



TUMKUR UNIVERSITY

ENGLISH

Master of Arts in English

Choice Based Credit System

Syllabus



DEPARTMENT OF STUDIES AND RESEARCH IN ENGLISH

2024-25
EDITION

TUMKUR UNIVERSITY

Faculty of Arts

Department of Studies and Research in English

Course Structure (CBCS) 2024-25

Paper	Title	Instructi on Hrs. per Week	No Of Credit s	Duration of the Semester- end Exam	Marks		
					IA	Sem. End Exam	Total Marks
I Semester							
CPT-1.1	Invitation to Human Sciences and English Studies	4	4	3hrs	30	70	100
CPT-1.2	British Literature –I	4	4	3hrs	30	70	100
CPT-1.3	British Literature –II	4	4	3hrs	30	70	100
CPT-1.4	Literary Criticism	4	4	3hrs	30	70	100
CPT-1.5	Indian Literatures in English Translation	4	4	3hrs	30	70	100
SPT-1.6. A	Introduction to Academic Writing	4	4	3hrs	30	70	100
SPT-1.6. B	Marginality, Resistance and Representation	4	4	3hrs	30	70	100
II Semester							
CPT-2.1	British Literature III	4	4	3hrs	30	70	100
CPT-2.2	British Literature IV	4	4	3hrs	30	70	100
CPT-2.3	Critical Theories	4	4	3hrs	30	70	100
CPT-2.4	Early Indian Writing in English	4	4	3hrs	30	70	100
SPT-2.5. A	Translating the Word and the World	4	4	3hrs	30	70	100
SPT-2.5. B	Eco-Literature	4	4	3hrs	30	70	100
OEPT-2.6	To be offered by other Departments	4	4	3hrs	30	70	100
III Semester							
CPT-3.1	Methods for Literary and Cultural Studies I	4	4	3hrs	30	70	100
CPT-3.2	World Literature- I	4	4	3hrs	30	70	100
CPT-3.3	General Linguistics	4	4	3hrs	30	70	100
CPT-3.4	Modern Indian Writing in English	4	4	3hrs	30	70	100
SPT-3.5. A	Writing Culture I	4	4	3hrs	30	70	100
SPT-3.5. B	American Culture and Literature I	4	4	3hrs	30	70	100

OEPT-3.6	To be offered by other Departments	4	4	3hrs	30	70	100
IV Semester							
CPT-4.1	Methods for Literary and Cultural Studies II	4	4	3hrs	30	70	100
CPT-4.2	World Literature- II	4	4	3hrs	30	70	100
CPT-4.3	Introduction to Urban Cultural Studies	4	4	3hrs	30	70	100
CPT-4.4	English Language Teaching	4	4	3hrs	30	70	100
SPT-4.5.A	Writing Culture II	4	4	3hrs	30	70	100
SPT-4.5.B	American Culture and Literature II	4	4	3hrs	30	70	100
CPD-4.6	Dissertation	4	4	-	30 (Vi va Vo ce)	70 (Report)	100
Total		24	24				600

Open Elective Papers Offered by the Department

Paper	Title	Instruction Hrs per Week	Credits	Duration of Exam.	Marks		
					IA	Sem. End Exam	Total Marks
OEPT. 2.6	Spoken and Written English	4	4	3hrs	30	70	100
OEPT. 3.6	Learning English through Stories	4	4	3hrs	30	70	100

Note:

CPT: Core Paper Theory

SPT: Special Paper Theory

OEPT: Open Elective Paper Theory

CPD: Core Paper Dissertation

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SEMESTER I

CPT-1.1. Invitation to Human Sciences and English Studies

Objectives:

The central question this course tries to answer is what it means for students to enter a university and study in the Department of Studies and Research in English.

The main concern of the course is to create a self-understanding among students by making them ask pertinent questions such as Who are we? What is the purpose of our being here? What are we going to become? What are we supposed to know and learn?

The course intends to make students reflect on their learning; to make them think about what they do when they study English literature.

Thus, this paper invites newcomers to be active participants in the domain of the Human Sciences and learn the art of conducting inquiries in the discipline of English Studies.

Learning Outcome:

Upon completion of the course, students are expected to have developed an understanding of the idea of university education and the ability to think as serious students of English literature. We want them to be independent learners and get an idea of how to read literary texts and write about them.

Unit I

Knowables: This unit deals with what students need to know about university (higher) education, liberal arts and English literature.

Orientation: Knowing (Sheldon Pollock)

Knowing our University System

Knowing the Program: An Overview of the Syllabus

The Logic of Examination

The Idea of a University, Higher Education and Liberal Education: Conceptual History.

Wissenschaft (Academic) System: The Natural Sciences and the Human Sciences.

Human Sciences: On Being Human—Martin Heidegger and Yuval Noah Harari

Human Sciences and English Studies: We are scholars, humanists, translators, researchers and thinkers

Unit II

Learnables: This unit aims at developing intellectual skills and abilities university students need to learn and cultivate.

Orientation: Hard Work (Antonio Gramsci)

LSRW Skills and English: Learning the ways of reading and writing

Note-making, writing paragraphs, essays etc.

Preparing for examination: Planning

Unit III

Knowables: This unit introduces students to the nature and scope of the discipline of English Studies and the need for re-conceptualizing it as Philology, Cultural Studies and Liberal Arts Education.

Orientation: Revisiting the notion of 'knowing' (Pollock)

English as Discipline: What is a discipline?

English Studies: Language, Literature and Culture

The Genealogy of English Studies:

From English Literature to Literatures in English

From Literary Studies to Cultural Studies

LSRW Skills: English for Knowledge Use

Bilingualism and Translation

Unit IV

Learnables: This unit aims at training students in reading literary texts and writing about them. Students will be made to engage themselves in intense reading and writing activities.

Orientation: Revisiting the notion of Hard Work (Antonio Gramsci)

Again, the logic of the examination

How to read and write about literary pieces: Poems, Plays, Fiction and other cultural forms

Actor-Network Theory for Literary Studies

Note:

There are no specific texts prescribed for study. Since the point is to master the units of knowing and learning, teachers and students may use any material (printed text, youtube videos, web resources etc.) suitable for achieving the goals of the course. This course is designed to give a hands-on experience to students by facilitating activity-based teaching and learning.

Suggested Readings

- Aristotle. "Book II: Moral Virtue." *Nicomachean Ethics*, translated by David Ross, OUP, 2009.
- Balagangadhar, S. N. "Rethinking a Humboldtian Vision for the Twenty-First Century." *International Journal of Social Sciences and Humanities*, Vol. 02, no. 01, June. 2013, pp.148-154.
- Borradori, Giovanna. *The American Philosopher*. University of Chicago Press, 1994.
- Chandra, Pankaj. *Building Universities that Matter*. Orient Blackswan, 2017.
- Claassen, Alfred. *An Inquiry into the Philosophical Foundations of the Human Sciences*. Peter Lang, 2007.
- Dewey, John. *How We Think*. Dover, 1997.
- Gauri Viswanathan. "Introduction." *Masks of Conquest: Literary Study and British Rule in India*, Columbia University Press, 1989, pp. 01-22.
- Gerald Graff and Michael Warner. *The Origins of Literary Studies in America*. Routledge, 1989.
- Girish Karnad's documentary on practice:
<https://www.youtube.com/watch?v=g-PNJHhf-ag>
- Gramsci, Antonio. "On Education," *Selections from the Prison Notebooks of Antonio Gramsci*, edited and translated by Quentin Hoare and Geoffrey Nowell Smith. ElecBook, 1999, pp.162-190.
- "The Intellectuals." *Selections from the Prison Notebooks of Antonio Gramsci* edited and translated by Quentin Hoare and Geoffrey Nowell Smith. ElecBook, 1999, pp. 131-161.
- Hart, James Morgan. *German Universities: A Narrative of Personal Experience, Together with Recent Statistical Information, Practical Suggestions, and a Comparison of the German, English and American Systems of Higher Education*. J.P.Putnam's Sons, 1874.
- Heidegger, Martin. *Basic Writings: From Being and Time (1927) to The Task of Thinking (1964)*. Edited by David Farrell Krell, Routledge Classics, 2011.
- Kundu, Abhijit, et al., *The Humanities: Methodology and Perspectives*. Pearson, 2009.

Kurtakoti K D. "Olanota." *Bhashe mattu Samskruti*. Kurtakoti Memorial Trust, 2008, pp.na.

Leezenberg, Michiel and Gerard de Vries. *History and Philosophy of the Humanities*. Trans. Michiel Leezenberg. Amsterdam: Amsterdam University Press, 2017.

Minogue, Kenneth. *The Concept of a University*. Weidenfeld and Nicolson, 1973.

Nussbaum, Martha C. "Socratic Self-Examination." *Cultivating Humanity : A Classical Defense of Reform in Liberal Education*, Harvard University Press, 1997, pp. 15-49.

Oakeshott, Michael. "Learning and Teaching." *The Concept of Education, edited by R S Peters*, Routledge, 2010, pp. 108-122.

Plato's Cave Allegory. <https://www.youtube.com/watch?v=1RWOpQXTItA>
<https://www.youtube.com/watch?v=1RWOpQXTItA>

Pollock, Sheldon. *The Language of Gods in the World of Men: Sanskrit, Culture, Power in Premodern India*. Permanent Black, 2009.

Polt, Richard. *Heidegger: An Introduction*. Routledge. 1999.

Pritchard, Duncan. *What is this Thing Called Knowledge?*. Routledge, 2006.

Rao, Narahari. "Culture as Learnables: An Outline for a Research on the Inherited Traditions", Memo30, Fachrichtung Philosophie, Lehrstuhl Prof. Dr. K. Lorenz, Universität des Saarlandes, Saarbücken, 1997, pp.na.

Readings, Bill. *The University in Ruins*. Harvard University Press, 1997.

Richard Rorty. *Philosophy and Social Hope*. Penguin, 1999.

Robert Pippin "Aims of Education".
<http://aims.uchicago.edu/page/2000-robert-pippin>
<https://college.uchicago.edu/student-life/aims-education>

Statement on the Role of Philosophy Programs in Higher Education
<https://owl.english.purdue.edu/owl/resource/615/1/>

Srinivasan, Shashikala. *Liberal Education and Its Discontents*. Routledge. 2018.

Weller, Sarane. *Academic Practice*. Sage Publications, 2015.

Wilhelm Dilthey, The importance of hermeneutics
<https://www.youtube.com/watch?v=vW0t0ezdK4I>

CPT- 1.2. British Literature – I

Objectives:

- To acquaint learners with the socio-political history of Britain during the 16th and 17th Centuries.
- To familiarize learners with the diverse literary texts and genres of the period.
- To facilitate learners to comprehend critical concepts and to appreciate the prescribed texts.

Learning Outcome:

After completion of the paper, students will acquire a deep understanding of British history and culture and will be able to appreciate the aesthetic dimensions of literary texts and their contexts.

Unit I

- **Literary History** - Mapping Europe: History, Politics, Literature and Culture, the making of English culture: Anglo-Saxons and Normans, Supremacy of Latin and French, Aristocracy, Arrival of Christianity, Pilgrimage, Rise of English, Influence of Greek and Latin, Dante, Petrarch, Boccaccio, Hundred Years War, War of Roses, Black Death, Peasants Revolt, Lollard Movement, and Establishment of Universities.

Unit II

- Geoffrey Chaucer: Prologue to *Canterbury Tales*
- Edmund Spenser: "One day I wrote her name"
- Shakespeare: "Let me not the marriage of true minds", Sonnets No.18 Shall I compare thee...,
- Sir Philip Sidney: Philomela

Unit III

- Sir Thomas More, *Utopia*, Book II: “Of the Religions of Utopians”, “Of their Magistrates”
- John Milton: *Paradise Lost*-Book I
- Metaphysical Poetry: Select poems to be studied

Unit IV

- Marlowe: *Dr. Faustus*
- Shakespeare: Hamlet/Tempest (film text may be used interchangeably)
- Sidney: *Apologie for Poetry*

Suggested Readings

Braunmuller, A.R. and Hathaway, M. *Cambridge Companion to English Renaissance Drama*, Cambridge University Press, 2003.

Bloom, Harold. *Elizabethan Drama*. Infobase Publishing, 2004.

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

David Daiches. *A Critical History of English Literature*. Vol. I & II, Allied Publishers Ltd, 1990.

Paul, Poplawski. *English Literature in Context*. Cambridge UP, 2008.

The Norton Anthology of English Literature. W.W Norton and Company, 1962.

CPT. 1. 3. British Literature – II

Objectives:

- To acquaint learners to the socio-political history of Britain during the 18th Century.
- To familiarize the learners with the diverse literary texts and genres developed during the period.
- To facilitate the learners' comprehension of the critical concepts and to appreciate select texts.

Learning Outcomes: After completion of the paper, students will acquire a deep understanding of British history and culture and be able to appreciate the aesthetic dimensions of literary texts and their contexts.

Unit I

- Literary history- The Age of Enlightenment, Development of Print Culture and Education, Neoclassicism, Periodical essays, Development of English Prose and the Novel, Transitional Poetry, the Gothic tradition
- Emmanuel Kant, What is Enlightenment?

Unit II

- Alexander Pope: 'Epistle to Dr. Arbuthnot'/Rape of the Lock. Canto I
- Thomas Gray: Elegy Written in a Country Churchyard
- William Blake: The Tyger, The Lamb,
- Robert Burns: To a Mouse, My Love is Like a Red Red Rose.

Unit III

- Jonathan Swift: Gulliver's Travels Part I
- Daniel Defoe : Robinson Crusoe
- Henry Fielding: Joseph Andrews

Unit IV

- John Gay: *The Beggar's Opera*
- Samuel Johnson: "Preface to Shakespeare"

Suggested Readings

David Daiches. *A Critical History of English Literature*. Vol. III, Allied Publishers Ltd, 1990.

Damrosch, David, and Kevin J.H. Dettmar. *The Longman Anthology of British Literature*. 3rd ed, Pearson Education, Inc., 2006.

Damrosch, David, and Kevin J.H. Dettmar. "Essay on Criticism." *The Longman Anthology of British Literature*, 3rd ed, Pearson Education, Inc., 2006, pp. na.

Fielding, Henry. *Joseph Andrews*. 1st Edition, W.W. Norton & Company, Inc., 1987.

"Neoclassicism: An Introduction." *The Victorian Web*

[.http://www.victorianweb.org/previctorian/nc/ncintro.html](http://www.victorianweb.org/previctorian/nc/ncintro.html) 16 Mar. 2008.

"Restoration Drama". *Theatre History*. 2 Mar. 2008

<http://www.theatrehistory.com/british/restoration_drama_001.

CPT. 1.4. Literary Criticism

Objectives

- To introduce students to the western critical tradition
- To allow students to acquire professionalism in reading texts
- To familiarize students with different schools of literary thought
- To develop critical thinking skills in students

Learning Outcomes: After the completion of the course, students will be able to understand the origin and development of critical thought in the western literary tradition. He/she will have developed an ability to understand how the language has been employed in the prescribed texts.

Unit – I

Stephen Matterson: “New Criticism” from Patrician Waugh *Literary Criticism and Theory*

Unit – II

Excerpts from William Wordsworth’s “Preface to *Lyrical Ballads*”

Excerpts from Mathew Arnold’s “Study of Poetry”

Unit – III

T S Eliot: “Metaphysical Poets”

F R Leavis: “Line of Wit”

Unit – IV

Beardsley and Wimsatt: “Intentional Fallacy”

Cleanth Brooks: “Language of Paradox”

Suggested Readings

- Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford University Press, 1953.
- Adams, Hazard, *Critical Theory since Plato*. Harcourt Brace Jovanovich, 1971.
- Barry, Peter. *Beginning Theory*. Viva Books, 2014
- Brooks, Cleanth, and Robert Penn Warren. "The Reading of Modern Poetry." *In American Poetry and Prose*, edited by Norman Foerster, 4th Edition, Houghton Mifflin, 1957, pp. na.
- Burke, Kenneth. *The Philosophy of Literary Form: Studies in Symbolic Action*. 3rd Edition, University of California Press, 1974.
- Burke, Kenneth. *A Grammar of Motives*. Prentice-Hall, 1945.
- Burke, Kenneth. *A Rhetoric of Motives*. Prentice-Hall, 1950.
- Daiches, David. *Critical Approaches to Literature*. Orient Longman, 1977.
- Eagleton, Terry. *Literary Theory: An Introduction*. University of Minnesota Press, 1983.
- Empson, William. *Seven Types of Ambiguity*. 2nd edition, Chatto and Windus, 1947.
- Empson, William. *Some Versions of Pastoral*. New Directions, 1974.
- Fletcher, Angus. *Allegory: The Theory of a Symbolic Mode*. Cornell University Press, 1964.

CPT-1.5. Indian Literatures in English Translation

Objectives:

- To introduce the students to the various genres of the 20th Century Indian literatures in English Translation.
- To familiarize learners with the select socio-political movements in India that are reflected in Indian literatures in English Translation.
- To facilitate the understanding of cultural diversities and ideologies through the appreciation of select literary texts.

Learning Outcome: After the completion of the course, students will have an adequate understanding of cultural diversities and ideologies that have shaped Indian literatures in English Translation.

Unit I

Tagore's: *Gitanjali*

Shishunal Sharif: "Old Woman" trans. H S Shivaprakash *Indian Literature* 283,2014

Akkamahadevi Vachanas trans. Sushumna Kannan *Indian Literature* 283, 2014

Unit II

Arshia Sattar's: *Translations into English*

A K Ramanujan's: *Introduction to Speaking of Shiva*

Unit III

Bhisham Sahni's: *Tamas*

Sadat Hasan Manto's: *Toba Tek Singh*

Unit IV

Girish Karnad: *Tughlaq*

Suggested Readings

Iyengar, Srinivasa. *Indian Writing in English*. Sterling Publishers, 2000.

Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*.

Permanent Black, 2018.

Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 2006.

SPT-1.6. A. Introduction to Academic Writing

Objectives:

- To sensitize students about the importance of writing as liberal arts skill
- To develop the ability to read in English for academic purposes
- To develop the ability to write in English for academic purposes

Learning Outcomes: After the completion of the course, students will have developed an ability to read texts closely and comprehend the arguments. The learners improve their competencies in reading and writing skills for academic purposes.

Unit I - Mechanics of Writing

Parts of speech, Tenses, Word Formations-Prefixes and suffixes, synonyms and antonyms, punctuations

Unit II - Reading Skills

Skimming, scanning, Deep analysis and Cloze Reading, note-making and Note-taking, Intensive Reading and Extensive Reading

Unit III - Writing Skills-I

Developing an idea into a paragraph, Concept maps, writing a summary, writing an abstract,

Unit IV - Writing Skills-II

Writing an assignment, reviewing a chapter in a book, reviewing an article in a journal, Citing Sources and Bibliography

Suggested Readings

Martinet A.V. and A.J.Thomson. *A Practical English Grammar Paperback*. OUP, 2016.

Yadurajan, K.S. *Modern English Grammar: Structure, Meanings, and Usage*. OUP, 2014.

<https://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/>

<https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/nine-basic-ways-improve-your-style-academic-writing>.

<https://students.flinders.edu.au/content/dam/student/slc/reading-effectively.pdf>

<https://students.flinders.edu.au/support/slss/online-guides/writing-resources>

SPT-1.6. B. Marginality, Resistance and Representation

Objectives

- This course will familiarize students with the political and cultural context of the literatures by various marginalized sections in modern India.
- To expose the students to the issues related to the socially excluded and marginalised groups.
- To introduce the students to the notions of subalternity, gender, race, caste, etc.

Learning Outcomes: After the completion of the course, students will be in a position to locate and understand the notions of marginality, resistance and representation in literary representations.

Unit I

Backdrop: Marginality, Subaltern, Gender, Dalit, Aesthetics,

Emergence of Dalit consciousness, politics and literary expression: Historical overview. Ambedkar movements, Social stratification, Role of Colonialism, modernity, reformation and Postcolonial development

- Ambedkar, B.R. (1935) *Annihilation of Caste*. New Delhi: Bluemoon books, 2001.

Unit II

- Omprakash Valmiki: *Joothan: A Dalit Life Story*.
- Bama: *Karukku*

Unit III

- Ismat Chugthai : *The Veil (short story)*
- Namdeo Dhasal: Leaving the House, Their Eternal Pity (poems)
- Hira Bansole: “Bosom Friend”, “Slave”, “O Great Man” (From *An Anthology of Dalit Literature*. Ed. M. R. Anand and E. Zelliott. New Delhi: Gyan Publishing House)

Unit IV

Film: *Rudaali* and *Jhund*

Suggested Readings

- Ambedkar, B R. "Annihilation of Caste." *Dr Babasaheb Ambedkar Writings and Speeches*, Vol. 01, Government of Maharashtra, 1979, pp.na.
- Dangle, Arjun. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Longman, 1992.
- Gopal, Guru. *Humiliation: Claims and Context*. Oxford University Press, 2009.
- Guha, Ranajit. 'On Some Aspects of the Historiography of Colonial India'. *Subaltern Studies*, Vol. 01, Oxford University Press, 1982, pp. 1–8.
- Gail Omvedt, *Buddhism in India: Challenging Brahmanism and Caste*. Sage Publication, 2003.
- Gail Omvedt, *Dalit Visions: The Anti-caste Movement and the Construction of an Indian Identity*. Orient Longman, 1995.
- Huggan, Graham. *The Post-Colonial Exotic: Marketing the Margins*. Routledge, 2001.
- Illiaiah, Kancha. "Why I am not a Hindu: A Sudra Critique of Hindutva Philosophy." *Culture and Political Economy*, Samya, 2009, pp.na.
- Jaffrelot, Christophe. *Dr Ambedkar and Untouchability: Analysing and Fighting Caste*. C Hurst & Co Publishers Ltd, 2005.
- Krishnaswamy, Revathi. "Globalization and its Postcolonial (Dis) contents: Reading Dalit Writing." *Journal of Postcolonial Writing*, Vol. 41, Issue 01, 2005, pp. 69–82.
- Sharmila, Rege. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies*. Zuban, 2015.

SEMESTER II

CPT- 2.1. British Literature- III

Objectives and Learning Outcomes

- This paper aims at introducing literary cultures of the Romantic and Victorian periods.
- The students will understand the socio-political backdrop of the ages, besides knowing the philosophical underpinnings of Romanticism.
- In the class, we will closely read the prescribed texts in order to make sense of the European context, particularly the English culture.

Learning Outcome: Upon completion of the course, students are expected to have developed an understanding of the idea of the literary and cultural trends of the Romantic and Victorian periods with an aesthetic sense to appreciate English literary texts.

Unit I

- Literary History: The Industrial Revolution, The French Revolution, The Sublime and Transcendence, Gothic novels,
- Bowra, C. M: The Romantic Imagination
- Victorian Era: The Pre-Raphaelites, Realism, The Woman Question, The Victorian Novel, The imperial/colonial writing, Marxism and Darwinian

Unit II

- William Wordsworth: Tintern Abbey
- P.B. Shelley: Ode to the West Wind
- John Keats: Ode on a Grecian Urn

Unit III

- Tennyson: Lotus Eaters
- Robert Browning: Last Duchess
- Mathew Arnold: Dover Beach
- G.M. Hopkins: God's Grandeur

Unit IV:

- Jane Austen: Sense and Sensibility [Film Text]
- Charles Dickens: Hard Times (Novel)

Suggested Readings

Armstrong, Isobel. *Victorian Poetry: Poetry, Politics, Poetics*. Routledge, 1993.

Armstrong, Nancy. *Desire and Domestic Fiction*. OUP, 1987.

Barth, J. Robert. *Romanticism and Transcendence*. University of Missouri Press, 2003.

Bowra, C. M. *The Romantic Imagination*. Oxford University Press, 1949.

Ford, Boris. *From Blake to Byron. Pelican History of Literature*. Vol. 5, Penguin Books, 1958.

----- . *From Dickens to Hardy, Pelican History of English Literature*, Vol. VI, Penguin Books, 1958.

J. Robert Barth. *The Symbolic Imagination: Coleridge and the Romantic Tradition*. Princeton Legacy Library, 1977.

M. H. Abrams. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. OUP, 1953.

M. Kirkham, Jane Austen, *Feminism and Fiction*. Harvester Press, 1983.

M Butler, *Romantics, Rebels and Reactionaries: English Literature and its Background*. Oxford, 1981.

CPT- 2. 2. British Literature – IV

Objectives and Learning Outcomes

- To introduce the students to the various genres of the 20th Century literature and acquaint the students with how the authors experimented with the literary forms.
- To help students read the prescribed texts closely against the backdrop of modernism and high modernism.
- To engage with the idea of modernism in relation to literary texts.

Learning outcome: After completion of the paper, students will have developed the competence to identify different features of modernism and appreciate experiments in literary texts.

Unit I

Background to 20th Century British Literature – Introduction, Socio-political background – literature and society, the Meanings of Modern /Modernity/ Modernism' – literary techniques and styles like Surrealism, Symbolism, Epic Theatre, Decadent Movement, Absurd Theatre

Unit II

Wilfred Owen: "Anthem for Doomed Youth" (1917) / "Dulce et Decorum Est" (1920)

W B Yeats: 'The Second Coming' / 'Leda and the Swan'

Dylan Thomas: Do not go gentle into that good night/ Fern Hills

T S Eliot: 'Love Song of Alfred Prufrock'

W H Auden: "In Memory of W. B. Yeats"

Philip Larkin: "Church Going"

Unit III

Conrad, Joseph: *Heart of Darkness*

John Fowles: *The French Lieutenant's Woman* [Film Text]

Virginia Woolf: *Mrs. Dalloway*

John Osborne: *Look Back in Anger*

Unit IV

T S Eliot: 'Tradition and Individual Talent'

Michael Bell: The Metaphysics of Modernism

Raymond Williams. "Metropolitan Perceptions and the Emergence of Modernism." *In The Politics of Modernism: Against the New Conformists*. London: Verso, 1989. 37-48

Suggested Readings

Ford, Boris. *Pelican Guide to English Literature*. Volume 07 & 8, Penguin, 2000.

Bradbury, Malcolm, and James McFarlane. *Modernism: A Guide to European Literature, 1890-1930*. Penguin, 1978.

Bell, Michael. *Literature, Modernism and Myth*. Cambridge University Press, 1997

Hamilton, Ian. *The Oxford Companion to Twentieth-Century Poetry in English*. OUP, 1996.

Theodor Adorno and Max Horkheimer. "The Culture Industry: Enlightenment as Mass Deception." *The Dialectic of Enlightenment*. Trans. John Cumming. Seabury, 1972.

Williams, Raymond. *Culture and Society 1780-1950*. Parts II and III, Vintage Classics, 2017.

CPT- 2. 3. Critical Theories

Objectives and Learning Outcomes

- This course introduces students to the tradition of critical theory and acquire a comprehensive understanding of the social life in the west.
- Students will be introduced to the pedagogic and philosophic responses to the cultural, political and social issues of the real world.
- To facilitate the reading of the philosophical assumptions of different schools of thought represented by the prescribed texts.

Learning Outcome: Upon completion of the paper, students are expected to have developed an ability to understand abstract concepts and use them in the study of human phenomena.

Unit I

Roger Fowler: "Literature as Discourse".

Unit II

Structuralism:

Claude Levi-Strauss: "Structural Study of a Myth"

Post-structuralism:

Roland Barthes: "Death of the Author"

Unit III

Marxist Criticism:

Terry Eagleton: "Marxist Criticism"

Postcolonial Criticism:

Leela Gandhi: "Thinking Otherwise: A Brief Intellectual History" (From Postcolonial Theory: An Introduction)

Unit IV

Feminist & Queer Theory/Criticism:

Elaine Showalter: "Towards a Feminist Poetics"

Eva Sedgwick: "Epistemology of the Closet" or "Homosocial Desires"

Suggested Readings

Buchanan, Ian. *Oxford Dictionary of Critical Theory*. OUP, 2018.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. 2011.

Eagleton, Terry. *Literary Theory: An Introduction*, Willey Blackwell, 2011.

Habib, M A R. *A History of Literary Theory and Criticism*. 2007.

Homer, William Innes. *The Language of Contemporary Criticism Clarified*. Sound View Press, 1999.

Lodge, David & Nigel Wood. *Modern Criticism and Theory*. Pearson, 2015.

Waugh, Patricia. *Literary Theory and Criticism*. OUP, 2014.

CPT-2.4. Early Indian Writing in English

Objectives:

- To familiarise the learners with the socio-cultural factors that have led to the emergence of Indian Writing in English
- To introduce the learners to some of the pioneers in Indian Writing in English
- To inform the learners about the thematic preoccupation of the some of the early Indian writers in English

Learning Outcomes: After the completion of the course, students will have an idea of what it means to study Indian literature in terms of the early Indian Writings in English.

Unit I

Arvind Krishna Mehrotra : “Introduction” from *A Concise History of Indian Literature in English*. (01-26)

Unit II

Henry Derozio's: “To India My Native Land”

Torudutt: “Our Casuarina Tree”

Sarojini Naidu: “Indian Weavers”

Unit III

Meenakshi Mukherjee's: *The Beginnings of the Indian Novel*

Bankim Chandra's : *Rajmohan's Wife*

Unit IV

Sri Aurobindo's: *The Cycle of Society and The Age of Individualism and Reason*

M K Gandhi's: *Hind Swaraj*

Suggested Readings:

Iyengar, Srinivasa. *Indian Writing in English*. Sterling Publishers. 2000.

Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 2006.

Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*.
Permanent Black, 2018.

SPT-2.5.A. Translating the Word and the World

Objectives

- To produce translators through hands-on experience and exercises.
- To make students read theoretical pieces on translation and learn from models of translation practice.
- To focus on developing the competence of students to translate, especially non-fictional scholarly works from the English language to Kannada.

Learning Outcome: After completion of the paper, students are expected to have developed a knack for translation and be competent enough to translate discursive prose pieces.

Unit I

Introduction to Translation Theory and Practice: A Historical Reconstruction

In this unit, students will understand the global history of translation and how it has shaped the world throughout.

Unit II

The Theory of Translation: In this unit, students will read theoretical pieces of thinkers like Kirtinath Kurtakoti, Sundar Sarukkai, Walter Benjamin, Jacques Derrida and others

Unit III

The Models of Translation: In this unit, students will learn the art of translation by observing and studying great models of translation.

Unit IV

The Practice of Translation: Students will learn translation by doing it.

SPT-2.5.B. Eco-Literature

Objectives

- To enable the learners to understand and interpret the relationship between literature and the physical environment
- To introduce students to prominent ecological issues and familiarize them with ways the human beings have related to their environment and its literary articulations
- To create an understanding of the unfolding environmental crisis in terms of literature.

Learning Outcome: After the completion of the paper, students will be able to understand the literary perspective of environmental crisis, and respond to the ecological problems as responsible citizens.

Unit I

Cheryl Glotfelty's "Literary Studies in an Age of Environment Crisis" from *Introduction to The Ecocriticism Reader* Eds. C Glotfelty & H Fromme. 1996.

Unit II

A.K. Ramanujan's *A Flowering Tree*

Amitav Ghosh's *The Living Mountain: A Fable for our Times*

Unit III

Mahesh Rangarajan's *Five Nature Writers: Jim Corbet, Kenneth Anderson, Salim Ali, Kailash Sankhala and M.Krishnan*

William Rueckert's *Literature and Ecology: An Experiment in Ecocriticism*

Ruskin Bond's *No room for a Leopard*

Unit IV

The Life of Pi directed and produced by Ang Lee. (A Film based on Yann Martel's *Life of Pi*).

The Seed: The Untold Story (2016) directed by Jon Betz and Taggart Siegel

SEMESTER III

CPT-3.1. Methods for Literary and Cultural Studies I

Objectives:

- To train students in literary and cultural analysis.
- To develop the art of close reading in students by making them read dense theoretical and literary texts.
- To develop students' ability to write about literary texts and cultural practices.

Learning Outcome:

After completion of the paper, students are expected to:

be familiar with concepts in literary and cultural analysis.

undertake literary and cultural analysis independently by way of reading and writing.

Course Content

All four units will comprise reading materials chosen in advance, and they will be communicated to students so that they can work on them and attend classes for discussion and deliberations. In each semester, unit-wise work material, in consultation with students, will be prepared in the first week of the commencement of the course. Here, students will participate as active agents in curriculum design. Instead of the lecture method, students will engage in activities of reading, writing, discussion and making presentations. The text for close reading and corresponding references will be announced at the beginning of the semester.

CPT-3.2. World Literature I

Objectives:

- The paper aims at familiarizing students with contemporary literary classics originally written in English and languages other than English.
- Besides covering the genres of drama, novels and poetry, the paper also introduces students to literary techniques, issues and themes that shaped the literary cultures and civilizations.

Learning Outcome: The students are eventually expected to arrive at an understanding of how World Literature in Translation has emerged as a viable category of literary studies.

UNIT 1 – Background Themes and Issues

1. David Damrosch, “What is World Literature?” (Introduction)
2. Epic Theatre, Surrealism, Symbolism, Realism, Decadent movement, Magical Realism, Post Colonialism and Imperialism in Literature (source of the movement, stressing masterpieces; define the term)

Unit II (Drama)

1. Bertolt Brecht: *Galileo*

Unit III (Fiction)

1. Gustave Flaubert *Madame Bovary*
2. Albert Camus *The Stranger*

Unit IV (Poetry & Short Stories)

1. Pushkin *Bronze Statue (Excerpts)*
2. Leo Tolstoy *How Much Land Does a Man Need?*
3. Anton Chekov *Chameleon*

Suggested Reading:

David Damrosch, *What is World Literature?* Princeton University Press, 2003

Puchner, Martin, gen. ed. *The Norton Anthology of World Literature*, 3rd ed. Volumes D, E, and F. New York: W. W. Norton & Co., Inc. 2002.

Bloom, Harold. *Modern Critical Views: Gabriel Garcia Marquez*. New York: Chelsea House Publishers, 1989.

Metzger, Erika A. & Metzger, Michael M. (eds.). *A Companion to the Works of Rainer Maria Rilke (Studies in German Literature Linguistics and Culture)*. New York: Camden House, 2004.

Raymond Williams. *Drama from Ibsen to Brecht*. London: Chatto and Windus, 1968.

CPT-3.3. General Linguistics

Objectives and Learning Outcomes

- As an introductory paper aims at making the students understand how human language is studied through its history
- To introduce students to the study of language and linguistics through the concepts which have developed over a period of time
- To make students understand the nuances of the language and analyze the language systems scientifically.

Learning outcome: Upon the completion of the paper, students are expected to have developed a thorough understanding of the structure of human language and use the linguistic concepts in the study of the humanities.

Unit I

Linguistics and its Scope : Language and Communication

The Nature of Language – linguistics as the scientific study of language – the properties of natural human languages – human languages and systems of animal communication

How to understand human language? Two dimensions of language: The Oral and the Written.

Language endangerment, death and linguistic suicide

Language documentation, conservation, revitalization

Unit II

The Birth of Modern Linguistics: Synchronic Study and Ferdinand de Saussure

Levels of Linguistic Analysis: Phonology, Phonetics, Morphology, Syntax, Semantics and Pragmatics.

Unit III

Socio-linguistics: Language Varieties; social variables

Language contact and language change, Language shift

Bi/Multilingualism; Code-mixing and code-switching and diglossia

Lingua franca, pidgin and creole

Psycholinguistics – language acquisition, linguistic behaviour, motivation and aptitude.

Discourse Analysis: Utterance, Text and Discourse; Coherence and Cohesiveness

Unit IV

Introduction to various schools of Linguistics – Traditional, Structural, Transformational Generative & Functional Linguistics

- TG Grammar – Noam Chomsky and his theories – Linguistic Competence
- Functional Linguistics: Halliday

Suggested Readings:

Ashby, Michael & John Maidment. *Introducing Phonetic Science*. CUP, 2003.

Carstairs-McCarthy, Andrew. *An Introduction to English Morphology*. Edinburgh University Press, 2002.

Huddleston, Rodney and Geoffrey K. Pullum. *A Student's Introduction to English Grammar*. Cambridge University Press, 2005.

Radford, Andrew and Martin Atkinson, et al., *Linguistics: An Introduction*. Cambridge University Press, 1999.

Radford, Andrew. *Syntactic Theory and the Structure of English*. CUP, 1997.

Roach, Peter. *English Phonetics and Phonology*. Cambridge University Press, 1991.

Yule, George. *The Study of Language*. Cambridge University Press, 2010.

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

Chomsky, Noam. *Aspects of the Theory of Syntax*. MIT Press, 1965.

Crystal, David. *Linguistics*, Penguin, 1971.

Hockett, C.F. *A Course on Modern Linguistics*. Macmillan, 1958.

CPT-3.4. Modern Indian Writing in English

Objectives:

- To appreciate the Indian Writers in English on the global literary scene.
- To sensitize the students to the modern socio-cultural issues through the select Indian literary texts.

Learning Outcomes: After the completion of the paper, students will be able to understand modern India and the prevailing modernities as represented in the literary texts.

Unit I

A K Ramanujan's: *Is there an Indian Way of Thinking*

Unit II

Rajeev S Patke's: *Poetry since Independence*

Nissim Ezekiel's: "Poet, Lover, Bird Watcher"

Jayanta Mahapatra's: "A Monsoon Day Fable"

Kamala Das's: "An Introduction"

Keki N Daruwalla's: "Hawk"

Eunice D'Souza's: "Catholic Mother" "For My Father, Dead Young"

Unit III

Jon Mee's: *After Midnight: The Novel in the 1980s and 1990s*

Arundhati Roy's: *The Ministry of Utmost Happiness*

Unit IV

Shantha Gokhale's: *The Dramatists*

Mahesh Dattani's: *Final Solutions*

Suggested Readings:

King, Bruce Alvin. *Modern Indian Poetry in English*. Oxford, 2001

Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*, The Orient
Blackswan, 2017.

SPT-3.5.A. Writing Culture I

Objectives:

To engage students in culturing the art of writing.

To develop writing culture in students by initiating them to read, reflect, analyze, texts and cultures, and compose ideas in writing.

To encourage reading practices among learners to be better writers.

Learning outcome

The students will eventually be able to undertake certain academic tasks like analyzing texts, from short pieces like Op-Eds on contemporary issues to highly theoretical writings. They are expected to learn how to think and write clearly.

Course Content:

The texts chosen for close reading will be communicated to students in advance at the beginning of the semester. The focus of the paper is on hands-on experience; students will be doing intensive exercises in reading and writing. It invites them to reflect on contemporary issues and debates through reading and writing.

In the semester-end exam, the questions will be asked on contemporary issues concerning the texts read in the classroom, to test students' writing ability.

SPT-3.5.B. American Culture and Literature I

Objectives:

- To identify and analyse major themes, movements, and authors in American literature.
- To understand the relationship between American history and literature.
- To critically examine the evolution of American identity through cultural texts.

Course Description:

This course explores the development of American culture through its literature. We will examine the key themes, ideas, and conflicts that have shaped American thought and identity from the Colonial period to the 21st century. Through analysis of literary texts, essays, and critical writings, students will gain a deeper understanding of the relationship between American literature and the broader cultural and historical contexts in which it was produced.

Unit I Introduction to American Culture and Literature

Overview of American literary history

Discussion: What is "American" about American literature?

Colonial narratives, Puritan writings, and early American nationalism

Readings:

- F.O. Matthiessen, *American Renaissance* (Introduction)
- Anne Bradstreet, selected poems
- Benjamin Franklin, *The Autobiography* (Part 1)

Unit II

Transcendentalism and American Romanticism

Individualism, nature, and the pursuit of the ideal

Readings:

- Ralph Waldo Emerson: "Self-Reliance"
- Henry David Thoreau: *Walden* (Chapters 1, 2)
- Walt Whitman: Selections from *Leaves of Grass*
- Edgar Allan Poe: "The Fall of the House of Usher"

- Washington Irving: The Legend of Sleepy Hollow (Short Story)

Unit III

American Renaissance and Abolitionist Literature

The rise of abolitionism and American identity and the slave narrative

Readings:

- Nathaniel Hawthorne: *The Scarlet Letter* (Chapters 1-8)
- Frederick Douglass: *Narrative of the Life of Frederick Douglass*

Unit IV:

Realism and the Post-Civil War American Experience

The realism movement and depictions of American life

Readings:

- Mark Twain: *The Adventures of Huckleberry Finn*
- Henry James: "Daisy Miller"
- Stephen Crane: *The Red Badge of Courage* (Selections)

Suggested Readings and References:

Baym, Nina, ed. *The Norton Anthology of American Literature*, 9th ed. New York: W.W. Norton & Company, 2017.

Bercovitch, Sacvan. *The American Jeremiad*. Madison: University of Wisconsin Press, 1978.

Matthiessen, F.O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. New York: Oxford University Press, 1941.

Davidson, Cathy N., and Jessamyn Hatcher, eds. *No More Separate Spheres!: A Next Wave American Studies Reader*. Durham: Duke University Press, 2002.

Buell, Lawrence. *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*. Cambridge: Harvard University Press, 1995

SEMESTER IV

CPT-4.1. Methods for Literary and Cultural Studies II

Objectives:

- To train students in literary and cultural analysis.
- To develop the art of close reading in students by making them read dense theoretical and literary texts.
- To develop students' ability to write about literary texts and cultural practices.

Learning Outcome:

After completion of the paper, students are expected to:

be familiar with concepts in literary and cultural analysis.

undertake literary and cultural analysis independently by way of reading and writing.

Course Content

All four units will comprise reading materials chosen in advance, and they will be communicated to students so that they can work on them and attend classes for discussion and deliberations. In each semester, unit-wise work material, in consultation with students, will be prepared in the first week of the commencement of the course. Here, students will participate as active agents in curriculum design. Instead of the lecture method, students will engage in activities of reading, writing, discussion and making presentations. The text for close reading and corresponding references will be announced at the beginning of the semester.

CPT-4.2. World Literature II

Objectives:

- To acquaint students with literary classics originally written in English and languages other than English from across the world.
- Besides covering the genres of drama, novel and poetry, the paper also introduces students to literary techniques, issues and themes that shaped the literary cultures and civilizations.

Learning Outcome: The students are eventually expected to arrive at an understanding as to how World Literature in Translation has emerged as a viable category of literary studies.

Unit 1 – Novel

1. Mohsin Hamid The Reluctant Fundamentalist

Unit II (Short Story)

1. Gabriel Garcia Marquez: A Very Old Man with Enormous Wings
2. Katherine Mansfield: Garden Party
3. Chinua Achebe: Dead Man's Path

Unit III (Poetry)

1. Gabriel Okara: Once Upon a Time
2. A D Hope: The Death of the Bird
3. Derek Walcott: A Far Cry from Africa
4. Margaret Atwood : Helen of Troy

Unit IV (Drama)

2. Mahesh Dattani: Dance Like a Man

Suggested Readings:

David Damrosch, *What is World Literature?* Princeton University Press, 2003

Puchner, Martin, Gen. *The Norton Anthology of World Literature*, 3rd ed, Volumes D, E, and F. W. W. Norton & Co., Inc. 2002.

Bloom, Harold. *Modern Critical Views: Gabriel Garcia Marquez*. Chelsea House Publishers, 1989.

Metzger, Erika A. & Metzger, Michael M. "A Companion to the Works of Rainer Maria Rilke." *Studies in German Literature Linguistics and Culture*. Camden House, 2004.

Raymond Williams. *Drama from Ibsen to Brecht*. Chatto and Windus, 1968.

CPT-4.3. Introduction to Urban Cultural Studies

Objectives:

- To introduce students to the field of Urban Cultural Studies
- To enable them to study the urban culture by reading literary and non-literary texts.

Learning Outcomes: After the completion of the paper, students will be familiar with the field of Urban Studies and demonstrate an ability to engage with the urban world intellectually.

Unit I

The City in Cultural Context: An Introduction -John Agnew, John Mercer,
David Sopher

Images themes and Urbanography- Lloyd Rodwin and Robert M Hollister

Anthropological Approaches To The City-Lisa Redfield Peattie, Edward
Robbins

Unit II

Philosophy And The City-Henri Lefebvre

The Right To The City –Henri Lefere

The Philosophical Notion Of The City –Heinz Paetzold

Unit III

Walking In The City- Michel de Certeau

Spatial Stories-Michel de Certeau

Walter Benjamin, Urban Studies And The Narratives Of City Life- Michael
Keith

Unit IV

Putting Cities First: Remapping the Origin Of Urbanism – Edward Soja

Towards An Anthology Of City Images – A K Ramanujan

City Imaginaries – Gary Bridge and Sophi Watson

CPT-4.4. English Language Teaching

Objective:

- To familiarize learners with the theory and practice of teaching English
- To impart necessary professional skills to learners towards shaping oneself as a teacher
- To acquaint the learners with skills for classroom management

Learning Outcomes:

After the completion of the paper, students are expected to teach English as a second language and demonstrate the competence to design and deliver a curriculum.

Unit I

Trends in Language Teaching,
First language acquisition and second language learning
LSRW, Multiple Intelligences and Mixed ability classes
Professional development of teachers of English

Unit II

Approaches and Methods:
The Lexical Approach and Competency-Based Language Teaching
Communicative Language Teaching and Task-based Language Teaching
Grammar Translation Method/ Bilingual Method

Unit III

The Air Stream Mechanism and The Organs of Speech
The Classification and Description of Speech Sounds
Phonetics and Phonology
Presenting vocabulary and structures

Unit IV

Writing lesson plans, and using visual aids and resources
Classroom Management, Lecture, group discussion, peer and pair work, role

play.

Evaluation, Importance, aims and objectives.

Characteristics of a good test: validity, reliability and practicability

Types of subjective and objective tests

Roles, Qualities and Self-evaluation

Practice Teaching: Students have to undertake informal practice teaching in neighbourhood schools and colleges.

Suggested Readings

Richards C, Jack, et. al., *Approaches and Methods in Language Teaching*. CUP, 2007.

Yule, George. *The Study of Language*. Cambridge University Press, 1985.

Doff, Adrian. *Trainer's Handbook: Teach English-A Training course for Teachers*. CUP, 2007.

SPT-4.5. A. Writing Culture II

Objectives:

To engage students in culturing the art of writing.

To develop writing culture in students by initiating them to read, reflect, analyze, texts and cultures, and compose ideas in writing.

To encourage reading practices among learners to be better writers.

Learning outcome

The students will eventually be able to undertake certain academic tasks like analyzing texts, from short pieces like Op-Eds on contemporary issues to highly theoretical writings. They are expected to learn how to think and write clearly.

Course Content:

The texts chosen for close reading will be communicated to students in advance at the beginning of the semester. The focus of the paper is on hands-on experience; students will be doing intensive exercises in reading and writing. It invites them to reflect on contemporary issues and debates through reading and writing.

In the semester-end exam, the questions will be asked on contemporary issues concerning the texts read in the classroom, to test students' writing ability.

SPT-4.5.B. American Culture and Literature II

Objectives:

- To identify and analyse major themes, movements, and authors in American literature.
- To understand the relationship between American history and literature.
- To critically examine the evolution of American identity through cultural texts.

Course Description:

This course explores the development of American culture through its literature. We will examine the key themes, ideas, and conflicts that have shaped American thought and identity from the colonial period to the 21st century. Through analysis of literary texts, essays, and critical writings, students will gain a deeper understanding of the relationship between American literature and the broader cultural and historical contexts in which it was produced.

Unit I

The Harlem Renaissance and African American Literature

African American culture, racial identity, and the legacy of slavery

Readings:

- Langston Hughes: *The Negro Speaks of Rivers, Harlem*
- Paul Laurence Dunbar: *Dreams, We Wear the Mask*
- Zora Neale Hurston,: *Their Eyes Were Watching God* (Chapters 1-5)
- W.E.B. Du Bois: *The Souls of Black Folk* (Selections)

Unit II

Modernism in American Literature

Fragmentation, innovation, and the search for meaning in modern America

Readings:

- Tennessee Williams: *A Streetcar Named Desire*
- F. Scott Fitzgerald: *The Great Gatsby* (Film)
- William Faulkner: “A Rose for Emily”
- Edward Albee: *Who’s Afraid of Virginia Woolf?* (Non Detail study)

Unit III

The Depression Era, Protest Literature, the Beats, Counterculture and Civil Rights

The impact of the Great Depression on American literature and culture

Rebellion, identity, and social critique in post-World War II America

Readings:

- John Steinbeck: *The Grapes of Wrath* (Selections)
- Allen Ginsberg: "Howl"
- Lorraine Hansberry: *A Raisin in the Sun*

Unit IV

Postmodernism and Contemporary American Literature

Identity, multiculturalism, and the blurring of boundaries

Readings:

- Toni Morrison: *Beloved*
- Don DeLillo: *White Noise* (Selections)

Suggested Readings and References:

Baker, Houston A., Jr. *Modernism and the Harlem Renaissance*. Chicago: University of Chicago Press, 1987.

Gates, Henry Louis, Jr., ed. *The Norton Anthology of African American Literature*, 3rd ed. New York: W.W. Norton & Company, 2014.

Gray, Richard. *A History of American Literature*. 2nd ed. Oxford: Blackwell Publishing, 2011.

Kolin, Philip C., *Confronting Tennessee Williams's "A Streetcar Named Desire": Essays in Cultural Pluralism*, Greenwood, 1993.

Miller, R. Baxter. *The Art and Imagination of Langston Hughes*. University of Kentucky Press, 1988.

Morrison, Toni. *Playing in the Dark: Whiteness and the Literary Imagination*. New York: Vintage, 1992.

CPD 4.6: Dissertation

In the fourth semester, students will compulsorily undertake the project of dissertation writing under a supervisor in the Department. Students will choose a researchable topic, including the writing of annotated bibliographies and work on them. Towards the end of the semester, they will produce a bound copy of the dissertation and there will be a viva-voce examination.

Open Elective Papers

OEPT. 2.6. Spoken and Written English

Objectives

To develop the communicative competence of students through the teaching of grammar and LSRW skills.

To design exercises to achieve task-based teaching.

To invite students to look at this paper as an opportunity for heuristic learning.

Learning outcome

Upon the completion of the paper, students will have developed grammatical competence and a basic sense of the English language.

Unit I

Orientation: Students will be exposed to the nature of the English language and taught pragmatic ways of acquiring English language skills.

Everyday work: Learning English Grammar, Learning English through Media-Newspaper and Cinema, etc.

A Short Introduction to LSRW Skills

Unit II

Grammar: Parts of Speech, Tenses,

Articles and Prepositions

Subject-Verb Agreement

Other grammatical items the teacher and the taught choose to do

Unit III

Oral Skills: Reading aloud the prose text, dialogues from plays and poetry recitation.

Exercises in Spoken English

Unit IV

Writing Skills: Sentence Formation, Paragraph Writing and Essay Writing, etc.

Suggested Readings:

N Krishnaswamy, Lalitha Krishnaswamy, et al., *Mastering Communication Skills and Soft Skills*. Bloomsbury, 2015.

Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press. 1999.

A.J. Thomson, and A.V. Martinet. *A Practical English Grammar*. Oxford University Press, 1997.

Hewings, Martin. *Advanced Grammar in Use*. Cambridge University Press, 1999.

OEPT. 3.6. Learning English through Stories

Objectives and Learning Outcomes

As the previous paper focused on teaching English grammar, this paper aims at teaching English through stories of different kinds. The idea is to contextualize the learning of English to develop the linguistic competence of students. The teacher will share selected stories and narratives with students before the beginning of classes, and activities will be designed to ensure learning language as discourse. Instead of the lecture method, English will be taught through hands-on experience. After completion of the paper, students are expected to have developed comprehension and composition skills.

A Framework for Question Paper Pattern

03 hrs.

70 Marks

This is a broad pattern, and there can also be sub-questions within it. The nature and structure of framing questions will differ from one paper to another.

Answer any five of the following

5x14= 70

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
