

Department of English
University of Hyderabad
Ph. D English
Semester – II, January – May 2017
'Introduction to Bengal Dalit Short fiction'
Credits: 4

Student: Asima Baral
Instructor: B. Krishnaiah

Wednesday 02PM-04PM

The course aims at discussing important features of Dalit short fiction in Bengal. It has taken its roots in 1930s and 1940s and reached a significant in Bengal. It explores the wide spectrum of issues and concerns that Dalits encounter in contemporary social life. It foregrounds the seminal questions such as untouchability, discrimination, oppression, atrocities, exploitation, gender discrimination, etc. of the Dalits in India. It also focuses on the protest/rebellious voice of the Dalit writers who condemn the inhuman treatment is meted out to the Dalits in Indian society.

- 1) Curse by Smritikona Howlader
- 2) Deity of the Stony Altar by Manoranjan Byapari
- 3) The Red Crab of Chaandipur by Manohar Mouli Biswas
- 4) Virus by Manju Bala
- 5) Where is My Home by Harendra Kumar Bhakta
- 6) The Story of the Grey-eyed Oil-fry Seller by Nalini Bera
- 7) Friendship by Taraknath Majhi
- 8) Dhani Buri Gets Salvation by Sunil Kumar Das

Assessment

Continuous assessment 40% credit: End-Semester Exam 60% credit.

Department of English
University of Hyderabad
POSTCOLONIAL INDIA IN PRACTICE:
SOCIETY, REGION AND IDENTITY
PhD
Sem-II (2017)
(Taught Course)
Instructor: Girish D. Pawar
Student: Md. Samsujjaman
Credits: 4

The present course is designed to study the postcolonial Indian sensibility. The course will focus on post-colonial and neo-colonial thought and their impact on society, region and identity formation. The student/s will be encouraged to critically analyze and observe the evolution of the idea of 'New/Neo-Society' in Indian context.

Suggested Reading:

Bassnett, Susan and Harish Trivedi (eds). 2002. *Postcolonial Translation: Theory and Practice*. London: Routledge.

Bharucha, Nilufer and Vrinda Sarang (eds). 1998. *Mapping Cultural Spaces: Postcolonial Indian Literature in English*. Delhi: Vision Books.

Datta, Amresh. 1994. *The Encyclopedia of Indian Literature*. New Delhi: Sahitya Academy.

Devy, G. N. 1987. *Critical Thought: An Anthology of 20th Century Critical Essays*. London: Oriental University Press.

Devy, G. N. 1993. *After Amnesia: Tradition and Change in Literary Criticism*. Mumbai: Orient Longman.

Devy, G. N. 1998. *Between Tradition and Modernity: India's Search for Identity*. Kolkatta; Sage Publications.

Jain, Jasbir (ed). 2008. *Creating Theory: Writers on Writing*. New Delhi: Pencart International.

Nemade, Bhalchandra. 2009. *Nativism: Essays in Criticism*. Delhi: Sahitya Akademi.

Perry, John Oliver. 1992. *Absent Authority: Issues in Contemporary Indian English Criticism*. Delhi: Sterling Publishers Pvt. Ltd.

Class Hours:

Tuesday 11:15 am - 01:00 pm

Thursday 11:15 am - 01:00 pm

DEPARTMENT OF ENGLISH
Ph.D - II Semester; Jan.-May 2017

Revising Postcolonialism

Moumita Choudhury, Vinita Teresa, Rameesa PM

Instructor: Pramod K Nayar

[4 credits]

Tuesday 9-11

Thursday 9-11

This course critically surveys new currents in postcolonial thought and studies. The aim is to isolate the strands the project hopes to work with, but also to see if there have/has been major shifts within postcolonial thought itself – from the discursive to the material, from the binaristic (Europe *versus* the rest) to the transnational, among others.

The focus will be on anthologies and criticism revolving around *materialist postcolonialism* (inaugurated by Benita Parry's work, and manifest most recently in Vivek Chibber's), *postcolonial environmentalisms*, *cosmopolitanism and transnational studies* and *postcolonial digital culture studies*.

Suggested Reading

Parry, Benita. *Postcolonial Studies: A Materialist Critique*. London: Routledge, 2004.

Selections from Ania Loomba et al. Ed. *Postcolonial Studies and Beyond*. New Delhi: Permanent Black, 2005.

Selections from Elizabeth De Loughrey and George Handley. Eds. *Postcolonial Ecologies: Literatures of the Environment*. Oxford UP, 2011.

Selections from Michael Hardt and Antonio Negri. *Empire*. Cambridge, MA: Harvard UP, 2000.

Essays by Arif Dirlik, Rita Paley, Pnina Werbner, Rob Nixon, Winifred Poster, among others.

Evaluation: Internal assessment: 40%, end-semester examinations, 60%

MA IV Semester

“And we are for the dark”: Shakespeare’s Tragedies

Course Instructor: Anna Kurian

Finish, good lady; the bright day is done,
And we are for the dark.

William Shakespeare, *Antony and Cleopatra*

The usual division of Shakespearean tragedies is either in terms of Shakespeare’s career trajectory (as in the early tragedies, the great tragedies, the later tragedies, etc) or in terms of the subject matter (the love tragedies, the Roman tragedies, etc) but these are matters of convention and tradition. These classifications help in illuminating certain features while they also perpetuate dividing lines which do not necessarily hold. This course will study Shakespearean tragedies in terms of tragic conventions, characters and plot devices and forms. It aims at gaining an understanding of the core texts but also attempts an examination of the main features of Shakespearean tragedy. Thus, even while we study the individual texts as stand-alone texts we also look at commonalities that then may help us to arrive at an understanding of what is meant when we speak of a Shakespearean Tragedy.

The primary texts are *Romeo and Juliet*; *King Lear* and *Antony and Cleopatra*.

However, students will be expected to read the remaining Shakespearean tragedies as well and this reading is expected to inform class discussions.

The course will be organized along three axes:

- Close reading of particular scenes in individual plays: select scenes from the three core texts will be read and analysed in class
- Critical analyses of the entire play: lectures and discussion which will provide a critical viewpoint regarding the entire play and

- The performative aspect of the play: viewing the core plays **and** reading segments aloud.

Students will be required to:

- Come prepared for class, having read the text under discussion as also having read assigned critical material on each text
- Participate in classroom discussion which will count towards the final grade

Recommended Reading

McEachern, Claire. *The Cambridge Companion to Shakespearean Tragedy*. CUP, 2006.

Mehl, Dieter. *Shakespeare's Tragedies: An Introduction*. CUP, 1986.

Additional reading material for each of the plays will be provided in class.

Internal assessment: 40% end-semester examination: 60%

Course No.

DEPARTMENT OF ENGLISH

UNIVERSITY OF HYDERABAD

PhD II Semester: January-April, 2017 session

Sovereignty and Literature: Readings

Instructor: Siddharth Satpathy

Student: Boniface Kamei

This four-credit course will study the concept of sovereignty and will explore its literary articulation in a select set of life narratives written by Indian bureaucrats and police personnel. The concentration will be on the north east of India, a region where sovereignty and its literary articulation assume critical importance given the trajectories of postcolonial history. The following is a tentative reading list. The instructor retains the right to bring in alterations as the need arises.

1. Hent Kalmo, Quentin Skinner, Ed., *Sovereignty in Fragments: The Past, Present and Future of a Contested Concept*, Cambridge U P, 2010. (selections)
2. Richard Bourke, Quentin Skinner Ed., *Popular Sovereignty in Historical Perspective*, Cambridge University Press, 2016 (selections)
3. Mitchell Dean Kaspar Villadsen, *State Phobia and Civil Society: The Political Legacy of Michel Foucault*, Stanford University Press, 2016 (selections)
4. Sreedhar K. Rao, *Whither Governance: Reflections of an Assam Civilian*. South Asia Foundation: New Delhi, 2002.
5. VP. Sawhney, *Legacy to Bureaucracy: Musing of an Indian Civil Servant*. Lancer Publishers: New Delhi. 2008. Print
6. V. R. Lakshminarayanan, *Appointments and Disappointments: My Life in the Indian Police Service*. Vikas Publishing House: New Delhi, 1991.
7. Jayanta Bagchi, *Sparkling Moments (An Autobiography)*. I K International Publishing House: New Delhi, 2005.
8. O S. Kalkat, *The Far-Flung Frontiers*. Allied Publishers: Ahmedabad, 1983.

9. S P P Thorat, *From Reville To Retreat*. Allied Publishers: Ahmedabad, 1986.

British Literature and Thought of the Victorian Age

Instructor: Anna Kurian

MA II Semester January-April 2017

Course Outline

List of Core Texts

Poetry:

Tennyson: "Tithonus"; "Ulysses"; "The Defence of Lucknow"; *In Memoriam* (Sections 96, 118 and 123)

Robert Browning: "Porphyria's Lover"; "Caliban upon Setebos"

Matthew Arnold: "Shakespeare"; "Dover Beach"

Elizabeth Barrett Browning: "The Cry of the Children"

DG Rossetti: "The Blessed Damozel"

Christina Rossetti: "Goblin Market"

Prose:

Fiction:

Charles Dickens: *Oliver Twist* (1837-39)

Augusta Marryat: *Lost in the Jungle* (1877)

Non-Fiction:

Thomas Carlyle: Excerpts from *On Heroes, Hero-Worship and the Heroic in History* (1841)

Henry Mayhew: Excerpts from *London Labour and the London Poor* (1851)

John Henry Cardinal Newman: Excerpts from *The Idea of a University* (1852)

Livingstone: Excerpts from *Missionary Travels and Researches in South Africa* (1857)

John Stuart Mill: Excerpts from *The Subjection of Women* (1869)

Additional readings on the period will be handed out from time to time. *The Norton Anthology of English Literature: The Victorian Age* contains most of the primary texts. The rest will be provided by the instructor.

While the texts have been itemized here in accordance with author and genre they will be taught in thematic clusters. The overall focus of the course will be on the 'human' aspect of the Victorian period, thus we shall examine aspects of childhood, gendered lives, racial othering and that based on class. In addition, class lectures will dwell upon the influence of education, science and religion on Victorian England and its people, as also other 'popular' forms of literature of the period.

Clusters:

Childhood and education: *Oliver Twist*, *Lost in the Jungle*, "Goblin Market", Newman

Poverty: "Cry of the Children", *Oliver Twist*, Mayhew

Gender: *Oliver Twist*, "The Blessed Damozel", *Lost in the Jungle*, "Porphyria's Lover", "Goblin Market", Carlyle and Mill

Empire and race: *Lost in the Jungle*, "The Defence of Lucknow", Livingstone

The call of the past: "Tithonus", "Ulysses", "Shakespeare"

Science, the consequent upheaval, the loss of faith: *In Memoriam* 96,118, 123; "Dover Beach"

Websites:

<http://www.victorianweb.org/index.html> (For backgrounds, but also ALL things Victorian, though you may discover many of the links to be broken)

<http://www.bbc.co.uk/history/british/victorians/> (for a historical account)

<http://www.wwnorton.com/college/english/nael/victorian/welcome.htm> (Specifically literary connections and backgrounds)

<https://www.bl.uk/romantics-and-victorians> (Part of the British Library's Discovering Literature series this site contains lucid, engaging and accessible essays on select themes and texts by many renowned scholars and critics)

Recommended Reading

Essays from the journals *Victorian Studies* and *Victorian Poetry*

Boyd, Kelly and Rohan McWilliam. Ed. *The Victorian Studies Reader*. Routledge 2007.

Bristow, Joseph. Ed. *The Cambridge Companion to Victorian Poetry*. Cambridge UP 2000.

David, Dierdre. Ed. *The Cambridge Companion to the Victorian Novel*. Cambridge UP 2001.

Steinbach, Susie L. *Understanding the Victorians: Politics, Culture and Society in Nineteenth-Century Britain*. Routledge 2012.

British Literature and Thought of the Victorian Age

Instructor: Anna Kurian

MA II Semester January-April 2017

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Empire and race: *Lost in the Jungle*, "The Defence of Lucknow", Livingstone

The call of the past: "Tithonus", "Ulysses", "Shakespeare"

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