

BA (Hons) English- SH310

The Department of English Studies is committed to furthering the understanding of English language and literature in the context of contemporary culture and society. Using approaches that provide theoretical, linguistic, literary and cultural perspectives, the Department focuses on the political as well as aesthetic dimensions of English as a form of communication and artistic expression.

1. Objectives

The degree programme in English is designed to provide knowledge and competence in the fields of literature, language, culture and society for a wide range of professions in such sectors as teaching, the civil service, the media or public relations. A key objective of the Department of English Studies is to offer training in theories and methods of literary/critical thinking as well as their application in practical contexts. By focusing on specific genres and texts, we encourage students to engage in critical practices that make them aware of the effects of social, political, cultural, historical and ideological formations on individuals and society. The identity of the Department is framed by the selection of key themes that define its curriculum:

- Canonical Literature
- Language and Linguistics
- Postcolonial and Multicultural Studies
- Critical/Literary Theory
- Folklore, Popular Culture and Cultural Theory
- Cultural Studies
- Gender Studies
- American Studies

The Department has drawn up a list of concentration areas which will direct the Electives offered in Year III: Linguistics, critical theories and methods, postcolonial, cultural and multicultural studies.

Skills & Knowledge Outcomes

- Knowledge of major literary and linguistic genres, concepts, theories
- Critical Thinking
- Independent Thinking
- Written and Oral Communication Skills
- Creativity
- Cross-cultural Awareness
- Research Skills

Teaching and Learning Methods

The primary objective of the Department of English Studies is to help students develop transferable skills, independent thinking, creativity, and oral/written communication skills. Modules are conducted through a combination of lectures and seminars, with a strong emphasis on student participation and interaction. Small-class seminars concentrate on student writing and speaking and offer substantial opportunity for intense as well as informed discussions.

Students will be required to participate actively in seminar discussions, write in a variety of formats (short seminar papers, long take-home essays), and present seminar papers regularly.

2. General Entry Requirements

In accordance with the University General Entry Requirements for admission to undergraduate degree Programmes.

3. Programme Requirements

Credit in English Language at SC/ 'O' Level or equivalent.
Minimum Grade 'C' in English at GCE 'A' Level.

4. Programme Duration

	Normal	Maximum
Degree:	3 years	5 years

5. Minimum Credits Required for Degree Award – 102

Breakdown as follows:

	Core Modules	English Studies Electives	Electives from other departments	Research Project	GEMs
Degree	45	42	6	3	6

Note: Students are expected to take seven Core modules and seven Electives offered by the Department of English Studies. If they fail in a Core module they should compulsorily retake same module. If they do not score a pass mark in an Elective, they may try a different Elective from a list of Electives approved by the Department

6. Credits per Year

Minimum 18 credits, Maximum (including retake modules) 48 credits, subject to regulation 4.

7. Assessment

Each module will be assessed over 100 marks with details as follows (unless otherwise specified):

The continuous assessment will count for 20-30% of the overall percentage mark of the module, except in a Programme where the structure makes other specific provision(s).

Continuous assessment may be based on fieldwork, seminars and/or assignments and should include at least two (2) assignments/tests per module.

An overall total of 40% for combined continuous assessment and written examination components would be required to pass the module, without minimum thresholds within the individual continuous assessment and written examination. The same criterion will apply for modules being assessed jointly. Note that all overall mark for the two modules will be considered and not the individual marks for each of the two modules.

Students are offered some modules called "Electives" which are framed by the following areas of concentration: Linguistics, Critical Theories and Methods, Postcolonial, Cultural and Multicultural Studies, Canonical Texts. If a student fails such a module, s/he may try a different Elective from the list of Electives approved by the Department.

8. Programme Organisation

The B.A. (Honours) English programme is made up of modules distributed as follows:

Core : 7 Modules

English Studies Electives	: 7 Modules
Research Project	: 1 Research Project
Electives from other Departments	: 1 module of 6 credits in any of the following: French, Hindi, Urdu, Tamil or History (to be selected from the modules available at the Department) to be completed in year 2.
GEMs (General Education Modules)	: 1Module of 6 credits
CSE 1010e(1) (Compulsory in Year 1)	: Module in Information Technology

YEAR 1 - 39 credits

Core: 5 modules	- 30 credits
CSE1010e(1) (compulsory in Semester 2)	- 3 credits
GEM: 1 module	- 6 credits

Note: Students are expected to take all the five (5) Core modules and one (1) General Education Module (3 credits). CSE 1010e(1) is compulsory and is offered in Semester 2.

YEAR 2 - 36 credits

Core: 2 modules	- 12 credits
English Studies Electives: 3 modules	- 18 credits
Elective from other Departments: 1 Module	- 6 credits

Note: Students should take 1 Elective from another Department (either French, Hindi, Tamil, Urdu, History) in Year 2 = 6 Credits

YEAR 3 - 27 credits

English Studies Electives: 4 modules	- 24 credits
Research Project:	- 3 credits

Students will be expected to complete a Research Project not exceeding 4,000 words (excluding footnotes and bibliography) in the first semester.

Minimum Credits

YEAR 1	- 39
YEAR 2	- 36
YEAR 3	- 27
TOTAL	= <u>102</u>

9. Submission Deadline for Research Project

Final copy: The Research Project will be submitted at the end of the first semester of the third year.

10. List of Modules – BA (Hons) English

Module Code	Module Title	Hrs/Wk	Credits
		L+P	
CORE			
ENG 1005Y(1)	Topics in English Language and Linguistics	3+0	6
ENG 1014Y(1)	Writing and Cultural Studies	3+0	6
ENG 1015Y(1)	Reading Poetry	3+0	6
ENG 1016Y(1)	Introduction to Drama	3+0	6
ENG 1017Y(1)	Reading Fiction	3+0	6
ENG 2019Y(3)	Language in Context	3+0	6
ENG 2020Y(3)	Reading in Action	3+0	6
ENG 3016Y(5)R	Research Project		3
CSE1010e(1)	Introduction to Information Technology	OE	3
ELECTIVES			
ENG 2013Y(3)	Special Topics in Applied Linguistics	3+0	6
ENG 2014Y(3)	Shakespeare	3+0	6
ENG 2015Y(3)	Critical and Literary Theory	3+0	6
ENG 2016Y(3)	The Public Sphere: Media and Advertising	3+0	6
ENG 2017Y(3)	Multiculturalism	3+0	6
ENG 2018Y(3)	Female Voices: Women of the World	3+0	6
ENG 2021Y(3)	Themes in American Studies	3+0	6
ENG 2005Y(3)	Postcolonial Studies I	3+0	6
ENG 3007(5)	English Language Teaching: Theory and Practice	3+0	6
ENG 3007Y(5)	Language Learning and Language Teaching in Context	3+0	6
ENG 3002Y(5)	Postcolonial Studies II	3+0	6
ENG 3011Y(5)	Reading Islam in Popular Culture	3+0	6
ENG 3012Y(5)	Postmodernism	3+0	6
ENG 3013Y(5)	Race, Gender and Class in Contemporary United States	3+0	6
ENG 3014Y(5)	Culture and Cosmopolitanism	3+0	6
ENG 3015Y(5)	Introduction to Film Theory	3+0	6
ENG 3017Y(5)	Linguistic Variation and Change: current trends in Sociolinguistic Theory	3+0	6

GEMs = 6 credits

2 Programme Plan – BA (Hons) English

YEAR I

The first year provides training in linguistic/literary/cultural analysis and in academic writing. Students are expected to acquire a basic understanding of key concepts, theories, and methodologies in a range of core areas.

5 Core modules + 1 GEM + CSE1010

Module Code	Module Title	Hrs/Wk L+P	Credits
CORE			
ENG 1005Y(1)	Topics in English Language and Linguistics	3+0	6
ENG 1014Y(1)	Writing and Cultural Studies	3+0	6
ENG 1015Y(1)	Reading Poetry	3+0	6
ENG 1016Y(1)	Introduction to Drama	3+0	6
ENG 1017Y(1)	Reading Fiction	3+0	6

CSE 1010e(1)	Introduction to Information Technology (Sem 2)	OE	3
GEM	GEM		6

YEAR II

In the second year, students take 2 Core Modules and select 3 Electives from a list of departmental Electives. 2nd year Electives are framed by the Areas of Concentration.

2 Core Modules (4 half modules) will fulfil the following categories of requirements:

- Linguistics & Academic Writing
- Critical/Cultural/Literary Theory & Major Authors

2 Core Modules + 3 departmental Electives + 1 Elective from another Department

Module Code	Module Title	Hrs/Wk L+P	Credits
CORE			
ENG 2019Y(3)	Language in Context	3+0	6
ENG 2020Y(3)	Reading in Action	3+0	6
ELECTIVE FROM OTHER DEPARTMENTS	One Elective from another Departments	3+0	6
ENGLISH STUDIES ELECTIVES	CHOOSE ANY THREE		
ENG 2013Y(3)	Special Topics in Applied Linguistics	3+0	6
ENG 2014Y(3)	Shakespeare	3+0	6
ENG 2015Y(3)	Critical and Literary Theory	3+0	6
ENG 2016Y(3)	The Public Sphere: Media and Advertising	3+0	6
ENG 2017Y(3)	Multiculturalism	3+0	6
ENG 2018Y(3)	Female Voices: Women of the World	3+0	6
ENG 2021Y(3)	Themes in American Studies	3+0	6
ENG 2005Y (3)	Postcolonial Studies I	3+0	6

* Either semester or yearly module(s)

YEAR III

In the third year, students select 4 Electives from the list of 3rd year departmental Electives and write an Extended Essay (4,000 words excluding Footnotes and Bibliography) in an Area of Concentration.

Outline of the Research Project:

Each student is expected to start developing and defining his/her ideas about the Research Project in consultation with a supervisor during the second year. This process of selecting and refining a Research Project topic will be conducted in the context of Departmental areas of concentration as well as individualised readings. Students have to research and organise their readings throughout their second year. After consulting with his/her supervisor, each student will submit a proposal (2-3 pages excluding a Bibliography) at the end of the second year.

The Research Project will be submitted at the end of the first semester of the third year.

1 Research Project + 4 Departmental Electives

Module Code	Module Title	Hrs/Wk L+P	Credits
CORE			
ENG 3016Y(5)R	Research Project		3
ENGLISH STUDIES ELECTIVES			
CHOOSE ANY FOUR			
ENG 3008Y(5)	English Language Teaching: Theory and Practice	3+0	6
ENG 3007Y(5)	Language Learning and Language Teaching in Context	3+0	6
ENG 3002Y(5)	Postcolonial Studies II	3+0	6
ENG 3011Y(5)	Reading Islam in Popular Culture	3+0	6
ENG 3012Y(5)	Postmodernism	3+0	6
ENG 3013Y(5)	Race, Gender and Class in Contemporary United States	3+0	6
ENG 3014Y(5)	Culture and Cosmopolitanism	3+0	6
ENG 3015Y(5)	Introduction to Film Theory	3+0	6
ENG 3017Y(5)	Linguistic Variation and change: Current trends in Sociolinguistic Theory	3+0	6

- N.B.**
1. Departmental Electives will be offered subject to availability of lecturers and sufficient student interest.
 2. Electives from Other Departments – Students should take non-English Studies Electives offered in the B.A. (Joint Honours) Humanities programme as electives (either one module of 6 credits or two modules of three credits each).

12. Outline Syllabus

CSE 1010e(1) - INTRODUCTION TO INFORMATION TECHNOLOGY

IT and Computers; Stepping in the Computer; Input and Output Devices; Secondary Storage; Programming; Systems Software; Applications Software; Systems Development; Computer Networks; The Internet; Computer Security; Software Utilities; Issues and Trends in IT.

ENG 1005Y(1) - TOPICS IN ENGLISH LANGUAGE AND LINGUISTICS

This module is a foundation course in Linguistics. The initial part of the module will be theoretical in focus; it will introduce students to some of the main branches in Linguistics (syntax, phonetics/phonology, semantics/pragmatics, sociolinguistics, first/second language acquisition) and will familiarise students with the basic concepts and the technical terms needed for a broad understanding of Linguistics. The second part of the module will equip motivated students with the requisite tools to construct, deliver and analyse public communication messages; to become more effective public speakers; and to become more intelligent consumers of public communication messages.

ENG 1014Y(1) - WRITING AND CULTURAL STUDIES

This module is designed to offer intensive learning and practice in reading and writing to develop critical thinking. Student writing may concentrate on a single topic/issue in Cultural Studies. We will encourage students to understand themselves better as writers, readers, and critics by exploring contemporary issues. The expectation is that all students will improve their critical, reading and writing skills by the end of their first year.

ENG 1015Y(1) - READING POETRY

This foundation module will prepare students for a basic understanding of poetry in terms of style, conventions and technique. A variety of poems, ranging from mediaeval to the most contemporary, will be surveyed. Largely historical in approach, this module is also designed to encourage student participation and group discussion.

ENG 1016Y(1) - INTRODUCTION TO DRAMA

This module introduces students to the history, terminology and techniques of drama, by combining studies of texts and dramatic theory. We will read a sampling of plays that exemplify different kinds of dramatic structure/genre. Our readings will place the plays within their historical and cultural contexts so that we may investigate how drama engages with the concerns of the time.

ENG 1017Y(1) - READING FICTION

This module explores structures of fiction as well as theories of narrative. We will read both short stories and novels from different historical periods and cultural environments by focusing on the various elements that shape the way we read texts – structure, narrative voice, perspective, character, novelistic experimentation, history, politics, and culture. The selection of texts may be guided by particular cultural/intellectual topics.

ENG 2019Y(3) - LANGUAGE IN CONTEXT

Section A: Sociolinguistics

The major goal of this unit is to introduce students to the basic concepts, tenets, and issues of general sociolinguistics. This unit will focus on linguistic variations that relate to sociolinguistic characteristics such as age, gender, social class and educational level. Students will become familiar with both the theory and methodology of sociolinguistic inquiry through readings and class discussions. Additionally, students will be encouraged to do research on issues central to the major concerns of sociolinguistics. Areas of interest may include language planning, language rights, language and politics, language and the media, language and gender.

Section B: Academic Writing

This unit allows students the opportunity to hone their critical, reading, writing and research skills needed for critical and scholarly research: close analysis of literary/cultural texts; understanding of theoretical models; development of a critical argument and an individual voice; the use and selection of materials from different sources; the acknowledgement of others' ideas through referencing; and editing. The unit will be conducted as a seminar, with continued emphasis on student writing and editing. Students will write frequently and in a variety of forms including short and focused seminar papers (2 pages), brief analytical papers (3-4 pages), and 1 long argumentative essay (7-8 pages).

ENG 2020Y(3) - READING IN ACTION

Section A: Modern Literary Theory

This unit will introduce learners to some of the major theoretical positions of the 20th century over issues of language, literary form and representation. It aims to acquaint learners with a number of theories as applied to literature, such as Structuralism/Formalism, Psychoanalysis, Feminism, Queer Theory, Poststructuralism and Postcolonialism. Texts under scrutiny may range from prose to poetry and from the written to the spoken to the visual.

Section B: Texts and Contexts

In this unit we will examine the relationships between texts and their contexts through a selection of texts across genres and from different historical periods. Reading may focus on selected major authors or particular historical periods.

ENG 2013Y(3) - SPECIAL TOPICS IN APPLIED LINGUISTICS

The aim of this module is to give students the opportunity to look into more breadth and depth at certain topics in Linguistics and Applied Linguistics. This yearly module will be divided into 4 parts, each covering 7 weeks of teaching and learning. Some of the topics that this module might explore are: literacy, discourse analysis, language and gender, the spread of English, New Englishes, Pidgins and Creoles, stylistics... The topics explored will depend on the interests of the staff members teaching the course.

ENG 2014Y(3) - SHAKESPEARE

This module explores key issues in the reception and interpretation of Shakespeare as a cultural icon in the twentieth and twenty-first centuries. Themes and methods in cultural history will be examined. Students will read the prescribed texts in relation to a set of theories labelled “Cultural Studies”. These include, but are not restricted to, cultural history, gender studies, post-structuralism, postcolonialism and new historicism. The focus may be on theoretical approaches or film adaptations or other “revisions”.

ENG 2015Y(3) - CRITICAL AND LITERARY THEORY

This is a module that enables students to develop various interpretive positions. Students will explore the evolution and development of literary theory and will be introduced to the concepts of key thinkers. This module will provide opportunities to study classical, modern and postmodern literary theory. Critical essays will be used alongside fictional texts to enable students to apply the theories to literary texts.

ENG 2016Y(3) - THE PUBLIC SPHERE: MEDIA AND ADVERTISING

This module will explore key theoretical works such as those of Habermas and Fraser introducing students to the idea of multiple public spheres and locating the media within the democratic process. In the first part of the module, we will focus on the nature of mass media entertainment in the context of discussions on the Culture Industry. We will also discuss common forms and genres. The second part of the module will focus on the politics of representation in the media and advertising with particular reference to ethnicity and gender. We will also consider reader and audience reception and how the meanings we make out of media imagery and texts help us to read our personal, social and political worlds.

ENG 2017Y(3) - MULTICULTURALISM

This interdisciplinary module will analyse current debates about multiculturalism and controversies over cultural diversity in a globalised world. The focus is on comparative and interdisciplinary studies of identity formation in multicultural societies such as Mauritius, the United States, and Australia. Students will read texts across cultures and engage with the following questions: What does ‘multiculturalism’ mean in each national context? What is the place of multiculturalism in national discourse, education, politics, and the media? What are the criteria of citizenship? What does a national identity include and exclude? How does multiculturalism connect with globalisation?

ENG 2018Y(3) - FEMALE VOICES: WOMEN OF THE WORLD

Covering the period from Virginia Woolf to Helen Fielding, this module will offer students a sample from the broad and diverse body of women’s writing. Drawing upon a selection of distinctive female voices, the module will explore the narrative styles, themes and discourses that emerge from a vast range of historical and cultural contexts to highlight issues of history, ethnicity and/or postcoloniality. Finally, the module will examine themes and forms of urban pop culture both through literary and filmic texts.

ENG 2005Y(3) - POSTCOLONIAL STUDIES I

The first part of the Postcolonial Studies modules introduces students to a range of postcolonial theoretical perspectives by looking at foundational texts and articles by Said, Bhabha and Hall. Initially, this module will focus on a reading of African literature in English as a key component of postcolonial literatures. The other part of this module will investigate the relationship between literature and Islands, another key area of Postcolonial studies. Here, we will be dealing with both literature about Islands and literature written by Islanders. Themes covered might include travel writing, Island as metaphor, Islands of Experimentation, tourism.

ENG 2021Y(3) – THEMES IN AMERICAN STUDIES

This module is a survey of key thematic and debates in American Cultural History from the American Revolution to the 21st Century. We will read a selection of texts across genres and disciplines that define, interrogate and redefine the American nation. Topics will include: the American Revolution; Slavery; the Civil War; Race and Ethnicity; the Civil Rights Movement; the Post-Civil Rights Era; Multiculturalism; Post-racial/Post-ethnic/ Post-nationalist debates.

ENG 3016Y(5)R – RESEARCH PROJECT

The Research Project is an original and closely supervised work of research not exceeding 4,000 words (excluding footnotes and bibliography). The focus is on a selected topic in an area of concentration.

ENG 3008Y(5) - ENGLISH LANGUAGE TEACHING: THEORY AND PRACTICE

This module is aimed at students interested in the teaching of English at secondary level in Mauritius. In the first part of the module, the theories underlying some language teaching approaches will be explored before looking at the language teaching methods themselves. In the second part of the module, local issues will be considered, such as: the local language teaching context, the curriculum, choice of texts, assessment criteria and the development of materials. The aim of the second part of the module is to encourage students to generate and produce materials for use in real local classrooms, as well as to help students develop teaching practices they find appropriate for the context where they will be teaching. Workshops and seminars will be the main teaching approaches used for this module.

ENG 3007Y(5) - LANGUAGE LEARNING AND LANGUAGE TEACHING IN CONTEXT

This module is aimed at students who are interested in the English language teaching profession in the local context. The module will initially focus on external factors (social, political, economic and cultural) which can influence the teaching of English in multilingual contexts. It will deal with such issues as the role of the Ministry of Education in formulating language-in-education policies, the variety of English to be taught in non-native speaking countries and the types of institutions/models for English language teaching. The module will then consider the internal factors (psycholinguistic) relevant to the teaching and learning of second/foreign languages. The module will finally look at existing models of English language teaching, which will provide some pedagogical tools to prospective English language teachers.

ENG 3002Y(5) - POSTCOLONIAL STUDIES II

This module brings together writers from the Caribbean and India. The first half of the module on Caribbean literature analyses issues of culture, race and hybridity. It examines the construction of identities in the Caribbean context and focuses on the dynamic of place and space and cultural transformation. The second half of the module explores the richness and diversity of the new writings in English from India. Through the study of texts both by male and female writers it foregrounds the tensions in the cultural world of India where East and West interact and collide.

ENG 3011Y(5) - READING ISLAM IN POPULAR CULTURE

This module provides an overview of the discourses that have shaped understandings and representations of Islam in the West by looking at the works of scholars such as Said, Mamdani and Talal Assad in the first instance. This module will involve readings of extracts from different English and French canonical works that illustrate Said's conceptualisation of 'Orientalism'. The second part of the module will look at more contemporary representations of Islam in the context of 'the clash of civilisation' thesis inaugurated by Samuel Huntington and debates on multiculturalism, in relation to major events such as the publication of controversial texts, the issue of the veil in public spaces, September 9/11, the Danish cartoon polemic and the Iraq war which have polarised Muslim identities in the *West*.

ENG 3012Y(5) - POSTMODERNISM

In this special topic, we will engage with the overriding theoretical and cultural preoccupation of contemporary times, that is, postmodernism. The standard debates regarding the meaning, evolution and critiques of postmodernism will be discussed. A variety of essays and fictional texts will be surveyed.

ENG 3013Y(5) - RACE, GENDER AND CLASS IN CONTEMPORARY UNITED STATES

This module will explore the intricacies and intersections of race, gender and class in a selection of multiethnic American texts in relation to current debates over multiculturalism, transnationalism and panethnicity. We will read critical articles and works of fiction to better understand the connections between ethnic literature, cultural politics, and national identities.

ENG 3014Y(5) - CULTURE AND COSMOPOLITANISM

The objective of this module is to analyse current discourses and debates on cosmopolitanism and its cultural politics. What are the connections and differences between cosmopolitanism and globalisation? Between cosmopolitanism and transnationalism?

ENG 3015Y(5) - INTRODUCTION TO FILM THEORY

This module seeks to provide insights into contemporary methodologies of film (based in Semantics, Psychoanalysis, Feminism, Queer theory, Marxism, etc...). Learners will then be required to apply such methodologies to selections of visual text (including advertisement, cartoons, music clips, wedding videos, etc...). Visual texts may include the Avant-Garde, the popular, the academicist, and the postmodern.

ENG 3017Y(5) – LINGUISTIC VARIATION AND CHANGE : CURRENT TRENDS IN SOCIOLINGUISTIC THEORY

The advanced level course in sociolinguistics aims to consolidate knowledge and skills acquired in Year 2 by thoroughly exploring the social correlates of language variation and change. The first part of this module will move beyond the variationist paradigm and will investigate systematic and inherent variation in synchronic and diachronic linguistics by exploring the complex inter-relationship between the macro-societal and microinteractional levels. In the second part of the linguistic system by looking at the impact of issues such as mobility, contact and the internet in shaping current sociolinguistic theory.

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