



TALWANDI SABO

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

FACULTY OF INDIAN & FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH STUDIES
Syllabus for Coursework

For

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

2021-2022

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

2021 – 2022

Pre Ph.D. COURSE WORK SCHEME OF TEACHING & EXAMINATION

COURSE CODE	COURSE TITLE	TEACHING (CREDIT HRS. / SEMESTER)	CREDITS	MARKS	
				INTERNAL: ASSIGNMENT/ SEMINARS	END SEMESTER EXAMINATION
ENG08X01	Research Methodology (Core)	40	4	40	60
RES08X01	Research And Publication Ethics (Core)	20	2	20	30
ENG08X02	Advances in Language Acquisition (Core)	50	5	40	60
ELECTIVE	From the list of Electives*	50	5	40	60
	TOTAL	160	16	140	210

LIST OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

*ENG08X03: Language, Cognition and Culture

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

*ENG08X05: Recent Trends in Humanities Research/ Advanced Literary Theory

*ENG08X11: Seminar-1: Lab in Cognitive Science

*ENG08X12: Seminar-2

PhD Coursework: Core

Course Title:	Research Methodology
Course Code:	ENG08X01
Total Credits:	4 (Four)
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 60 percent will be Class room teaching and 40 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 40 percent Internal Assessment, and 60 percent End semester examination.

EVALUATION PATTERN:

Instructions for Paper Setter:

The end semester examination will be of 3 hours and 60 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 15 marks (15x4 = 60).

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; cases studies; interviews; observer modes; Approaches to theoretical studies

Additional topics for Natural Sciences/ Social Sciences with Statistical Data processing

[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.
15. Holt, Rodert T., and Turner, John E. (1970) (eds), The Methodology of Comparative Research, NY.
16. Lazarsfeld, Paul and Rosenberg, Morris (1967) (eds), The Language of Social Research, New York.
17. Tarling, Roger (2008), Managing Social Research: A Practical Guide, London & NY, Routledge.

Ph.D. Coursework: CORE

Course Title: Research and Publication Ethics (RPE)- UGC Mandated

Course Code: RES08X01

Course Credits: 2 (L-T-P: 1-0-1)

This is a course designed for awareness about the publication ethics and publication misconducts.

Course Level: 2 Credit course (30 hrs.)

Eligibility: Ph.D. students

Fees: As per University Rules

Faculty: Interdisciplinary

Qualifications of faculty members of the course: Ph.D. in relevant subject areas

About the course

Overview

This course has total units focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools will be introduced in this course.

Pedagogy:

Class room teaching, guest lectures, group discussions, and practical sessions.

Evaluation

Continuous assessment will be done through tutorials, assignments, quizzes, and group discussions. Weightage will be given for active participation. Final written examination will be conducted at the end of the course.

Course structure

The course comprises of four units and six modules listed in table below.

Units	Unit/ Module Titles	Credit hours
Theory		
Unit 1	Philosophy and Ethics	4
Unit 2	Scientific Conduct and Publication Ethics	11

Practice		
Unit 3	Open Access Publishing, Databases and Research Metrics	11
Unit 4	Publication Misconduct	4
	Total	30

Detailed Syllabus

THEORY

Unit 1: PHILOSOPHY AND ETHICS (4 hrs.)

1. Introduction to philosophy: definition, nature and scope, concept, branches
2. Ethics: definition, moral philosophy, nature of moral judgments and reactions

Unit 2:

Module I: SCIENTIFIC CONDUCT (5 hrs.)

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
4. Redundant publications: duplicate and overlapping publications, salami slicing
5. Selective reporting and misrepresentation of data

Module II: PUBLICATION ETHICS (7 hrs.)

1. Publication ethics: definition, introduction and importance
2. Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.
3. Conflicts of interest
4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types
5. Violation of publication ethics, authorship and contributorship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

PRACTICE

Unit 3:

Module I: OPEN ACCESS PUBLISHING (4 hrs.)

1. Open access publications and initiatives (and options in journals); ArXiv and other preprint servers
2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
3. Software tool to identify predatory publications developed by SPPU
4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

Module II: DATABASES AND RESEARCH METRICS (7 hrs.)

A. Databases (4 hrs.)

1. Indexing databases
2. Citation databases: Web of Science, Scopus, etc.

B. Research Metrics (3 hrs.)

1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
2. Metrics: h-index, g index, HO index, altmetrics

Unit 4: PUBLICATION MISCONDUCT (4 hrs.)

A. Group Discussions (2 hrs.)

1. Subject specific ethical issues, FFP, authorship
2. Conflicts of interest
3. Complaints and appeals: examples and fraud from India and abroad

B. Software tools (2 hrs.)

Use of plagiarism detection software like Turnitin, Urkund and other open source software tools, iThenticate, etc.

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PhD Coursework: Core

Course Title:	Advances in Language Acquisition
Course Code:	ENG08X02
Total Credits:	5 (Five)
Course Teachers:	Department Faculty/ Invited Speaker(s)

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

Total Credit Hours: 50

Pedagogy of the course:

The paper provides an advanced set of readings about recent developments in the field of Language Acquisition. It intends to enable the researcher to engage competently and meaningfully with critical debates, coherently articulate and communicate/present her/his views in a lucid framework/ pattern.

For the course 60 percent will be Class room teaching and 40 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 40 percent Internal Assessment, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 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 15 marks (15x4 = 60).

UNIT I: Models and theories

Role of L1 in SLA; Krashen's Monitor Model; Schumann's Acculturation Model; LA in multilingual settings; sociolinguistic perspectives; social psychological and psycholinguistic perspectives.

UNIT II: Aspects of language structure

Theoretical framework of Chomsky's Standard Model of language; the acquisition of vocabulary by children; functional and communicative competence.

UNIT III: Psychological aspects

Role of attitudes and motivation in LA; the role of individual difference in LA.

UNIT IV: Child language acquisition

The critical period hypothesis; acquisition of phonology, progression of language and various milestones in child language acquisition

Reading List:

- Aitchison, Jean. 2008. The Articulate Mammal. Oxford, UK: Routledge.
- Alderson, J.C. and Beretta, A. ed. 1992. Evaluating Second Language Education. Cambridge: Cambridge University Press.
- Carroll, S. 2001. Input and evidence: the raw material of second language acquisition. Amsterdam: John Benjamins.
- Chomsky, N. 1965. Aspects of the Theory of Syntax. Cambridge, MA: MIT Press.
- Agnihotri, R.K. and Khanna, A.L. ed. 1994. Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India. New Delhi: Sage.
- Beebe, L.M. ed. 1988. Issues in Second Language Acquisition: Multiple Perspectives. New York: Newbury House.
- Fisiak, J. ed. 1981. Contrastive Linguistics and the Language Teacher. Oxford: Pergamon Press.
- Grosjean, F. 1982. Life with Two Languages. Cambridge: Harvard University Press.
- Klein, W. 1986. Second Language Acquisition. Cambridge: Cambridge University Press.
- Krashen, S. 1992. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.
- Prabhu, N.S. 1987. Second Language Pedagogy. Oxford: Oxford University Press.
- Schumann, J.H. (1986). Research on the acculturation model for second language acquisition. Journal of Multilingual and Multicultural Development, 7(5), 379–392. doi:10.1080/01434632.1986.9994254.
- White, Lydia. 2003. Second Language Acquisition and Universal Grammar. Cambridge University Press.

PhD Coursework: Elective

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

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

Total Hours: 50

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 60 percent will be Class room teaching and 40 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 40 percent Internal Assessment, and 60 percent End semester examination.

Instructions for Paper Setter:

The end semester examination will be of 3 hours and 60 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 15 marks (15x4 = 60).

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

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

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

Total Hours: 50

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 60 percent will be Class room teaching and 40 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 40 percent Internal Assessment, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 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 15 marks (15x4 = 60).

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:

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

PhD Coursework: Elective

Course Title:	Recent Trends in Humanities Research/ Advanced Literary Theory
Course Code:	ENG08X05
Total Credits:	5 (Five)
Course Teachers:	Department Faculty/ Invited Speaker(s)

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

Total Hours: 50

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 60 percent will be Class room teaching and 40 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 40 percent Internal Assessment, and 60 percent End semester examination.

Instructions for Paper Setter:

The end semester examination will be of 3 hours and 60 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 15 marks (15x4 = 60).

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

Szerszynski, 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

Course Title:	Seminar-1
Course Code:	ENG08X11
Total Credits:	5 (Five)
Course Teachers:	Department Faculty/ Invited Speaker(s)

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

Total Hours: 50

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/laboratory work during the semester, and a seminar presentation.

PhD Coursework: Elective

Course Title:	Seminar-2
Course Code:	ENG08X12
Total Credits:	5 (Five)
Course Teachers:	Department Faculty/ Invited Speaker(s)

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

Total Hours: 50

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/laboratory work during the semester, and a seminar presentation.