



## Department of Humanities, Social Sciences & Management

Tel: +91-194-2422032 Extn: 3302

Email: hodhss@nitsri.ac.in Website: <http://nitsri.ac.in>

### Course Structure & Syllabus for Ph.D. Programme in English

#### I. Course Structure

<b>Part I: Course Work</b>				
<b>S. No.</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Credits</b>	<b>M. Marks</b>
1	Research Methodology in English	HSSPHD104	3	100
2	Introduction to African American Literature (Elective)	HSSPHD105	3	100
3	Seminar Course	HSSPHD106	1	100
4	Principles of Literature: Theory and Criticism (Elective)	HSSPHD112	3	100
5	Memory Studies (Elective)	HSSPHD113	3	100
6	Life-Skill Approach to Interpreting Contemporary World Fiction (Elective)	HSSPHD117	3	100
<b>Part II: Thesis Work</b>				



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### II. Course Syllabus

**Course Title: Research Methodology in English**

**Course Code: HSSPHD104**

**Programme: Ph.D. English**

L	T	P	C
3	0	0	3

#### Course Description:

The course is designed to prepare a student for conducting systematic research and for writing a thesis in the discipline of English. It acquaints the students with the essential concepts of research and teaches the application of various research methods. It also assists the students to acquire academic and research skills necessary for writing research proposals, papers, and doctoral thesis.

#### Course Objectives:

COB1: To acquaint the students with the essential concepts of research.

COB2: To teach the norms of academic and research writing.

COB3: To familiarize students with referencing rules and research ethics.

#### Course Components:

##### UNIT I: Meaning and Objectives of Literary Research

Research: Meaning, Objectives and Motivation, Qualities of a good researcher, Research Area and Topic, Formulating Research Problem, Meaning and Importance of Review of Literature, Objectives, Developing Hypothesis, Research Methods and Methodology, Identifying the scope and limitations.

##### UNIT II: Academic and Research Writing

Nature and style of Academic and Research writing; Sentences and Paragraphs: Sentence structures, Techniques for writing precisely, Paragraph Writing, Organizing principles of paragraphs; Use of topic sentences and thesis statements; Writing Abstracts, Introductions, and Conclusions, Making a Research Argument, Supporting and Evaluating a Claim; Writing Research Proposal, Research Paper, and Synopsis, Format of a Doctoral Thesis.

##### UNIT III: Referencing

Referencing styles with a specific focus on MLA Style; Importance of Citing Sources; Quoting, paraphrasing, and summarizing appropriately, Using endnotes and footnotes; Writing bibliography, references, and works-cited, Use of Reference Management Software Programs such as BibTex, RefWorks, or Mendeley.

##### UNIT IV: Research Ethics

Guarding against Plagiarism; Plagiarism detection software - Turnitin, Differentiating predatory journals from Scopus, Web of Science, and other recognized indexed journals; Authenticity, acknowledgment, and attribution; Ownership and accountability; Ethical issues, Sensibility, Use of language and terminology on race, class, sexuality, and gender.



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### Course Outcomes:

After the completion of the course, students will be able to:

CO1: Define various concepts of literary research and formulate research question(s) and hypothesis.

CO2: Acquire proficiency in researching an area of interest.

CO3: Demonstrate formal writing skills with an awareness of ethical issues in research.

CO4: Use referencing style accurately as an essential part of research in English.

### Text Books:

1. Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh: Edinburgh University Press, 2005.
2. Modern Language Association of America. *MLA Handbook*, 8th Edition, 2016.
3. Modern Language Association of America. *MLA Handbook*, 9th Edition, 2021.

### Reference Books:

1. Colomb, and Joseph M. Williams. *The Craft of Research*. Chicago: University of Chicago Press, 2008.
2. Correa, Delia da Sousa and W. R. Owens. *The Handbook to Literary Research*. New York, Routledge, 2010.
3. Sinha, M. P. *Research Methods in English*. New Delhi: Atlantic Publishers and Distributors (P) LTD, 2018.



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**Course Title: Introduction to African American Literature**

**Course Code: HSSPHD105**

**Programme: Ph.D. English**

L	T	P	C
3	0	0	3

### Course Description:

The Course examines African American Literature from the 18<sup>th</sup> to the 20<sup>th</sup> century from historical and literary perspectives. Encompassing an array of genres and forms, the course explores textual, critical, political, and theoretical issues related to principal literary movements, such as the Harlem Renaissance from 1920 to 1940, the Civil Rights Movement era, and the Black Arts Movement of the 1960s. The course will also interrogate the ways in which issues of gender, sexuality, and class specifically inform the works of the authors. The students are expected to engage in class discussions to explore varied perspectives and opinions on the texts. While investigating the African American literary tradition, the course focuses primarily on strengthening critical thinking and writing skills.

### Course Objectives:

COB1: To help students develop culturally-specific and historically-informed methodologies for analyzing African American literature.

COB2: To familiarize students with the major themes of African American Literature.

COB3: To help students develop a deeper understanding of the ever-evolving issues involved in defining the African American literary canon.

COB4: To encourage students to read literature with a fine critical understanding.

### Course Components:

#### UNIT I: The Literature of Slavery and Freedom, 1746-1865

Phyllis Wheatley: "On Being Brought from Africa to America."

Sojourner Truth: "Ar'n't I a Woman." Speech to the Women's Convention in Akron, Ohio, 1851

Harriet Jacobs: Incidents in the Life of a Slave Girl (excerpt in *The Norton Anthology of African American Literature*)

Frederick Douglass: Narrative of the Life of Frederick Douglass (Preface and Chapters 1–2 and 7–10)

#### UNIT II: Literature of the Reconstruction, 1865-1919 & Harlem Renaissance, 1919-1940

Booker T. Washington: Up from Slavery (Chapter 1, 2, &3).

W. E. B. Du Bois: The Souls of Black Folk ("The Forethought," "Of Our Spiritual Strivings," "The Sorrow Songs")

Zora Neale Hurston: Their Eyes Were Watching God

Langston Hughes: "The Negro Artist and the Racial Mountain."

#### UNIT III: Realism, Naturalism, Modernism: African American Literature from 1940- 1960

Richard Wright: "The Ethics of Living Jim Crow"

Ralph Ellison: Invisible Man ("Prologue," "Battle Royal")

Lorraine Hansberry: A Raisin in the Sun

#### UNIT IV: The Black Arts Era, 1960-1975

Larry Neal: "The Black Arts Movement."

Amiri Baraka: "Black Art"



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### UNIT V: Literature since 1975

Toni Morrison: *The Bluest Eye*

Alice Walker: "On Stripping Bark from Myself."

Maya Angelou: "And Still I Rise."

**Course Outcomes:** After completing the course, a student will be able to:

CO1: Explain the impact of various social, political, cultural, or artistic movements on African American literature.

CO2: Critically appraise African American literary tradition with an understanding of the theoretical concepts of race and racism.

CO3: Analyze the themes and major concerns of the writers belonging to each period.

CO4: Discuss how women writers defined and explored African American women's culture, self-definition, and self-actualization.

### Required Books:

1. Baym, Nina. *The Norton Anthology of American Literature*. New York: W.W. Norton, 1998.
2. Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave*. Boston: Bedford/St. Martin's, 2003.
3. Du Bois, W. E. B. *The Souls of Black Folk*. New York, N.Y., U.S.A: Penguin Books, 1989.
4. Ellison, Ralph. *Invisible Man*. New York: Vintage International, 1995.
5. Gates, Henry Louis, Jr., and Nellie Y McKay. *The Norton Anthology of African American Literature*. New York: W.W. Norton & Co, 2004.
6. Hansberry, Lorraine. *A Raisin in the Sun: A Drama in Three Acts*. New York: Random House, 1959.
7. Harper, Michael S, and Anthony Walton. *The Vintage Book of African American Poetry*. New York: Random House, 2000.
8. Hurston, Zora Neale. *Their Eyes Were Watching God*. New York: Harper Perennial, 1998.
9. Jacobs, Harriet A, Lydia M. Child, and Jean F. Yellin. *Incidents in the Life of a Slave Girl: Written by Herself*. Cambridge, Mass: Harvard University Press, 1987.
10. Morrison, Toni. *The Bluest Eye*. New York: Plume Book, 1994.
11. Washington, Booker T. *Up from Slavery: An Autobiography*. New York: Penguin Books, 1986.



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**Course Title: Seminar Course**

**Course Code: HSSPHD106**

**Programme: Ph.D. HSSM**

L	T	P	C
1	0	0	1

### Course Description:

The course focuses on a specialized subject area based on the research interest of a student. Students are expected to participate in class discussions and give presentations. The course content or syllabus is framed by both the course instructor and the student mutually by making a reading list. The course should lead to a seminar paper that may become a part of a student's doctoral thesis.

### Course Objectives:

COB1: To familiarize students more extensively with the methodology of their chosen subject.

COB2: To accustom students with the practice of making and defending academic arguments verbally as well as in writing.

COB3: To familiarize students with the practice of giving, receiving, and incorporating feedback from instructors, subject experts, and academic peers.

### Course Components:

Reading List based on a student's research topic.

**Course Outcomes:** After completing the course, a student will be able to:

CO1: Produce a seminar paper.

CO2: Present the objectives, methodology, and findings of her seminar paper.

### Suggested Books:

Books and Journal articles in the reading list based on a student's research topic.



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**Course Title: Principles of Literature: Theory and Criticism**

**Course Code: HSSPHD112**

**Programme: Ph.D. HSSM**

L	T	P	C
3	0	0	3

### Course Description:

The course equips the students with the basic understanding of various theoretical tenets and critical perspectives that are vital for research in English Literature, Language, and Culture. It provides the scholars with a detailed and basic understanding of the different trends and techniques in analyzing literary and cultural texts with a vast range of analytical frameworks. It focuses on the theory of culture, linguistic structures, psychology, and memory right from the beginning of New Critical Perspectives up to Postmodern trends in Culture, Memory, and Literature.

### Course Objectives:

COB1: To help scholars develop general as well as specific tools and perspectives used in Literature and research.

COB2: To help the scholars acquire theory and criticism based knowledge that helps build theoretical and methodological vocabulary used in research.

COB3: To help scholars evaluate literature in terms of form, structure, literary and cultural politics, and the issues which literature handles.

COB4: To equip scholars with the capacity and capability to undertake research projects in Literature and Culture.

### Course Outcomes:

CO1: The scholars will be equipped with theoretical tools and critical participation to analyze literary texts.

CO2: The scholars will be able to understand and explore the various literary, critical, psychological, socio-political and cultural aspects of literary texts.

CO3: The scholars will get a basic understanding of culture, cultural productions, cultural memory and cultural research in the relevant areas of study.

CO4: The scholar shall be able to apply the current trends in criticism and theory as well as literary analysis in their research projects.

### Course Contents:

**Conceptual Background:** Appreciation of Literature, Literary Sensibility, Literature and Life, Literature and Society, Truth and Morality in Literature

### UNIT I: New Criticism:

Introduction, the basic tenets of new criticism especially propounded by W.K. Wimsatt and M.C. Beardsley, John Crowe Ransom, I.A. Richards and Cleanth Brooks.

### Prescribed Readings:

1. Wimsatt and Beardsley: "The Intentional Fallacy" in *The Verbal Icon* (1954)
2. J.C. Ransom: "Criticism Inc." published in *The Virginia Quarterly Review* (1937)





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3. I.A. Richards: "The Two Uses of Language" from *Principles of Literary Criticism* (1924)[Ch.1, 2, 34]
4. Cleanth Brooks: "Irony as Principle of Structure" in *Twentieth Century Criticism: The Major Statements*, ed. by William J Handy and Max Westbrook (1976)

### UNIT II: Structuralism and Post Structuralism:

The basic concepts and tenets of Structuralism, Post structuralism, and Deconstruction in Literature and Culture

#### Prescribed Readings:

1. Ferdinand de Saussure: "Course in General Linguistics"
2. Derrida: "Structure, Sign and Play in the Discourse of Human Sciences"
3. Roland Barthes: "Death of the Author"
4. Michel Foucault: "Truth and Power"

### UNIT III: Modernism and Postmodernism:

The post-War trends in literature and Literary criticism, modern art, poetry, drama and novel, postmodern Literary tenets such as metafiction, intertextuality, pastiche, historiographic metafiction

#### Prescribed Readings

1. T.S. Eliot: "Tradition and Individual Talent"
2. Stanley Edgar Hyman: "Modern Literary Criticism" in *New Mexico Quarterly*
3. Linda Hutcheon: "Historiographic Metafiction: Parody and the Intertextuality of History"
4. Bakhtin: "The Dialogic Imagination"
5. Hayden White: "The Value of Narrativity in the Representation of Reality"

### UNIT IV: Psychoanalysis and Archetypal Criticism:

Psychoanalysis and Literature, Stream of Consciousness, Personality Theory, Id-ego-super ego, Archetypes in literature, Myth Criticism, Dreams and concepts of conscious, preconscious and unconscious.

#### Prescribed Readings

1. Sigmund Freud: Excerpts from *Interpretation of Dreams*
  - Theory of dreams, Oedipus complex, The structure of Unconsciousness
  - In *The Modern Tradition* ed. Richard Ellman,
  - Freud's Personality/ Topographical Model
2. Karl Jung: "Collective Unconsciousness"
3. Lawrence E Bowling: "What is Stream of Consciousness" in *PMLA* (Issue 65, no. 04), 1960

#### Suggested Readings:

*Theory of Literature*, Wellek and Warren

*Literary Theory: An Introduction*, Terry Eagleton





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*Theory of Literature*, Wellek and Warren

Contemporary Literary Criticism, *Davis and Schleifer*

*A Glossary of Literary Terms*, M. H. Abrams

*Modern Literary Theory: A Reader*, Rice, Philip Patricia Wagh

*The Verbal Icon* (1954): Wimsatt and Beardsley

“Criticism Inc.”: J.C. Ransom. Published in *The Virginia Quarterly Review* (1937):

*Principles of Literary Criticism* (1924): I.A. Richards

“Irony as Principle of Structure”: Cleanth Brooks in *Twentieth Century Criticism: The Major Statements*, ed. by William J Handy and Max Westbrook (1976)

*A History of Literary Criticism and Theory: From Plato to the Present* (2012): M. A. R. Habib

*The Poetics of Postmodern*: Linda Hutcheon

*The Politics of Postmodern*: Linda Hutcheon

“The Dialogic Imagination” *Four Essays*: M.M. Bakhtin.



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**Course Title: Memory Studies**

**Course Code: HSSPHD113**

**Programme: Ph.D. English**

L	T	P	C
3	0	0	3

### Course Description:

#### Course Objectives:

COB1: To equip scholars with basic research tools, critical theories and analytical methods in the field of memory studies within literary as well as other discourses

COB2: To qualify scholars to combine Social Memory theories with other critical social, literary and cultural theories enabling them to undertake more complex examination and further in-depth research in the field of Cultural Literary studies

COB3: To equip the scholars with the basic theoretical research and analytical methods in the field of memory studies enabling them to explore literature through a well-defined research method.

#### Course Outcomes:

CO1: The scholars will be able to use the methodological tools and research approaches of memory studies to conduct their research work.

CO2: The scholars will be well equipped with the theoretical as well as technical aspect of memory and culture studies which they will have to apply in their research work.

CO3: The scholars will be able to combine memory theory with other allied critical theories which will be used to conduct research in terms of complex examination of culture and memory studies.

### Course Contents:

#### UNIT I: Collective Memory/ Cultural Memory

1. On Collective Memory by Maurice Halbwachs
2. Cultural Memory and Early Civilisation: Writing, Remembrance and Political Imagination Jan Assmann.
3. Selections from *Collective Memory and Cultural Identity* by Jan Assmann
4. Selections from *Cultural Memory Studies: An International and Interdisciplinary Handbook* Edited by Astrid Erll & Ansgar Nünning.

#### UNIT II: Site(s) of Memory

1. Realms of Memory: Rethinking the French Past by Pierre Nora
2. Memory and Political Change by Aleida Assmann and Linda Shortt
3. Sites and Non-Sites of Memory by Andrzej Szpocinski

#### UNIT III: Amnesia

1. How Societies Remember by Paul Connerton
2. Seven Types of Forgetting by Paul Connerton
3. Collective Memory and Forgetting: A Theoretical Discussion by Cindy Minarova-Banjac



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### Suggested Readings:

1. *On Collective Memory* (1992) by Maurice Halbwachs
2. *How Societies Remember* by Paul Connerton
3. *Cultural Memory Studies: An International and Interdisciplinary Handbook* (2008)  
Edited by Astrid Erll & Ansgar Nünning
4. *Seven Types of Forgetting* (2008) by Paul Connerton
5. *Collective Memory and Forgetting: A Theoretical Discussion* (2018) by Cindy Minarova-Banjac
6. *Cultural Memory and Early Civilisation: Writing, Remembrance and Political Imagination* by Jan Assmann
7. *Collective Memory and Cultural Identity* by Jan Assmann
8. *Realms of Memory: Rethinking the French Past* by Pierre Nora
9. *Memory and Political Change* by Aleida Assmann and Linda Shortt
10. *The Art of Memory* by Frances A. Yates
11. *The Politics of Regret: On Collective Memory and Historical Responsibility*



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**Course Title:** Life-Skill Approach to Interpreting Contemporary World Fiction

**Course Code:** HSSPHD117

**Credits:** 3, **Marks:** 100

**Program/Semester:** PhD in English (Elective for Course Work)

**Course Instructor:** Anil Singhal

**Course Description:** The course is designed to define, approach, and further develop different kinds of life skills, i.e. cognitive, affective, and interpersonal skills, as literary scholarship techniques. The paper includes diverse literary fiction (novels and stories) published in the last two and a half decades from across the world either originally or translated in English. The researchers are expected to analyze the selected fictional texts via applying the life-skill approach to interpretations of literatures.

L	T	P	C
3	0	0	3

**Course Objectives (COBs):** The course intends to help the research students to

**COB1:** Acquaint themselves with various types of life skills and their relationship with literary texts.

**COB2:** Examine different thinking, emotional, and social skills as research tools/methods.

**COB3:** Develop essentials of life-skill approach to analyzing literature.

**COB4:** Interpret literary texts belonging to different genres and geographies applying life-skill approach.

### Contents

#### Unit 1: Introduction

Life Skills: What, Why, and How

Life Skills and Literature

Cognitive, Affective, and Interpersonal Skills as Literary Research Methods/Tools

Analyzing Literary Fiction via Life-Skill Approach

#### Unit 2: Cognitive Skills (Critical Thinking, Creative Thinking, Decision Making, Problem Solving) and Literary Research

*The Multiple Effects of Rainshadow* by Thea Astley

*Hateship, Friendship, Courtship, Loveship, Marriage: Stories* by Alice Munro

#### Unit 3: Affective Skills (Emotional Intelligence, Self-Awareness, Empathy, Resilience) and Literary Research

*The Translator* by Leila Aboulela

*The Bamboo Stalk* by Saud Alsanousi

#### Unit 4: Interpersonal Skills (Individual versus Society, Language, Collaboration, Leadership) and Literary Research

*A Case of Indian Marvels: Dazzling Stories from the Country's Finest New Writers*, edited by David Davidar

**Course Outcomes (COs):** Upon the completion of this course, the research students will be able to

**CO1:** Demonstrate knowledge and understanding of theory and practice of life skills.

**CO2:** Define and appraise various life skills as literary-analysis methods and techniques.

**CO3:** Interpret the selected literary texts applying various cognitive, affective, and interpersonal skills as research tools.

**CO4:** Apply life-skill approach effectively for interpretation of any literary text in general and the contemporary world fiction in particular.



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### Prescribed Readings

1. J. Krishnamurti, *The First and Last Freedom*, Harper and Brothers, 1954.
2. Thea Astley, *The Multiple Effects of Rainshadow*, Viking, 1996.
3. Alice Munro, *Hateship, Friendship, Courtship, Loveship, Marriage: Stories*, McClelland and Stewart, 2001.
4. Leila Aboulela, *The Translator*, Grove, 1999.
5. Saud Alsanousi, *The Bamboo Stalk*, translated from Arabic to English by Jonathan Wright, Bloomsbury, 2015.
6. David Davidar (editor), *A Case of Indian Marvels: Dazzling Stories from the Country's Finest New Writers*, Aleph, 2022.
7. Omar Anbar and M. Al-Qudah, "The Relationship between Critical Thinking and Literary Criticism," *Dirasat: Human and Social Sciences*, 44(1): 191-200, January 2017.
8. Luis Galvan, "The Uses of Empathy in Literary Theory and Hermeneutics: A Systems-Theoretical Approach," *Concentric*, 42(2):27-43, September 2016.