English at SNU

At SNU English we seek for our students a strong, world-class degree in literary studies that trains them in a deep and critical engagement with the world around them. We asked ourselves what would make English studies relevant and exciting to students in twenty first-century India as we put together courses that combine traditional literary studies with contemporary perspectives; modules in creative writing with training in academic prose; literary method with methods in philology. Some courses that the department offers are in literary history, renaissance studies, gender and sexuality, crafting of fiction in prose, women’s writing and translation studies. Our faculty members, trained in some of the best universities of the world, are continuously engaged in research and publication. The strong emphasis on faculty research translates to a unique research component that is essential to the Bachelor’s degree at SNU. In the final semester, English Majors will write an Undergraduate Thesis based on independent research supervised by a faculty in the department.

For SNU English, teaching is less about imparting knowledge and more about nurturing students to become active participants in producing knowledge. We offer B.A. and M.A. programmes, as well as an M.A. + Ph.D. programme. For more details, please feel free to write to any faculty member or stop by and visit us.

Major in English

SNU offers its students the opportunity of designing a course of study in a liberal arts curriculum. Students follow their interests and choose courses from the wide range of offerings in the social sciences, natural sciences, engineering, communications, business and the arts. Students are expected to declare a major at the end of their first year of taking a combination of compulsory and elective multi-disciplinary courses. Some of the compulsory courses that SHSS students will take over the first two semesters are: Academic Excellence, Academic Writing, and Logic & Scientific Reasoning.

The minimum number of credits that a student needs to complete an undergraduate degree at SNU is 120. The number of credits to acquire a major in English is 72. In their final semester, English Majors will write a UG Thesis worth 12 credits. This independent research will be carried out under the supervision of a faculty in whose research area covers the topic of the student’s choice.

Minor in English

SNU students who wish to declare a minor in English must complete a minimum of 18 credits. In the courses that the students choose to take there must be at least one 300 level course and one 400 level seminar course.
### Undergraduate Courses 2014-2018*

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*These listings are subject to change as new faculty hires expand our scope and expertise.*
Course Descriptions

ENG 104 Academic Writing (4 credits)
Dr. Anannya Dasgupta

This is a course in critical reading, critical thinking and critical writing. You will read a selection of essays and learn to write a 5 page academic paper that makes an argument by constructing evidence from the readings discussed in class. This is a writing intensive class. You will write 5 papers in 2 drafts each, so 10 papers in all. Expect to be either writing or revising a draft every single week of the semester. This is a workshop style course where the course will run on your constant class participation in discussions, peer reviews and group work. The readings will include among others, essays by: Ashis Nandy, Ruth Vanita, Lyall Watson, Nivedita Menon, Alok Rai, Vandana Shiva, Robert Kimmel and Sunil Kumar.

ENG 110 Literary Method (3 credits)
Dr. Akhil Katyal

This course will introduce students to the basic tools of literary studies including critical reading, historical contextualization, appreciation of forms and schools of literary theory including Marxism, Feminism, Post-Colonialism, Post-Structuralism and Queer Theory. The texts that I will choose for demonstrating these reading methods are contemporary south Asian poets including Imtiaz Dharker, Kyla Pasha, Agha Shahid Ali, Nitoo Das, Vikram Seth and Namdeo Dhasal.

ENG 102 Fundamentals of Translation (3 credits)
Dr. Tulika Chandra

This course introduces students to the field of Translation Studies, providing a strong focus on the development of this field and addresses some of the main issues that have informed the general reflection on translation over the years. It will also make the students do the coursework along with an intensive translation practicum, a project in translation. Students will develop the skills of translation. The course would require a Term Paper and its Presentation & Discussion, a Translation Project which would be a translation of a classic short story/short essay; it would also have Student Practice Lectures.

ENG 109 Introduction to Creative Writing (3 credits)
Dr. Vikram Kapur

Introduction to Creative Writing uses a mixture of classroom lecture, in-class writing, workshopping and production of work to familiarise the students with the basics of poetry and prose writing. In the first half of the semester, we will focus on exercises geared towards writing with the senses, which is essential to the production of poetry. Students will also be familiarised with the basics of using the meter and free verse. In the second half of the semester, we will concentrate on prose. We will discuss issues such as using autobiography to create fiction, choosing the right point of view from which to tell the story, creating a memorable character and coming up with a beguiling plot. Students will also learn to utilise workshopping techniques in this course, which will enable them to become better critics of their own and other people’s work. The accent will be on writing as a reader and reading as a writer. While students will turn in homework every week, the bulk of their grade will be derived from
two major projects. One will be a short poetry sequence which will be turned in at midterm, and the other will be a short story to be turned in at the end of the semester.  
Secondary Text: Sol Stein, Stein on Writing

ENG 210 Immersion in Shakespeare (3 credits)
Dr. Anannya Dasgupta

In this course we will read a selection of sonnets, lyrics and 4 plays by Shakespeare. For your final project for this class you will pick one of Shakespeare’s plays that we haven’t read in class. The goal of this class will be an immersion in Shakespeare as we explore questions of gender, nature, poetics of time, literary genre and rhetoric. The plays for this semester are: Henry V, Titus Andronicus, Love’s Labor Lost and Pericles. The evaluation for this course will be based on a set of quizzes, two short papers and one final paper on a play of your choice.

ENG 201 Creative Writing Level II - Prose (3 credits)
Dr. Vikram Kapur

This course will look at the short short story, from 1000 to 3000 words. Students will study exemplary texts in class. They will discuss the nuts and bolts of writing fiction such as point of view, creation of character, and plot. They will do that in the 100-level intro course as well. However, here they will do it in far greater detail than in the 100-level introcourse. Furthermore, they will study setting, writing dialogue, editing and revising, and also use workshopping techniques extensively. In addition to the creative writing, they will also write a 500-word critical commentary which will make them aware of the fact that the creative and critical go together. For grading purposes they will produce two stories of 1500 words and 2000 words each, plus a 500-word critical commentary to go with the second story. Generally, students taking this should have taken Intro to Creative Writing at the 100-level.  

ENG 103 History of English Literature: The Victorian Era (4 credits)
Dr. Gatha Sharma

This is a survey course mapping the history of English literature during Victorian Era. Indian students of English Literature need to know cultural, social and political history of England to fully comprehend the finer nuances of English Literature. This course will include study of the main aspects of English social and political history, which form the background reflected in the literary works. It will trace the development of themes and genres within their historical contexts; and analyze literary works for their aesthetic features and thematic patterns.
Primary Readings: History of English Literature; Excerpts from Victorian novels and poems.
ENG 214 Women's Writing In Translation (3 credits)
Dr. Rashmi D. Bhatnagar

This course is primarily designed for students to enjoy a wide selection of women's literature. The broad framework of the course lies in posing the question - what can the literary teach us about issues that concern us as activists, scholars, students and teachers and policy makers? What is distinctive about feminine ecriture - how does a women writer write and fictionalize her vision of the world in its actuality and possibility? The course will examine the pleasures and problems of women's literature through two thematics. In the first part of the course we will read and analyze a selection of poems and short fiction that explores the notion advanced by Judith Butler that femininity is not a biological essence but a masquerade. In the second part of the course we will discuss readings where women writers explore issues of gender violence, foeticide and/or female infanticide and/or women's right to property. There will be two short papers and reading exams, the bulk of the grading will depend on active class discussion and student's written demonstration of a strong engagement with the class readings.

ENG 213 Development and Acquisition of Language (3 credits, L)
Dr. Tulika Chandra

The course provides an overview of the major steps in children’s cognitive development and will include basic issues, methods, and research in the study of first-language acquisition. This course also serves as a broad introduction to the study of acquisition of communicative behavior in normal children during the first decade of life; development of syntax, semantics, pragmatics, cognition. The class-room instruction and discussions aim to understand, develop and explore areas in child language acquisition, different stages of language acquisition, the structure of a language. The course would base itself on a written exam, term paper and class-presentation of about 1000 words, short essay of about 800-1000 words.

ENG 216 English in the Vernacular: Parallels between Victorian Novel and 20th Century Hindi Upanyas (3 credits)
Dr. Gatha Sharma

This course is a comparative study between Victorian novel and Hindi Upanyas. New woman; marriage-plot; protests against Imperialism; evils of Industrialization; child labour; prostitution; discovery of brave new world; inner struggle for spiritual salvation—are some common concepts, extensively covered by both Victorian novelists and Hindi Upanyaskars. Similarities in content and form are such that Hindi Upanyas appears to be engaged in an amazing discourse on various socio-political issues with Victorian novel. This course will try to analyze whether Hindi Upanyas has the imprints of Victorian novel or not. Primary Readings: Excerpts from various Victorian novels and Hindi Upanyas.

ENG 314 Epic and Novel (4 credits)
Dr. Rashmi D. Bhatnagar

This course is designed to impart training in genre criticism by immersing students in one of the powerful debates in literary criticism. Does the Epic have to die for the Novel to be born? Why is the Novel identified by literary critics with modernity and the epic associated with the pre-modern? One of the pleasures of literary study lies in discovering that long, sustained works of criticism can be poetic
and immensely evocative. For students to sample this pleasure we will read selections from Lukacs' theory of the Novel and Bakhtin's The Dialogic Imagination. Conversely we will also discuss how a poet can refute the argument that the epic is dead by writing a long poem that functions as poetry and also as literary criticism, for this purpose we will read Derek Walcott's Omeros. Students will be asked to write a 1000 word response to all three texts - a total of 3000 words.

ENG 316 Folklore (4 credits)
Dr. Tulika Chandra

In this course we will study folklore and will examine a variety of traditional genres, including myth, legend, folktale, joke, gesture, ritual and craft. The course will also explore the way folklore enlightens our own present-day lives, from Internet sites and tattooing to urban legends and fraternity/sorority initiation rites. Different theories of folklore would be debated and considered critically, also the historical development of folkloristic and its relationship to issues of identity, class, ethnicity, and nationalism. Students would have to conduct a field-report, by collecting and analyzing folklore themselves. Grades will be based on participation, two in-class presentations, one short essay of 800 words, and an end term exam to be written during the final exam period.

ENG 315 Advanced Creative Writing Level III - Prose (4 credits)
Dr. Vikram Kapur

Here the accent will be on the long short story of about 5000 words long and the first few chapters of a novel. The teaching will be done exclusively through workshopping, where students will workshop and discuss exemplary texts as well as their own writing. At this point you would expect the students to be well-versed in the nuts and bolts of writing prose, after the 100-level and 200-level courses. Hence the accent will be on their own writing. For grading purposes students will produce one long short story for midterm--3000 to 4000 words. For the final project they will produce either a short story of up to 5000 words or a novel excerpt of the same length that encompasses the first few chapters of a novel. At the end of the course, the student should have at least two long short stories to submit for publication or one long short story and the first few chapters of a novel that he or she can work on after the course ends.
Secondary text: Sol Stein, Stein on Writing.

ENG 317 Phonetics and Phonology (4 credits, L + P)
Dr. Tulika Chandra

The course will be dealing with speech sounds as physical entities (phonetics) and as linguistic units (phonology). The goal is to learn to produce, transcribe, and describe in articulatory terms many of the sounds known to occur in human languages, using the categories of the IPA alphabet as a basis for systematically plotting human phonetic abilities. The succeeding part of the course would lay emphasis on sounds as members of a particular linguistic system. Phonological data from a wide range of languages would be analyzed—that is, regularities or patterns in sound distribution are extracted from the data set and then stated within a formal phonological framework. Transcription quizzes will be given throughout the course, including lab work, transcription and aural/oral practice.
ENG 318 20th Century Kashmiri Writing in English (4 credits)
Dr. Akhil Katyal

Ever since the call for 'azadi' in Kashmir became militant in the late 1980s, there has been a veritable explosion of literature by Kashmiris to attempt an understanding of the changing landscape around them, one that has increasingly been under the shadow of deep militarization. This has happened through a variety of ideological standpoints - including large-scale resistance to the Indian state - and of generic choices. We shall be reading fiction, poetry, rap-songs, memoirs and graphic novels by Kashmiris in English to come to a fuller understanding of one of the most troubled regions of our times. Works included will be of Mirza Waheed, Nitasha Kaul, Basharat Peer, Malik Sajad, Agha Shahid Ali and MC Kash.

ENG 319 18th Century Prose: Essays, Pamphlets, and Diaries (4 credits)
Dr. Gatha Sharma

Last decades of 17th century and early years of 18th century are remarkable for the prose output by essayists, diarists and pamphleteers. Rise of political parties; mushrooming of clubs and coffee houses; and the new publishing houses gave huge impetus to prose writings in England. This course tracks the rise and development of prose writing in English literature.
Primary Readings: A Tale of A Tub; Essays written by Jonathan Swift, Addison and Steele; Pepys Diary

ENG 408 Philology as the Newbie/Oldie in Literary Method (4 credits)
Dr. Rashmi D. Bhatnagar

This course invites students to discuss a literary method in the study of English literature that is one of the oldest and is also the newbie in literary study today.. That method is known by the fancy word philology. We will first read three novels that make philological arguments about Hindi, Urdu and English (In Custody) English, Italian and Urdu (The Enchantress of Florence) and Hindustani, Bhojpuri and The Oxford English Dictionary (The Sea of Poppies). In the second part of the course we will read selections from a classic of European philology Auerbach's Mimesis and an essay by Sheldon Pollock. How does each writer define philology, and what does this literary method enable us to do in the study of literature? Students will write a 5000 word paper exploring this question by analyzing tow or three of the selected readings.

ENG 409 The Nineteenth Century Realistic Novel in Europe (4 credits)
Dr. Vikram Kapur

The Nineteenth-Century Realistic Novel in Europe continues to have a great influence on critical and creative thought all over the world. I plan to teach this as a critical course where the students will study novels picked from the early nineteenth century, say Austen, the mid-nineteenth century--say Dickens, Turgenev, Balzac--and the late nineteenth century--say Hardy. Three novels, one drawn from each of these periods, will make up the primary readings for the course. Secondary readings will be critical pieces on the novels. The students will be examined on each one of the novels, as well as asked to write a research paper on nineteenth century realism which they will submit as a final project. The research paper will be about 5000 words long, while answers to the exam questions should be 2500-3000 words long.
Primary texts: Jane Austen, Pride and Prejudice, Charles Dickens, Great Expectations, Thomas Hardy, Tess of the D’Urbervilles.
ENG 410 South Asian Queer Writing in Translation (4 credits)
Dr. Akhil Katyal

Reading queer literature from south Asia forces us to think of same-sex desire outside the late 19th century concept of 'homosexuality', widening into idioms of friendship, play and 'bad' habits. Hindi and Urdu texts in English translation including Pandey Bechan Sharma Ugra's 'Chocolate' (1927), Ismat Chughtai's 'Lihaf' (1941) and Kaghazi Hain Pairhan (1986), Amar Kant's 'Sukha Patta' (1959), Geetanjali Shree's 'Tirohit' (2001) map out a history of same-sex desire in south Asia that exists at the cusp of the colonial, medicalized idea of the 'homosexual' and of the more social idioms of habits, play and friendship.

ENG 411 Magic and the History of Science in Renaissance Literature (4 credits)
Dr. Anannya Dasgupta

This upper level seminar will be an opportunity to examine Renaissance literature for the ways in which early modernity negotiated skepticism and belief as it secured a place for knowledge outside the confines of the Church. Between the revival of neo-platonism and the flurry of translated texts from the Arab world, early modern Europe saw an explosion of texts in alchemy, optics, divination, sympathetic magic, cartography, mathematics, natural philosophy and magical automata among others that tread the ambiguous ground between magic and science. We will read the works of John Dee, Simon Forman, Henry Cornelius Agrippa, Francis Bacon and Robert Boyle. Since the story of magic is intricately connected to the history of its repression, we will also read selections from some demonologies that were used in witchcraft inquisitions: Malleus Mallificarum, and King James' Demonologie. We will bring to bear our questions about the formation of scientific thinking in a magical world in the literature of the period: Doctor Faustus, The Alchemist, The Witches of Edmonton, The Tempest, The Blazing World and selections of poetry from Marvel, Donne and Vaughn. The secondary readings will include among others: Keith Thomas, Richard Kieckheffer, Owen Davies, Stanley Tambiah, Sherman Williams and Henry Turner. Evaluation will consist of weekly response papers on the texts being discussed that week, one class presentation and one final paper that is 10-12 pages long.

ENG 413 Global Swift (4 credits)
Dr. Rashmi D. Bhatnagar

This course is designed to train students in learning the exciting new ways in which the global eighteenth century opens up new ways of reading. We will be using maps and historical documents to juxtapose traditional approaches to the literary period of the neo-Augustan period in English literature with more recent approaches that look at the neo-Augustans as very self consciously writing in a world that was global in its scope. We have two principal texts to accomplish this work of literary training - the travelogue Gulliver's Travels and the anthology of essays The Global Eighteenth Century. Grading for this course will depend on students' participation in class discussion and a student's demonstration of reading comprehension. The principal writing assignment is a 2000 word research presentation where each student chooses any one area of library and Internet research (contemporary maps, travel routes, memoirs, trading company documents, mercantile trade, the migration of servants and slaves and
sailors) that illuminates the global dimension of the English 18th century. If time permits we will discuss the modern novel Coetzee's *Foe*.

ENG 412  Political Prose Writings in India Post-1947 (4 credits)
Dr. Gatha Sharma

India, the vibrant democracy, plays true to her uniqueness by being the hot-bed of conflicting political ideologies. This course tracks the growth of Indian political system from its infancy in 1947 to troubled adolescent years of ‘emergency’ to the youthful exuberant as a globalized country in 1992 and the growth afterwards.

Primary Readings: From Midnight to the Millennium by Shashi Tharoor; Durbar by Tavleen Singh; First Draft: Witness to the making of Modern India by B.G.Verghese.

English faculty and their areas of specialization

**Divya Saxena, George Washington University**
British Modernism, Poetry, Women's Studies

**Rashmi Dube Bhatnagar, University of Pittsburgh**
Philology, the fifteenth century Bhakti poetess Meera, female infanticide in colonial India, realism in Indian language literatures and Anglophone novel, Jonathan Swift (1667-1745) and secularism

**Tulika Chandra, Jawaharlal Nehru University**
Translation, Development of Language, English Language Teaching, Phonetics, ESP
Acquisition of sounds in bilinguals, Business communication, Language acquisition
Language skills

**Vikram Kapur, University of East Anglia**
Creative Writing, Journalism, Modern and contemporary literature

**Gatha Sharma, Mahrishi Dayanand Saraswati University**
Victorian Literature; Rectification of Speech and Pronunciation (lisping/stammering); Rain Water Harvesting

**Anannya Dasgupta, Rutgers University**
Literature of the British Renaissance, Writing Pedagogy, Poetry and Poetics

**Akhil Katyal, School of Oriental and African Studies**
Poetry as text and practice; South Asian queer literature; Kashmiri writing in English and in English translation, particularly Agha Shahid Ali; Biography studies; Indian poetry in English and in English translation; American and British poetry; Translation as practice; Histories of LGBT activism in India
Gautama Polanki, EFL University, Hyderabad
Literary theory: reader-response theory, narratology, discourse analysis, psychoanalysis; and also psycholinguistics, cognitive science, and analytic philosophy.

Stephanie York, Wolfson College, Oxford University *(Will join in January 2015)*
Disability Studies in Literature and Culture, Post-colonial theory and literature, American Studies, Poetry.