



AKAL UNIVERSITY
TALWANDI SABO
(Estd. under Punjab State Act No. 25 of 2015)

FACULTY OF INDIAN & FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH STUDIES
Syllabus
For

DOCTOR OF PHILOSOPHY (PH.D.)
IN
ENGLISH LANGUAGE AND LITERATURES

2017-2018

SYLLABI AND COURSES OF READING FOR DOCTOR OF PHILOSOPHY IN ENGLISH STUDIES

2017 – 2018

Pre Ph.D. COURSE WORK (ONE SEMESTER) SCHEME OF TEACHING & EXAMINATION

PAPER CODE	PAPER TITLE	SCHEDULE OF TEACHING (HRS. / SEMESTER)	CREDITS	MARKS	
				INTERNAL: ASSIGNMENT/ SEMINARS	END SEMESTER EXAMINATION
ENG08X01	Research Methodology (Core)	60	5	40	60
ELECTIVE	From Below list*	60	5	40	60
	Seminar 1	60	5	40	60
	Seminar 2	60	5	40	60
TOTAL		240	20	160	240

*ENG08X02: Recent Trends in Humanities Research/ Advanced Literary Theory

*ENG08X03: Language, Cognition and Culture

*ENG08X04: Texts, Pretexts and Contexts: Approaches To Literature

PhD Coursework: Core

Paper Title:	Research Methodology
Paper Code:	ENG08X01
Total Credits:	5 (Five)
Course Teachers:	Department Faculty/ Invited Speaker(s)

INTRODUCTION

The course would introduce the students of the Department to broad epistemological and methodological issues in natural sciences, social sciences and humanities, and with particular reference to Literatures, Language & Cultural Studies. The focus will be on how to collect data, how to critically analyze them, and how best to test their veracity and reliability, keeping in view both the realistic and normative dimensions of research in the related area. In this context, emphasis will be given to bibliographic resources that would enhance the ability of the course participants to evaluate the collected research materials and conduct scientifically based research in their chosen areas. It would be imperative, therefore, to provide training in both qualitative and quantitative techniques of research including the statistical methods.

All these objectives will be achieved through a blending of formal lectures, interactive sessions and classroom assignments. At the end of the semester there will be a written examination.

Pedagogy of the Course:

The paper intends to expose the researchers to the new trends in research in humanities. The objective is to bring into focus the core issues, significant questions and new challenges in the field today. This course will employ lecture and discussion format. Brief lectures will be given at the beginning of class in order to locate possible discussion topics. Students are expected to prepare discussion points for in-class conversation.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, and 80 percent End semester examination.

EVALUATION PATTERN:

Instructions for Paper Setter:

The end semester examination will be of 3 hours and 80 marks. There shall be 8 questions in all. The candidate will be required to attempt 4 questions from each of the 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit (four in all). Each question shall carry 20 marks (20x4 = 80).

COURSE CONTENTS

Unit I: Definition, Scope and Approaches to Research

Research in Natural Science, Social science and Humanities; Definitions of research: Lundberg, Francis Rummel; functions of research, objectives and significance; Methods in social and humanities research; Limitations of natural and social science research; Importance of theories and facts in research, Scientific Approach and Research, Verification Vs. Falsification; Popper and Kuhn; Objectivity: Facts, theory and concepts; Basic Steps for doing Research; Formulation of Research Problem, Scientific method Vs. Arbitrary Method; Deductive and Inductive Reasoning

Unit II: Importance of Theoretical research

Basic parameters of theoretical approach in research—methodological differences; Cultural and psychological approaches to research in natural and social sciences, and humanities; Ideology and research, Identification of Research Problem and Research Design; Formulation of Hypothesis.

Unit III: Research in Scientific Approach: Design, Sources of Information & Descriptive Statistics

Sources of Information and techniques of Data Collection. Classification and Tabulation of Information; Graphical and Diagrammatical Representation of Information; Application of averages and measures of Central Tendency such as mean, median, mode and partitioned values. Measures of Dispersion – Standard Deviation and Coefficient of Variation.

OR

Qualitative research: ways and methods; Approaches to theoretical studies

Additional topics for Natural Sciences

[Difference between a null hypothesis and a hypothesis, Error Analysis and Accuracy, Descriptive Statistics, Probability, Random Variables, Sampling distribution and Probability Distribution, Hypothesis Testing, Regression Analysis, Comparative Analysis & Theory of Sampling Coefficient of Correlation, Measures of Inequality, Theory of Sampling: Importance of a Sample, Characteristics of a sample, Types of Sample (simple random sampling, Aerial Random Sampling, Systematic sampling, Stratified sampling), Central tendencies, Tests of Significance]

Unit IV: Academic Ethics and Technical Writing

Significance of literature review, Writing scientific report, structure and components of research report, revision, writing project proposal, writing a Research Paper, Citing research, Citation counting and Impact factor, Science citation index (SCI)/ Science citation index Expanded (SCI-E), H-index, Citation in Social Sciences & Humanities, Research Impact, Academic Ethics and Plagiarism, Intellectual Property Rights and Patent law.

Suggested Readings:

1. P. Oliver, Writing Your Thesis, New Delhi: Vistaar Publications, 2004.
2. Gregory, Ethics in Research, Continuum, 2005.
3. Brooks & Warren, Modern Rhetoric.
4. Kuhn, Thomas, S. The Structure of Scientific Revolutions.
5. Popper, K. Scientific Thought.
6. Michael P. Marder, Research Methods for Science, Cambridge University Press, 2011.
7. C. Radhakrishna Rao, Statistics and Truth, CSIR, 1989.
8. Sheldon M Ross, Introduction to Probability and Statistics for Engineers and Scientists, Elsevier, 2010.
9. Day RA, How To Write and Publish a Scientific Paper, Cambridge University Press, London, 1992.
10. MLA Handbook.
11. Blalock, H.M., A.B. (1968) (eds.), Methodology in Social Research, New York.
- Brooks, Philip c. (1969), Research in Archives: The Use of Unpublished Primary Sources, Chicago, Ill.
12. Seale, Clive (2008) (ed.) Social Research Methods: A Reader, London & NY.
13. Elliot, Anthony (2010), Contemporary Social Theory: An Introduction.
14. Goode W. J. and Hatt, Paul J. (1952), Methods in Social Research, McGraw Hill, New York.
- Holt, Rodert T., and Turner, John E. (1970) (eds), The Methodology of Comparative Research, NY.
15. Lazarsfeld, Paul and Rosenberg, Morris (1967) (eds), The Language of Social Research, New York.
16. Tarling, Roger (2008), Managing Social Research: A Practical Guide, London & NY, Routledge.

PhD Coursework: Elective

Paper Title:	Recent Trends in Humanities Research/ Advanced Literary Theory
Paper Code:	ENG08X02
Total Credits:	5 (Five)
Course Teachers:	Department Faculty/ Invited Speaker(s)

Credit: L/T/P: 4/1/0

Total Hours: 60

Pedagogy of the Course:

The paper intends to expose the researchers to the new trends in research in humanities. The objective is to bring into focus the core issues, significant questions and new challenges in the field today. This course will employ lecture and discussion format. Brief lectures will be given at the beginning of class in order to locate possible discussion topics. Students are expected to prepare discussion points for in-class conversation.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setter:

The end semester examination will be of 3 hours and 80 marks. There shall be 8 questions in all. The candidate will be required to attempt 4 questions from each of the 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit (four in all). Each question shall carry 20 marks (20x4 = 80).

UNIT I: Post Theory

Wolfe, Cary. "Theory as a Research Programme—The Very Idea". Jane Elliott and Derek Attridge, eds *Theory After 'Theory'*. London and New York: Routledge, 2011. 34-48.

Complementary Reading:

Dubreuil, Laurent, "Literature After Theory, or: The Intellective Turn" Jane Elliott and Derek Attridge, eds. *Theory After 'Theory'*. London and New York: Routledge, 2011. 237-248

UNIT II: Digital

Ramsay, Stephen and Geoffrey Rockwell. "Developing Things: Notes toward an Epistemology of Building in the Digital Humanities". *Debates in the Digital Humanities*, ed. Mathew K Gold. Minneapolis, London: University of Minnesota Press, 2012.

Complementary Reading:

Drucker, Johanna "At the Intersection of Computational Methods and the Traditional Humanities". *Digital Humanities and Digital Media: Conversations on Politics, Culture, Aesthetics and Literacy*, ed. Roberto Simanowski. London: Open Humanities Press, 2016. 43-68

UNIT III: Posthuman

Braidotti, Rosi. "Posthuman Humanities: Life beyond Theory" *The Posthuman*. London: Polity, 2013. 143-185

Complementary Reading:

Hayles, N. K. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago and London: University of Chicago Press, 1999.

UNIT IV: Anthropocene

Szszynski, Bronislaw. "The End of the End of Nature: The Anthropocene and the Fate of the Human". *The Oxford Literary Review* 34.2 (2012): 165–184.

Complementary Reading:

Lewis, Simon L, and Mark A Maslin. "Defining the Anthropocene". *Nature*, Vol. 519 (March 2015): 171-180

Yusoff, Kathryn. "Anthropogenesis: Origins and Endings in the Anthropocene". *Theory, Culture and Society*, 33.2 (2015): 3-28

Suggested Readings:

Bonneuil, Christophe, and Jean-Baptiste Fressoz. *The Shock of the Anthropocene: The Earth, History and Us*. Trans David Fernbach. London: Verso, 2016.

Davies, Jeremy. *The Birth of the Anthropocene*. California: University of California Press, 2016.

Hall, Gary. *For a Digital Posthumanities*. Cambridge, Mass: The MIT Press, 2016

McQuillan, Martin et al. eds. *Post Theory: New Directions In Criticism*. Edinburgh: Edinburgh University Press, 1999.

Meyer, Eric T and Ralph Schroeder. *Knowledge Machines: Digital Transformations of the Sciences and Humanities*. Cambridge, Mass. and London: The MIT Press, 2015.

Nayar, Pramod K. *Posthumanism* (Themes in Twentieth- and Twenty-First-Century Literature and Culture). Cambridge: Polity Press, 2013.

Purdy, Jedediah. *After Nature: A Politics for the Anthropocene*. Cambridge, Mass: Harvard UP, 2015

Wolfe, Cary. *What is Posthumanism?*. Minneapolis: University of Minnesota Press, 2010.

PhD Coursework: Elective

Paper Title:	Language, Cognition and Culture
Paper Code:	ENG08X03
Total Credits:	5 (Five)
Course Teachers:	Department Faculty/ Invited Speaker(s)

Credit: L/T/P: 3/2/0

Total Hours: 60

Pedagogy of the Course:

The paper intends to expose the researchers to the advanced topics in the interpretation of literature and culture under the prism of language and cognition. The objective is to highlight fundamental issues, significant strands of exploration, and new challenges in the field. This course will employ lecture and discussion/tutorial format. Brief lectures will be given at the beginning of class in order to locate possible discussion topics. Students are expected to prepare discussion points for in-class conversation/presentation.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, and 80 percent End semester examination.

Instructions for Paper Setter:

The end semester examination will be of 3 hours and 80 marks. There shall be 8 questions in all. The candidate will be required to attempt 4 questions from each of the 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit (four in all). Each question shall carry 20 marks (20x4 = 80).

Unit I

1. Perspectives on the role of language in shaping thought (Whorf-Sapir Conjecture)
2. Emotions, experience and language-literatures
3. Language as an object of study- Ferdinand de Saussure, Noam Chomsky and Ray Jackendoff

Unit II

4. Space in language, culture and cognition
5. Gesture, cognition, culture and interaction

Unit III

6. Ethnography of speaking and language as social action
7. Units of analysis: (imagined) communities, networks, and publics
8. Semiotics, metapragmatics and language ideology

Unit IV

9. Genre, register, and dialect
10. Anthropological approaches to bi-/multilingualism, code-switching, and language contact
11. Language and power

Essential Readings:

Duranti, Alessandro (1997) Linguistic anthropology. Cambridge University Press

Foley, William (1997) Anthropological linguistics: an introduction. Routledge

Palmer, Gary (1996) Towards a theory of Cultural linguistics. Chicago University Press

PhD Coursework: Elective

Paper Title:	Texts, Pretexts and Contexts: Approaches To Literature
Paper Code:	ENG08X04
Total Credits:	5 (Five)
Course Teachers:	Department Faculty/ Invited Speaker(s)

Credit: L/T/P: 4/1/0

Total Hours: 60

Pedagogy of the course:

The paper provides an advanced set of readings in the fields of Narratology, New Historicism and Cultural Materialism, Gender Studies and Postmodernism. It intends to enable the researcher to engage competently with critical debates and present her/his views in a lucid framework.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, and 80 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 80 marks. There shall be 8 questions in all. The candidate will be required to attempt 4 questions from each of the 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit (four in all). Each question shall carry 20 marks (20x4 = 80).

UNIT I (Hours: 15)

Narratology

Ricoeur, Paul, "Narrative Identity" *Philosophy Today*, 35.1(Spring 1991): 73-80.

Bakhtin, Mikhail. Selections from *The Dialogic Imagination. The Narrative Reader*, ed. Martin McQuillan.

London and New York: Routledge, 2000. 53-58.

Complementary Readings:

Cavarero, Adriana. "Narrators" *Relating Narratives: Storytelling and Selfhood*. London and New York: Routledge, 2000. 119-144

Rimmon-Kenan, Shlomith. *Narrative Fiction*. London and New York: Routledge, 2002.

UNIT II (Hours: 15)

New Historicism and Cultural Materialism

Greenblatt, Stephen "Towards a Poetics of Culture". *The New Historicism*, ed. Harold Veaser. London and New York: Routledge, 1989. 1-14.

Sinfield, Alan. "Art as Cultural Production". *Cultural Politics: Queer Reading*. . London and New York: Routledge, 2005. 21-39.

Complementary Readings:

Foucault, Michel. "Repressive Hypothesis". *The Will to Knowledge (HoS Vol 1)*. New York: Pantheon, 1978. 15-49.

White, Hayden. "New Historicism: A Comment". *The New Historicism*, ed. Harold Veaser. London and New York: Routledge, 1989. 293-302.

UNIT III (Hours: 15)

Gender Studies

Spivak, GC. "Three Women's Texts and a Critique of Imperialism" *Critical Inquiry*, 12.1 (Autumn 1985): 243-

261.

Butler, Judith. "Imitation and Gender Insubordination". *The Judith Butler Reader*, ed. Sarah Salih. London: Blackwell, 2004. 137-158.

Complementary Readings:

Grosz, Elizabeth. "Sexed Bodies". *Continental Feminism Reader*, eds. Ann J Cahill and Jennifer Hansen. Oxford: Rowman & Littlefield, 2003. 292- 321.

Showalter, Elaine. "Feminist Criticism in the Wilderness". *The New Feminist Criticism: Essays on Women, Literature, and Theory*, ed. Elaine Showalter. New York: Pantheon Books, 1985. 243–70.

UNIT IV (Hours: 15)

Postmodernism

Lyotard, JF. "Answering the Question: What is Postmodernism?". *The Postmodern Condition: A Report on Knowledge*. Minneapolis: University of Minnesota Press, 1984. 71-82.

Jameson, Fredric. "The Politics of Theory: Ideological Positions in the Postmodernism Debate". *New German Critique* 33 (1988): 53–65.

Complementary Readings:

Hassan, Ihab. "Toward a Concept of Postmodernism". *The Dismemberment of Orpheus: Toward a Postmodern Literature*. Wisconsin: University of Wisconsin Press, 1982. 259-271.

Eagleton, Terry. "Capitalism, Modernism and Postmodernism". *New Left Review* 152 (July-August 1985), 60-73.

Suggested Readings:

12. Anderson, Perry. *The Origins of Postmodernity*. London: Verso, 1999
13. Bal, Mieke. *Narratology : Introduction to the Theory of Narrative*. Toronto: University of Toronto Press, 2009.
14. Butler, Judith P. *Gender Trouble : Feminism and the Subversion of Identity*. London: Routledge, 1999.
15. Fludernik, Monika. *An Introduction to Narratology*. Trans. Patricia Häusler-Greenfield and Monika Fludernik. London and New York: Routledge, 2009.
16. Gallagher, Catherine and Stephen Greenblatt. *Practicing New Historicism*. Chicago: University of Chicago Press 2000.
17. Genette. Gerard. *Narrative Discourse*. Cornell University Press, 1983.
18. Greenblatt, Stephen. *Renaissance Self-Fashioning: From More to Shakespeare*. Chicago: University of Chicago Press, 1980.
19. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*, Oxford: Blackwell, 2005.
20. Jameson, Fredric. *Postmodernism Or, The Cultural Logic of Late Capitalism*. Durham: Duke University Press, 1999.
21. Lyotard, JF. *The Postmodern Condition*. Minneapolis: University of Minnesota Press, 1984.
22. Nagarajan, M.S..*English Literary Criticism & Theory: An Introductory History*, Hyderabad: Orient Longman, 2006.
23. Prince, Gerald. *Narratology: The Form and Functioning of Narrative*. Berlin: Walter De Gruyter and Co., 1982.
24. Ricoeur, Paul. *Time and Narrative* 3 Vols. Chicago: University of Chicago Press, 1984.
25. Robey, David & Ann Jefferson: *Modern Literary Theory*, London: Batsford, 1986.
26. Seldon, Raman. *A Reader's Guide to Contemporary Literary Theory*. New Delhi: Pearson, 2006.
27. Sinfield, Alan. *Faultlines: Cultural Materialism and the Politics of Dissident Reading*. Berkley: University of California Press, 1992.
28. Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*, New Delhi: Oxford University Press, 2006.
29. Zurbrugg, Nicholas. *The Parameters of Postmodernism*. London: Routledge, 2003.

PhD Coursework: Compulsory

Paper Title:	Seminar 1
Paper Code:	ENG08X05
Total Credits:	5 (Five)
Course Teachers:	Department Faculty/ Invited Speaker(s)

Credit: L/T/P: 3/2/0

Total Hours: 60

Pedagogy of the course:

The paper will provide the students with an advanced set of readings in an area of choice to be determined by faculty/student interest. The paper intends to enable the potential researcher to engage competently with critical debates, and present her/his views in a lucid, structured framework in this advanced course.

The course will be held in a seminar format, in which the students will read through the chosen papers and focus on critical issues, engage in critical evaluation of the text, as well as the issues/themes involved.

This paper will be focused around the review of literature.

Evaluation:

The course will be evaluated by a series of assignments and written work during the semester, and a seminar presentation.

PhD Coursework: Compulsory

Paper Title:	Seminar 2
Paper Code:	ENG08X05
Total Credits:	5 (Five)
Course Teachers:	Department Faculty/ Invited Speaker(s)

Credit: L/T/P: 3/2/0

Total Hours: 60

Pedagogy of the course:

The paper will provide the students with an advanced set of readings in an area of choice to be determined by faculty/student interest. The paper intends to enable the potential researcher to engage competently with critical debates, and present her/his views in a lucid, structured framework in this advanced course.

The course will be held in a seminar format, in which the students will read through the chosen papers and focus on critical issues, engage in critical evaluation of the text, as well as the issues/themes involved.

This paper will be focused around the preliminary observations about formulation of the problem statement/ issues to be investigated.

Evaluation:

The course will be evaluated by a series of assignments and written work during the semester, and a seminar presentation.