

**Dr. BABASAHEB AMBEDKAR  
MARATHWADA UNIVERSITY,  
AURANGABAD**



**Department of English**

**M.A. II<sup>nd</sup> Year**

**III<sup>rd</sup> Semester**

**Syllabus**

**2017 – 2018 Onwards**

(Paper Code - ENG-E-X-E)

Paper No. X - E

**Literature of the Oppressed**

**Aims and Objectives of the Course :**

Different people across the globe have been suppressed and oppressed by the people of dominant groups in the name of caste, creed, religion, gender, colonization and race. These oppressed people have been victimized by the people who were in power and who have created their own dominant ideology and cultural hegemony. However, in the recent time the oppressed people have also raised a war against people of the dominant ideology and cultural hegemony through their arts and literature. They use different language, style, techniques, images, similes, symbols, metaphors, myths, miracles, fables, legends, folksongs and folklore to turn down the dominant ideology and cultural hegemony of the dominant people who are powerful and have created different systems to perpetuate their power against the powerless. Therefore, this course aims to equip the students to enable and empower them to understand the Literature of the Oppressed who are either Dalits in India or women or colonized people or the former slaves who are basically African Americans. The units to be studied in his course are as following :

	<b>Credits</b>
Unit – I : Theory of Literature of the Oppressed	- 12 hours
Unit – II : Ooru Keri – Siddalingaiah	- 12 hours
Unit – III : <b>Poems by Namdeo Dhasal</b> 1. Ambar /Sky Alcohols in the Glass 2. Leaving the House 3. Their Eternal Pity 4. Now, Now 5. Ambedkar, 79 6. Ambedkar, 80 7. So that my mother may be convinced 8. Song of the Republic and the Dog 9. On the way to the Durgah 10. Poverty as my own Independent piece of Land.	- 12 hours
Unit – IV : Alice Walker – The Color Purple	- 12 hours
Unit – V : Flora Nwapa – Efuru.	- 12 hours

**(Paper Code : ENG-R-XII)**  
**Paper No. XII**  
**Research Methodology**

**Credits 4**  
**Marks 100**

**Objectives:**

- To understand critically social and economic perspectives of B. R. Ambedkar and Karl Marks respectively. To focus on significance of psychoanalysis and New Historicism for understanding critical interdisciplinarity.
- To introduce stylistic approaches especially functional, pragmatic, and translation studies as an interdiscipline to integrate language, literature and culture.
- To create awareness of the working of language in context the students need to be prepare for applying linguistic frames for discourse analysis, conversation analysis, genre analysis and critical discourse analysis.

**Unit I- Research Methods in Literature- I**

- Ambedkarism.
- Marxism.
- Colonialism.
- New Criticism

**Unit II- Research Methods in Literature- II**

- Psychoanalysis.
- Postcolonialism.
- New Historicism.
- Feminism

**Unit III- Research Methods in Language- I**

- Functional Stylistics.
- Pragmatics Stylistics.
- Translation Studies.

**Unit IV- Research Methods in Language-II**

- Discourse Analysis.
- Conversation Analysis

**Unit V- Research Methods in Language-III**

- Genre Analysis
- Critical Discourse Analysis.

**Note:**

- Writing a synopsis (in not more than 500 words) and approved in the faculty by the end of the III semester. Allocation of the students to the supervisors and the topics be finalized at the beginning of the III semester itself.
- Each faculty member shall specify his/her research areas to be explored for a dissertation.
- Students shall make a choice of the research area of his/her interest and shall be allocated to the concerned teacher on the basis of merit.
- Students shall be equally allocated among the faculty members.

**Text:**

1. Oliver, P. *Writing Your Thesis*, edition 2<sup>nd</sup>. Sage Publication India: India. 2004 (2010).
2. Perry, F. L. Jr., *Research in Applied Linguistics*, edition 2<sup>nd</sup>. Routledge: New York and London. 2011.

**References:**

1. Celce-Murcia, M. and Olshtain, E. (2000), *Discourse and Context in Language Teaching. A Guide for Language Teachers*. Cambridge: Cambridge University Press.
2. Hutchby, I. and Wooffitt, R. (1998) *Conversation Analysis: Principles, Practices, and Applications*. Cambridge: Polity Press.
3. Hyland, K. (2004a), *Genre and Second Language Writing*. Ann Arbor: University of Michigan Press.
4. Phelps, R. Fisher, K. and Ellis, A. (2007) *Organizing and Managing Your Research: A Practical Guide for Postgraduates*. London: Sage.
5. Punch, K. (2006) *Developing Effective Research Proposals, Second Edition*. London: Sage.
6. Richards, L. (2005) *Handling Qualitative Data: A Practical Guide*. London: Sage.
7. Ridley, D. (2008) *The Literature Review: A Step-by-step Guide for Students*. London: Sage.
8. Riggenbach, H. (1999), *Discourse Analysis in the Language Classroom*. Ann Arbor: University of Michigan Press.
9. Seales, J. M. (1990), *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.
10. Seales, J. M. (2004), *Research Genre: Explorations and Applications*.
11. William, R. *Marxism and Literature*, (oxford, OUP, 1977).
12. Wright, E. *Psychoanalytic Criticism: Theory and Practice*, (London, Methuen, 1984).