

MODEL I

BA Programme in English Language and Literature

Syllabi for Core Courses

COURSE-1 METHODOLOGY OF HUMANITIES AND LITERATURE

Course Code	ENCR1
Title of the course	METHODOLOGY OF HUMANITIES AND LITERATURE
Semester in which the course is to be taught	I
No. of credits	4
No. of contact hours	108

1. AIM OF THE COURSE

- The course is intended to introduce the student to the interrelationship between paradigms of social formation

2. OBJECTIVES OF THE COURSE

On completion of the course, the student should be able;

- To know and appreciate the location of literature within humanities
- To establish connections across frontiers of disciplines
- To critically engage with culture , gender and marginality
- To become acquainted with narration and representatio

3. COURSE OUTLINE

Module (1)

54 HOURS

A : Understanding the humanities - the scientific method – how humanities explore reality – the natural and social sciences – facts and interpretation –study of natural and subjective world- tastes, values and belief systems

B: Language ,culture and identity- language in history- language in relation to caste, class, race and gender- language and colonialism.

C: Narration and representation- what is narration-narrative modes of thinking-
narration in literature, philosophy and history- reading.

Module (2)

54 HOURS

The following essays are to be dealt with intensively in relation with the methodological questions raised above(module 1)

- 1.Peter Barry : “Theory before ‘theory’ – liberal humanism”. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New York,Manchester. 1995. 11-38
- 2.Sudhir Kakar, Katharina Kakar. “The Hierarchical Man” *The Indians: Portrait of a People*. Penguin India, 2007. 7-24.
- 3.G. N. Devy. “ Introduction” in Sharankumar Limbale’s *The Outcaste:Akkarmashi*. New Delhi, OUP. 2008 xii-xxvi
- 4.V. Geetha. “God made you different, Nature made us different”. *Gender*. Calcutta: Stree, 2002 11-23
- 5.Fridrun Rinner. “*The ArabianNights*: Telling Stories as a means of escape from death” *.Narrative. A Seminar*. New Delhi: Sahitya Akademi, 1994 180-185.

Note on Course work

The teaching of the course will involve making the student enter into a sort of dialogue with some of the issues raised in the reading material given above.

4. CORE TEXT

METHODOLOGY AND PERSPECTIVES OF HUMANITIES published by Pearson Longman 2009 (except chapter 4 “Indian Philosophy”)

SOCIAL ROOTS OF LITERATURE. Edited by Dr.K.M.Krishnan and Tom Thomas; to be published by DC BOOKS and M. G.UNIVERSITY.

5. MODEL QUESTION PAPER (To be incorporated.)

SYLLABI FOR CORE COURSES

COURSE-2 INTRODUCTION TO LANGUAGE AND LITERATURE

COURSE CODE	ENCR2
TITLE OF THE COURSE	INTRODUCTION TO LANGUAGE AND LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS	108

1. AIM OF THE COURSE

- To give the students knowledge about the background of English language and literature and the different periods in the history of English literature.
- To familiarize the students with the varieties of English.

2. OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to:

- Appreciate, interpret and critically evaluate literature.
- Form an idea about the various stages in the development of English language.
- Distinguish between the different varieties of English used all over the world.

3. COURSE OUTLINE

Module: I

18 HOURS

What is literature—what is a text—major genres in textual studies

CORE TEXT: Mario Klarer. *An Introduction to Literary Studies*. Routledge, p. 1-62

Module: II

36 HOURS

Periods of English literature—theoretical approaches to literature

CORE TEXT: Mario Klarer. *An Introduction to Literary Studies*. Routledge, p. 63-96.

Module 3

36 Hours

Language Families

Indo-European Family of Languages-1. Branches of Indo-European 2. Home of the Indo Europeans-3. Main characteristics of Indo-European

Germanic family of Languages

1. Characteristics of the Germanic family 2. Grimm's law 3. Verner's Law

Periods in the History of English Language:

Old English Period 1. Old English Dialect 2. Old English vocabulary 3. Scandinavian Influence 4. Latin influence

Middle English Period: 1. Norman Conquest 2. French influence 3. The East Midland Dialect

Modern English Period- Early Modern English: 1. The Great Vowel Shift 2. Renaissance and Reformation 3. The invention of printing 4. Latin influence.

English Today: 1. The evolution of Standard English 2. English as a global language
3. American English 4. Australian English 5. Indian English

Module 4

18 hrs.

Influences on English

1. Renaissance 2. Reformation 3. Printing Press 3. Authors and Books- The Bible, Shakespeare, Milton.

Word Formation

1. Compounding
2. Derivation
3. Abbreviation
4. Onomatopoeic words
5. Syncopation
6. Metanalysis
7. Portmanteau words
8. Acronyms
9. Back-Formations

Semantics

1. Generalisation
2. Specialisation
3. Association of Ideas
4. Euphemism
5. Popular Misunderstanding

Books for General Reading:

1. F T Wood. *An Outline History of English Language*. Macmillan.
2. George Yule. *The Study of Language*. Cambridge University Press.
3. David Crystal. *The English Language: A Guided Tour of the Language*. Penguin.
4. David Crystal. *English as a Global Language*. Cambridge University Press.
5. G.L. Brook. *Varieties of English*. Macmillan.
6. John Peck and Martin Coyle. *A Brief History of the English Language*. Palgrave.
7. Pramod K. Nayar. *A Short History of English Literature*. Cambridge University Press.
8. Andrew Sanders. *The Short Oxford History of English Literature*. Oxford University Press.

SYLLABI FOR CORE COURSES

Course 3: LITERATURE AND INFORMATICS

COURSE CODE	ENCR3
TITLE OF THE COURSE	LITERATURE AND INFORMATICS
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	3
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

1. AIM OF THE COURSE

- To introduce students to the various relevant aspects of Information Technology and Computers which will facilitate the study of literature.
- To equip the students to make use of the possibilities existing in the IT sector.

2. OBJECTIVES OF THE COURSE

Upon completion of the course:

- The students will have a thorough general awareness of computer hardware and software.
- The students will have good practical skill in performing common basic tasks with the computers.
- The students are expected to create PowerPoint presentations on any topic in literature incorporating extensively researched web sources.

3. COURSE OUTLINE

MODULE I: ICT SKILLS FOR HIGHER EDUCATION

(36 HOURS)

Data, information and knowledge – Various file formats – Networking - Internet access methods: Broadband connections, Dial-up connection – Academic search techniques: Favorites and bookmarks, search engines, subject directories, Wikis - Evaluating Web Sites - Creating a cyber presence: Instant messaging, Podcasts, Blogs and Vlogs, Webcasts, E-mail, Group Communication – Social networking – Academic web sites – Copyrights and patents - Plagiarism and how to detect it - IT in education - Educational software - Reference software – Academic services: INFLIBNET, NICNET, BRNET – Online libraries – E-journals – E-content development - IT in publishing – IT in film and media – Artificial intelligence – Virtual reality – Virtual classrooms – EDUSAT - Presentation software – Speech-recognition software – Machine translation - Documentation software - Language computing tools in Indic languages

MODULE II: SOCIAL INFORMATICS (36 HOURS)

Digital society and its challenges – IT and development – Free software movement: Open Source Software, Linux – New opportunities in the IT industry – IT industry threats: Theft, Spam, Cookies, Adware, Spyware, Malware, Phishing and internet hoaxes, Hackers, Trojan horses – Computer safeguards – Cyber ethics – Cyber security: Firewalls, other security measures – Privacy issues – Cyber laws – Cyber addiction – Information overload – Proper usage of computers – Internet and mobile phone – e-waste and green computing – Impact of IT on language and culture

MODULE III: WRITINGS ON INFORMATICS (18 HOURS)

Various essays dealing with informatics and its role in the society

4. CORE TEXT

Alan Evans et al. *Literature and Informatics: Technology in Action*. Pearson Education.

5. MODEL QUESTION PAPER

(To be incorporated later)

SYLLABI FOR CORE COURSES

COURSE 4: READING PROSE

COURSE CODE	ENCR 4
TITLE OF THE COURSE	STUDY OF PROSE
SEMESTER IN WHICH THE COURSE IS TAUGHT	3
NO. OF CREDITS	4
NO. OF CONTACT HOURS	72

1. Aim of the Course:

To enhance the level of critical thinking of students-to enable them to critically interact with prose writings from different contexts-social, political, economical, historical, national and philosophical

2. Objectives:

- To develop critical thinking in students
- To enable them to write and appreciate different types of prose

3. Course Outline

Module 1: Different Types of Prose

36 hours

a) Introduction: Dr.K.M.Krishnan

b) Samples of different types of prose

1. Amartya Sen : “Banquet Speech”
2. Charles Dickens : “Journey to Niagara”
3. George Bernard Shaw : “How I became a Public Speaker”
4. Jim Corbett : “A Deed of Bravery”

5. J B S Haldane : “Food”
6. Francis Bacon : “Of Studies

Module 2 Perspectives on Current Issues

36 hours

1. Amitav Ghosh : “The Diaspora in Indian Culture”
2. Kenneth Kaunda : “The Colour Bar”
3. Stephen Leacock : “With the Photographer”
4. G K Chesterton : “The Worship of the Wealthy”
5. Bertrand Russell : “An Ideal Individual”
6. R.N.Roy : “Martin Luther King”
7. A G Gardiner : “All About a Dog”

4. CORE TEXT

Dr K M Krishnan Ed. *The Word and the World: Representative Prose Selections*. DC Books.

6. MODEL QUESTION PAPER

(To be incorporated later)

SYLLABI FOR CORE COURSES

COURSE 5: READING POETRY

COURSE CODE	ENCR5
TITLE OF THE COURSE	READING POETRY
SEMESTER IN WHICH THE COURSE IS TAUGHT	4
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

1. AIM OF THE COURSE:

To enhance the level of critical thinking and appreciation of poems from different contexts and genres

2. OBJECTIVES:

To introduce the students to the basic elements of poetry- to enrich the students through various perspectives readings in poetry

3. COURSE OUTLINE

Module 1- 18 hours

The Poet - The Nature and the Language of Poetry - On studying poetry -

Rhythm and metre - Scansion - Free verse

Forms - Sonnets - Ode - Epic - Mock epic - Elegy - Pastoral poetry - Ballad - Lyric

Genres: Narrative poetry - Dramatic poetry - Satirical poetry - Prose poetry - Pattern poetry

The students are also to be made familiar with the following terms and figures of speech:
Rhyme – Alliteration – Assonance – Simile – Metaphor – Extended metaphor -
Pun

Module 2-Reading British Poets

36 hours

1. Shakespeare : “Poor Soul, the Centre of My Sinful Earth”
(Sonnet No.146)
2. Milton : “The Invocation (*Paradise Lost*, Book 1)
3. John Donne : “The Sunne Rising’
4. Thomas Gray : “Ode on the Death of a Favourite Cat”
5. P B Shelley : “To a Skylark”
6. George Gordon Byron : “Venice”
7. Robert Browning : “My Last Duchess”
8. T. S. Eliot : “Journey Of the Magi”
9. Dylan Thomas : “In My Craft or Sullen Art”
10. Stephen Spender : “What I Expected Was”

Note: “*Immortality Ode*” by William Wordsworth and “*The Scholar Gipsy*” by Matthew Arnold are excluded.

Module 3: Other Perspectives in Poetry

36 hours

1. W B Yeats : “Sailing to Byzantium”
2. Derek Walcott : “A Sea-Chantey’
3. Pablo Neruda : “Tonight I can Write”
4. Walt Whitman : “**Gods**”
5. Wole Soyinka : “To My First White Hairs”
6. Robert Kroetsch : “I’m Getting Old Now”

7. Sylvia Plath : “Tulips”
8. Jayanta Mahapatra : “Hunger”
9. Dilip Chitre : “Father Returning Home
- 10. Ayappa Paniker : “Where are the woods, Children”**
- 11. Gabriel Okara : “The Mystic Drum”**
- 12. Vincent Buckley : “Late Tutorial”**

4. CORE TEXT

C A Varghese Ed. *Spring Rhythms: Poetic Selections*. DC Books.

5. MODEL QUESTION PAPER

(To be incorporated)

SYLLABI FOR CORE COURSES

COURSE 6: READING FICTION

COURSE CODE	ENCR6
TITLE OF THE COURSE	READING FICTION
SEMESTER IN WHICH THE COURSE IS TAUGHT	4
NO. OF CREDITS	4
NO. OF CONTACT HOURS	72

1. Aim of the course:

To introduce the students to different kinds of fiction and to help them appreciate fiction.

2. Objectives:

To develop critical thinking and imagination through long and short fiction and to familiarize students with cultural diversity through different representative samples of fiction.

3. COURSE OUTLINE

Module 1: Novel **36 hours**

The Great Gatsby- F Scott Fitzgerald

Module 2: Short Fiction **36 hours**

1. James Thurber : “The Night the Ghost Got in”
2. John Galsworthy : “Quality”
3. Anton Chekhov : “The Bet”

4. Somerset Maugham : “The Verger”
5. Guy de Maupassant : “The Terror”
6. Mulk Raj Anand : “The Gold Watch”
7. D H Lawrence : “The Rocking Horse Winner”
8. Karel Capek : “The Last Judgment”
9. George Louis Borges : “The Shape of the Sword”
10. Chinua Achebe : “The Sacrificial Egg”
11. Nadine Godimer : “A Watcher of the Dead”
12. V S Naipaul : “Love, Love, Love Alone”

4. CORE TEXT

Dr Leesa Sadasivan Ed. *Tales to Remember*. OUP

6. MODEL QUESTION PAPER

(To be incorporated later)

Syllabi for Core Courses

Course 7: Reading Drama

COURSE CODE	ENCR 7
TITLE OF THE COURSE	READING DRAMA
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	108

1. Aim of the course:

To develop in the students a taste for reading drama with practical knowledge of theatrical performances.

2. Objectives:

On completion of the course, the students should be familiar with the plays of master-dramatists and will have developed the ability to appreciate and evaluate various types of plays.

3. COURSE OUTLINE

Module 1

Macbeth

- William Shakespeare

(72 hours)

Module 2 - One Act Plays

(36 hours)

1. "The Swan Song" – Anton Chekhov
2. "How he Lied to her Husband" – George Bernard Shaw
3. "Before Breakfast" – Eugene O'Neil
4. "A Sunny Morning" – Serafin and Joaquin Alvarez Quintero
5. "Matsyagandhi" – M. Sajitha
6. "The Trick" - Erisa Kironde

4. CORE TEXT

Dr K Sujatha Ed. *On the Stage: One-Act Plays*. Orient BlackSwan.

6. MODEL QUESTION PAPER

(To be incorporated)

SYLLABI FOR CORE COURSES

Course 8: LANGUAGE AND LINGUISTICS

COURSE CODE	ENCR 8
TITLE OF THE COURSE	LANGUAGE AND LINGUISTICS
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

1. AIM OF THE COURSE

The course studies language and what it consists of. This is done through an examination of the internal organization of sound systems, words and sentences. The students of linguistics begin by learning how to analyse languages, their sounds (phonetics and phonology), their ways of forming words (morphology), their sentence structures (syntax), and their systems of expressing meaning (semantics).

2. OBJECTIVES OF THE COURSE

- To lead to a greater understanding of the human communicative action through an objective study of language.
- To familiarize students with the key concepts of linguistics and develop awareness of the latest trends in language study.
- To help students move towards better and intelligible pronunciation and to improve the general standard of pronunciation in everyday conversation.
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3. COURSE OUTLINE

MODULE I – LANGUAGE AND LINGUISTICS

(36 HOURS)

- a) What is Language? - Arbitrariness – Interchangeability – Cultural transmission – Dialect – Sociolect – Idiolect - Register – Pidgin – Creole

b) What is Linguistics? - Traditional grammar and linguistics - Synchronic and diachronic linguistics – Evolution of the study of linguistics – Major linguists - Basic concepts in linguistics - Langue – Parole – Language as a system of signs – Signifier and signified - Competence - Performance

c) Branches of linguistics: Phonology - Morphology: Morphemes and allomorphs – Lexical/Content Words - Functional/Structural Words - Simple, complex, compound Words - Word Formation - Inflexion - Affixation - Parts of Speech - Word Order - Phrase - Clause - Syntax: PS Grammar – Transformational Generative Grammar - Basic concepts in Semantics - Applied linguistics

MODULE II – PHONETICS

(54 HOURS)

a) Air stream Mechanism - Organs of speech - Function of vocal cords – Soft palate action – Active and passive articulators

c) R P and G I E – Uniformity and Intelligibility – Mother tongue influence - Cardinal vowels – Vowels in R P - Diphthongs – Triphthongs - Consonants – Phonemes – Allophones

d) Suprasegmentals - Syllable - Stress and Rhythm – Weak forms and Strong forms – Sentence stress - Tone groups - Basic intonation - Juncture - Elision – Assimilation

4. READING LIST

FOR MODULE I

Krishnaswamy and Sivaraman: *An Introduction to Linguistics*

S. K. Verma and N. Krishnaswamy. *Modern Linguistics : An Introduction*. New Delhi: OUP, 1989.

H.A.Gleason. *Linguistics and English Grammar*. New York: Holt, Rinehart & Winston, Inc., 1965.

H.A.Gleason. *Linguistics and English Grammar*. New York: Holt, Rinehart & Winston, Inc., 1965.

FOR MODULE II

Daniel Jones. *The Pronunciation of English*. New Delhi: Blackie and Sons, 1976.

A.C Gimson. *An Introduction to the Pronunciation of English*. London: Methuen, 1980.

J. D. O'Conner. *Better English Pronunciation*. New Delhi: CUP, 2008.

T. Balasubramaniam. *A Textbook of English Phonetics for Indian Students*. New Delhi: Macmillan, 1981.

T. Balasubramaniam. *English Phonetics for Indian Students : A Workbook*. New Delhi: Macmillan, 1992.

5. MODEL QUESTION PAPER (TO BE PREPARED)

SYLLABI FOR CORE COURSES

Course 9: LITERARY CRITICISM: THEORY AND PRACTICE

COURSE CODE	ENCR 9
TITLE OF THE COURSE	LITERARY CRITICISM: THEORY AND PRACTICE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

1. AIM OF THE COURSE

- 1 To familiarize the students with some of the key literary terms.
- 2 To introduce the various streams in literary criticism
- 3 To make them aware of the interdisciplinary nature of literary criticism
- 4 To develop the skills for appreciating literature

2. OBJECTIVES OF THE COURSE

At the end of the course the student

- Gets the feeling that every reader including himself/herself is a critic.
- Becomes able to differentiate between judgment and appreciation.
- Gets in touch with various movements and schools of thought.
- Comes to praxis from theory.
- Develops an interdisciplinary approach.

3. COURSE OUTLINE

MODULE I

(18 HOURS)

- a) Figures of Speech: Metaphor, Synecdoche, Irony
- b) Movements: Neo- classicism – Humanism - Magic realism – Symbolism - Russian Formalism - Absurd School – Modernism – Structuralism - Post structuralism - Post modernism - Deconstruction - Psychoanalytic criticism.

- c) Concepts: Intentional Fallacy - Affective Fallacy - Negative Capability – Myth – Archetype – Semiotics – Reader-response criticism.

CORE READING

Abrams, M.H. *A Glossary of Literary Terms*. VII Edn. New Delhi: Thomson Heinle, 1999.

MODULE II CLASSICAL CRITICISM (18 HOURS)

Plato – Theory of Imitation (Mimesis)
Aristotle – Romanticism and Classicism

CORE TEXT

M.S. Nagarajan. *English Literary Criticism and Theory*. Hyderabad: Orient Blackswan, 2008. Chapter I Classical Criticism

MODULE III INDIAN AESTHETICS (18 HOURS)

Major Streams of Indian Aesthetics - Theory of Rasa - Rasa and Catharsis

CORE READING

V. S. Sethuraman. Ed. *Indian Aesthetics*. Ch. 3 “Highways of Literary Criticism in Sanskrit” by Kuppuswami Sastri. Ch. 13 “Rasa as Aesthetic Experience” by Mohan Thampi.

MODULE IV (18 HOURS)

Romantic and Victorian Criticism - Twentieth Century criticism

CORE READING

M.S. Nagarajan. *English Literary Criticism and Theory*. Hyderabad: Orient Blackswan, 2008; Chapter IV and V.

MODULE V

(18 HOURS)

APPRECIATION OF LITERATURE (PRACTICAL CRITICISM)

In this module, critical analysis of short poems and prose passages are to be done by students. The students may be asked to analyse pieces in terms of theme, diction, tone, figures of speech, imagery, etc. Theoretical approaches may be avoided.

General (Background) Reading

1. Oxford Dictionary of Literary Terms
2. Peck John et al. *Literary Terms and Criticism*, New Delhi: Macmillan, 1998.
3. Prasad, B. *An Introduction to English Criticism*. New Delhi: Macmillan. 1965.
4. Barry, Peter. *Beginning Theory*. Manchester and NY: Manchester Uty. Press, 1995.
5. Bertens, Hans. *Literary Theory: The Basics*. London: Routledge, 2001.

SYLLABI FOR CORE COURSES

Course 10: POSTCOLONIAL LITERATURES

COURSE CODE	ENCR10
TITLE OF THE COURSE	POSTCOLONIAL LITERATURES
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

1. AIM OF THE COURSE

The course is intended to familiarize the students with the basic tenets of Postcolonial theory and literature and to inculcate in the student an awareness of diverse cultures and literatures.

2. OBJECTIVES OF THE COURSE

At the end of the course:

- The students will be familiar with literary productions that address issues related to cultural identity in colonized societies, the development of a national identity after colonial domination, and the ways in which writers articulate and celebrate such identity.
- The students will have been acquainted with the resistance of the colonized against the colonizer through literature that articulates it.

3. OUTLINE OF THE COURSE

MODULE ONE: Prose

(36 hours)

1. Extract from Edward Said's *Out of Place*
2. Taisha Abraham ed.
Introducing Post Colonial Theories
Chapter I – "The Colonizer and the Colonized" (Macmillan)

MODULE TWO: Poetry

(18 hours)

1. Wole Soyinka : 'Procession I-Hanging Day'
2. Keki N Daruwalla : 'Pestilence in Nineteenth-Century Calcutta'
3. Mahmoud Darwish : 'Identity Card'
4. Derek Walcott : 'A Far Cry from Africa'
5. Claude McKay : 'The Enslaved'
6. Jean Arasanayagam : 'Family Photographs'

MODULE THREE: Fiction

(18 hours)

Chinua Achebe : *Things Fall Apart*

MODULE FOUR: Drama

(18 hours)

Mahasweta Devi : *Mother of 1084*

4. CORE TEXT

Dr P J George Ed. *Emergent Voices: Selections from Postcolonial Literatures*.
Macmillan.

6. MODEL QUESTION PAPER

(To be incorporated later)

SYLLABI FOR CORE COURSES

Course XI: WOMEN'S LITERATURE

COURSE CODE	ENCR11
TITLE OF THE COURSE	WOMEN'S LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

1. AIM OF THE COURSE

- To introduce students to the development of women's writing in various countries.
- To familiarize them with the diverse concerns addressed by feminism.
- To motivate them to critically analyse literary works from a feminist perspective.

2. OBJECTIVES OF THE COURSE

At the end of the course,

- The students will have an awareness of class, race and gender as social constructs and about how they influence women's lives.
- The students will have acquired the skill to understand feminism as a social movement and a critical tool.
- They will be able to explore the plurality of female experiences.
- They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.

3. OUTLINE OF THE COURSE

MODULE ONE: ESSAYS

(18 hours)

1. Virginia Woolf : **"Shakespeare and his Sister"**
(Excerpt from *A Room of One's Own*)
2. Alice Walker : **"In Search of our Mothers' Gardens"**
(From *In Search of Our Mother's Gardens*)
3. Jasbir Jain : **Indian Feminisms: The Nature of Questioning and the Search for Space in**

Indian Women's Writing. (From *Writing Women Across Cultures*)

MODULE TWO: POETRY

(18 hours)

1. Elizabeth Barrett Browning : **“A Musical Instrument”**
2. Marianne Moore : **“Poetry”**
3. Adrienne Rich : **“Aunt Jennifer's Tigers”**
4. Sylvia Plath : **“Lady Lazarus”**

5. Margaret Atwood : **“Spelling”**
6. Kishwar Naheed : **“I am not That Woman”**

7. Suniti NamJoshi : **“The Grass Blade”**
8. Nikki Giovanni : **“Woman”**

MODULE THREE: NOVEL

(18 Hours)

- Frances Collins : *The Slayer Slain*. Ed. Sobhana Kurien and Susan Varghese (CMS College publication)

MODULE FOUR Short Fiction

(18 Hours)

1. Katherine Mansfield : **“The Fly”**
2. Shashi Deshpande : **“A Wall is Safer”**
3. Sara Joseph : **“Inside Every Woman Writer”**
4. Amy Tan : **“Rules of the Game”**

MODULE FIVE: DRAMA

(18 hours)

1. Sheila Walsh : **“Molly and James”**
2. Mamta G Sagar : **“The Swing of Desire”**

4. CORE TEXTS

1. Dr Sobhana Kurien, Ed. *Breaking the Silence: An Anthology of Women's Literature*. ANE Books.
2. Collins, Frances. *The Slayer Slain*. Ed. Sobhana Kurien and Susan Varghese (CMS College publication)

s5. READING LIST

a) General Reading

- i. Kate Millett. *Sexual Politics*. New York: Equinox-Avon, 1971.
- ii. Maggie Humm Ed. *Feminisms: A Reader*. New York: Wheat Sheaf, 1992.
- iii. Elaine Showalter. *A Literature of their Own*.

b) Further Reading

- i. Virginia Woolf. *A Room of One's Own*. London: Hogarth, 1929.
- ii. Patricia Mayor Spacks. *The Female Imagination*. New York: Avon, 1976.
- iii. Jasbir Jain Ed. *Women in Patriarchy: Cross Cultural Readings*. New Delhi: Rawat Publications, 2005
- iv. Susie Tharu & K Lalitha. *Women Writing in India Vol I & II*. New Delhi: OUP, 1991.
- v. Gayle Green & Copelia Kahn. *Making a Difference: Feminist Literary Criticism*. New York: Routededge.
- vi. Sandra Gilbert & Susan Gubar. *The Mad Woman in the Attic: The Woman Writer*. Yale University Press, 1978.
- vii. Simone de Beauvoir. *The Second Sex*. UK: Hammond Worth, 1972.
- viii. Angela Davis. *Women, Race and Class*. New York: Random House, 1981.
- ix. Alice Walker. *In Search of our Mothes' Gardens*. New York: Harcourt Brace Jovanovich, 1983.
- x. Leos S. Roudiex Ed. *Desire in Language*. New York: Columbia University Press, 1975.
- xi. Lisbeth Goodman Ed. *Literature and Gender*. New York: Routededge, 1996.
- xii. Adrienne Rich. *Of Woman Born*. New York: Norton.
- xiii. Mahasweta Devi. *Breast Stories*. Calcutta: Seagull, 1998.

5. WEB RESOURCES

(To be added)

6. MODEL QUESTION PAPER

(To be incorporated)

SYLLABI FOR CORE COURSES

COURSE 12: INDIAN WRITING IN ENGLISH

COURSE CODE	ENCR12
TITLE OF THE COURSE	INDIAN WRITING IN ENGLISH
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

1. AIM OF THE COURSE

- To inspire students to read and appreciate Indian literature in English, and to explore its uniqueness and its place among the literatures in English.
- To motivate students for a critical and comparative study of other literatures in English and to examine the similarities and differences in attitudes, vision and style.

2. OBJECTIVES OF THE COURSE

- To provide an overview of the various phases of the evolution of Indian writing in English.
- To introduce students to the thematic concerns, genres and trends of Indian writing in English.
- To generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English.
- To expose students to the pluralistic aspects of Indian culture and identity.

3. COURSE OUTLINE

MODULE I – PROSE

18 HRS

- | | |
|-----------------------|-------------------------------|
| 1. M. K. Gandhi | : “The Need for Religion” |
| 2. C. V. Raman | : “Water, the Elixir of Life” |
| 3. Nirad C. Chaudhuri | : “Money and the Englishmen” |
| 4. Arundhati Roy | : “The End of Imagination” |

MODULE II - POETRY**18 HRS**

- | | |
|------------------------|----------------------|
| 1. Sarojini Naidu | : The Soul's Prayer |
| 2. Rabindranath Tagore | : Silent Steps |
| 3. Nissim Ezekiel | : The Railway Clerk |
| 4. A. K. Ramanujan | : The Striders |
| 5. Arun Koltkar | : An Old Woman |
| 6. Jayanta Mahapatra | : An October Morning |
| 7. Kamala Das | : Nani |
| 8. Meena Alexander | : Her Garden |

MODULE III - SHORT STORIES**18 HRS**

- | | |
|------------------------|-------------------------|
| 1. Mahasweta Devi | : Arjun |
| 2. Anita Desai | : Circus Cat, Alley Cat |
| 3. Rabindranath Tagore | : The Home Coming |
| 4. Abhuri Chaya Devi | : The Woodrose |

MODULE IV - DRAMA**18 HRS**

- | | |
|--------------|-------------------------|
| Badal Sirkar | : <i>Evam Indrajith</i> |
|--------------|-------------------------|

MODULE V – FICTION**18 HRS**

- | | |
|----------------|----------------------|
| Mulk Raj Anand | : <i>Untouchable</i> |
|----------------|----------------------|

4. CORE READING

1. Wilfred Abraham Ed. *Our Country, our Literature: An Anthology of Indian Writing in English*. CUP.

5. MODEL QUESTIONS

(To be incorporated)

SYLLABI FOR CORE COURSES

Course 13: COMPARATIVE LITERATURE

COURSE CODE	ENCR 13
TITLE OF THE COURSE	COMPARATIVE LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

1. AIM OF THE COURSE

To inculcate in the pupil the basic idea about and the method of comparative literary analysis.

2. OBJECTIVES OF THE COURSE

To inculcate in the pupil a feel of various methods employed to identify shared features of various literatures and to equip him/her to make comparative and contrastive analysis of literary texts.

3. COURSE OUTLINE

MODULE 1 – Theoretical Perspectives

36 Hours

Various theories and the central concerns of comparative literature should be explained to the students. Thematology, historiography, Genre Studies, Influence Studies, Movement or Intersemiotic Studies, Translation Studies and Aesthetic theoretical comparison and various other components of comparative literature are to be discussed. A historical analysis of the contributions of the French school of comparative literature and comparatists like Wellek, Halliday, Susan Bassnet and Leo Lowenthal need to be discussed. Alongside, a comparison of notions of comparative literature in the east and the west should be part of the course. Concepts of textuality, intertextuality, genology, stoff, theme, culture, nation, translation and orature are the key terms in the area.

Readings

Susan Bassnet : “Introduction” *Comparative Literature*

Bijoy Kumar Das : “Retrospect and Prospect”

Bhalchandra Nemade : “A Thematic Framework for Influence Study in the Indo-Anglian

Context.”

R K Dhawan : “The Case for Comparative Literature”

(Included in *Between the Lines*. Ed. Dr. K. M. Krishnan

MODULE II: Study of Specific Texts

54 hours

In this module a comparative reading of texts that merit analysis will be facilitated. The stress here will be on thematic, stylistic, cultural, linguistic and generic aspects that govern the texts. The study will be based on the following reading material. Care has been taken to choose texts from different cultural and historical contexts.

Readings

- | | |
|---|------------------------------------|
| 1. Thomas Mann | : Transposed Heads |
| 2. Girish Karnad | : Hayavadana |
| 3. Tennessee Williams | : The Glass Menagerie |
| 4. Shyamaprasad | : Akale |
| 5. Rabindranath Tagore
own translation | : Gitanjali Verses 1-4 of Tagore's |
| 6. Edwin Arnold | : Light of Asia Section 1 and 2 |
| 7. Kishwar Naheed | : Listen to Me” |
| 8. Noemia De Souza | : If You Want to Know Me |
| 9. Vengayi Kunjiraman Nayanar | : Dwaraka Trans C S Venkiteswaran |
| 10. Sundara Ramaswamy | : On Alen Soil |

(Items 5, 6, 7, 8, 9 and 10 included in *Between the Lines*. Ed. Dr. K. M. Krishnan, Current Books Trichur)

Reading List

Core Text:

Dr. K. M. Krishnan Ed. *Between the Lines: A Text Book of Comparative Literature*

1. Core Reading

- | | |
|--------------------|-----------------------|
| Thomas Mann | : Transposed Heads |
| Girish Karnad | : Hayavadana |
| Tennessee Williams | : The Glass Menagerie |
| Shyamaprasad | : Akale |

2. Background Reading

Susan Bassnet

: *Comparative Literature*

Bijoya K Das ed.

: *Comparative Literature*

Amiya K Dev. & Sisir Kumar

Das Ed.

: *Comparative Literature: Theory and*

Practice

SYLLABI FOR CORE COURSES

COURSE 14: AMERICAN LITERATURE

COURSE CODE	ENCR14
TITLE OF THE COURSE	AMERICAN LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90

1. AIM OF THE COURSE

- To introduce students to the glorious masterpieces of American literature—its unique flavor, style, form and themes.
- To motivate students to attempt an intelligent appreciation and critical evaluation of American civilization and culture as revealed in the works.
- To inspire them to make further explorations into contemporary American literary works.

2. OBJECTIVES OF THE COURSE

At the end of the course the students are expected:

- To acquire knowledge about American literature, its cultural themes, literary periods and key artistic features.
- To understand the various aspects of American society through a critical examination of the literary texts representing different periods and cultures.

3. OUTLINE OF THE COURSE

MODULE ONE: ESSAYS

(18 hours)

1. Ralph Waldo Emerson : “Art”
2. Henry David Thoreau : “The Battle of the Ants”

- 3. Robert E Spiller : “The First Frontier”
- 4. James Baldwin : “If Black English isn’t Language, then Tell me, What is?”
- 5. Jerzy Kosinski : “TV as a Babysitter”

MODULE TWO: POETRY

(18 hours)

- 1. Walt Whitman : “Oh Captain, My Captain”
- 2. Emily Dickinson : “A Bird Came Down the Walk”
- 3. E A Robinson : “Miniver Cheevy”
- 4. Robert Frost : “Reluctance”
- 5. E E Cummings : “My Sweet Old Etcetera”
- 6. Theodore Roethke : “The Waking”
- 7. John Berryman : “The Ball Poem”

MODULE THREE: FICTION

(36 hours)

- 1. Nathaniel Hawthorne : “The Wives of the Dead”
- 2. Edgar Allan Poe : “The Fall of the House of Usher”
- 3. Mark Twain : “The Five Boons of Life”
- 4. Ambrose Bierce : “A Horseman in the Sky”
- 5. Kate Chopin : “The Story of an Hour”
- 6. O Henry : “Mammon and the Archer”
- 7. Ernest Hemingway : "A Clean, Well-Lighted Place"
- 8. Ray Bradbury : “October 2026: Million Year Picni

MODULE FOUR: DRAMA

(18 hours)

1. Tennessee Williams : The Case of the Crushed Petunias
2. Lucille Fletcher : Sorry, Wrong Number
3. Richard A Via : Never on Wednesday

4. CORE TEXT

Dr Leesa Sadasivan Ed. *Blooming Lilacs: An Anthology of American Literature*. Current Books.

6. MODEL QUESTION PAPER (To be incorporated later)