

**Institute of English, University of Kerala**  
MA (CSS) Degree Course in English Language and Literature

**ENG 523 – Literary Theory I**

Semester: Two

Credits: Four

Instructors: Dr. B. Hariharan  
Dr. Suja Kurup P. L  
Dr. Meena T. Pillai

**Aim of the course**

The two courses on Literary Theory, spread over two semesters, introduce the students to some of the key concepts in contemporary literary theory and also to representative essays in the areas identified for study. Literary Theory I introduces representative works from important theoretical schools that have brought a paradigm shift in our understanding of language, ideology, mind, texts and social power structures.

**Course Description**

The two courses on Literary Theory, spread over two semesters, introduce the students to some of the key concepts in contemporary literary theory and also to representative essays in the areas identified for study. The course is designed in such a way to facilitate the learner to do theory and discover the undercurrents and interfaces between various positions and belief systems. Literary Theory I introduces four major areas of study that include Structuralism, Psychoanalysis, Historicism and Cultural Materialism and Feminism. Two texts are chosen for study in each module apart from key concepts. The third component in each module will be texts for methodological application. The ten concepts in each module may be discussed in five hours. The texts discussing the theoretical formulations may be given at least six hours. The third component in every module is intended for the students to learn how they have integrated the insights gained about the concepts discussed in the class.

Objectives:

- a. To enable students to have a grounding in various critical approaches and advanced literary theories
- b. To facilitate the critical and analytical skills of students
- c. To help students participate in a self-evaluative process as they learn to use various concepts and ideas
- d. To familiarize the learners with the trends and cross-disciplinary nature of literary theories

**Prescribed Books**

Term Papers:

Students may be encouraged to write

- Position papers
- Book review of theories and criticism
- Article reviews selected from journals and books
- Interpretation of literary and cultural texts(films, drama and Television shows) on the basis of given critical approaches or theories

## **Module I Structuralism**

Concepts:

- Structure
- Sign, Signifier, Signified
- System
- Langue and Parole
- Binary
- Synchrony
- Diachrony
- Narratology in India
- Semiotics and Semiology
- Discourse

### **Texts for Study**

Saussure, Ferdinand de “The Nature of the Linguistic Sign” *A Course in General Linguistics*. (65 – 71).

Barthes, Roland. “Introduction to the Structural Analysis of Narrative.” *Image Music Text*. (79 – 124).

### **Text for methodological application**

William Blake “The Chimney Sweeper” from *Songs of Innocence*

## **Module II: Psychoanalysis**

Concepts:

- The Conscious and the Unconscious
- The Ego, the Id and the Super – Ego
- Oedipus Stage
- Mirror Stage

- Phallus
- Gaze
- The Semiotic and the Symbolic
- Sublimation
- Real
- Literature and Psychoanalysis

### **Texts for Study**

Sigmund Freud. "The Uncanny". Trans. Alix Strachey. Imago. Allanmc/www. Freud 1. Pdf. Bd. V 1919. 1-21. /

Jacques Lacan. "The Mirror Stage as Formative of the Foundation of I as Revealed in Psychoanalysis Experience." *Literary Theory: An Anthology*. Ed. Julie Rivkin and Michael Ryan. USA: Blackwell, 1998: 178 – 183.

### **Texts for Methodological Application**

"The Fall of the House of Usher" by Edgar Allan Poe.

### **Module III: New Historicism and Cultural Materialism**

- Literature, Culture, History – Interrelatedness
- Discourse
- The historicity of the text and the textuality of history
- Representation
- Thick description
- High and Low Cultures
- Archive
- Structures of feeling
- Cultural Imaginary
- Residual, Emergent and Oppositional Cultural elements

### **Texts for Study**

Michel Foucault, Introduction to *The Archaeology of Knowledge*.

Raymond Williams, "Base and Superstructure in Marxist Cultural Theory"

**Text for methodological application**

William Shakespeare *Henry IV*

**Module IV: Feminism**

Concepts:

- Patriarchy
- Female, Feminine, Feminist
- First and Second Wave Feminism
- Liberal Feminism
- Marxist Feminism
- Radical Feminism
- Socialist Feminism
- French Feminism
- Black Feminism
- Post-feminism

**Texts for Study**

Gayle Rubin, ‘Traffic in Women: Notes on the Political Economy of Sex’

Gail Omvedt, ‘Women’s Movements: Some Ideological Debates’

**Text for methodological application**

Andrew Marvell, ‘To His Coy Mistress’

**Assessment**

Assignment 1 – 10 marks

Students will be asked to make seminar presentations on topics related to their area of study.

Assignment 2 – 10 marks

Students will be asked to submit term papers on topics related to their area of study.

Test – 15 marks

A written Mid – semester examination will be conducted.

**Attendance in Lectures/Participation – 5 marks**

75 % attendance mandatory.

**Summative Assessment – 100 marks**

Internal Assessment – 40 marks

End Semester Assessment – 60 marks

**Institute of English, University of Kerala**  
MA (CSS) Degree Course in English Language and Literature

**ENG 533 – Literary Theory II**

Semester: Three

Credits: Four

Instructors: Dr. Meena T. Pillai  
Dr. Suja Kurup P. L  
Dr. B.S. Jamuna  
Vishnu Narayanan

**Aim of the course**

The course aims to acquaint students with socio – political and cultural issues in the contemporary world, drawing from the recent debates on historicity, discourse, representation and sexuality.

**Course Description**

Literary Theory II introduces four major areas of study that include Post structuralism, Postmodernism, Post colonialism, Gender and Sexuality Studies. Two texts are chosen for study in each module apart from key concepts. The third component in each module will be texts for methodological application. The ten concepts in each module may be discussed in five hours. The texts discussing the theoretical formulations may be given at least six hours. The third component in every module is intended for the students to learn how they have integrated the insights gained from the concepts discussed in the class.

Objectives:

- a. To enable students to have a grounding in various critical approaches and advanced literary theories
- b. To facilitate the critical and analytical skills of students
- c. To help students participate in a self-evaluative process as they learn to use various concepts and ideas
- d. To familiarize the learners with the trends and cross-disciplinary nature of literary theories

**Prescribed Books**

Term Papers:

Students may be encouraged to write

- Position papers
- Book review of theories and criticism
- Article reviews selected from journals and books
- Interpretation of literary and cultural texts(films, drama and Television shows) on the basis of given critical approaches or theories

**Module I: Post structuralism**

Concepts:

- Supplementarity
- Trace
- Transcendental Signified
- Exergue
- Aporia
- Textuality
- Deconstruction
- Differance

- The Yale School
- French Post structuralisms /post structuralism

### **Texts for Study**

Jacques Derrida. “Structure, Sign and Play in the Discourse of the Humanities.” *Modern Criticism and Theory*. Ed. David Lodge and Nigel Wood. 89 – 103.

Paul de Man “The Resistance to Theory.” *Modern Criticism and Theory*. Ed. David Lodge and Nigel Wood. 331 – 347.

### **Text for Methodological Application**

Rudyard Kipling. “The Jungle Book.”

### **Module II Postmodernism**

Concepts:

- Modernism
- Subjectivity
- Historicity of texts
- Eclecticism
- Popular culture
- Anti-enlightenment
- Commodity culture in late capitalism
- Post-industrial society and culture
- Information society and cyber culture
- Amnesia

### **Texts for Study**

Jean Francoise Lyotard. “The Postmodern Condition.” *Literary Theory : An Anthology*. Ed. Julie Rivkin and Michael Ryan. 2<sup>nd</sup> Ed. 355 – 364.

Jean Baudrillard : “Simulacra and Simulations” *Modern Criticism and Theory*. Ed. David Lodge and Nigel Wood. 407 – 412.

### **Text for methodological application:**

Jorge Luis Borges “The Garden of the Forking Paths” *Labyrinths* Ed. Donald A Yates & James E Irby. New York: New Directions . 1964. 19 - 29.

Jorge Luis Borges “Three Versions of Judas” *Labyrinths* Ed. Donald A Yates & James E Irby. New York: New Directions . 1964. 95 - 100.

### **Module III: Postcolonialism**

Concepts:

- Colonialism
- Colonisation
- The Orient
- Hegemony
- Ideology
- Decolonisation
- Abrogation

- Appropriation
- Creolisation
- Subaltern

**Texts for Study**

“Introduction” *The Empire Writes Back: Theory and Practice in Post Colonial Literatures*, edited by Bill Ashcroft, Gareth Griffiths and Helen Tiffin. London: Routledge, 1989: 1 – 11  
 “Situating Colonial and Postcolonial Studies” in *Colonialism / Postcolonialism* by Ania Loomba. London: Routledge, 1998.

**Texts for Methodological Application**

*Heart of Darkness* by Joseph Conrad.

**Module IV: Gender and Sexuality**

Concepts :

- Sex and Gender
- Class, Race, Ethnicity and Gender
- Constructions of masculinity and femininity
- Gender Performance
- Institutionalized Heterosexuality
- Regulation of Gender and Sexuality
- Racism, Sexism, Heterosexism, Homophobia
- Heteronormativity and Alternative Sexualities
- Queer theory
- Popular Culture and Representations of Gender and Sexuality

**Texts for Study**

Judith Butler. “Subjects of Sex/Gender/Desire.” *Gender Trouble*  
 Janaki Nair and Mary John, Introduction in Janaki Nair and Mary John (Ed), ‘*A question of Silence: the sexual economies of modern India*, New Delhi, Kali for women, 1998.

**Text for methodological application**

*Fire* by Deepa Mehta

**Assessment**

Assignment 1 – 10 marks

Students will be asked to make seminar presentations on topics related to their area of study.

Assignment 2 – 10 marks

Students will be asked to make seminar presentations on topics related to their area of study.

Test – 15 marks

A Written Mid – semester examination will be conducted.

**Attendance in Lectures/Participation – 5 marks**



75% attendance mandatory.

**Summative Assessment – 100 marks**

Internal Assessment – 40 marks

End Semester Assessment – 60 marks

<b>Institute of English, University of Kerala</b> MA (CSS) Degree Course in English Language and Literature Intra-Departmental Elective Courses – Course Descriptions		
<b>ENG 5031 – Discourses on Colonialism: Reading India</b>		
	Credits: Two	Instructor: Dr. G. S. Jayasree
<b>Aim of the course</b>		
<p>The critical enterprise of colonialism has seen many shifts and turns since India gained independence in 1947. Presently we see thinkers from India mounting a critique of postcolonial readings largely from Nationalist/Marxist/Subaltern/Post-structuralist/Postmodernist/Gender and Sexuality and Caste perspectives. This course examines the fast changing terrain of discourses of colonialism that aims to read India from a culturally situated theoretical position.</p>		
<b>Course Description</b>		
<p>In terms of intellectual claims, India still remains a victim of western modernity. The west defines the contours of thought for us. However, the last two decades have seen efforts to shake away this dominance without resorting to narrow prescriptive “us versus them” paradigms. The essays in this paper map this exciting field examining the protracted issues of nation, nationalism and the postnation from a specifically Indian context. The nationalist imaginary in visual and print media and the sartorial preferences that had a definite political content are also looked into. One cannot ignore the scholarship on religion, caste and gender in the context of responses to colonialism. The poetics and politics of writing forms another strand within this rich body of thought and in this I have chosen readings on Sufism and Bhakti.</p>		
<b>Prescribed Books</b>		
<ol style="list-style-type: none"> <li>1. Partha Chatterjee. “Nationalism as a Problem in the History of Political Ideas.” <i>Nationalist Thought and the Colonial World: A Derivative Discourse? The Partha Chatterjee Omnibus</i>. New Delhi: Oxford UP, 1994: 1-35.</li> <li>2. Dipesh Chakrabarty. “Postcoloniality and the Artifice of History.” <i>Representations</i> 37, Special Issue: Imperial Fantasies and Postcolonial Histories (Winter 1992): 1-26.</li> <li>3. Tanika Sarkar. “Nationalist Iconography.” <i>HinduWife, HinduNation: Community, Religion and Cultural Nationalism</i>. New Delhi: Permanent Black, 2000: 250-267.</li> <li>4. Flavina Agnes. “From <i>Shah Bano</i> to <i>Kausar Bano</i>: Contextualizing the “Muslim Woman” within Communalized Polity.” <i>South Asian Feminisms</i>. Eds. Ania Loomba and Ritty A. Lukose. Durham: Duke UP, 2012: 33-53.</li> <li>5. Laura Brueck. “At the Intersection of Gender and Caste: Rescripting Rape in Dalit Feminist Narratives.” <i>South Asian Feminisms</i>. Eds. Ania Loomba and Ritty A. Lukose. Durham: Duke UP, 2012: 224-243.</li> <li>6. Kavita Panjabi. “The Ethos of the Fakir: Of Affective Belonging and Institutional</li> </ol>		

Partitions across South Asia.” *Poetics and Politics of Sufism and Bhakti in South Asia: Love, Loss, and Liberation*. Ed. Kavita Panjabi. Kolkata: Orient BlackSwan, 2011: 153-170.

7. Peter Gonsalves. “Subverting the Self.” *Khadi: Gandhi’s Mega Symbol of Subversion*. New Delhi: Sage, 2012: 3-30.

8. Nivedita Menon. “Thinking through the Postnation.” *The Indian Postcolonial: A Critical Reader*. Eds. Elleke Boehmer and Rosinka Chaudhuri. London: Routledge, 2011: 316-333.

#### **Assessment**

Assignment 1 – 10 marks

Students will be asked to make seminar presentations on topics related to their study.

Assignment 2 – 10 marks

Students will be asked to submit term papers on topics related to their study.

Test – 15 marks

A written Mid – semester examination will be conducted.

**Attendance in Lectures/Participation – 5 marks**

75% attendance mandatory.

**Summative Assessment – 100 marks**

Internal Assessment – 40 marks

End Semester Assessment – 60 marks

**Institute of English, University of Kerala**  
 MA (CSS) Degree Course in English Language and Literature  
 Intra-Departmental Elective Courses – Course Descriptions

**ENG 5030 – Genealogies of Medicine in Colonial India**

Credits: Two

Instructor: Dr. G. S. Jayasree

**Aim of the course**

The ways of managing health in colonial India are interesting as we continue to follow much of their ways long after the British left. This course examines the diverse facets of the social history of health and medicine in colonial India. Based on inter-disciplinary research, it offers valuable insights into topics that are recently receiving scholarly attention, encouraging students to look closely at what is taken-for-granted in regimes of health.

**Course Description**

The British gave us the railways, telegraph; they gave a language and taught us to read our own languages. They organized the legal system for us. Indeed, there was no side of our life they were not concerned about. They wanted to save the Indians from plague and Kalaazar, and therefore set up elaborate systems for saving our bodies. As we were not quite sure who was sane and who was not, they built lunatic asylums to lock up both. We groveled in dust, filth and excrement and therefore they took elaborate steps to promote sanitary consciousness. They knew that diseases spread because we never bathed and worse, we answered nature's call under the wild skies. All this would have been okay, if we did not multiply ourselves the way we did. So they had to put in extra effort and teach us artificial methods to keep our numbers manageable. These were particularly aimed at women, because everyone knows that it is the woman who bears the child.

**Prescribed Books**

1. Mark Harrison and Biswamoy Pati. "Social History of Health and Medicine: Colonial India." *The Social History of Health and Medicine in Colonial India*. Eds. Mark Harrison & Biswamoy Pati. New Delhi: Primus, 2011: 1-14.
2. David Arnold. "Touching the Body: Perspectives of the Indian Plague." *Modern Asian Studies*. Vol. 30, No. 3 (July 1996): 707-714.
3. Anand Zachariah & R. Srivatsan. "What Makes a Disease Marginal: Tracing the History of Kalaazar." *Towards a Critical Medical Practice: Reflections on the Dilemmas of Medical Culture Today*. Eds. Anand Zachariah, R. Srivatsan & Susie Tharu. Delhi: Orient BlackSwan, 2010: 39-56.
4. Waltraud Ernst. "Institutions, People and Power: Lunatic Asylums in Bengal, c. 1800-1900." *Social History of Health and Medicine: Colonial India*. Eds. Mark Harrison & Biswamoy Pati. New Delhi: Primus, 2011: 129-150.
5. Sumit Guha. "The Population History of South Asia from the First to the Twentieth Century: An Exploration." *Health and Population in South Asia from Earliest Times to*

*the Present*. New Delhi: Permanent Black, 2001: 24-67.

6. Mridula Ramanna. "Promotion of Sanitary Consciousness." *Health Care in Bombay Presidency, 1896-1930*. New Delhi: Primus, 2012: 39-75.
7. Muhammad Umair Mushtaq. "Public Health in British India: A Brief Account of the History of Medical Services and Disease Prevention in Colonial India." *Indian Journal of Community Medicine: Official Publication of Indian Association of Preventive & Social Medicine*. 2009 January; 34(1): 6- 14. *Medknow*: 1-26.
8. Indrani Sen. "Memsahibs and Health in Colonial Medical Writings, c. 1840 to c. 1930." *South Asia Research*. November 2010. Vol. 30, No. 3: 253-274.

**Assessment**

Assignment 1 – 10 marks

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Assignment 2 – 10 marks

Students will be asked to submit term papers on topics related to their study.

Test – 15 marks

A written Mid – semester examination will be conducted.

**Attendance in Lectures/Participation – 5 marks**

75% attendance mandatory.

**Summative Assessment – 100 marks**

Internal Assessment – 40 marks

End Semester Assessment – 60 marks