

**Annexure-I**  
**M.A. English**

**Course Structure and Detailed Syllabus**  
**2016-17**

**Centre for Classical and Modern languages**  
**School of Languages, Literature and Culture**  
**Central University of Punjab, Bathinda**

# M.A. English

## Course Structure

### Semester – I

S. No.	Type	Course Code	Course Title	L	T	P	Cr	A	B	C	D	E
1.	C	ENG.501	Introduction to Literature	4	-	-	4	25	25	25	25	100
2.	C	ENG.502	English Literature from Chaucer to Milton	3	1	-	4	25	25	25	25	100
3.	C	ENG.503	English Literature of the Elizabethan Period	3	1	-	4	25	25	25	25	100
4.	F	ENG.401	Research Methodology and Computer Application	3	-	2	4	25	25	25	25	100
5.	C	ENG.504	Introduction to Linguistics	3	1	-	4	25	25	25	25	100
6.	E	*	Elective course	3	1	-	4	-	-	-	-	100
7.	ID	**	Interdisciplinary Elective - I	2	-	-	2	10	10	15	15	50
			Total	<b>22</b>	<b>3</b>	<b>2</b>	<b>26</b>	-	-	-	-	<b>650</b>

#### **\*Choose any one Elective Course**

ENG. 505: Literature and Gender

ENG.506: Folklore and Literary Practices

**\*\*Interdisciplinary course offered by Centre Faculty (for students of other centres):** Students of MA English will have to opt for two interdisciplinary elective courses from other centres during any of the two semesters out of the total four semesters

ENG.509 Communication Skills in English - I

### Semester - II

S. No.	Type	Course Code	Course Title	L	T	P	Cr	A	B	C	D	E
1.	C	ENG.510	English Literature of the Augustan Age	3	1	-	4	25	25	25	25	100
2.	C	ENG.511	English Literature of the Romantic Age	3	1	-	4	25	25	25	25	100
3.	F	ENG.402	Literary Criticism and Theory-I	3	1	-	4	25	25	25	25	100
4.	C	ENG.512	American Literature	3	1	-	4	25	25	25	25	100
5.	E	*	Elective course	3	1	-	4	25	25	25	25	100
6	C	ENG.500	Term Paper	-	2	-	2	-	-	-	-	50
6.	ID	**	Interdisciplinary Elective - II	2	-	-	2	10	15	15	10	50
			Total	<b>17</b>	<b>7</b>	<b>0</b>	<b>24</b>	-	-	-	-	<b>600</b>

#### **\*Choose any one Elective Course**

ENG.513: Applied Linguistics

ENG.514 American Fiction

**\*\*Interdisciplinary course offered by Centre Faculty (for students of other centres)**

ENG.518 Communication Skills in English – II

### **Semester - III**

S. No.	Type	Course Code	Course Title	L	T	P	Cr	A	B	C	D	E
1.	C	ENG.601	English Literature of the Victorian Age	3	1	-	4	25	25	25	25	100
2.	C	ENG.602	English Literature of the Modern Age	3	1	-	4	25	25	25	25	100
3.	F	ENG.403	Literary Criticism and Theory-II	4	-		4	25	25	25	25	100
5.	E	*	Elective course	3	1	-	4	25	25	25	25	100
7.	C	ENG.605	Practical Criticism	-	-	4	2	-	-	-	-	50
6.	C	ENG.600	Dissertation	-	4	-	4	-	-	-	-	100
			Total	<b>13</b>	<b>7</b>	<b>4</b>	<b>22</b>	-	-	-	-	<b>550</b>

**\*Choose any one Elective Course**

ENG. 603 African American Literature

ENG. 604 Literature and Allied Arts: Cinema

### **Semester - IV**

S. No.	Type	Course Code	Course Title	L	T	P	Cr	A	B	C	D	E
1.	C	ENG.607	Indian English Literature	3	1	-	4	25	25	25	25	100
2.	C	ENG.608	New Literature	3	1	-	4	25	25	25	25	100
3.	E	**	Elective course	3	1		4	25	25	25	25	100
4.	E	***	Elective course	3	1	-	4	25	25	25	25	100
5.	C	ENG.600	Term Paper and Seminar	-	4	-	4	-	-	-	-	100
			Total	<b>12</b>	<b>8</b>	-	<b>20</b>	-	-	-	-	<b>500</b>

**\*Choose any one Elective Course**

ENG.609: English Language Teaching

ENG.610: American Poetry

**\*\*Choose any one Elective Course**

ENG.612: Colonial Discourse and Postcolonial Studies

ENG.613: Classics of World Literature

#### Abbreviations

F: Foundation Course    C: Core Course    E: Elective Course

L: Lectures    T: Tutorial    P: Practical    Cr: Credits

A: Continuous Assessment: Based on Objective Type Test

B: Mid-Term Test-1: Based on Objective Type & Subjective Type Test

C: Mid-Term Test-2: Based on Objective Type & Subjective Type Test

D: End-Term Exam (Final): Based on Objective Type Test

# M.A. English

## Detailed Syllabus

### SEMESTER 1

#### **ENG.501: Introduction to Literature. Credits: 4.**

##### Course Objectives

- This course is designed primarily to understand what literature is, what is enjoyable to read and profitable to learn.
- It will address some basic questions in the professional study of literature in English such as: what makes a piece of writing literature; what are the major types/kinds of literature; what special qualities and effects they convey to readers
- And it will also address the question as to how we recognize the language that embodies the literary qualities and effects.

##### **Unit I Prose:**

Definitions, kinds and examples (letter, report, commentary, diary/journal/memoir; annals, memoranda, and documents; biography, autobiography; types of the essay.) Broad division into Fiction and Non-fiction; types of each. Essential reading:

“Literature” Entry in *Keywords* by Raymond Williams (Fontana, 1976), pp. 150–154.

##### Suggested Reading:

George Orwell: *Why I Write*

Nissin Ezekiel, “Naipaul’s India and Mine”

M.H. Abrams: *Norton Anthology of Prose*

Terry Eagleton: *How to Read Literature*

*Politics and the English Language*: John Gardener

##### **Unit II Poetry**

Kinds of poetry; the language of poetry (figurative versus literal language, irony, sounds, rhythms, voices, lexical and syntactic orders, images/imagery etc.); verse forms and structures.

##### Suggested Reading:

Edmund Spenser, “One day I wrote her name upon the strand...”

G. M. Hopkins, “God’s Grandeur”, Robert Frost, “Nothing Gold Can Stay”

Denise Levertov, “The Secret”, Ted Hughes, “Thought-Fox”.

Essay on Rasa: Indian Literary theory: Kapil Kapoor

Terry Eagleton: *How to Read a Poem*

##### **Unit III Drama**

Brief introduction to the stage, and the origins of drama; basic concepts such as plot, character, action, climax, suspense, tragedy, comedy, farce, melodrama; the full length/five-act play versus the One-act; stage-set and setting; dramatic irony, the play-text and language.

##### Suggested Reading:

A. A. Milne, *The Boy Comes Home* (One-act play)

William Shakespeare, *Julius Caesar* (Act I Scene1)

G.N. Devy Reader (Sections)

##### **Unit IV Fiction**

Definition and kinds of short and long fiction; katha versus tale versus story; metafiction; narrative focus/ voice(s), telling and listening, point of view, plot, character, description, setting/ background; allegory and symbolic suggestion; narrative embedding and layering (mise-en-abyme); theme versus motif.

##### Suggested Reading:

“Tell it to the Walls” (Tamil folktale);

“Untold Stories” (Gondi folktale)

“A Story in Search of an Audience” (Telugu folktale)

A. K. Ramanujan, *Folktales from India*, pp. 3, 4, 30 – 35).

Grace Paley, "A Conversation with My Father"

R. K. Narayan, *The Grandmother's Tale*.

Art of Fiction by John Gardner

Paris Review

The Naïve and the Sentimentalist Novelist: Pamuk

*Literature: Thinking, Reading, and Writing Critically*. Ed. Sylvan Barnet, et al. 2nd Edition. New York: Longman, 1997.

*Literature: An Introduction to Fiction, Poetry, and Drama*. Ed. X. J. Kennedy and Dana Gioia. 6th Edition. New York: Harper Collins, 1995.

## **ENG.502: English Literature from Chaucer to Milton. Credits: 4.**

### Course Objectives

- To acquaint the students with the beginnings of English literature
- To make the students familiar with the key figures of the period
- To introduce the students with seminal texts of the period

### **Unit – 1**

Chaucer - *Prologue to the Canterbury Tales*

### **Unit – 2**

a) Andrew Marvel: To His Coy Mistress.

b) John Donne: A Valediction: Forbidding Mourning.

c) Robert Herrick: Marie Magdalen's Complaints at Christ's Death\*

e) Henry Vaughan: The Dawning\*

f) George Herbert: "Virtue"\*

### **Unit – 3**

a) Sir Thomas Wyatt: "I find no Peace, and all my War is done"

b) Henry Howard, Earl of Surrey: "The frailty and Hurtfulness of Beauty"\*

c) Sir Philip Sidney: "My mouth doth water, and my breast do swell"

### **Unit—4**

a) Bacon:

a. Of Studies\*

b. Of Truth

c) John Milton: *Paradise Lost*. Book I.

### **Suggested Readings:**

Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge 1997.

Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.

Geoffrey Chaucer, Wyatt-J., ed., *Chaucer, The Prologue*, University Tutorial Press, London 1997

Bowden, Muriel: *A Commentary on the General Prologue*, Macmillan: London, 1948

Chesterton, G.K. *Chaucer* Faber, London.

Coghill, N.: *The Poet Chaucer*, London, 1961.

Bush, Douglas. *English Literature in the Earlier Seventeenth Century 1600-1660*, Clarendon Press: Oxford, 1962.

Smeaton, Oliphant, ed. *Francis Bacon's Essay*, Dent, London, 1958.

Walker, Hugh, *English Essays and Essayists*, S. Chand & Co., Delhi, 1960.

Ench, John J. *Jonson and the Comic Truth*, Madison: University of Wisconsin Press, 1957.

Herford, C.H. and Simpson, Percy. *Ben Jonson: His Mind and His Work*: Oxford: Clarendon.

Barish, Jonas. *Ben Jonson: A Collection of Critical essays*.

Gardner, Helen, ed. *John Donne: A Collection of Critical Essays*. Prentice-Hall, 1982.

Gerald, Hammond. *The Metaphysical Poets*. Macmillan, 1974.

Julian Lovelock. *Songs & Sonnets*. Macmillan, 1973.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

## **ENG.503: English Literature of the Elizabethan Period. Credits: 4.**

### Course Objectives

- To acquaint the students with the literary trends of the Elizabethan Period
- To make the students familiar with the key figures of the period
- To introduce the students with seminal texts of the period

### **Unit – 1**

Marlowe: Dr. Faustus  
Ben Jonson: Volpone\*

### **Unit – 2**

John Webster: The Duchess of Malfi  
Thomas Kyd: Spanish Tragedy\*

### **Unit – 3**

William Shakespeare: 1) Hamlet, 2) A Midsummer Night's Dream\*

### **Unit –4**

Spenser: Selected Poetry  
Shakespeare's Sonnets: (Any 5)\*

### **Suggested Reading:**

A. C. Bradley –Shakesperean Tragedy  
F R Leavis – The Common Pursuit  
Wilson Knight – The Wheel of Fire  
Stewart Justman – Shakespeare: The Drama of Generations  
Cleanth Brooks: Understanding Drama  
Toropov. Shakespeare for Beginners  
Harold Bloom: Invention of the Human

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

## **ENG.401: Research Methodology and Computer Application. Credits: 4.**

### Course Objectives

- To enable the students undertake research by learning the various methods and techniques and technical skills
- To train the students in the basic usage of computers and internet
- To enable the students to make efficient use of computers in their literary research

### **Unit – 1**

Research: definition and explanation of the terms Research, hypothesis in case of dissertation/thesis & thesis or thesis statement in case of Research Paper and Formulation of Research Problem

### **Unit - 2**

Requirements of Research Paper  
Format and Components of Research Proposal (Synopsis and Abstract)  
Format and Components of Dissertation / Thesis  
Tools of Research  
MLA Style Sheet (Latest Edition)

### **Unit - 3**

#### **Fundamentals of Computers.**

#### **World Wide Web: Searching the Internet.**

translation software.

**Internet and Literary Research:** Searching for research papers, reference material, citation management, language analysis tools. Research Databases, Computer and Indian Languages

### **Suggested Readings:**

- Ahuja, Ram. *Research Methods*. Jaipur: Rawat Publications, 2009.
- Anderson, Jonathan and Millicent Poole. *Assignment and Thesis Writing*. New Delhi: Wiley India Pvt. Ltd., 2011.
- Audi, Robert. *Epistemology: A Contemporary Introduction to the Theory of Knowledge*, Routledge, 2002.
- Duncan. *Advanced MS DOS Programming*. BPB, 1988.
- Gookin, D. *MS Word 2007 for Dummies*. Wiley, 2007.
- Harvey, G. *MS Excel 2007 for Dummies*. Wiley, 2007.
- Johnson, S. *Windows 7 on demand*. Perspiration Inc. 2009.
- Maidasani, Dinesh. *Learning Computer Fundamentals, Ms Office and Internet & Web Technology*. Firewall, 2009.
- MLA Handbook for Writers of Research Papers*. 8<sup>th</sup> Ed. New Delhi: East West Press, 2009.
- Musciano, Chuck and Bill Kennedy. *HTML & XHTML: The Definitive Guide*, 6th Edition. O'Reilly, 2006.
- Pilgrim, Mark. *HTML5: Up and Running*. O'Reilly, 2010.
- Silberschatz, Abraham and Greg Gagne. *Operating System Concepts*. Wiley, 2009.
- Wayne Booth and Others: *The Craft of Research*

### **ENG.504: Introduction to Linguistics. Credits: 4.**

#### **DIVIDE INTO TEACHING AND TUTORIAL; SEE OTHER PAPERS**

#### Course Objectives

- To introduce the basic concepts of linguistics
- To make the students learn about different approaches to the working of language
- To acquaint the students with different branches of linguistics

#### **Unit – 1**

Language: Nature of language; Origin of language, Language and communication, Characteristics of human language; Innateness hypothesis; Descriptive and prescriptive Grammar; Brain and language; Localization of language\*; Aphasia

Linguistic classification: Concepts of syntagmatic and paradigmatic relations; Synchronic and diachronic relations; Competence and performance\*; Langue and parole. Branches of linguistics; Language families\*; types of language change.

#### **Unit – 2**

Phonetics and Phonology: Speech sounds\*; The phonetic alphabet; Classification of speech sounds; consonants and vowels; Phonemes; Allophones; Pronunciation of morphemes\*; Prosodic features of phonemes

Morphology: Content and function words; The morpheme; Units of meaning; Word formation; Identifying morphemes\*

#### **Unit - 3**

Syntax: Sentence structure; Rules of syntax; Syntactic categories; Phrase structure trees\*; Transformational analysis

Semantics & Pragmatics: Basic concepts of semantics; Truth and meaning; Compositional semantics; Lexical semantics; Semantic feature; Pragmatics; Context; Implicature; Presupposition; Speech act\*

#### **Unit – 4**

Language Acquisition: The linguistics capacity; Stages in language acquisition; Input; Second language acquisition, Bilingualism; Native language influence

Language and Society: Sapir- Whorf hypotheses;\* regional dialects; Social dialects; Lingua francas; Pidgins and creoles; Styles, slangs and jargons;\* First and second language teaching methods

\*= These topics will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### Suggested Readings:

- Akmajian, A.D., Farmer R.A., and Harnish, R.M. *Linguistics: An Introduction to Language and Communication*. Cambridge: Princeton-Hall, 1996.
- Bloomfield, L. *Language*. London: Allen & Unwin, 1993.
- Chomsky, Noam. *Language and Mind*. Cambridge: Cambridge University Press, 2006.
- Clark, John Ellery, Colin Yallop, Janet Fletcher. *An Introduction to Phonetics and Phonology*. Wiley-Blackwell, 2007.
- Foley, William. *Anthropological Linguistics: an Introduction*. Wiley-Blackwell, 1997.
- Fromkin, Victoria. *An Introduction to Language*. Cengage, 2015.
- German, Michael. *Psycholinguistics*. Cambridge UP, 1990.
- Giegerich, Heinz. *English Phonology: an Introduction*. Cambridge UP, 1992.
- Halliday, M. A. K. *On Grammar*. Continuum International Publishing Group, 2005.
- Hockett, Charles F. *Course in Modern Linguistics*. Prentice Hall College Div, 1958.
- Hudson, Richard. *Sociolinguistics*. Cambridge UP, 1996.
- Jackson, Howard. *Lexicography: an Introduction*. London and Routledge, 2002.
- Lyons, J. *Introduction to Theoretical Linguistics*. Cambridge UP, 1968.
- Mitkov, Ruslan. *The Oxford Handbook of Computational Linguistics*. Oxford UP, 2005.
- Reetz, Henning, Allard Jongman. *Phonetics: Transcription, Production, Acoustics, and Perception*. Blackwell, 2008.
- Roach, Peter. *English Phonetics and Phonology: a Practical Course*. Cambridge UP, 2009.
- Saussure, Ferdinand de. *Course in General Linguistics*. Eds. Charles Bally and Albert Sechehaye. Trans. Roy Harris. La Salle, Illinois: Open Court, 1983.
- Spencer, Andrew. *Phonology: Theory and Description*. Wiley-Blackwell, 1996.
- Syal, Pushpinder. *An introduction to Linguistics: Language, Grammar and Semantics*. PHI Learning Pvt. Ltd., 2007.
- Valin, Robert D. Van, Randy J. LaPolla. *Syntax: Structure, Meaning and Function*. Cambridge University Press, 1997.
- Wildgen, Wolfgang. *The Evolution of Human Language: Scenarios, Principles, and Cultural Dynamics*. John Benjamins Publishing Company, 2004.

### ENG.505: Literature and Gender. Credits: 4.

#### Course Objectives

- To make the students understand how a gendered perspective may change one's perception of literature
- To study seminal texts pertaining to issues of gender
- To study the writings of key theorists with special reference to literature and gender

#### Unit - 1

Literature and Gender: Introduction to Feminism and gender construction, Performativity, LGBT  
Routledge: *Genders* (Anthology)

#### Unit - 2

Simone de Beauvoir- *The Second Sex* ("Introduction")  
Virginia Woolf - *A Room of One's Own*\*  
Riki Wilchins - *"Homosexuality: Foucault and the Politics of the Self" excerpts from Queer Theory, Gender Theory: An Instant Primer*\*

#### Unit - 3

Kamala Das - Selected Poetry



Alice Walker - *The Color Purple\**

#### Unit - 4

Mahesh Dattani- *A Muggy Night in Mumbai*  
Geeta Hariharan - *The Thousand Faces of Night\**

#### Suggested Reading:

Susie Tharu and K. Lalitha ed: *Women Writing in India Vols 1& II*, OUP, New Delhi, 1991  
–Introductions to Vol. I and II  
Elaine Showalter. „Towards the Feminist Poetics“ in David Lodge. *Twentieth Century Literary Criticism: A Reader*, Vol. I  
Anupama D. Deshraj, *Feminine Self and Feminism in Virginia Woolf*, Dattasons, J. Nehru marg  
Sadar Nagpur.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### ENG.506: : Folklore and Literary Practices. Credits: 4.

#### Course Objectives

- To widen the scope of the understanding of 'literature' to include oral narratives transcending generations.
- To establish the relationships between folklore, oral narratives and culture.
- To bring to the students an appreciation of folklore that keeps alive the psychological patterns, instincts, or archetypes of the collective mind of a community

#### Unit – 1

Definition, meaning and scope of folklore. Common Ground of both Folklore and Literature; Relationship between orality and literacy; Key Areas of Differences between Folklore and Literature; Folk narratives

Jacob Grimm and Wilhelm Grimm: *Grimm's Fairy Tales*

Marcia R. Lieberman: *Some Day My Prince Will Come*: Female Acculturation through the Fairy Tale\*

#### Unit – 2

Folklore theory and research; Psychoanalytical theory and folklore; Comparative and cultural theories: Folklore and Literature in the postcolonial and postmodernist context

Rabindranath Tagore: *Lokashahitya: The Oral Tradition in Bengali Children's Rhymes*

Ong, Walter, J. *Orality and Literacy*. Routledge, 2002.: Chapter 1\*

#### Unit – 3

Cultural studies related to folklore and literature; Folklore approach to the study of gender and literature; Study of folklore and literature based on community and social background of a text

K. Ramanujan: *Folktales from India*

Dan Ben-Amos: *Toward a Definition of Folklore in Context\**

#### Unit – 4

Folk narratives of India; Case studies from the West and India; Folklore and Indian English literature

Sohinder Singh Bedi: *Folklore of the Punjab*

Sadhana Naithani: *The Colonizer-Folklorist*

#### Suggested Readings:

1. Amirthalingam, M. *Folklore of Sacred Groves*. *Indian Folklife*, 3, Oct. 2000.
2. Ben-Amos, D. (1971). *Toward a Definition of Folklore in Context*. *The Journal of American Folklore*, 84(331), 3-15. doi:1. Retrieved from <http://www.jstor.org/stable/539729> doi:1

3. Dundes, Alan. "Fairy Tales from a Folklorist Perspective." *Folk and Fairy Tales*. 4<sup>th</sup> ed. Eds. Martin Hallett and Barbara Karasek, eds. Broadview Press, 2009. 335-342. Print.
4. Handoo, Jawaharlal. *Folklore in Modern India*. Mysore: CIIL Press, 1998.
5. Jan de Vries, 'Theories concerning Nature Myths', in Alan Dundes, *Sacred Narrative: Readings in the Theory of Myth*, University of California Press, 1984.
6. Lieberman, Marcia R. ""Some Day My Prince Will Come": Female Acculturation through the Fairy Tale." *College English* 34.3 (1972): 383-95. Web.
7. Muthukumaraswamy, M. D. 'Finding ecological citizenship inside the archives of pain: Famine Folklore,' *Indian Folklife*, 3, Oct. 2000.
8. Naithani, S. (1997). The Colonizer-Folklorist. *Journal of Folklore Research*, 34(1), 1-14. Retrieved from <http://www.jstor.org/stable/3814697>
9. Ramanujan, A.K. and Stuart Blackburn (ed). *Another Harmony, New Essays and the Folklore of India*, Berkeley. University of California Press. 1986.
10. Sakthivel, S. *Folklore Literature in India*. Meena Pathippagam, Madurai, 1976
11. William Wilson, 'Herder, Folklore and romantic Nationalism', in Elliott Orring, *Folk Groups and Folklore Genres: a Reader*. Utah State University Press, 1989.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### **Inter-Disciplinary Elective - I. Credits: 2.**

Student will choose any inter-disciplinary course among the courses offered by other centres.

### **INTER-DISCIPLINARY COURSE OFFERED BY CENTRE FACULTY FOR STUDENTS OF OTHER CENTRES:**

### **ENG.509: Communication Skills in English-I. Credits: 2.**

#### Course Objectives

- To improve the learners' language skills required for effective communication in English
- To make them aware of common errors in the use of English
- To enable the students to read effectively.
- To train the learners in effective written communication

#### **Unit – 1**

Nature, process and types of communication; barriers to communication; essential of effective communication

#### **Unit – 2**

Errors in English usage

#### **Unit – 3**

Comprehension of an unseen passage

#### **Unit – 4**

Letter and Email writing

#### **Suggested Reading:**

1. Glendinning, Eric H. & Holmstrom, Beverly. *Study Reading: A Course in Reading Skills for Academic Purposes* (Second Edition), Cambridge University Press, 2006.
2. Guse, Jenni. *Communicative Activities for EAP*. CUP, 2011.
3. Johnson-Sheehan, Richard. *Technical Communication Today* (Second Edition). Pearson, 2014.
4. Murphy, R. *English Grammar in Use*. CUP, 2016.
5. *Oxford Advanced Learners' Dictionary* (9th Edition). OUP, 2015.

## SEMESTER 2

### **ENG.510: English Literature of the Augustan Age. Credits: 4.**

#### Course Objectives

- To acquaint the students with the literary trends of the Augustan Age
- To make the students familiar with the key figures of the period
- To introduce the students with seminal texts of the period

#### **Unit – 1**

Defoe	-	<i>Robinson Crusoe</i>
Henry Fielding	-	<i>Joseph Andrews*</i>

#### **Unit – 2**

Aphra Behn	-	<i>Oronooko, or the Royal Slave</i>
Joseph Addison	-	<i>Essays: *</i>
	(i)	The Aim of the Spectator
	(ii)	The Scope of Satire

#### **Unit- 3**

Pope	-	<i>The Rape of the Lock</i>
Gray:		<i>Elegy Written in the Country Churchyard*</i>
Dryden		<i>MacFlecknoe*</i>

#### **Unit – 4**

Pope	-	<i>Essay on Criticism</i>
William Wycherley	-	<i>The Country Wife*</i>

#### **Suggested Readings:**

Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge 1997.

Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.

Kaul, R.K. ed., *The Rape of the Lock*, Cult Series

Mack, Maynard. "Wit and Poetry and Pope", *Eighteenth Century English Literature*, ed., Clifford. *The Rape of the Lock*, Casebook series

Brower, R.A. Alexander Pope: *The Poetry of Allusion*

Johnson, Samuel: *The Lives of the Poets* (Addison)

Lewis, C.S.: "Addison" in *Essays on the Eighteenth Century* presented to David Nicol Smith

Smithers, P.: *The Life of Joseph Addison*

Paulson, Ronald. ed., *Fielding: A Collection of Critical Essays*.

Battasin, M.C.: *The Moral Basis of Fielding's Art: A Study of Joseph Andrews*

Jenkins, Elizabeth, *Henry Fielding*

Watt, Ian: *The Rise of the English Novel*

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### **ENG.511: English Literature of the Romantic Age. Credits: 4.**

#### Course Objectives

- To acquaint the students with the literary trends of the Romantic Period
- To make the students familiar with the key figures of the period
- To introduce the students with seminal texts of the period

#### **Unit – 1**

Samuel Taylor Coleridge	-	Selected Poems#
Mary Shelley		Frankenstein*

#### **Unit - 2**

Wordsworth	-	Selected Poems#
Blake	-	Selected Poems#*
Byron		Selected Poems#*

#### **Unit - 3**

John Keats	-	Selected Poems#
Shelley	-	Selected Poems #

#### **Unit - 4**

Jane Austen	-	Pride and Prejudice
Charles Lamb	-	Essays*: - Dream Children - All Fool's Day

#= Upto three poems may be selected

#### **Suggested Readings**

Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge 1997.

Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.

Bate, John. *Keats*

Bloom, Harold. *The Visionary Company*

Burwick, Fredrick. *Poetic Madness*

Butler, Marilyn. *Romantics, Rebels, and Reactionaries*

Campbell, Colin. *Romantic Ethic and the Spirit of Consumerism*

Copley, Stephern and John Whale, eds. *Beyond Romanticism: New Approaches to Texts and Contexts 1780-1832*

Hanley, Keith and Raman Selden, eds. *Revolution and English Romanticism*

Homans, Margaret. *Women Writers and Poetic Identity*

Liu, Alan. *Wordsworth*

McFarland, Thomas. *Coleridge and Pantheism*

Mitchell, W.J.B. *Blakel's Composite Art*

Poovey, Mary. *The Proper Lady and the Woman Writer*

Richardson, Alan. *Literature, Education, and Romanticism*

Richardson, Alan & Sonia Hofkosh. *Romanticism, Race, and Imperial Culture, 1780-1843*

Roe, Nicholas. *Keats and History*

Woodring, Carl. *Politics and English Romantic Poetry*

Wu, Duncan, ed. *Romanticism: A Critical Reader*

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

## **ENG.402: Literary Criticism and Theory-I. Credits: 4.**

### Course Objectives

- To acquaint the students with the historical evolution of literary criticism and Theory
- To make the students familiar with the key figures of literary criticism
- To introduce the students with seminal texts of literary criticism

### **Unit - 1**

Aristotle: *Poetics*

Philip Sidney: An Apology for Poetry\*

### **Unit - 2**

Dr. Johnson: Preface to Shakespeare

John Dryden: An Essay on Dramatic Poesy\*

### **Unit - 3**

Samuel Taylor Coleridge: *Biographia Literaria*, Chapters XIII, and XIV.

William Wordsworth: Preface to the Lyrical Ballads (1800)\*

### **Unit – 4**

Matthew Arnold: 'The Function of Criticism at the Present Time'

T.S. Eliot: "Tradition and the Individual Talent"

Cleanth Brooks: Metaphor, Irony, Ambiguity\*

### **Suggested Readings:**

Abrams, M. H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000.

Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.

Daiches, David. *Critical Approaches to Literature*. 2nd ed. Hyderabad: Orient Longman, 2001.

David Lodge(ed.). *Modern Criticism and Theory*. London, Longman, 1988.

David Lodge(ed.). *Twentieth Century Literary Criticism reader*. London, Longman, 1972.

Ford, Boris. Ed. *The Pelican Guide to English Literature*, Vols. 4 & 5. London: Pelican, 1980.

Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005.

House, Humphrey. *Aristotle's Poetics*. Ludhiana: Kalyani Publishers, 1970.

Lucas, F. L. *Tragedy in Relation to Aristotle's Poetics*. New Delhi: Allied Publishers, 1970.

Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.

Robert Con Davis (ed). *Contemporary Literary Criticism: Modernism Through Post Structuralism*. London: Longman, 1986.

V S. Sethuraman(ed) *Contemporary Criticism; An Anthology*. Madras: Macmillan, 1989.

Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.

Wellek, Rene. *A History of Modern Criticism: 1750-1950*, Vols. I-IV. London: Jonathan Cape, 1958.

Wilbur Scott (ed). *Five Approaches of Literary Criticism*. New York: Macmillan, 1978.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

## **ENG.512: American Literature. Credits: 4.**

### Course Objectives

- To introduce the students to American literature
- To develop students' understanding of the history and cultural progress of the United States of America through literature conveying the perceptions and experiences of American authors.
- To give students an idea of the multiple, complex and internally antagonistic realities of the American people.

### **Unit 1**

Hector St John de Crevecoeur. 'What is an American?' (Letter III).

"The American Declaration of Independence"\*

R. W. Emerson, "Self-Reliance"

Ralph W, Emerson. 'The American Scholar.'\*

H. D. Thoreau, "Civil Disobedience"\*

### Unit 2

Walt Whitman. *Song of Myself (Select poems)*

Emily Dickinson (selections)

Robert Frost (selections)\*

Langston Hughes. 'The Negro Speaks of Rivers' \*

Wallace Stevens. "Peter Quince at the Clavier"

### Unit 3

Herman Melville, "Bartleby the Scrivener"

Charlotte Perkins Gilman. "The Yellow Wallpaper"\*

Nathaniel Hawthorne. "Young Goodman Brown"\*

Ernest Hemingway. *The Old man and the Sea*

### Unit 4

Toni Morrison, "Rootedness: The Ancestor as Foundation"

Paule Marshall. "The Making of a Writer: From the Poets in the Kitchen"\*

Edward Albee. *Who's Afraid of Virginia Woolf?*

Adrienne Cecile Rich. "Compulsory Heterosexuality and Lesbian Existence."\*

### Suggested Reading

Bercovitch, Sacvan. Gen. Ed. *The Cambridge History of American Literature*. Cambridge Mass.: CUP, 1999.

Elliott, Emory. Gen. Ed. *Columbia Literary History of the United States*. Columbia: Columbia UP, 1988.

Gray, Richard. *A History of American Literature*. New York: Blackwell, 2004.

Lauter, Paul, et al. ed. *The Heath Anthology of American Literature*. Volume 1 &2. New York: Heath, 1990.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### Elective Courses:

#### ENG.513: Applied Linguistics. Credits: 4.

#### Course Objectives

- To introduce students to the broad areas in the field of Applied Linguistics.
- To deepen their knowledge of the role of linguistics in society, culture, communication and technology
- To widen the students' understanding of the potential research areas in Applied Linguistics

#### Unit – 1

Applied linguistics: Disciplines, theories, models, descriptions; Interdisciplinary nature of applied linguistics\*; Relation between theoretical linguistics and applied linguistics. Scope of applied Linguistics

#### Unit – 2

Psycholinguistics and Neurolinguistics: Theories of behaviourism, competence and cognitivism; First and second language acquisition (SLA); Factors related to SLA\*; Bilingualism; Process of perception, comprehension, assessment and production; Language cognition\*, language disorder and brain research

#### Unit – 3

Communication Theory: Philosophy and sociology of communication; Language, culture, socialization and pragmatics; Language planning and policy\*; Language and ideology; immersion, heritage and language minority education\*

#### Unit – 4

Lexicography: Lexical and grammatical meaning; components of lexical meaning; Types of dictionaries; Lexicographic methods; Stylistics; Discourse analysis\*; Translation and interpretation; Information design

Computational Linguistics: Computer anatomy; Programming languages; Databases; Introduction to natural language processing

### Suggested Readings:

1. Berns, M., & Matsuda, P. K. *Applied linguistics: Overview and history*. In K. Brown (Ed.), *The Encyclopedia of language and linguistics* (2nd ed.; pp. 394–405). Elsevier, 2006
2. Cook, G. *Applied Linguistics* (in the series *Oxford Introduction to Language Study*). Oxford University Press, 2003.
3. Davies, A. & Elder, C. (eds.) *Handbook of Applied Linguistics*. Blackwell, 2004.
4. Hall, C. J., Smith, P. H. & Wicaksono, R. *Mapping Applied Linguistics. A Guide for Students and Practitioners*. Routledge, 2011.
5. Johnson, Keith & Johnson, Helen. *Encyclopedic Dictionary of Applied Linguistics*, Oxford/Malden. Blackwell, 1999.
6. McCarthy, Michael. *Issues in Applied Linguistics*, Cambridge University Press, 2001.
7. Pennycook, Alastair. *Critical Applied Linguistics: A Critical Introduction*. Lawrence Erlbaum Associates, 2001.
8. Schmitt, Norbert. *An Introduction to Applied Linguistics*. Arnold, 2002.

\*= These topics will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### ENG.514: American Fiction. Credits: 4.

#### Course Objectives

- To introduce the students to American Fiction
- To make the students familiar with the early as well as the modern American novelists
- To introduce the students with some of the seminal texts which depict the regional, cultural, ethnic and racial tensions, diversities and issues in America

#### Unit 1:

Mark Twain. *The Adventures of Huckleberry Finn*

Harriet Beecher Stowe: *Uncle Tom's Cabin*\*

#### Unit 2:

Nathaniel Hawthorne. *The Scarlet Letter*\*

Herman Melville. *Moby Dick or the Whale*

#### Unit 3:

William Faulkner. *The Sound and the Fury*

Ralph Ellison. *Invisible Man*\*

#### Unit 4:

Leslie Marmon Silko. *Ceremony*

F. Scott Fitzgerald. *The Great Gatsby*\*

#### Suggested Reading

Bercovitch, Sacvan. Gen. Ed. *The Cambridge History of American Literature*. Cambridge Mass.: CUP, 1999.

Elliott, Emory. Gen. Ed. *Columbia Literary History of the United States*. Columbia: Columbia UP, 1988.

Gray, Richard. *A History of American Literature*. New York: Blackwell, 2004.

Fiedler, Leslie. *Love and Death in the American Novel*. New York: Dalkey Archive, 1998.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

**ENG.500: Term paper. Credits: 2.**

The research scholar will write a term paper on an approved topic focusing on a particular research question coming under the purview of English literary studies.

**Inter-Disciplinary Elective - II. Credits: 2.**

Student will choose any inter-disciplinary course among the courses offered by other centres.

**INTER-DISCIPLINARY COURSES OFFERED BY CENTRE FACULTY FOR STUDENTS OF OTHER CENTRES:****ENG.518: Communication Skills in English-II. Credits: 2.**Course Objectives

- To help learners' improve the language skills required for effective communication.
- To enable students to write down their arguments in a well-defined manner.
- To help students acquire effective academic and professional writing skills.

**Unit – 1**

Punctuation, Substitution of words, Restructuring of sentences

**Unit – 2**

Interpretation of graphs and charts

**Unit – 3**

Resume writing

**Unit – 4**

Report Writing

**Suggested Readings:**

1. Martinet, A V & Thomson A J. *Practical English Grammar* (4<sup>th</sup> Edition). Oxford University Press, 2014.
2. Raman & Sharma. *Technical Communication*. Oxford University Press, 2005.
3. Rizvi, Ahraf. *Effective Technical Communication*. Tata Mc Graw Hill, 2006.
4. Yule, George. *Oxford Practice Grammar*. OUP, 2011.



## SEMESTER 3

### **ENG.601: English Literature of the Victorian Age. Credits: 4.**

#### Course Objectives

- To acquaint the students with the literary trends of the Victorian Period
- To make the students familiar with the key figures of the period
- To introduce the students with seminal texts of the period.

#### **Unit – 1**

Alfred Tennyson: Ulysses\*

Robert Browning: My Last Duchess; Andrea Del Sarto, The Last Ride Together

D.G.Rossetti: The Blessed Damozel\*

#### **Unit – 2**

A. C. Swinburne: Atlanta in Calydon\*

Elizabeth Barret Browning: select poetry\*

G.M.Hopkins: The Windhover

#### **Unit – 3**

John Ruskin: Lamp of Memory

Walter Pater: Essay on Style

Christina Rossetti: select poetry\*

#### **Unit – 4**

Charles Dickens: *Hard Times*\*

Emily Bronte': *Wuthering Heights*

#### **Suggested Readings:**

Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge 1997.

Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.

Faverty, F.E.L *The Victorian Poets: a Guide to Research/(2nd ed.)* Cambridge.

Johnson, E.D.H.: *The Alien Vision of Victorian Poetry*. Princeton: Princeton UP, 1982.

Miller, J.H.: *The Disappearance of God*, Law Press, 1963.

De Vance, W.C.: *A Browning Handbook*.

Flower, Betty S.: *Browning and the Modern Tradition*.

Drew, Philip ed., *A Collection of Critical Essays on Browning*.

Tracy, Clarence: *Browning's Mind and Art: Essays*.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### **ENG.602: English Literature of the Modern Age. Credits: 4.**

#### Course Objectives

- To acquaint the students with the literary trends of the Modern Period
- To make the students familiar with the key figures of the period
- To introduce the students with seminal texts of the period

#### **Unit – 1**

James Joyce: *Portrait of the Artist as a Young Man*

George Eliot: *The Mill on the Floss*\*

#### **Unit – 2**

D.H. Lawrence: *Sons and Lovers*\*

T.S. Eliot: 'The Waste Land'

### Unit – 3

W.B. Yeats: 'The Second Coming,' 'Sailing to Byzantium,' 'Among School Children,' 'Leda and the Swan'  
W.H. Auden: 'The Unknown Citizen,' 'In Memory of W.B. Yeats,' 'The Shield of Achilles,' 'September 1, 1939'

### Unit – 4

Henrik Ibsen: Doll's House  
G.B. Shaw: Arms and the Man\*  
Oscar Wilde: The Importance of Being Earnest\*

### Suggested Readings:

Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge 1997.  
Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.  
Lubbock, Percy: *The Craft of Fiction*, New York and London, 1924  
Malkolm Bradbury: *The Modern British Novel*, 1993  
Katherine Worth: *Revolutions in Modern English Drama*, 1973  
David Daiches: *Novel and the Modern World*  
George Williamson: *A Reader's Guide to T.S. Eliot*  
Middleton Murry: *Sons of Woman: The Story of D.H. Lawrence*  
Frederic Karl: *A Reader's Guide to Joseph Conrad*  
Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*, New York: Routledge 1997.  
Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.  
Lubbock, Percy: *The Craft of Fiction*, New York and London, 1924.  
Richard Ellmann: *James Joyce*, 1982  
Arthur Marwick: *British Society since 1945-1982*  
Malkolm Bradbury: *The Modern British Novel*, 1993  
Katherine Worth: *Revolutions in Modern English Drama*, (1973)

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### ENG.403: Literary Criticism and Theory II. Credits: 4

#### Course Objectives

- To familiarize students with some of the seminal writings of select influential figures in literary theory pertaining to different perspectives on literature
- To make the students understand how literature can be variously interpreted
- To study important trends in literary theory and key essays pertaining to these trends

#### Unit - 1

- a) W K Wimsatt and Munroe C. Beardsley: "The Intentional Fallacy"
- b) Jacques Derrida: "Structure, Sign and Play in the Discourse of the Human Sciences"

#### Unit – 2

- a) Elaine Showlater: "Feminist Criticism in the Wilderness"
- b) Edward Said: *Crisis* [in *Orientalism*]

#### Unit - 3

- a) Lionel Trilling: *Freud and Literature*
- b) Michel Foucault: "What is an Author"

#### Unit - 4

- a) Louis Althusser : *Ideology and Ideological State Apparatuses*
- b) Julia Kristeva: 'Women's Time' in *The Kristeva Reader*, ed. Toril Moi (Oxford: Blackwell, 1986), pp.188-213.

**Suggested Readings:**

- Abrams, M. H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000.
- Ashcroft, Griffiths and Tiffin(eds), *The Post-colonial Studies Reader*. London Routledge 1995
- Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.
- Daiches, David. *Critical Approaches to Literature*. 2nd ed. Hyderabad: Orient Longman, 2001.
- Ford, Boris. ed. *The Pelican Guide to English Literature*, Vols. 4 & 5. London: Pelican, 1980.
- Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005.
- Homi K. Bhabha: 'How Newness Enters the World: Postmodern space, postcolonial times and the trials of cultural translation', in *The Location of Culture* (London: Routledge, 1994), pp. ' 212-35
- Leitch, V.B. ed. *The Norton Anthology of Theory and Criticism*, New York: W.W.Norton, 2001
- Lodge, David ed..*Modern Criticism and Theory*, London: Longman, 1988.
- Mikhail Bakhtin: 'Epic and Novel', trs. Caryl Emerson and Michael Holquist, in M. M. Bakhtin, *The Dialogic Imagination*, ed, Michael Holquist (Austin, Texas: University of Texas Press, 1981), pp. 3-40.
- Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
- Victor Shklovsky: "Art as Technique"
- Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.
- Wellek, Rene. *A History of Modern Criticism: 1750-1950*, Vols. I-IV. London: Jonathan Cape, 1958.
- Wolfreys, Julian. *Literary Theories: A Reader and Guide*. Edinburgh, Edinburgh UP,1999.
- Wolfgang Iser: "The Reading Process: a Phenomenological Approach"

**ELECTIVE COURSES:****ENG.603: African American Literature. Credits: 4.**Course Objectives

- To introduce the students to African American literature
- To develop students' understanding of the contributions of African Americans to the history and cultural progress of the United States of America
- To introduce the students with the seminal texts and key figures in African American Literature

**Unit I: Poetry:**

Phillis Wheatley "On Being Brought from Africa to America"

Lucy Terry. "Bars Fight" \*

Maya Angelou. "I know why the caged bird sings"

Gwendolyn Brooks. "A song in the Front Yard"

Langston Hughes. "The Negro Speaks of Rivers" / "Dream"\*

**Unit II: Autobiography and Fiction:**

Frederick Douglass. *Narrative of the Life of Frederick Douglass, an American Slave*, Written by Himself \*

Frances E. W. Harper. *Iola Leroy*

**Unit III: Fiction**

Richard Wright: *Native Son*.

Zora Neale Hurston: *Their Eyes Were Watching God*. \*

**Unit IV : Sermons and Plays**

C.L. Franklin: "The Eagle Stirret Her Nest"\*

Martin Luther King Jr. "I Have a Dream" \*

Lorraine Hansberry - *A Raisin' in the Sun*

**Suggested Readings:**

Hubbard, Doland. *The Sermon and the African American Literary Imagination*. Missouri: Uni. of Missouri P., 1996.

Lawrence Levine, *Black Culture and Black Consciousness*. Oxford: OUP, 1977

Houston Baker, Jr. *Blues, Ideology, and Afro-American Literature*. Chicago: Chicago Univ. Press, 1964.

Richard Barksdale. Ed. *Black Writers of America: A Comprehensive Anthology*. New York: Macmillan, 1972.

Lerone Bennett. *Before Mayflower: A History of the Negro in America, 1619-1964*. Baltimore: Penguin Books. 1966.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

#### **ENG.604: Literature and Allied Arts: Cinema. Credits: 4.**

##### Course Objectives

- To understand major concepts in cinema
- To study Indian and Western traditions of art and culture with special focus on cinema
- To critically analyse key films from Indian and Western tradition

##### **Unit - 1**

Major Concepts in Cinema  
Indian and Western traditions  
Misc-en-scene, Montage, Types of Shot, Film Genres

##### **Unit - 2**

The Formation of Genres like Melodrama, Family and Gender as well as an Overview of the Development of Indian Popular Cinema.  
Teachers will be free to choose the texts of films dependent on availability.

##### **Unit - 3**

Indian Films suggested for teaching are: Mehboob Khan's 'Mother India'; Guru Dutt's 'Pyasa'; Satyajit Ray's 'Pather Panchali', 'Gangs of Wasseypur', 'Ankur', 'Maqbool', Jaane Bhi Do Yaaro, Masaan

##### **Unit - 4**

World Cinema Suggested: Hitchcock's 'Psycho', Vittoria De Sica's 'Bicycle Thieves', Bergman's 'Autumn Sonata', Rashomon (Akira Kurosawa, 1950), Oldboy, Amelia

##### **Suggested Readings:**

R. Dwyer and C. Pinney (Ed.). *Pleasure and the Nation: History, Politics and Consumption of Public Culture in India*.  
R. Vasudevan. *Making Meaning in Indian Cinema*.  
M. Madhava Prasad. *Ideology of the Hindi Film: A Historical Construction*.  
S. Ray. *Our Films Their Films*.  
Vinay Lal and Ashis Nandy (Ed.). *Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema*.  
S. Ray. "What Ails Indian Filmmaking?"  
R. Vasudevan. *A Case Study of Indian Popular Cinema*.  
A. Nandy. *An Intelligent Critic's Guide to Indian Cinema*.  
S. Ray. *Our Films Their Films*. Orient Blackswan Pvt. Ltd.  
R. Mazumdar. *Bombay Cinema*. Orient Blackswan Pvt. Ltd.  
John Hill and Pamela Church Gibson, eds., *The Oxford Guide to Film Studies* (Oxford and New York: Oxford University Press, 1998)  
Christine Gledhill and Linda Williams, eds., *Reinventing Film Studies* (London: Arnold, 2000)  
Timothy Corrigan, Patricia White, and Meta Mazaj, eds., *Critical Visions in Film Theory: Classic and Contemporary Readings* (Boston and New York: Bedford/St. Martin's, 2011)  
David Bordwell and Kristin Thompson, *Film Art: An Introduction* (New York: McGraw-Hill, any edition)  
Geoffrey Nowell-Smith, ed., *The Oxford History of World Cinema* (Oxford and New York: Oxford University Press, 1996)

#### **ENG.605: Practical Criticism. Credits: 2.**

##### Course Objectives

- To acquaint the students with the practical aspects of literary criticism
- To make the students familiar with textual criticism
- To introduce the students with basics of literary criticism

A literary piece of prose/ poetry/fiction to be taken up by each student for practical criticism.

**ENG.600 Dissertation. Credits: 4.**

The research scholar will write a dissertation on an approved topic focusing on a particular research question coming under the purview of English literary studies.

## SEMESTER 4

### **ENG.607: Indian English Literature. Credits: 4.**

#### Course Objectives

- To introduce students to major movements and figures of Indian Literature in English
- To introduce the students to the seminal texts in the Indian writing in English
- To create literary sensibility and emotional response to the Indian literary texts

#### **Unit – 1**

Toru Dutt*	-	'Our Casuarina Tree' 'The Broken Bell' 'Sonnet'
Nissim Ezekiel	-	'Night of the Scorpion' ( <i>The Exact Name</i> ) 'Poet, Lover, Birdwatcher' ( <i>The Exact Name</i> ) 'Background, Casually' ( <i>Hymns in Darkness</i> )
Agha Shahid Ali	-	'Farewell', 'Ghazal', ("Where are you now?") 'The Country without a Post Office'
Dom Moraes*		'Absences' 'Rendezvous' 'Spree'

#### **Unit – 2**

Manjula Padmanabhan: Lights Out\*  
Girish Karnad: Yayati

#### **Unit - 3**

R.K. Narayan: The Guide\*  
Amitav Ghosh: *The Glass Palace*

#### **Unit – 4**

Jawaharlal Nehru: *Discovery of India* (selected chapters)  
V.S.Naipaul: *India: A Wounded Civilization*\*

#### **Suggested Readings:**

Iyenger, K.R. Srinivasa. *Indian Writing in English*. Sterling Publishers Pvt. Ltd, 2012.

King, Bruce. *Modern Indian Poetry in English*. OUP India, 2005.

Mehrotra, A.K. *A Concise History of Indian Literature in English*. Palgrave Macmillan, 2009.

Naik, M.E. Ed. *Aspects of Indian Writing in English*. Macmillan Publishers India, 2007.

Naik, M.K. *Indian English Literature: 1980-2000: A Critical Survey*. Pencraft International, 2007.

Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 2009.

Walsh, William. *Indian Literature in English*. Longman, 1990.

Williams, H.M. *Indo-Anglian Literature: 1800-1970: A Survey*. Sangam Books Ltd., 1979.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### **ENG.608: New Literature. Credits: 4.**

#### Course Objectives

- To acquaint the students with the literary trends in the 20<sup>th</sup> and 21<sup>st</sup> century
- To make the students familiar with the key figures-novelists- of the period

- To introduce the students with some of the seminal texts of the period.

### Unit 1

- Gabriel Garcia Marquez : *One Hundred Years of Solitude*.
- 'On the Beach', in *Too Soon, Too Late: History in Popular Culture* (Bloomington: Indiana University Press, 1988), pp. 93-119.

### Unit 2.

- 'The Cinnamon Peeler', 'The Time Around Scars', 'Letters and Other Worlds', 'Billboards', in *The Cinnamon Peeler: Selected Poems* (London: Picador, 1989).
- Margaret Atwood : *Surfacing*.

### Unit 3.

- Nature as Monster', in *Survival* (Concord, Ont.: Anansi, 1972, rpt. 1991), pp. 45-67.
- Naguib Mahfouz : *Search*.

### Unit 4.

- Jean Rhys : *Wide Sargasso Sea*.
- 'The Drover's Wife', in *The Arnold Anthology of Post-Colonial Literatures in English*, ed. John Thieme (London: Arnold, 2000). pp. 162-67.

### Suggested Readings:

- Anderson, B. : *Imagined Communities*.
- Atwood, M. : *Survival : A Thematic Guide to Canadian Literature*.
- Ashcroft, Bill, et al eds. : *The Post-Colonial Studies Reader*.
- Ashcroft, Bill . *Post-Colonial Configurations*.
- Bourke, Lawrence : *A Vivid Steady State*.
- Brathwaite, E.K. *History of the Voice*.
- Mary Lou Emery : *Jean Rhys at "World's End"*.
- Frickey, Pierrette, M. ed. : *Critical Perspectives on Jean Rhys*.
- Hodge, B. and Mishra, V. *The Dark Side of the Dream*.
- James, Louis . *Critical Studies of Caribbean Writers*.
- King, Bruce : *The New Literatures in English*.
- : *New National and Post-Colonial Literatures*.
- Ramazani, Jahan. *The Hybrid Muse : Postcolonial Poetry in English*.
- Said, Edward.. *Reflections on Exile and Other Essays*.
- Soyinka, W. *Myth, Literature and the African World*.
- Strauss, J. and Bennet Bruce, eds. *The Oxford History of Australia*.
- Staley Thomas, F. *Jean Rhys : A Critical Study*.

### ELECTIVE COURSES:

Choose any one Elective Course

### ENG.609: English Language Teaching. Credits: 4.

#### Course Objectives

- To bring about an understanding of the history of English language and ELT in India
- To critically examine different factors responsible for successful second language acquisition
- To inculcate knowledge of the different teaching and testing methods in ELT

#### Unit – 1

English language learning and teaching in India; Second language acquisition (SLA); Theories of SLA; non-linguistics factors in SLA\*

#### Unit – 2

Approaches and methods of teaching English: grammar translation method, direct method, structural approach, communicative approach\*, recent trends

#### Unit – 3

Teaching English at primary, secondary and tertiary level; Principles and techniques of Teaching of language skills: listening, speaking, reading, writing, grammar and vocabulary; Teaching of prose and poetry\*

#### Unit – 4

Technology, teaching aids and ICT tools for teaching/ learning English;\* Curriculum design, testing and evaluation in ELT

#### Suggested Readings:

1. Agnihotri, R. K & Khanna, A.L. *English Language Teaching in India*. New Delhi: Sage Publications, 1995.
2. Baumgardner R.J., Greenbaum S., Kachru B.B. *South Asian English: Structure, Use, and Users*. University of Illinois Press, 1996.
3. Bright, J.A. and G.C. Macgreager. *Teaching English as a Second Language*. ELBS and Longman 1970.
4. Dhavavel, S.P. *English Language Teaching in India*. Tata McGraw Hill, 2014.
5. Kachru, B.B. *The Indianization of English: The English Language in India*. Oxford University Press, 1983.
6. Larsen-Freeman, D. *Techniques and Principles in Language Teaching*. New Delhi: Oxford University Press, 2004.
7. Littlewood W. *Communicative Language Teaching*. Cambridge University Press, 1986.
8. Raman R. *English Language Teaching*. Atlantic Publishers, 2004.
9. Richards, J.C. and T. S. Rogers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 1986.
10. Richards, J.C. and S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University: Cambridge University Press, 1985.
11. Saraswathi, V. *English Language Teaching –Principles and Practice*. Orient Longman, 2004.
12. Tickoo, M. L. *Teaching and Learning English –A Sourcebook for Teachers and Teacher Trainers*. Hyderabad: Orient Longman, 2003.
13. Widdowson, W.G. *Stylistics and Teaching of Literature*. Oxford University Press, 1978.

\*= These topics will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

#### ENG.610: American Poetry. Credits: 4.

##### Course Objectives

- To introduce the students to American Poetry
- To make the students familiar with the early as well as the modern American poets
- To introduce the students with some of the seminal American poems which depict American perceptions and concerns, and poetic styles

##### Unit 1

Anne Bradstreet: "To My Dear and Loving Husband" \*

Walt Whitman - A passage to India

Allan Poe - The Raven

Emily Dickinson: (select poems)\*

##### Unit 2

Robert Frost: Birches, Home Burial\*



Wallace Stevens: Anecdote of the Jar/ The Emperor of Ice Cream\*

Edwin Arlington Robinson: Richard Cory

Hart Crane - Poem: To Brooklyn Bridge

### Unit 3

Sylvia Plath: Lady Lazarus

Audre Lorde: "Martha"\*

Robert Lowell - For the Union Dead

Sonia Sanchez: Homecoming\*

### Unit 4

Ezra Pound: Hugh Selwyn Mauberley

Allen Ginsberg - America

H. D. :The Garden\*

E.E. Cummings: Anyone Lived in a Pretty How Town/ Buffalo Bill\*

### Suggested Reading:

Elaine Tyler May. *Homeward Bound: American Families in the Cold War*.

Michael Davidson. *Guys Like Us: Citing Masculinity in Cold War Poetics*.

Jeffrey Gray, *Mastery's End: Travel and Postwar American Poetry*.

Alan Nadel. *Containment Culture: American narratives, Postmodernism, and the Atomic Age*.

Thomas Travisano. *Mid-Century Quartet*.

Deborah Nelson. *Pursuing Privacy in Cold War America*.

Lary May, ed. *Recasting America: Culture and Politics in the Age of the Cold War*.

David Haberman. *The Fifties*.

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

## ELECTIVE COURSES:

Choose any one Elective Course

### ENG.612: Colonial Discourse and Postcolonial Studies. Credits: 4.

#### Course Objectives

- To provide an introduction to postcolonial studies
- To make the students understand how literature can be variously interpreted by using post colonial theories
- To study key essays pertaining to colonial discourse and postcolonial studies

#### Unit - 1

Introduction to postcolonial studies: Concepts of Inbetweenness, Mimicry, Identity, Subaltern.

#### Unit - 2

Gayatri Chakravorty Spivak, "Can the Subaltern Speak"

Frantz Fanon, 'On National Culture' from *The Wretched of the Earth* (Harmondsworth: Penguin, 1967): 166-99.

#### Unit - 3

Stuart Hall, 'Cultural Identity and Diaspora'

Homi Bhabha, "Of Mimicry and Man"

#### Unit - 4

Arundhati Roy: God of Small Things

Mahasweta Devi, "Draupadi"\*

### Suggested Readings:

John McLeod, *Beginning Postcolonialism* (Manchester and New York: Manchester UP, 2000).

Ania Loomba, *Colonialism/Postcolonialism* (London and New York: Routledge, 1998).

Rumina Sethi, *The Politics of Postcolonialism* (London: Pluto, 2011).  
Robert J. C. Young, *Postcolonialism: A Very Short Introduction* (Oxford: Oxford UP, 2003).  
Leela Gandhi, *Postcolonial Theory* (Oxford: Oxford UP, 1988).  
Rajeswari Sunder Rajan (ed.), *The Lie of the Land: English Literary Studies in India* (Delhi: Oxford UP, 1992).  
Benedict Anderson, *Imagined Communities* (London: Verso, 1983).  
Rumina Sethi, *Myths of the Nation: National Identity and Literary Representation* (Oxford: Clarendon, 1999).  
Homi K. Bhabha, *The Location of Culture* (London and New York: Routledge, 1994).  
Kumkum Sangari and Sudesh Vaid (eds.), *Recasting Women* (New Delhi: Kali, 1989).

\*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

### **ENG.613: Classics of World Literature. Credits: 4.**

#### Course Objectives

- To introduce the classics of world literature
- To critically analyze the select texts
- To widen the horizons of knowledge and show the depth of human experience through literature

#### **Unit - 1**

Sophocles: *Oedipus Rex*  
Dostoevsky: *Crime and Punishment*\*

#### **Unit - 2**

Tagore: *Gitanjali* (Selections)\*  
Ghalib: Poems

#### **Unit - 3**

Achebe: *Things Fall Apart*\*  
Kafka: *Trial*

#### **Unit - 4**

Neruda: Poems  
Pirandello: *Six Characters in Search of an Author*\*

#### **Suggested Readings:**

The books of the selected author to be communicated during the sessions by the course coordinator.

### **ENG.600: Term paper and Seminar. Credits: 8.**

The research scholar will write a term paper on an approved topic focusing on a particular research question coming under the purview of English literary studies and present it during a seminar.