Geoffrey Chaucer: The General Prologue to The Canterbury Tales [non-detailed study]
- 1.3 William Shakespeare: Sonnet 18, 20
- 1.4 Edmund Spenser: Prothalamion

Suggested readings specific to the module.

<https://chaucer.fas.harvard.edu/pages/general-prologue-0>

https://uou.ac.in/lecturenotes/humanities/MAEL-17/PROLOGUE_TO_THE_CANTERBURY_TALES_-PDF.pdf

<https://studycorgi.com/the-analysis-of-sonnet-18-by-william-shakespeare/>

https://www.audimax.de/fileadmin/hausarbeiten/anglistik/Hausarbeit_Anglistik_Shakespeare_and_the_Master_Mistress_An_Analysis_and_Interpretation_of_Sonnet_20_eng_axh0011.pdf

Some Themes in Spenser's "Prothalamion" [Daniel H. Woodward](#)

ELH, Vol. 29, No. 1 (Mar., 1962), pp. 34-46 (13 pages)

<https://doi.org/10.2307/2871924>

https://www.academia.edu/37963757/The_Canonization_Summary

Module 2

2.1 History and politics of Caroline Age, Puritan Interregnum and Restoration Literature, Metaphysical School of Poetry

- | | | |
|------|-------------|-------------------------|
| 2.2 | John Donne | : The Canonization, |
| 2.3. | John Milton | : Paradise Lost Book IX |
| 2.4. | John Dryden | : Mac Flecknoe, |

Suggested readings specific to the module.

Shadwell's MacFlecknoe [Michael W. Alssid](#)

Studies in English Literature, 1500-1900, Vol. 7, No. 3, Restoration and Eighteenth Century (Summer, 1967), pp. 387-402 (16 pages)

<https://doi.org/10.2307/449597>

The Heroic Context of Book IX of "Paradise Lost" [Stella P. Revard](#)

The Journal of English and Germanic Philology, Vol. 87, No. 3 (Jul., 1988), pp. 329-341 (13 pages)

<https://www.jstor.org/stable/27710027>

Module 3

3.1 Neo Classical and Transition ages

- | | | |
|------|----------------|--|
| 3.2. | Alexander Pope | : "Atticus Passage" from (<i>Epistle to Dr. Arbuthnot</i>) |
| 3.3 | Thomas Gray | : Elegy Written in a Country Churchyard |
| 3.4. | William Blake | : "The Lamb," "TheTyger" |

Suggested readings specific to the module:

Pope: 'Epistle to Dr. Arbuthnot'

[PATRICK SWINDEN](#)

Critical Survey, Vol. 6, No. 1/2 (SUMMER 1973), pp. 32-35 (4 pages)

<https://www.jstor.org/stable/41553906>

Gray's Personal Elegy

[Thomas R. Carper](#)

Studies in English Literature, 1500-1900, Vol. 17, No. 3, Restoration and Eighteenth Century (Summer, 1977), pp. 451-462 (12 pages)

<https://doi.org/10.2307/450078>

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<https://www.jstor.org/stable/450078>

"The Tyger": Genesis & Evolution in the Poetry of William Blake

[PAUL MINER](#)

Criticism, Vol. 4, No. 1 (Winter 1962), pp. 59-73 (15 pages)

<https://www.jstor.org/stable/23091046>

"The Tyger" and Its Maker: Blake's Vision of Art and the Artist

[Fred Kaplan](#)

Studies in English Literature, 1500-1900, Vol. 7, No. 4, Nineteenth Century (Autumn, 1967), pp. 617-627 (11 pages)

<https://doi.org/10.2307/449529>

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<https://www.jstor.org/stable/449529>

Module 4

4.1. French Revolution & Romantic revival, Early Victorian, Late Victorian and Decadence Literature

4.2 William Wordsworth

: "I Wandered Lonely as a Cloud"

“Strange fits of passion have I known”

Samuel Coleridge

: “Kubla Khan”

P.B. Shelley

: “Ode to the West Wind”

4.3. John Keats

: “Ode to a Grecian Urn”

Alfred Tennyson

: “Ulysses”

4.4 Matthew Arnold

: “Scholar Gypsy”

Robert Browning

: “Porphyria’s Lover”

Suggested readings specific to the module:

"I Wandered Lonely As A Cloud": Can We Know The Dancer From The Dance?

[Kimberly W. Benston](#)

CEA Critic, Vol. 42, No. 4 (May, 1980), pp. 10-14 (5 pages)

<https://www.jstor.org/stable/44378144>

Imagination and Life—"The Daffodils"

[G. H. Durrant](#)

Theoria: A Journal of Social and Political Theory, No. 19 (31 OCTOBER, 1962), pp. 1-9 (9 pages)

<https://www.jstor.org/stable/41801297>

Coleridge's "Kubla Khan": A New Historicist Study / [Jalal Uddin Khan](#),

Alif: Journal of Comparative Poetics, No. 32, The Imaginary and the Documentary: Cultural Studies in Literature, History, and the Arts / (2012) pp. 78-110 (33 pages)

<https://www.jstor.org/stable/41850739>

Shelley: 'Ode to the West Wind'

[Patrick Swinden](#)

Critical Survey, Vol. 6, No. 1/2 (SUMMER 1973), pp. 52-58 (7 pages)

<https://www.jstor.org/stable/41553911>

Silence and Celebration: Pastoral Dialogism in Keats's "Ode on a Grecian Urn"

[Thomas H. Schmid](#)

Keats-Shelley Journal, Vol. 44 (1995), pp. 66-83 (18 pages)

<https://www.jstor.org/stable/30212993>

"To Strive, To Seek, To Find, And Not To Yield": Ulysses As Siren In Tennyson's Poem

[John G. Peters](#)

Victorian Review, Vol. 20, No. 2 (Winter 1994), pp. 134-141 (8 pages)

<https://www.jstor.org/stable/27794772>

The Three Voices of Poetry in "The Scholar-Gipsy"

[Warren Johnson](#)

Victorian Poetry, Vol. 23, No. 4 (Winter, 1985), pp. 379-390 (12 pages)

<https://www.jstor.org/stable/40003042>

Lacan, Browning, and the Murderous Voyeur: "Porphyria's Lover" and "My Last Duchess"

[Earl G. Ingersoll](#)

ASSESSMENT RUBRICS

Credit: 4

End Semester Evaluation	60%
Continuous Evaluation Test paper, Seminar, <i>Viva-voce</i>, Discussion, Debate, Assignment,	40%

Sample Questions to test Outcomes.

1. How does Chaucer's General Prologue to the Canterbury Tales begin?
2. Define a Sonnet.
3. Enumerate the features of Metaphysical Poetry
4. What is an Epic?
5. Critically evaluate the heroic portrayal of Satan in "Paradise Lost Book IX".
6. Examine the dramatic dilemma in Robert Browning's poem "Porphyria's Lover".

SEMESTER I

DISCIPLINE SPECIFIC CORE COURSE

Course Code: MAENG01DSC02

BRITISH PROSE AND DRAMA: EARLY RENAISSANCE

TO LATE VICTORIAN

(4 Credits)

Course Description

This course aims to provide an understanding about the development of the genres of prose and drama covering the periods from the early Renaissance era to the late Victorian era. Through a comprehensive analysis of the texts selected for study, the course intends to provide an overview of the historical, cultural and literary developments pertaining to the period contributing to the enrichment of the British Literature.

Course Objectives (List 4 or 5 objectives of the course)

1. The course helps the students to develop critical skills in interpreting and analyzing texts of British prose and drama.
2. It enhances the ability of the students to engage in thoughtful literary analysis.
3. It enables the students to develop research skills by exploring relevant secondary sources.
4. It facilitates the students to acquire the ability to critically evaluate sources.
5. It aids the students to enhance skills in academic writing and literary criticism.

SEMESTER I

DISCIPLINE SPECIFIC CORE COURSE

Course Code: MAENG01DSC02

BRITISH PROSE AND DRAMA: EARLY RENAISSANCE

TO LATE VICTORIAN

(4 Credits)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4+2	0	4	90	0	90	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE =End Semester Evaluation

COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to -

Department of Studies in English, Kannur University

C01	Distinguish between the different types of prose
C02	Identify the features of prose writings
C03	Develop a comprehensive knowledge about the history of English prose
C04	Critically appreciate the prescribed prose texts
C05	Differentiate the different types of drama
C06	Develop a comprehensive knowledge about the history of English drama
C07	Critically appreciate the prescribed plays.

*Course outcomes based on revised blooms taxonomy

COURSE CONTENTS

Module 1

1.1 Essays

1.2 Francis Bacon : “Of Truth”

1.3 Richard Steele : “The Spectator Club”

1.4 Joseph Addison : “On Ghost and Apparitions”

Suggested readings specific to the module.

Vickers, Brian, editor. “Introduction.” *Oxford Authors’ Francis Bacon*. Oxford UP, 1996.

Cowan, Brian. “Mr. Spectator and the Coffeehouse Public Sphere.” *Eighteenth-Century Studies*, vol. 37, no. 3, 2004, pp. 345-366. *JSTOR*, <https://www.jstor.org/stable/25098064>.

Bowen, Edwin W. “The Essay in the Eighteenth Century.” *The Sewanee Review*, vol. 10, no. 1, 1902, pp. 12-27. *JSTOR*, <https://www.jstor.org/stable/27530462>.

Module 2

2.1 William Hazlitt : “My First Acquaintance with Poets”

2.2 Charles Lamb : “Old China”

2.3 Oliver Goldsmith : “The Man in Black”

2.4 Samuel Johnson : “The Decay of Friendship”

Suggested readings specific to the module.

Department of Studies in English, Kannur University

Patterson, Charles. I. "William Hazlitt as a Critic of Prose Fiction." *PMLA*, vol. 68, no. 5, 1953, pp. 1001-1016. *JSTOR*, <https://www.jstor.org/stable/459999>.

Baker, Harry T. "Lamb and the Periodical Essay." *The North American Review*, vol. 215, no. 792, 1922, pp. 519-528. *JSTOR*, <https://www.jstor.org/stable/25121015>.

McCrea, Brian. "Style or Styles: The Problem of Johnson's Prose." *Style*, vol. 14, no.3, 1980, pp. 201-215. *JSTOR*, <https://www.jstor.org/stable/42945307>.

Module 3

3.1 Renaissance drama and its essential characteristics

3.2 Christopher Marlowe: *Doctor Faustus*

3.3 Elizabethan theatre and Shakespeare's contribution

3.4 William Shakespeare: *King Lear*

Suggested readings specific to the module.

Nicoll, Allardyce. *A History of English Drama 1660-1900*. Cambridge UP, 1955.

Farnham, Willard. *Twentieth Century Interpretations of Doctor Faustus: A Collection of Critical Essays*. Prentice- Hall, 1969.

Fisk, Deborah Payne. *The Cambridge Companion to English Restoration Theatre*. Cambridge UP, 1955.

Bradley, A C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. Macmillan, 1992.

Eagleton, Terry. *Shakespeare and Society: Critical Studies in Shakespearean Drama*. Chatto & Windus, 1967.

Module 4

4.1 Comedy of Humours

4.2 Ben Jonson: *Volpone*

4.3 Comedy of Manners

4.4 William Congreve: *The Way of the World*

Suggested readings specific to the module.

Nicoll, Allardyce. *A History of English Drama 1660-1900*. Cambridge UP, 1955.

Kroll, Richard W. F. *Discourse and Power in The Way of the World*. The John Hopkins U P,

1986.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

List

Morrison, James C. "Philosophy and History in Bacon." *Journal of the History of Ideas*, vol. 38, no. 4, 1977, pp. 585-606. *JSTOR*, <https://www.jstor.org/stable/2708689>.

Black, Scott. "Social and the Literary Form in *The Spectator*." *Eighteenth-Century Studies*, vol. 33, no. 1, 1999, pp. 21-42. *JSTOR*, <https://www.jstor.org/stable/30053313>.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

List

Bradley, A C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. Macmillan, 1992.

Eagleton, Terry. *Shakespeare and Society: Critical Studies in Shakespearean Drama*. Chatto & Windus, 1967.

Nicoll, Allardyce. *A History of English Drama 1660-1900*. Cambridge UP, 1955.

Fisk, Deborah Payne. *The Cambridge Companion to English Restoration Theatre*. Cambridge UP, 1955.

Long, William. J. *English Literature: Its History and its Significance for the Life of the English-Speaking World*. The U of Michigan, 1909.

Gilmour, Robin. *The Victorian Period: The Intellectual and Cultural Context of English Literature, 1830-1890*. Routledge, 2013.

ASSESSMENT RUBRICS

Credit

End Semester Evaluation	60%
Continuous Evaluation	40%
Test paper, Seminar, Viva-voce, Discussion, Debate, Assignment,	

Sample Questions to test Outcomes.

1. What are the main features of the Age of Prose? (CO 2)
2. Critically examine the periodical essays based on the prescribed texts. (CO 3)
3. What are the different types of drama? (CO 5)
4. The dilemma of Doctor Faustus mirrors that larger intellectual crisis of the renaissance. Discuss. (CO 7)
5. Elaborate the characteristic features of Comedy of Manners as reflected in the works of the Restoration playwrights. (CO 6)
6. The rise of the new English middle class acted as a catalyst in making the prose form popular. Do you agree? (CO 3)

SEMESTER I

DISCIPLINE SPECIFIC CORE COURSE

Course Code: MAENG01DSC03

**INDIAN WRITING IN ENGLISH
(4 Credits)**

Course Description

This course aims to introduce the students to the large and diverse body of Indian Writing in English that enable the students to identify the patterns, concerns and issues therein. The course would address the questions of caste, class, gender, community, identity, language etc. The course will familiarize the students with their own literary, intellectual and cultural heritage so as to create in them competence regarding literary and cultural studies and probe the writings that comes under the rubric of Indian Writing in English.

Course Objectives (List 4 or 5 objectives of the course)

1. To introduce students to the large and diverse body of Indian Writing in English from a range of regional, cultural, social, and political locations within India.
2. To inculcate in students an in-depth understanding of some of the major issues involved viz. address questions such as Gender, Disability, Nationalism, Community, Identity, Subjectivity, Diaspora etc.
3. To enhance their skill in critically analysing Indian Writing in English
4. Read Indian Writings in their socio-cultural background.

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4		4	60		60	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE =End Semester Evaluation

COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to -

C01	To critique what constitutes English in Indian Writing in English
C02	To question the centrality of British literary canon and critically engage with the themes, concerns and issues in Indian Writing in English
C03	To analyse the discourses of caste, class, gender, sexuality, nationalist politics etc in Indian Writing in English
C04	To recognize and explore the major thematic concerns and stylistic features of

	Indian English Writing
C05	Become familiar with the evolution of and experimentations in the various genres of Indian Writing in English
C06	Become familiar with the contemporary trends in Indian Writing in English

*Course outcomes based on revised blooms taxonomy

COURSE CONTENTS

Module 1: Essays

- 1.1 Salman Rushdie: “Imaginary Homelands”
- 1.2 Meenakshi Mukherjee: “Divided by a Common Language”
- 1.3 Mulk Raj Anand: “Protest in My Novels” (*Creating Theory: Writers on Writing*)
- 1.4 Gauri Viswanathan: “The Beginning of English Literary Study”

Suggested readings specific to the module.

AK Ramanujan: “Is there an Indian Way of Thinking?”

Partha Chatterjee: “The Nationalist Resolution of the Women’s Question”/

Sunil Khilnani: “Who is an Indian?” in *The Idea of India* [Chapter 4]

Module 2: Poetry

- 2.1 Toru Dutt : “Our Casuarina Tree”
- 2.2 Nissim Ezekiel : “Background Casually“
- 2.3 Eunicede Souza : “Songs of Innocence“
- 2.4 A. K. Ramanujan : “Anxiety”
- 2.5 Robin S. Ngangom : “The Strange Affair” & “A Poem for Mother”
- 2.6 Meena Kandasamy : “Aggression”

Suggested readings specific to the module.

Department of Studies in English, Kannur University

Chindhade, Shirish. Five Indian English Poets: Nissim Ezekiel, AK Ramanujan, Arun Kolatkar, Dilip Chitre and R Parthasarthy. Atlantic Publishers, 2001.

Bruce King, 'Introduction', in *Modern Indian Poetry in English*, New Delhi: OUP, 2nd edn, 2005.

De Souza, Eunice. Early Indian poetry in English: An Anthology 1829-1947. Oxford UP, 2010.

Module 3: Novels and Plays

3.1 Amitav Ghosh : *The Shadow Lines*

3.2 Rohinton Mistry : *Tales from Firozsha Baag*

3.3 Mahesh Dattani : *Tara*

3.4 Asif Currimbhoy : *Refugee*

Suggested readings specific to the module.

Gopal, Priyamvada. The Indian English Novel: Nation, History and Narration. Oxford UP, 2009.

Khilnani, Sunil. The Idea of India. Penguin, 1998.

Fisk, Deborah Payne. *The Cambridge Companion to English Restoration Theatre*. Cambridge UP, 1955.

Myles, Anita. Contemporary Indian English Drama: An Overview. Sarup, 2010.

Rajan, Rajeswari Sunder. "Writing in English in India"

Module 4: Short Stories

4.1 O V Vijayan: "Foetus"

4.2 Rokeya Sakhawat Hosain: "Sultana's Dream"

4.3 Salman Rushdie: "FreeRadio"

4.4 Kushwant Singh: "A Bride for the Sahib"

Suggested readings specific to the module.

Dechamma, Sowmya "Women and English Education in Coorg/Kodagu: A Discussion of Alternative Maternities during 1834-1882. *Influence of English on Indian Women Writers: Voices from Regional Languages*, Ed. K Suneetha Rani, Sage, 133-146.

Ghosh, Amitav. *The Diaspora in Indian Culture, Public Culture* 2.1. 1989.

Nandy, A. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. OUP, 1983.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

List

Meenakshi Mukherjee “Anxiety of Indianness” in *The Perishable Empire*

Romila Thapar “To Question or not to Question, that is the Question” in *The Public Intellectual in India*.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

List

Ambedkar, B. R. *Annihilation of Caste*. Bluemoon Books, 2000.

Ansani, Shyam M. *New Dimensions of Indian English Novels*. Doaba House, 1987.

Deshmane, Chetan, ed. *Muses India: Essays on English-Language Writers from Mahometto Rushdie*. McFarland & Co., 2013.

Devy, G. N. *After Amnesia: Tradition and Changes in Indian Literary Criticism*.

Orient Longman and Sangam Books, 1992. Print

Devy, G.N. *An Another Tongue: Essays on Indian English Literature*. Macmillan India Ltd. 1995.

Edwards, Brent Hayes. “The Uses of Diaspora,” *Social Text* 66, Vol. 19, No. 1, Spring 2001, pp. 45-73

Gokak, V K. *Indian and World Culture*. Sahitya Akademi, 1989.

Iyengar, Srinivas K.R. *Indian Writing in English*. Sterling Publishers Pvt. Ltd. 2009.

Kumar, Sanjay & Binod Mishra, eds. *Indian Writing in English*. Atlantic Publishers & Distributors. 2005.

Jain, Jasbir. *Beyond Postcolonialism: Dreams and Realities of a Nation*. Rawat Publications, 2006.

Jha, Gauri Shankar. *Current Perspectives in Indian English Literature*. Atlantic Publishers, 2006.

Kumar, Gajendra and Uday Shankar Ojha. *The Post Modern Agony and Ecstasy of Indian English Literature*. Sarup Book Publishers, 2009.

Mehrotra, Arvind Krishna, ed. *A Concise History of Indian Literature in English*. Permanent Black, 2010.

Mukherji, Minakshi. *The Twice Born Fiction*. Heinemann, 1971.

Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 1992.

Department of Studies in English, Kannur University

Rao, Krishna. *The Indo-Anglian Novels and the Changing Tradition*. Rao and Raghavan, 1973.

Vishwanathan, G. *Masks of Conquest: Literary Study and British Role in India*. Colombia UP, 1989.

ASSESSMENT RUBRICS

Credit

End Semester Evaluation	60%
Continuous Evaluation	40%
Test paper, Seminar, Viva-voce, Discussion, Debate, Assignment,	

Sample Questions to test Outcomes.

1. In what sense is a homeland imaginary, according to Salman Rushdie?
2. Summarize Meenakshi Mukherjee's views on Indian novels written in English and Indian novels translated into English.
3. Explain Cornwallis' political philosophy and show how it affected the beginnings of English Literary Study in British India, according to Gauri Viswanathan.
4. How does Nissim Ezekiel defend his right to be considered Indian in "Background Casually?"
5. "Mistry explores a community torn between the old ways and the new in *Tales from Firozshah Baag*." Elucidate.
6. Memory plays a vital role in the novel *The Shadow Lines*. Explain.

SEMESTER I

DISCIPLINE SPECIFIC CORE COURSE

Course Code: MAENG01DSC04

**INDIAN WRITING IN ENGLISH
(4 Credits)**

Course Description

Course Objectives (List 4 or 5 objectives of the course)

1.

The Cultural Studies course is a foundational exploration into the dynamic and multidisciplinary field of cultural studies. Designed for MAEnglish students, this course serves as a gateway to understanding the complex interplay between culture, power, and identity. By critically examining various cultural practices, representations, and discourses, students will gain valuable insights into how culture shapes and is shaped by historical, social, political, and economic contexts.

Introduce students to the key concepts, theories, and methodologies of cultural studies as an academic discipline.

2. Analyse the relationships between culture, power, and identity to foster a deeper understanding of cultural dynamics.
3. Explore the intersections of culture with other fields, including gender studies, postcolonial studies, policy studies, and spatial literary studies.
4. Encourage critical thinking and analysis of cultural phenomena, encouraging students to question dominant ideologies and assumptions.

SEMESTER I

DISCIPLINE SPECIFIC CORE COURSE

Course Code: MAENG01DSC04

Cultural Studies

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	0	4	60hrs	0	60hrs	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE =End Semester Evaluation

COURSE OUTCOMES

Course Learning Outcomes: At the end of the course, the student will be able to -

C01	List key theorists in Cultural Studies and key moments in its development.
C02	Define key concepts in Cultural Studies
C03	Identify and explain the main issues and debates in the field
C04	Examine key issues discussed by cultural theorists

C05	Critically analyse a cultural text using the theoretical concepts and methods in Cultural Studies
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*Course outcomes based on revised blooms taxonomy

COURSE CONTENTS

Module 1

1.1 Key terms: Culture, Centre for Contemporary Cultural Studies, New Left, Post-Marxism, Representation, Discourse, Positionality, Organic Intellectual

1.2 Stuart Hall: “Cultural Studies and its Theoretical Legacies”

1.3 Key terms: Difference, Genealogy, Identity, Decolonization, Civil Rights Movement, Appropriation, Postmodernism, Natal Alienation

1.4 Cornel West: “The New Cultural Politics of Difference”

Suggested readings specific to the module.

Raymond Williams “Culture” in *Keywords: A Vocabulary of Culture and Society*. OUP, 1976.

Stuart Hall, Lynne Segal and Peter Osborne, “Stuart Hall: Culture and Power”, *Radical Philosophy* 086, Nov/Dec 1997, pp. 24–41

Simon During. “Socialist ends: the British New Left, cultural studies, and the emergence of academic ‘theory’” *Postcolonial Studies* Vol. 10, No. 1, 2007, pp. 23-39

hooks, bell. “A Revolution of Values: The Promise of Multicultural Change” Simon During ed. *The Cultural Studies Reader*, Routledge, 1999.

Module 2

2.1 Key terms: Space, Place, Liberty, Rationality, Oppression, Discipline, Power/Knowledge

2.2 Michel Foucault: “Space, Power, Knowledge”

2.3 Key terms: Cultural criticism, Governmentality, Policy, Ideology, Community

2.4 Tony Bennett: “Putting Policy into Cultural Studies”

Suggested readings specific to the module.

Foucault, Michael. “Of Other Spaces: Utopias and Heterotopias” (*Des EspaceAutres*, 1967)
Trans. Jay Miskoviec. *Architecture/Mouvement/Continuitié*, October 1984.

West-Pavlov, Russel. “Introduction: Entering Space” *Space in Theory: Kristeva, Foucault, Deleuze*. Rodopi, 2009.

Bennett, Tony. “Culture: Theory and Policy” *Media Information Australia*. No53, August 1989.

Sokhi-Bulley, Bal. “Governmentality: Notes on the Thought of Michel Foucault” *Critical*

Legal Thinking, July 2021, criticallegalthinking.com/2014/12/02/governmentality-notes-thought-michel-foucault.

Module 3

3.1 Key terms: Gender, Sexuality, Normative heterosexuality, heterosexual monogamy, polygamy, polyandry

3.2 Ruth Vanitha: “Thinking Beyond Gender in India”

3.3 Key terms: Public, Public Sphere, Liberal Democracy, Socialist Democracy, Distinction, Revisionist Historiography, Civil Society

3.4 Nancy Fraser: “Rethinking Public Sphere: A Contribution to the Critique of Actually Existing Democracy”

Suggested readings specific to the module.

Lind, Amy C. “Heteronormativity and Sexuality” in Georgina Waylen, et al. (ed.) *The Oxford Handbook of Gender and Politics*. Oxford UP, 2013.

Bartram, Erin. “What is Revisionist History?” *CONTINGENT*, Jan. 2021, contingentmagazine.org/2019/08/08/mailbag-august-8-2019/

Bourdieu, Pierre. “Introduction.” *Distinction: A Social Critique of the Judgement of Taste*. Routledge, 2013.

Module 2

4.1 Key concepts: Nationalism, Imagined Community, Modernity, Nation-State, Postcolonialism

4.2 Partha Chatterjee: “Whose Imagined Community: Nation and its Fragments”

4.3 Key concepts: Third World, universal-modern, Euro-centrism, alternative frames of reference

4.4 Thejaswini Niranjana: “Alternative Frames: Questions for Comparative Research in the Third World”

Suggested readings specific to the module.

Breuilly, John. “Introduction: Concepts, Approaches, Theories”, in John Breuilly (ed.), *The Oxford Handbook of the History of Nationalism*. Oxford UP, 2013.

Calhoun, Craig. “The Importance of Imagined Communities and Benedict Anderson” *Debats. Journal of Culture, Power and Society*, vol. 1, ISSN 2530-8262, 2016, pp. 11-16

Silver, Marc. “If You Shouldn’t Call It the Third World, What Should You Call It?” *NPR*, 4 Jan. 2015, www.npr.org/sections/goatsandsoda/2015/01/04/372684438/if-you-shouldnt-call-it-the-third-world-what-should-you-call-it.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

Barker, Chris. *The Sage Dictionary of Cultural Studies*. Sage Publications, 2004. (Selected concepts)

Longhurst, Brian, et al. *Introducing Cultural Studies*. Routledge, 2016. (Selections)

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

Fraser, Nancy. “Contradictions of Capital and Care.” *New Left Review*, 1 Aug. 2016, newleftreview.org/issues/ii100/articles/nancy-fraser-contradictions-of-capital-and-care

Habermas, Jurgen. *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*. John Wiley and Sons, 2015.

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, 2006.

Davis, Don. “An Interview with Cornel West”, *Iowa Journal of Cultural Studies*. Vol. 12, No. 1, 1993. doi: <https://doi.org/10.17077/2168-569X.1136>

ASSESSMENT RUBRICS

Credit

End Semester Evaluation	60%
Continuous Evaluation Test paper, Seminar, Viva-voce, Discussion, Debate, Assignment,	40%

Sample Questions to test Outcomes.

1. List out the theoretical moments in cultural studies that Stuart Hall examines in the essay “Cultural Studies and its Theoretical Legacies”. (C01)
2. What does Stuart Hall mean by “wrestling with the angels”? (C02)
3. Critically analyse the cultural policy debate. (C03)
4. How does Ruth Vanita problematise the authority of heterosexual monogamy? (C04)
5. The man-woman relationship is premised upon a normative heterosexuality which reproduces

Department of Studies in English, Kannur University

men as the dominant group and women as the subordinate group. Discuss. (C05)

SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE COURSE

Course Code: MAENG01DSE01

CHILDREN'S LITERATURE

(3 Credits)

Course Description

Course Objectives (List 4 or 5 objectives of the course)

1.

The Children's Literature course offers a journey into the captivating realm of stories designed for young readers. Tailored for Master of Arts students in English, this course delves into the rich tapestry of children's literature, exploring its diverse genres, central concerns, and profound impact on young minds. Through a combination of literary analysis, critical discussions, and creative exploration, students will uncover the significance of children's literature across cultures.

Explore various genres of children's literature, including fairy tales, folklore, fantasy, adventure, and realistic fiction, among others.

2. Analyse the themes, characters, and narrative structures in selected children's literary works.
3. Investigate the roles of children's literature in shaping imagination, ethical values, and emotional intelligence.
4. Examine the representation of diversity, inclusivity, and social issues in children's books.
5. Discuss the influence of technology and digital media on the contemporary landscape of children's literature.

SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE COURSE

Course Code: MAENG01DSE01

CHILDREN'S LITERATURE

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	0	3	45	0	45	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE =End Semester Evaluation

COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to -

C01	List major concerns & debates in the field of Children's Literature Studies
C02	Compare works based on the unique elements that define each genre
C03	Analyse the representation of diversity, inclusivity, and social issues in Children's books

C04	Assess the effectiveness of selected children's literary works in addressing social issues, discussing their potential to inspire social change
C05	Critique misrepresentations, stereotyping, moralizing and other issues in Children's Literature

*Course outcomes based on revised blooms taxonomy

COURSE CONTENTS

Module 1

1.1 Peter Hunt: "Introduction: The World of Children's Literature Studies"

1.2 Karin Lesnik-Oberstein: "Essentials: What is Children's Literature? What is Childhood?"

1.3 Perry Nodelman: "Decoding the images: Illustration and Picture Books"

Suggested readings specific to the module.

Lewis, C. S. "On Three Ways of Writing for Children." *On Writing (and Writers): A Miscellany of Advice and Opinions*. HarperCollins, 2022.

Short, Kathy G. "What Is Trending in Children's Literature and Why It Matters." *Language Arts*, vol. 95, no. 5, May 2018, pp. 287–98.

Module 2

2.1 Picture Books & Comics: *Where the Wild Things Are?* By Maurice Sendak, *Bhimayana: Experiences of Untouchability* by Durgabai Vyam et.al., *Ravi's Roar* by Tom Percival

2.2 Poems: "on paper" by Jacqueline Woodson, "Life Doesn't Frighten Me" by Maya Angelou, "The Scientist" by Rabindranath Tagore, "My Brother Bert" by Ted Hughes

2.3 Fables, Fairy Tales & Folk Tales: "Ali Baba and the Forty Thieves" (Arabian Nights-Middle-East), "The Boy Who Cried Wolf" (Aesop-Greek), "Cinderella" (Perrault-European), "Anasi and the Bag of Wisdom" (African), "The Monkey and the Crocodile" (Panchatantra-Indian), "The Rolling Rice Ball" (Japanese)

Suggested readings specific to the module.

Pullinger, Debbie. *From Tongue to Text: A New Reading of Children's Poetry*. Bloomsbury Publishing, 2017.

Zipes, Jack. *Breaking the Magic Spell: Radical Theories of Folk and Fairy Tales*. UP of Kentucky, 2002.

Stephens, John. "Retelling Stories Across Time and Cultures" in ed. M. O Grenby and Andrea Immel. *The Cambridge Companion to Children's Literature*. Cambridge University Press, 2009.

Module 3

Department of Studies in English, Kannur University

3.1 Antonie De Saint-Exupery: *The Little Prince* (Novella)

3.2 Ben Okri: *Every Leaf a Hallelujah* (Novel)

3.3 Rekha Raj: “Beloved Spirits” (Short Story)

Suggested readings specific to the module.

Skalietska, Yeva. *You Don't Know What War Is: The Diary of a Young Girl from Ukraine*.

Bloomsbury Publishing, 2022.

Rushdie, Salman. *Haroun and the Sea of Stories*. Penguin UK, 2012.

Frank, Ann. *Diary of a Young Girl*. Penguin Books India, 2001.

Kuroyanagi, Tetsuko. *Totto-Chan: The Little Girl at the Window*. Kodansha USA, 2012.

Rowling, J.K. *Harry Potter and the Philosopher's Stone*. Bloomsbury Children's Books, 2022.

Module 4

4.1 Kanchallaiah: *Turning the Pot, Tilling the Land: Dignity of Labour in Our Times* (Non-fiction)

4.2 Sunder Sarukkai: *Philosophy for Children* (Non-fiction)

4.3 Silverberg, Cory. *Sex Is a Funny Word: A Book About Bodies, Feelings, and YOU*. (Non-fiction)

Suggested readings specific to the module.

Harari, Yuval Noah. *Unstoppable Us, Volume 1: How Humans Took Over the World*. Random House, 2022.

Hawking, Stephen, and Lucy Hawking. *Unlocking the Universe*. Penguin UK, 2020.

Gombrich, E. H. *A Little History of the World*. Yale UP, 2008.

Seth, Leila. *We, The Children of India*. Penguin UK, 2011.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

Marcus, Leonard S. *You Can't Say That!: Writers for Young People Talk About Censorship, Free Expression, and the Stories They Have to Tell*. Candlewick Press, 2021.

Nel, Philip et al. (ed.). *Keywords for Children's Literature*. New York University Press, 2021.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

Barrie, J. M. *Peter Pan: Peter and Wendy and Peter Pan in Kensington Gardens*. Penguin, 2004.

Gaarder, Jostein. *Sophie's World: A Novel About the History of Philosophy*. Weidenfeld and Nicolson, 1995.

Harris, Robie H. *It's Perfectly Normal: Changing Bodies, Growing up, Sex and Sexual Health*. Turtleback Books, 1996.

Department of Studies in English, Kannur University

hooks, bell. *Skin Again*. Hyperion Books for Children, 2004.

Knowles, Murray, and Kirsten Malmkjaer. *Language and Control in Children's Literature*.
Routledge, 2002.

Lukens, Rebecca J. *A Critical Handbook of Children's Literature*. Allyn and Bacon, 1999.

Popova, Maria, and Claudia Zoe Bedrick. *A Velocity of Being: Letters to a Young Reader*. 2018.
---*The Snail With the Right Heart: A True Story*. Enchanted Lion Books, 2020.

Rose, Jacqueline. *The Case of Peter Pan or the Impossibility of Children's Fiction*. University
of Pennsylvania Press, 1992.

Salisbury, Martin, and Morag Styles. *Children's Picturebooks: The Art of Visual Storytelling*.
Hachette UK, 2012.

Sreenivas, Deepa. *Sculpting a Middle Class: History, Masculinity and the Amar Chitra Katha*.
Routledge, 2013.

Woodson, Jacqueline. *Brown Girl Dreaming*. Penguin, 2016.

Yousafzai, Malala, and Christina Lamb. *I Am Malala: The Girl Who Stood up for Education and
Was Shot by the Taliban*. Hachette UK, 2013.

ASSESSMENT RUBRICS

Credit

End Semester Evaluation	60%
Continuous Evaluation Test paper, Seminar, Viva-voce, Discussion, Debate, Assignment,	40%

Sample Questions to test Outcomes.

1. List three major concerns in the field of Children's Literature Studies. (C01)
2. Compare any two folktales from two regions thematically. (C02)
3. Analyse how Cory Silverberg introduces the idea of diversity through his picture book. (C03)
4. Assess how effectively Ben Okri presents the issue of deforestation in his novel *Every Leaf a*

Department of Studies in English, Kannur University

Hallelujah. (C04)

5. Critically analyse and compare how a child is conceptualised in different Children's picture books that you read. (C05)

SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE COURSE

Course Code: MAENG01DSE02

CANADIAN LITERATURE

(3 Credits)

Course Description

Course Objectives (List 4 or 5 objectives of the course)

This course attempts to offer a comprehensive study of the literary works by Canadian authors from various backgrounds and regions. Exploring the diversity of Canadian landscape, its culture and its linguistic expressions, the course will provide a deeper understanding of Canadian literature, its historical and cultural contexts, and provide an overview of the country's literary history and traditions through a thorough examination of various texts from different genres .

1.
The

course aids the students to analyse the representation of Canadian identity and cultural diversity in literature.

2. It helps the students to enhance their ability to explore the relationship between literature and historical, geographical and social milieu in Canada.
3. It enables the students to develop critical thinking and analytical skills through close reading, discussions and textual analysis.
4. It facilitates the students to acquire the ability to critically evaluate sources.
5. It aids the students to enhance their skills in academic writing and literary criticism.

SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE COURSE

MAENG01DSE02

CANADIAN LITERATURE

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3+2	0	3	75	0	75	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE =End Semester Evaluation

COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to -

C01	Examine and interpret the socio-cultural and historical background of Canada
C02	Analyse and critique the different voices in Canadian Literature
C03	Critically engage with the indigenous perspectives
C04	Examine the various forms of Canadian Literature like poems, short stories, novels and plays.
C05	Explain the key literary movements and prominent Canadian authors

C06	Discuss the thematic concerns in the prescribed texts.
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*Course outcomes based on revised blooms taxonomy

COURSE CONTENTS

Module 1 (Short Story)

- 1.1 Alice Munro: "Boys and Girls"
- 1.2 Sinclair Ross: "The Painted Door"
- 1.3 Thomas King: "Borders"
- 1.4 Margaret Atwood: "Rape Fantasies"

Suggested readings specific to the module.

Murray, Jennifer. "Not Entirely on His Side": The Assumption of Sexed Subjectivity in

Alice Munro's "Boys and Girls." *E-rea* [En ligne], vol. 12, no.1, 2023.

<https://journals.openedition.org/erea/4031>.

Solomon, Robert H. "The Prairie Mermaid: Love-Tests of Pioneer Women." *Great Plains*

Quarterly, vol. 4, no. 3, 1984, pp. 143-151. *JSTOR*,

<https://www.jstor.org/stable/23531222>.

Park, Jai Young. "Margaret Atwood's "Rape Fantasies": A Dissimulated Confession of a Rape Survivor." *Studies in English Language & Literature*, vol. 41, no. 1, 2015, pp. 67-84.

<http://aellk.or.kr/datax/thesis/11134229639782.pdf>

Module 2 (Poetry)

- 2.1 Irving Layton : 'The Search'
- 2.2 Connie Fife : 'Resistance'
- 2.3 Al Purdy : 'The Cariboo Horses'
- 2.4 Margaret Atwood : 'Departure from the Bush', 'First Neighbours'

Suggested readings specific to the module.

<https://blackcoffeepoet.com/2013/12/06/remembering-all-women-on-december-6th-resistance-a-poem-by-cree-poet-connie-fife/>

Letessier, Anne-Sophie. "Poetics of Displacement in Margaret Atwood's The Journals of Susanna Moodie." *Canadian Studies*, vol. 86, no.1, 2021.

<https://journals.openedition.org/eccs/1916> ; DOI: <https://doi.org/10.4000/eccs.1916>

Module 3 (Fiction)

- 3.1 Margaret Laurence : *The Stone Angel*
3.2 Margaret Atwood : *The Handmaid's Tale*

Suggested readings specific to the module.

Xiao, Hong, and Yiwen Gao. "A Study on the Characterization of Hagar Shipley." *Theory and Practice in Language Studies*, vol. 5, no. 2, 2015, pp. 405-412.

Stillman, Peter G., and S. Anne Johnson. "Identity, Complicity, and Resistance in *The Handmaid's Tale*." *Utopian Studies*, vol. 5, no. 2, 1994, pp. 70-86.

<https://www.jstor.org/stable/20719314>

Module 4 (Drama)

- 4.1 Thomson Highway : *The Rez Sisters*
4.2 George Ryga : *The Ecstasy of Rita Joe*

Suggested readings specific to the module.

Abd-Aun, Raad Kareem, and Jinan Abd-Zaid Okab. "Self-Representation and Empowerment in Tomson Highway's *The Rez Sisters*." *Journal of Positive School Psychology*, vol. 6, no. 6, 2022, pp. 8463- 8470.

Somacarrera, P. (2014). "From "Sisters" to "Comadres": Translating and Transculturating Tomson Highway's *The Rez Sisters*." *Canada and Beyond: A Journal of Canadian Literary and Cultural Studies*, vol. 4, no. 1, 2014, pp. 1-24.

<https://doi.org/10.33776/candb.v4i1.3014>

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

List

Goldman, Marlene. "Penning in the bodies: The Construction of Gendered Subjects in Alice Munro's *Boys and Girls*." *Studies in Canadian Literature*, vol. 15, no. 1, 1990, pp. 62-75. <https://journals.lib.unb.ca/index.php/scl/article/view/8112/9169>

Abdulaal, Lamiaa Hassan Ibrahim. "It is No Longer Possible to Go Back Home: Crossing Borders and Liminal Space in Thomas King's "Borders." *Cairo Studies in English*, vol. 1, no. 1, 2021, pp.1-15. https://cse.journals.ekb.eg/article_204976_8cb78eba5f62078874469534efe70ab2.pdf

Workman, Nancy. "Vulnerability in Margaret Atwood's "Rape Fantasies": A Game of Cards about Life." *Studies in Canadian Literature*, vol. 25, no. 2, 2000, pp. 131-144.

<https://journals.lib.unb.ca/index.php/SCL/article/view/12844/13875>.

Hansot, Elisabeth. "Selves, Survival, and Resistance in *The Handmaid's Tale*." *Utopian Studies*, vol. 5, no. 2, 1994, pp. 56-69. <https://www.jstor.org/stable/20719313>

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

List

Moss, John. *From the Heart of the Heartland: The Fiction of Sinclair Ross*. U of Ottawa P, 1992.

Stains, David. *The Cambridge Companion to Alice Munro*. Cambridge UP, 2016.

Turner, Kate, and Bill Freedman. "Nature as a theme in Canadian Literature." *Environmental Reviews*, vol. 13, no. 4, 2005, pp. 169-197. <https://www.jstor.org/stable/envirevi.13.4.16>

Mandel, Eli. "Modern Canadian Poetry." *Twentieth Century Literature*, vol. 16, no. 3, 1970, pp. 175-183. <https://doi.org/10.2307/440816>

<https://blackcoffeepoet.com/2013/12/06/remembering-all-women-on-december-6th-resistance-a-poem-by-cree-poet-connie-fife/>

ASSESSMENT RUBRICS

Credit

End Semester Evaluation	60%
Continuous Evaluation Test paper, Seminar, Viva-voce, Discussion, Debate, Assignment,	40%

Sample Questions to test Outcomes.

1. Examine Fife's use of the term resistance in addressing the issues faced by women in 'The Resistance'. (CO 4)
2. How does the poet present the treatment of the past and the present in 'The Cariboo Horses'? (CO 1)
3. How did the white people look at the natives in the reserve in *The Ecstasy of Rita Joe*? (CO 6)
4. Discuss how power functions in *The Handmaid's Tale*. (CO 4)
5. What punishment awaits the handmaids who fail to fulfil the duty assigned to them after three

terms of appointment at a Commander's house? (CO 6)

6. Discuss how Margaret Laurence develops the character of Hagar through her memories. (CO 6)

SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE COURSE

Course Code: MAENG01DSE03

**SOUTH ASIAN LITERATURE
(3 Credits)**

Course Description

The course offers a broad view of the literary writings in South Asian nations which have been under colonial rule until about the late 1940s . It is designed to provide focus to the non-canonical writings in the developing South Asian nations where literary conceptualisation of

Department of Studies in English, Kannur University

life and reality has been happening in a significant way with postcolonial perspectives on freedom, society, family life, ethnicity, and identity issues.

Course Objectives:

CO1	Students will get a critical introduction to the field of South Asian Literature in English.
CO2	To familiarize the students with the theoretical terms and key concepts in the field.
CO3	Students will examine a diverse selection of literature in English emanating from some of the major South Asian countries: Pakistan, India, Sri Lanka, Afghanistan, Bhutan, Nepal etc. And analyze how the historical, social and political pressures characterize the literatures and how ethnic contexts influence them.
CO4	To give necessary exposure to students about the literatures and the various geopolitical issues that are reflected through literary works.

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3		3			45	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE =End Semester Evaluation

Course Learning Outcome:

CO1	Students will have learnt about a wide range of topics and would be able to critically engage with South Asian literary texts using the theories of important postcolonial critics such as Edward Said, Homi K. Bhabha, Partha Chatterjee, and others.
CO2	Students will also be able to critically analyse diverse forms of culture, anti-colonial resistance; neo-colonialism, the gendering of nations, Imperialism and feminisms, the problems and consequences of decolonization, etc. portrayed in South Asian Literature.
CO3	Students will have acquired sufficient critical acumen to analyse South Asian Literature with theoretical props from post-colonial theory.
CO4	Students will have acquired ample idea about post-colonial theories and ability to apply them in analytical kind of thinking / writing about India and the other South Asian countries.
CO5	Students will be in a position to take up new writing ventures in literary as well as non-literary areas with critical thinking and writing competence supported by postcolonial theory.

MODULE I: Prose

- 1.1 Introduction to Post-colonialism
- 1.2 Introduction to South Asian Literature
- 1.3 Introduction to Arif Dirlik's Post-colonial Critiques
- 1.4 Arif Dirlik - "The Postcolonial Aura: Third World Criticism in the Age of Global

Capitalism”

Module Specific Suggested Reading

The Postcolonial Aura: Third World Criticism in the Age of Global Capitalism
Arif Dirlik - Text and Notes

MODULEII:Poetry

- 2.1 South Asian Poetry : An Introduction
- 2.2 Lakdasa Wikrama Singha -“Folk Poet, Ysinno”
- 2.3 .ImtiazDharker-“The Right Word”
- 2.4 Arvind Krishna Mehrotra-“Continuities”

Module Specific Suggested Reading

<https://poemanalysis.com/lakdasa-wikramasingha/folk-poet-ysinno/>
<https://poemanalysis.com/imtiaz-dharker/the-right-word/>
<https://www.poemhunter.com/arvind-krishna-mehrotra/>

Module III : Fiction

- 3.1 MohsinHamid *TheReluctant Fundamentalist*
- 3.2 RomeshGunesequera *Reef*
- 3.3 SamratUpadhyay *TheCitySon*
- 3.4 BapsiSidhwa *TheCrowEaters*

Module Specific Suggested Reading

Mohsin Hamid’s *The Reluctant Fundamentalist*: A critique of the grand narrative of globalization
Florian Kläger : Romesh Gunesequera, Reef (1994) : Gunesequera and his work
Khattam Kathmandu: The Question of Place in Samrat Upadhyay’s Fiction. Andrew Nelson

Sidhwa’s *The Crow Eaters*: The Parsi Enigma of Self and Society : Gunia Beniwal

MODULEIV:Drama

- 4.1 Introduction to Vijay Tendulkar
- 4.2 Themes in Vijay Tendulkar’s Plays
- 4.3 Introduction to the play *Silence ! The Court is in Session*
- 4.4 VijayTendulkar *Silence! TheCourt isinSession*

Module Specific Suggested Reading

Social Reality In Vijay Tendulkar's *Silence! The Court Is In Session* Dr. Usha Mandhan.
Research Journal of English Language and Literature (RJELAL) A Peer Reviewed (Refereed)
International Journal Vol.7.Issue 3. 2019 (July-Sept.) <http://www.rjelal.com>

Core Compulsory Reading:

Ahmad, Aijaz. “The Politics of Literary Postcoloniality.” *In Theory: Classes, Nations, Literatures*. Oxford: OUP, 1995.

Department of Studies in English, Kannur University

Chatterjee, Partha. *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Jersey: Princeton Univ. Press, 1993.
Dhawan, R.K, ed. *Postcolonial Discourse: A Study of Contemporary Literature*. New Delhi: Prestige Books, 1999.

Core Suggested Reading

Gooneratne, Y. *Diverse Inheritance-A Personal Perspective*. Adelaide Centre for Research in Literatures in English, 1980.
Hashim, A. "Prologomena to the Study of Pakistani English and Pakistani Literature." *English in English Post Coloniality*. London: Greenwood Press, 1996.
Said, Edward. *Orientalism: Western Conceptions of the Orient*. Harmondsworth: Penguin, 1991.
Sangari, Kumkum and Sudesh Vaid, eds. *Recasting Women: Essays in Colonial History*. New Delhi: Kalita Women, 1989.

Sample Model Questions

Very Short Answer Questions (3 Marks Each)

What does the term Third World signify ?

What is the theme of Arvind Krishna Mehrotra's poem " Continuities" ?

Paragraph Questions (5 Marks Each)

3. Explain the relevance of the title "Silence ! The Court is in Session ."

4. What is the problem represented by Romesh Gunasekara in his novel Reef ?

Essay Questions (10 Marks Each)

5. Examine the issue of family disintegration in Samrat Upadhyay's novel *The City Son*
6. Attempt a critical evaluation of Vijay Tendulkar's play *Silence ! The Court is in Session*.

SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE COURSE

Course Code: MAENG01DSE03

**MALAYALAM LITERATURE IN TRANSLATION
(3 Credits)**

Course Description

This course aims to provide an understanding about the trajectories of the theoretical and practical advancement in the field of translation. Apart from the general principles of translation, the focus is shifted to the process of translation in Malayalam literature. The course provides the students an understanding of the authors, genres and movements of Malayalam literature together with the politics of translation involved in the act of translating Malayalam texts to English language.

Course Objectives (List 4 or 5 objectives of the course)

1. Provide the students with an over view of the theoretical frame work of translation studies.
2. Impart the tools for critically analysing the translated works in Malayalam literature.
3. Enable the students to develop research skills by exploring relevant textual meanings of texts.
4. Help the students to acquire the ability to identify and interpret relevant materials.

SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE COURSE

Course Code: MAENG01DSE03

MALAYALAM LITERATURE IN TRANSLATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3		3	45		45	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE =End Semester Evaluation

COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to -

C01	critically appreciate variedgenresof Malayalam literature.
C02	analyse individual literary texts.
C03	identify the major translation theorists and their writings.
C04	explain the basic philosophy and ideology of the authors of translated texts.

C05	discussmajor concepts of translation.
C06	examine the history of Malayalam literary tradition.
C07	interpret the prescribed texts.
C08	compare and contrast the major features of different genres in Malayalam literature.

*Course outcomes based on revised blooms taxonomy

COURSE CONTENTS

Module 1

- 1.1 Walter Benjamin : “The Translator’s Task”
1.2 Aravindakshan :“The Literary Tradition of Kerala”
1.3 N.P. Mohamed :“Short in Genre, Long in History”
1.4 Sunny M. Kapikkad :“The Dalit Presence in Malayalam Literature”

Suggested readings specific to the module.

- 1.1 Raveendran, P.P. “Decolonization and the Dynamics of Translation: An Essay in Historical Poetics.” *Indian Literature*, Vol. 53, No. 4, 2009, pp. 214-225. *JSTOR*, <https://www.jstor.org/stable/23340172>.
1.2 Casagrande, Joseph B. “The Ends of Translation.” *International Journal of American Linguistics*, Vol. 20, No. 4, 1954, pp. 335-340. *JSTOR*, <https://www.jstor.org/stable/1263248>.

Module 2

- 2.1 G. SankaraKurup :“The Master Carpenter”
2.2 Vylloppilli :“The Mother Tigress in the Zoo”
2.3 Sugatha Kumari :“Colossus”
2.4 O.N.V. Kurup :“Blue Fish”
2.5 Vijayalakshmi :“Bhagavatham”
2.6 S. Joseph :“Group Photo”

Suggested readings specific to the module.

- 2.1 Sreedharan, G. “Malayalam Poetry— A Kaleidoscopic View.” *Indian Literature*, Vol. 18, No. 4, 1975, pp. 12-26. *JSTOR*, <https://www.jstor.org/stable/24157557>.
2.2 Panicker, Ayyappa. “Innovation in Malayalam Poetry.” *Indian Literature*, Vol. 21, No. 2,

1978, pp. 73-91. JSTOR, <https://www.jstor.org/stable/23329938>.

Module 3

3.1 Basheer : *Pathumma's Goat*

3.2 T.D. Ramakrishnan : *Francis Itty Cora*

Suggested readings specific to the module.

3.1 Kumar, Krishna S. "Trends In Malayalam Narrative Fiction After Modernism." *Indian Literature*, Vol. 44, No. 6, 2000, pp. 156-161. JSTOR, <https://www.jstor.org/stable/23343368>.

3.2 Anujan, O.M. "Malayalam Fiction and the New Morality." *Indian Literature*, Vol. 21, No. 5, 1978, pp. 21-24. JSTOR, <https://www.jstor.org/stable/24158544>.

Module 4

4.1 C.J. Thomas : *Behold, He Comes Again*

4.2 K.J. Baby : *Nadugadhika*

Suggested readings specific to the module.

4.1 Sreedharan, G. "The Drama in Malayalam." *Indian Literature*, Vol. 18, No. 1, 1975, pp. 69-74. JSTOR, <https://www.jstor.org/stable/23333841>.

4.2 George, K.M. "Malayalam Drama." *Indian Literature*, Vol. 1, No. 2, 1958, pp. 102-112. JSTOR, <https://www.jstor.org/stable/23329299>.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

List

1. Raja, K. Kunjunni. "Renaissance in Malayalam Writing." *Indian Literature*, Vol. 17, No. 1/2, 1974, pp. 166-171. JSTOR, <https://www.jstor.org/stable/23329869>.
2. Casagrande, Joseph B. "The Ends of Translation." *International Journal of American Linguistics*, Vol. 20, No. 4, 1954, pp. 335-340. JSTOR, <https://www.jstor.org/stable/1263248>.
3. Venuti, Lawrence. *The Translation Studies Reader*. London: Routledge. 2000. (Essays by Friedrich Schleiermacher, Friedrich Nietzsche, Eugene Nida, and Gayatri Chakravorty

Spivak).

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

List

1. Ramakrishnan, E.V. "Translation as Literary Criticism-Text and sub-text in Literary Translation". *Translation Today* vol. 1. no.1, 2004, pp. 36-45.
2. M., Dasan et al. *The Oxford India Anthology of Malayalam Dalit Writing* . Oxford UP. 2012.
3. Tharakan, K. M. *A Brief Survey of Malayalam Literature*. Kottayam: NBS, 1990.
4. Krishna Chaitanya. *A History of Malayalam Literature*. Bangalore: Orient Longman, 1971.

ASSESSMENT RUBRICS

Credit

End Semester Evaluation	60%
Continuous Evaluation Test paper, Seminar, Viva-voce, Discussion, Debate, Assignment,	40%

Sample Questions to test Outcomes.

1. What are the two distinct streams in Malayalam Literature, according to Aravindakshan?
2. Explain relation between Kerala and Tamil Literature.
3. Analyse the major themes focused by the prose writers in Malayalam?
4. Distinguish the stylistic features of *Pattumma's Goat*.
5. Discuss the use of myth, fantasy and history in *Francis Itty Cora*.
6. Examine the representation of religion in *Behold! He Comes Again*.

SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE COURSE

Course Code: MAENG01DSE05

STUDIES ON FOUCAULT

(2 Credits)

Course Description

The course will provide the students with a detailed introduction to key analytical potentials reconstructed from Foucault's seminal works. It will also introduce them to a variety of approaches to the central ideas of Foucault—power, freedom, subject-formation, truth, discourse, etc.—as they are deployed in state-of-the-art Foucault-inspired scholarship. Using some of the canonical and contemporary texts that explore and explain Foucauldian analytics, the course will also encourage students to apply Foucault's threshold concepts in life and research. This course will also explain

Course Objectives (List 4 or 5 objectives of the course)

The course aims to trace, through a detailed engagement with some of the seminal texts of Michel Foucault, how the present configurations of power, morality, government, etc. emerged from past struggles, political strategies, and accidental events. The course will ensure that students undertake intensive and rigorous readings of some key texts in Foucault's oeuvre. In reviewing some of the major concepts in Foucauldian scholarship, the course aims to instill a better understanding of crucial issues such as questions of self, individual, truth, and society, sexuality, governmentality and power.

SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE COURSE

Course Code: MAENG01DSE05

STUDIES ON FOUCAULT

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3+2	0	75	60	0	75	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE =End Semester Evaluation

COURSE OUTCOMES

Course Learning Outcomes: At the end of the course, the student will be able to

C01	Understand how Foucault's ideas continue to be a major source of inspiration for research projects across a wide range of disciplinary domains
CO2	Understand, apply and explore the analytical possibilities in Foucault's across various

	interdisciplinary fields of study
C03	To write clearly about complex issues related to self, power, freedom and resistance.
C04	To understand the analytical possibilities in Foucault's work, effective for deploying such analytics in their own research.
CO5	Understand and explore the problem of language, history, genealogy and archaeology

MODULE I: Discourse, Language and Power

- Introduction to Foucault—discourse/discursive formations, enunciative modalities, panopticon, exclusionary procedures the microphysics of power, disciplinary power, biopower
- Michel Foucault, “Discourse on Language” appended to *The Archaeology of Knowledge*.

Suggested readings specific to the module:

Mills, Sara. “Discourse” from *Michel Foucault*
Schneck, Stephen Frederick. “Michel Foucault on Power/Discourse, Theory and Practice”
Human Studies, Vol. 10, No. 1, 1987, pp. 15-33

MODULE II: Body, Truth and Biopower-2

- Michel Foucault, “Docile Bodies,” pp-135-141 from *Discipline and Punish*.
- Michel Foucault, “The Birth of Governmentality” from *Ethics Subjectivity, and Truth*

Suggested readings specific to the module:

Mills, Sara. “Power and institutions” from *Michel Foucault*
Taylor, Chloe. “Biopower.” *Michel Foucault: Key Concepts*. edited by Dianna Taylor, Acumen Publishing Limited, 2011, pp. 41-54. https://kupdf.net/download/foucault-key-concepts_59bb7d6a08bbc57b27894dd2_pdf#

MODULE III: Sexuality, Subjectivity and Language

- Michel Foucault, “Morality and the Practice of Self” from *History of Sexuality. Vol. 2*
- Michel Foucault, “Technologies of the Self” from *Ethics Subjectivity, and Truth*, 223-228

Suggested readings specific to the module:

Heller, Kevin Jon, “Power, Subjectification and Resistance in Foucault”, *SubStance*, Vol. 25, No. 1, Issue 79, pp. 78-110, 1996.

Taylor, Charles, “Foucault on Freedom and Truth”, *Political Theory*, Vol. 12, No. 2 (May, 1984), pp. 152-183

MODULE IV: Archaeology, Genealogy and History

- Introduction to the concepts of archaeology, genealogy, episteme, archive and the statement
- Michel Foucault, “Nietzsche, Genealogy, History.”

Suggested readings specific to the module:

Clifford, M. *Political Genealogy After Foucault: Savage Identities*. Routledge, 2001.

COMPULSORY READINGS

Oksala, J. *Foucault, Politics, and Violence*. Northwestern UP, 2011.

Besley, Tina (A. C.). “Chapter 5: Foucault, Truth-Telling and Technologies of the Self: Confessional Practices of the Self and Schools.” *Counterpoints*, vol. 292, 2007, pp. 55–69. *JSTOR*, <http://www.jstor.org/stable/42979092>.

Miller, Seumas. “Foucault on Discourse and Power.” *Theoria: A Journal of Social and Political Theory*, no. 76, 1990, pp. 115–25. *JSTOR*, <http://www.jstor.org/stable/41801502>.

Taleb-Khyar, Mohamed B. “Literature in Michel Foucault’s Writings.” *Interdisciplinary Literary Studies*, vol. 1, no. 2, 2000, pp. 185–96. *JSTOR*, <http://www.jstor.org/stable/41209051>.

Feder, Ellen K. “Power/knowledge.” *Michel Foucault: Key Concepts*. edited by Dianna Taylor, Acumen Publishing Limited, 2011, pp. 55-68. https://kupdf.net/download/foucault-key-concepts_59bb7d6a08bbc57b27894dd2_pdf#

SUGGESTED READINGS

Couzens Hoy, D. (ed.) *Foucault: A Critical Reader*, Oxford: Blackwell, (1986).

Foucault, Michel. *Madness and Civilization: A History of Insanity in the Age of Reason*, [1961] (1967).

_____, *The Birth of the Clinic: An Archaeology of Medical Perception*, 1963] (1973).

_____, *The Order of Things: An Archaeology of the Human Sciences*, [1966] (1973).

_____. *The Archaeology of Knowledge*, [1969] (1972).

_____. *Discipline and Punish: The Birth of the Prison*, [1975] (1977).

_____. *The History of Sexuality , Vol. I An Introduction*, [1976] (1978).

Department of Studies in English, Kannur University

- _____. *The History of Sexuality , Vol. II: The Use of Pleasure*, [1984] (1985).
- _____. *The History of Sexuality , Vol. III: The Care of the Self*, [1984] (1986).
- _____. *Power/Knowledge: Selected Interviews and Other Writings 1972–1977*, (1980).
- _____. *Ethics: Subjectivity, and Truth*, (1994).
- _____. *Foucault’s Two Lectures* (1994).
- _____. *History of Madness* (1979).
- _____. “Of Other Spaces: Utopias and Heterotopias.” *Architecture /Mouvement/ Continuité*. 1984, <https://web.mit.edu/allanmc/www/foucault1.pdf>
- Hunt, Lynn. “Foucault’s Meta-Narrative.” *Contemporanea*, vol. 17, no. 2, 2014, pp. 302–08. *JSTOR*, <http://www.jstor.org/stable/24653773>
- Kendall, G. and Wickham, G. *Using Foucault’s Methods*, London: Sage, (1999).
- Macdonnell, D. *Theories of Discourse*, Blackwell: Oxford, (1986).
- Mills, Sara. *Discourse*, 1997.
- Morris, M. and Patton, P. *Michel Foucault: Power/Truth/Strategy*, Sydney: Feral Publications, (1979).
- Phillips, Kendall R. “Divided by Enlightenment: Habermas, Foucault and the Place of *The Rhetoric*.” *OSSA Conference Archive*, 2001, <https://scholar.uwindsor.ca/cgi/viewcontent.cgi?article=1672&context=ossaarchive>
- Rabinow, Paul (ed.). *Foucault Reader*. Pantheon Books, 1984.
- Smart, Barry. *Michel Foucault*. Routledge, 2002. Ransom, J.S. *Foucault's Discipline: The Politics of Subjectivity*. Duke University Press, 1997.

ASSESSMENT RUBRICS

	Credit
End Semester Evaluation	60%
Continuous Evaluation	40%
Test Paper, Seminar, <i>Viva-voce</i>, Discussion, Debate, Assignment, etc.	

Sample Questions to test Outcomes.

1. Critically discuss how Foucault's ideas continue to be a major source of inspiration for research projects across a wide range of disciplinary domains
2. Write a note on the interdisciplinarity of Foucauldian ideas.
3. Discuss Foucault's concept of power.
4. Write a note on "technologies of the self".
5. Critically discuss the analytical possibilities of Foucault's ideas.
6. Write a note on the ethics of subjectivity.
7. What is genealogy?
8. Write a note on the practice of morality.