

3.1 CRITICAL ENQUIRY AND RESEARCH METHODS

Objectives:

- to highlight the importance of Critical Reading and Critical Thinking practices.
- to initiate Post Graduate students into the methods of Research and argument-oriented writing.

Unit I: Critical Reading

What is Critical Reading?

Why is it necessary to be critical while reading texts?

Critical Reading Strategies.

Unit II : Critical Thinking

The Nature of Critical Thinking

The Significance of Critical Thinking in Higher Education.

The theoretical constructs of Critical Thinking.

Expressing Criticality in Academic Writing.

(For Unit II, instructors may consult Michelle Vncke's dissertation, "The Concept and Practice of Critical Thinking in Academic Writing" (pp.6-28) submitted at King's College, London, 2012, available on internet.)

Unit III: Research Methods

Reasons for doing a research-project

Structuring and planning a research-project

Ethical issues involved in research.

Different types of data.

Collecting and analysing different types of data.

Mixed methods and interdisciplinary research

Devising a research proposal and writing up the research.

(For Unit III, Nicholas Walliman's *Research Methods: The Basics* (Routledge, 2010) may be referred to)

3.2 Translation Studies : Theory and Practice

Objectives:

- to introduce students to the theoretical realms of translation activity.
- to equip students with a knowledge of the various kinds of translation.
- to initiate students into translation practice.

Unit I: Seminal Essays on Translation

Walter Benjamin: "The Task of the Translator"

Roman Jakobson: "On Linguistic Aspects of Translation"

Eugene Nida: "Principles of Correspondence"

James S Holmes: "The Name and Nature of Translation Studies"

Lori Chamberlain: "Gender and the Metaphorics of Translation"

Gayatri Spivak: "The Politics of Translation"

(Note: All the essays selected are from *The Translation Studies Reader* edited by Lawrence Venuti)

Unit II: Translation Practice

Strategies in translation: lexical, syntactic, and semantic issues

Comparison and analysis of translated texts.

Translation and cultural unfamiliarity

Using dictionaries and glossaries.

Evaluating translation.

Unit III: Translation Exercises

Translation from the domains of journalism, science, and advertisements.

Students will take up assignments in which they will be required to produce translations of passages taken from this domain.

The passages for translation are from:

1. Edward Said : "Covering Islam" (excerpt)
2. Shiv Viswanathan: from "Modern Medicine and its Non-Modern Critics"
3. Joseph Needham: from "Science and Society in East and West."

B) Short translation project: Each Student will be required to select and translate a piece of continuous writing of substantial length. The translation can be from any Indian language to English. (depending on the resources available at the department/centre)

3.3 Postcolonial Studies

Objectives:

- to introduce students to the idea of the postcolonial.
- to sensitise students to multiple points of view and alternative histories.
- to create an awareness of contexts of marginality and subaltern perspectives.

Unit I: A Panoramic View

“Postcolonialism” by Elleke Boehmer in *Literary Theory and Criticism*. Ed. Patricia Waugh. London: OUP, 2006. pp. 340-362

1. The Introductions to the following sections:

(a) “Contexts: History, Politics, Culture”, (b) “Texts, Themes, Issues, Concepts”, and (c) “Criticism : Approaches, Theory, Practice” in gina wisker’s *Key Concepts in PCL*.

Reference : wisker, gina. *Key Concepts in Postcolonial Literature*. Hampshire: Palgrave Macmillan, 2007, pp. 1-3; pp. 71-74 ; pp. 171-174

(Note: Instructors may use *Key Concepts* as a ready source of reference in the class whenever they need to explain postcolonial concepts in the critical essays or in the literary texts prescribed for study)

Unit II: Critical and Theoretical Spaces

Extracts from

1. Edward Said’s *Orientalism*
2. Frantz Fanon’s *The Wretched of the Earth*
3. Ashish Nandy’s *The Intimate Enemy*
4. Gandhi’s *Hind Swaraj*
5. N’gugi’s, “ On the Abolition of the English Department”
6. Chinua Achebe’s “ An Image of Africa: Racism in Conrad’s *Heart of Darkness*”
7. Gayatri Spivak’s, “ Can the Subaltern Speak?”
8. Chimamanda Adichie : “The Danger of a Single Story” (Ted Talk).

Unit III: Literary Interventions

1. Wole Soyinka : *The Lion and the Jewel*
2. Jean Rhys: *Wide Sargasso Sea*
3. Derek Walcott: “Mass Man”
4. Gabriel Okara: “ You Laughed and Laughed and Laughed.”
5. Oodgeroo Noonuccal: “We are going”
6. Margaret Avison: “The Butterfly”

3.4 (a) New Literatures in English

Objectives:

- To familiarize students with literatures in English produced from outside Anglophone countries, specifically Asian
- To sensitize students to the transnational paradigms of literatures in English
- To enable students to establish connections between literature and its historical, cultural, or political content

Unit – I

Dieter Riemenschneider: "The "New" English Literatures in Historical and Political Perspective: Attempts toward a Comparative View of North/South Relationships in "Commonwealth Literature"". *New Literary History*, Vol. 18, No. 2, Literacy, Popular Culture, and the Writing of History (Winter, 1987), pp. 425-435

Unit – II

Mohsin Hamid: *Reluctant Fundamentalist* (Pakistan) [Novel]

Moniza Alvi: "At the time of partition" [Pakistan, Poem]

Taslima Nasreen: *Lajja* (Bangladesh) [Novel]

Micheal Ondaatje: "The Great Tree", "The Last Link" from *Cinnamon Peeler* [Collection of Poems]

Gyalo Thondup: "Taktser Village and Kumbum Monastery", "Escape from Tibet" and "Opportunity Lost" from *The Noodle Maker of Kalimpong* (Tibet) [Non –Fiction]

Sari Mavi: "My name is Sara Mavi", "There is a country" (Indonesia, poems)

Aung San Suu Kyi: Excerpts from *Letters from Burma*

Unit – III

Elif Safak: *The Bastard of Istanbul* (Turkey) [Novel]

Marjane Satrapi: *Persepolis* (Iran) [Graphic Novel]

Introduction and any two of these short stories (from *Gaza Writes Back: Short Stories from Young Writers in Gaza, Palestine*, edited by Refaat Alareer)

- Sameeha Elwan: "Toothache in Gaza"
- Jehan Alfarra: "Please Shoot to Kill"
- Refaat Alareer: "The Old Man and the Stone"

Mahmud Darwish: "Identity Cards", "Passport" [Palestine, Poetry]

3.4 (b) Kannada Literature in English translation

Objectives:

To introduce students to Kannada literary tradition with a focus on modern Kannada literature in English translation.

To familiarise students with the themes, concerns and the core values of literature in Kannada as available in English translation.

To enable students to appreciate and contextualise Kannada literature within the rubric of Indian Literature in English translation.

Unit – I

“Critical tensions in Kannada Literary history” by D.R Nagaraj.

Sirigannada. An anthology of contemporary Kannada writings. Editor’s note by Vivek Shanbhag

Unit – II

Extract from *Ramayana Darshanam* by Kuvempu.

“Koopu Manduka” by Gopala Krishna Adiga.

“Candle” by Sashikala Veerayya Swamy

“Relationship” by Malati Pattanshetti

“Classmate” by P. Lankesh

“Amaasa” by Devanooru Mahadeva.

“The Final Decision” by Triveni

“Stallion of the Sun” by U.R Ananthamurthy.

“The Incident and after” by Anupama Niranjana

“A Memory Called Ammachi” by Vaidehi.

Unit – III

Phaniyamma by M.K Indira. (A novel).

Breaking Ties by Sara Aboobacker (novella)

Nagamandala by Girish Karnad. (A play).

3.5 ACADEMIC ENGLISH (Open Elective)

Objectives:

- to help students gain confidence in writing academic prose.
- to take students with an intermediate ability in English through the techniques of effective essay-writing.
- to guide students through the phases of pre-writing, writing, reviewing and revising.

Unit I

Process Writing

Pre-writing ; Getting Ready to Write.

Unit II

The Structure of an Essay

Outlining an Essay

Introductions & Conclusions

Unity & Coherence.

Unit III

Essays for Examinations

Sample Essays

Sample Information Letter

Sample Personal Statement

Sample CV-s

Writing Reports

Writing a Short Research Paper.

(The contents of the course are taken mainly from the book, *Academic Writing: from Paragraph to Essay* written by Dorothy E. Zemach and Lisa A. Rumisek. Oxford: Macmillan, 2005.

Instructors are advised to make students do the exercises that are part of this book. For the last two topics, instructors may consult Renu Gupta's *A Course in Academic Writing*. Hyderabad: Orient Black Swan, 2010, pp. 83-97)