

TEZPUR UNIVERSITY
DEPT OF ENGLISH AND FOREIGN LANGUAGES
COURSE STRUCTURE AND SYLLABUS FOR M.A. in ENGLISH PROGRAMME
(Regular Mode)

Credits to be completed for award of the degree: 76

Minimum duration: 4 semesters (two years)

Maximum duration: 6 semesters (three years)

COURSE STRUCTURE

Semester I Total credits 16+3=19

Course Code	Course Name	L-T-P	CH	CR	Course Type	Skill Based Course
						Yes/No
EG 451	Literary and Critical Theory I	3-1-0	4	4	Foundation course	No
EG 452	English Literature from Chaucer to Marlowe	3-1-0	4	4	Core	No
EG 453	Shakespearean Drama	3-1-0	4	4	Core	No
EG 454	Fiction I (Early to Jane Austen)	3-1-0	4	4	Core	No
EG 417	Academic and critical writing in English	2-1-0	3	3	Core	No

Semester II Total credits 16+3=19

Course Code	Course Name	L-T-P	CH	CR	Course Type	Skill Based Course
						Yes/No
EG 455	Language and Language Education	3-1-0	4	4	Core	Yes
EG 456	Puritan to Eighteenth Century Literature (Poetry and Drama)	3-1-0	4	4	Core	No
EG 457	Romantic Poetry and Prose	3-1-0	4	4	Core	No
EG 458	Fiction II (Nineteenth Century)	3-1-0	4	4	Core	No
OE				3		

OE-Open Elective

Semester III Total credits 16+3=19 (Elective any one)

Course Code	Course Name	L-T-P	CH	CR	Course Type	Skill Based Course
						Yes/No
EG501	Literary and Critical Theory II	3-1-0	4	4	Core	No
EG 502	Modern Drama	3-1-0	4	4	Core	No
EG 503	Modern Fiction	3-1-0	4	4	Core	No
EG 507	Translation I	3-1-0	4	4	Elective	Yes
EG 509	Gender and Literature I	3-1-0	4	4	Elective	No
EG 511	American Literature I	3-1-0	4	4	Elective	No

EG 513	Indian Writing in English I	3-1-0	4	4	Elective	No
EG 515	ELT I	3-1-0	4	4	Elective	Yes
OE				3		

OE-Open Elective

Semester IV Total credits 16+3=19 (Elective any one)

Course Code	Course Name	L-T-P	CH	CR	Course Type	Skill Based Course
						Yes/No
EG 504	Modern Poetry	3-1-0	4	4	Core	No
EG 505	Modern Prose	3-1-0	4	4	Core	No
EG 506	Postcolonial Literatures in English	3-1-0	4	4	Core	No
EG 508	Translation II	3-1-0	4	4	Elective	Yes
EG 510	Gender and Literature II	3-1-0	4	4	Elective	No
EG 512	American Literature II	3-1-0	4	4	Elective	No
EG 514	Indian Literature in English II	3-1-0	4	4	Elective	No
EG 516	ELT II	3-1-0	4	4	Elective	Yes
EG 509	Term Paper			3	Core	No

Detailed Syllabi

EG 451 Literary and Critical Theory I

4 0 4 4

The course seeks to introduce students to twentieth century western literary and critical theory. This is an extensive survey course that seeks to offer a holistic introduction to literary criticism and theory, especially historical shifts and linkages as well as critical practice, making use of selections of important texts of key thinkers of each movement.

Unit A

Theory or Theories

History and Orientation of Critical Theories (Abrams)

Unit B

New Criticism (Ransom, Eliot, Brooks, Schorer, Frank)

Psychoanalytic Criticism (Freud, Jones, Wilson, Lacan)

Unit C

Sociocultural Criticism (Taine, Lukacs, Williams, Bakhtin)

Phenomenology and Reception Theory (Husserl, The Geneva School, Jauss, Iser, Fish)

Unit D

Environment and Ecocriticism (Buell, Bateson, Soper ["The Idea of Nature"] Snyder ["Language Goes Two Ways"], Vandana Shiva)

Gender and Theory (Woolf, De Beauvoir, Butler, Sedgwick)

Textbooks

Leitch, Vincent B. ed.(2010) *The Norton Anthology of Theory and Criticism*, second edition Norton, New York.

Lodge, David and Nigel Wood, eds. (2008). *Modern Criticism and Theory* Pearson, Essex.

Reference books

Barry, Peter. (2010). *Beginning Theory*. Routledge, London.

Selden, Raman. (2009). *A Reader's Guide to Contemporary Literary Theory*. (Pearson, Singapore.

Waugh, Patricia. (2008). *Literary Criticism and Theory*. Oxford University Press, Oxford.

EG 452 English Literature from Chaucer to Marlowe

3 1 0 4 4

The aim of the course is to introduce the students to early English poetry and prose and make them read important works, keeping the historical and social context in mind.

UNIT A

Historical and literary context

UNIT B

Geoffrey Chaucer: The Nun's Priest Tale/ The Miller's Prologue and Tale

UNIT C

Edmund Spenser: *The Shepheardes Calender* (Januarie/ Aprill Eclogue)/ *Amoretti and Epithalamion* sonnets (1, 8, 54, 75)

Unit D:

Thomas Wyatt: "My Lute Awake!"; "They Flee from me", Farewell Love"

Henry Howard: "So Cruel Prison", "The meanes to attain happy life", "The Soote Season"

Christopher Marlowe: "The Passionate Shepherd to His Love"

Unit E

Thomas More: *Utopia (Book I/Book II)*.

Sidney's "An Apology for Poetry"

Reference books

Brown, Peter. (2011). *Geoffrey Chaucer (Authors in Context)*. OUP, New York.

Ferguson, Margaret, et al., editors. (2005). *The Norton Anthology of Poetry*. Norton, New York, 5th edition.

Larsen, Kenneth J., editor. (1997). *Edmund Spenser's Amoretti and Epithalamion: A Critical Edition*. Arizona S U.

Robinson, Fred., editor. (1998). *The Riverside Chaucer*. OUP, Oxford.

EG 453 Shakespearean Drama

3 1 0 4 4

The aim of this course is to introduce the students to different types of Shakespearean plays with a view to bringing out the richness of the Shakespearean text. Students will be expected to read as many plays of Shakespeare as possible to deepen their appreciation of the contemporary relevance of Shakespeare.

Texts Prescribed

1. *Measure for Measure*
2. *King Richard III / 1 Henry IV/ Richard II*
3. *Antony Cleopatra*
4. *Hamlet/The Tempest/A Midsummer Night's Dream*

*Textbooks should preferably be Arden Editions.

Reference books

Dollimore, Jonathan and Alan Sinfield. (1994). *Political Shakespeare: Essays in Cultural Materialism*. Manchester UP, Manchester, Second Edition.

Eagleton, Terry. (1998). *William Shakespeare*. Blackwell, Oxford.

Holderness, Graham, editor. (1992). *Shakespeare's History Plays*, Macmillan, London, New Casebooks.

EG 454 Fiction I (Early to Jane Austen)

3 1 0 4 4

This course introduces students to the English novel from the beginning to the early nineteenth century and the literary context in which the genre developed.

Unit A

Historical and Literary Context: 18th century Print Culture, Reading Public, Debates/Issues on the rise of the novel

Unit B

Samuel Richardson *Pamela*

Unit C

Laurence Sterne *Tristram Shandy* (Selections)

Unit D

Ann Radcliffe *The Mysteries of Udolpho*

or

The Romance of the Forest

Unit E

Jane Austen *Mansfield Park* (Norton Edition)

Reference Books

Azim, Firdaus. (2002). *The Colonial Rise of the Novel*. Taylor and Francis, London.
Eagleton, Terry. (2004). *The English Novel: An Introduction*. Willey Blackwell, London.
Ford, Boris, editor. (1983). *The New Pelican Guide to English Literature*. Vol. 4 and 5
Poovy, Mary. (1985). *The Proper Lady and the Woman Writer*. U Chicago P.
Mackeon, Michael, editor. (2000). *The Theory of the Novel: A Historical Approach*. John Hopkins UP, Baltimore and London.

NOTE: The course is one of the two core courses, the other being a course on term paper-cum-comprehensive Viva Voce (in Semester IV), to be offered in lieu of the CBCS courses offered earlier in the MA in English programme. The target group of the Course is the First Semester students of MA in English programme. But the third semester students of MA in English programme of Autumn Semester, 2018 will also take this course for credit requirement.

EG 417: Academic and Critical Writing in English L 2 T 1P 0 CH3 CR3

Objective of the Course: Objective of the Course:

The main objective of the course is to familiarize the students with the basic introductory tenets of academic and critical writing in English and enable them to develop competence in academic writing in a more focused manner by responding critically to different types of literary texts

Unit 1-Academic Text and Writing in an L2

Written Academic Discourse and Academic Genres

Basic Features of Academic Writing

Unit 2-English Grammar and Vocabulary in Academic Discourse

Phrases, Sentences and Construction of Text

The Use of Verb Tenses and Voice in Text Cohesion

Meanings and Text Functions of Lexical Classes of Verbs

The Use of Adjectives and Adverbs in Academic Discourse

Unit 3-Construction of Text and Discourse Flow in Academic Writing

Information and Discourse Backgrounding through Subordinate Clauses

Cohesion and Coherence in Academic Discourse

Academic Text in English and Hedging

Unit 4- Becoming a Critical Writer

What is critical writing?

How to make a critical choice

Comparative Critical Summary

Unit 5- Writing an In-depth Critical Analysis

Argument components of Mental Map for exploring the literature

Developing a critical analysis of a text

Developing the arguments in writing a critical review of a text

Suggested text and Reference Books:

Eli Hinkel, *Teaching Academic ESL Writing*, Lawrence Erlbaum Associates, Inc., 2004

R.R. Jordan, *English for Academic Purposes*, Cambridge University Press, 1997, 2010 (on line).

Ken Hyland and Philip Shaw, *The Routledge Handbook of English for Academic Purposes*, Routledge, 2016

Mike Wallace and Alison Wray, *Critical Reading and Writing for Post Graduates*, Sage, 2011

EG 455 Language and Language Education (Skill-based Core Course)

3 1 0 4 4

The course aims at acquainting the students with the principles and practices of learning and teaching English in India and making them reflect on their own learning of English. The course also aims at orienting them to the teaching of English as and when the opportunity arises.

Unit A

English in India

English as a language of opportunity

English as a global language

Unit B

Problems of learning English in India

Bilingual /Multilingual Contexts, Diglossia and the role of English

Unit C

Introduction to the process of Second Language Acquisition

Role of the MT/L1 in ESL classrooms

Unit D

Reading and Writing English for Academic Purposes

Literature and language learning /teaching: basic concepts

Unit E

What the Teaching of English involves?

Introduction to designing of Syllabus and Learning Materials

Approaches to Teaching

Introduction to Peer Teaching

Reference books

Agnihotry, R.K., and Khanna, editors. (1995). *English Language Teaching in India*. Sage, New Delhi.

Nunan, D. (2004). *Task-based Language Teaching*. Cambridge University Press, Cambridge.

Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. OUP, Oxford.

Vyas, M.A. and Patel, Y.L., editors. (2009). *Teaching English as a Second Language: A New Pedagogy for a New Century*. Prentice-Hall India, New Delhi.

This course aims at helping the students to develop critical insight into literary productions (poetry and drama) of the period by reading a number of key texts.

UNIT 1

John Milton: *Paradise Lost Book IX* and *Samson Agonistes*

UNIT 2

Aphra Behn: *The Rover*/ R. B. Sheridan: *The School for Scandal*

UNIT 3

Dryden: *The Preface to the Fables*

UNIT 4

Pope: *An Essay on Man/ Dunciad Book 4*

Text Books:

Milton, John. (2000). *Paradise Lost*. Penguin, London.

Spencer, Jane, editor. (1998). *Aphra Behn's The Rover and Other Plays*. OUP, Oxford.

Dryden, John. (2010). *The Preface to the Fables*. Kessinger, Montana.

Pope, Alexander. (2016). *An Essay on Man*. Alexander Pope.

Rumbold, Valerie, editor. (2009). *Alexander Pope's The Dunciad in Four Books*. Taylor and Francis, Oxford.

Ordner, Michael, editor. (1998). *R. B. Sheridan's The School for Scandal and other Plays*. OUP, Oxford.

Reference Books:

Ferguson, Margaret, et al., editors. (2005). *The Norton Anthology of Poetry*. Norton, New York, 5th edition.

Fisk, Deborah Payne, editor. (2000). *The Cambridge Companion to English Restoration Theatre*. CUP, Cambridge.

Nicoll, Allardyce. (1923). *A History of Restoration Drama:1660-1700*. CUP, Cambridge, 2009 edition.

Rogers, Pat., editor. (2007). *The Cambridge Companion to Alexander Pope*. CUP, Cambridge.

Kean, Margaret. (2005). *John Milton's Paradise Lost: A Sourcebook*. Psychology.

Flannagan, Roy. (2002). *John Milton: A Short Introduction*. Blackwell, Oxford.

Jack, Ian. (1971). *Augustan Satire: Invention and Idiom in English Poetry, 1660-1750*. Clarendon, Oxford.

EG 457: Romantic Poetry and Prose**3 1 0 4 4**

This Course seeks to examine the English Romantic sensibility through some of the major poets and prose writers. Students are expected to be aware of literary, critical and political developments in England from the period of the French revolution to the beginning of the Nineteenth Century

Poetry**Unit A**

Wordsworth: Selections from *The Prelude*; "Ode Intimations of Immortality"

Coleridge: "Dejection: An Ode" and "Frost at Midnight"

Unit B

Shelley: *Adonais*

Keats: Ode on a Grecian Urn, Ode to a Nightingale

Prose

Unit C

Lamb, *Essays of Elia* (Selections)

Coleridge, Lectures on Shakespeare (Selections)/ Selections from Thomas De Quincey

Unit D

Keats' Letters (Selections)

Hazlitt's "The Indian Jugglers"

Textbooks

Appelbaum, Stanley. Editor. (1996). *English Romantic Poetry: An Anthology*. Dover, New York.

Wain, John. (1990). *The Oxford Anthology of English Poetry (From Blake to Heaney)*. OUP, Oxford.

Reference books

Abrams, M.H. (2002). *Natural Supernaturalism*. Norton, New York.

Curran, Stuart. (ed). (1993). *The Cambridge Companion to British Romanticism*. Cambridge University Press, Cambridge.

Mahanta et. al. (2002) *Poems Old and New*. Macmillan, Chennai.

Wimsatt, W K and Cleanth Brooks. (1957). *Literary Criticism: A Short History*. New York: Knopf, 2010 edition.

EG 458 Fiction II (Nineteenth Century)

3 1 0 4 4

The aim of this course is to present to students the many facets of the Victorian novel in tandem with the social, political and intellectual background of the Victorian Age. It also aims to acquaint them with the change in the form of the novel from the previous ages.

UNIT A:

Charles Dickens: *Bleak House/ Nicholas Nickleby*

UNIT B:

William M. Thackeray: *Vanity Fair*

OR

George Eliot: *Middlemarch/ The Mill on the Floss*

UNIT C:

Emily Bronte: *Wuthering Heights*

OR

Elizabeth Gaskell: *North and South*

UNIT D:

Lewis Carroll: *Alice in Wonderland*

OR

Rudyard Kipling: *Kim/ The Jungle Book*

UNIT E:

Thomas Hardy: *Jude, the Obscure/ Short stories (Selections)*

OR

Reference books

- Bloom, Harold. (2004). *The Victorian Novel (Bloom's Period Studies)*. Infobase Publishing, New York.
- Bradbury, Malcolm.(1993). *The Modern British Novel*. Penguin, London.
- Eagleton, Terry. (2004). *The English Novel: An Introduction*. Willey Blackwell, London.
- Gregor, Ian. (1980). *Reading the Victorian Novel: Detail Into Form*. Vision Press, London.
- O'Gorman, Francis. (2005). *A Concise Companion to the English Novel*. Blackwell Publishing, Melbourne.
- Tucker, Herbert F. (2014). *A New Companion to Victorian Literature and Culture*.Wiley Blackwell, Sussex.

EG 501 Literary and Critical Theory II

4 0 0 4 4

The course continues from Literary and Critical Theory I and seeks to introduce students to literary and critical theory both as disciplinary as well as reading tools, especially from the 1950s onwards. This is an extensive survey course that seeks to offer a holistic introduction to literary criticism and theory, especially historical shifts and linkages as well as critical practice, making use of selections of important texts of key thinkers of each major movement during this period.

Unit A

Theory after the New Criticism (Lentricchia ["After the New Criticism"]; Paul de Man ["Resistance to Theory"]; J Hillis Miller ["Critic as Host"])

Unit B

Structuralism and Deconstruction (Saussure, Jakobson, Levi-Strauss, Barthes, Derrida, Foucault, Lacan, Bloom, Paul de Man)

Unit C

New Historicism and Cultural Materialism (White, Greenblatt, Sinfield, Hall)

Ideology and Marxist Criticism (Marx, Lukacs, Brecht, Gramsci, Althusser, Williams, Frankfurt School, Jameson, Eagleton)

Unit D

Postcolonialism and Empire (Said, Spivak, Bhabha, Ahmed, Dipesh Chakrabarty, Negri and Hardt)

Unit E

Ethical Criticism and New Pragmatism (Hirsch, Levinas, Miller, Agamben, Martha Nausbaum: correctness vs validity, situation vs knowledge/totality)

Interdisciplinary Criticism (Leo Marx and A Rose ["Literature and Covert Culture"], Sontag ["The Aesthetics of Silence"])

Textbooks

- Leitch, Vincent B. ed.(2010) *The Norton Anthology of Theory and Criticism*, second edition Norton, New York.
- Lodge, David and Nigel Wood, eds. (2008). *Modern Criticism and Theory* Pearson, Essex.

Reference books

Barry, Peter. *Beginning Theory* (Routledge, London, 2010)
Selden, Raman. (2009). *A Reader's Guide to Contemporary Literary Theory*. Pearson, Singapore.
Waugh, Patricia. (2008). *Literary Criticism and Theory*. Oxford University Press, Oxford.

EG 502 Modern British Drama

3 1 0 4 4

This course aims at acquainting the students with the development of Modern English drama along with intellectual and social background. The students will acquire firsthand knowledge of some of the important dramatic works from the twentieth century.

Unit A

Modern British drama-historical background and trends in British drama

Unit B

George Bernard Shaw: *The Arms and the Man* or *Heartbreak House*

Unit C

Arnold Wesker: *Roots*/Samuel Beckett: *Endgame*
Tom Stoppard: *Rosencrantz and Guildenstern are Dead*

Unit D

Harold Pinter: *The Homecoming* or *The Caretaker*

Unit E

Caryl Churchill: *Top Girls*

Textbooks

Students will consult OUP/Norton/Any other standard edition of the plays

Reference books

Brown, John Russell, editor. (2000). *Modern British Dramatists*. Prentice Hall, New Delhi.
Innes, Christopher. (2002). *Modern British Drama, 1890-1990*. CUP, New York.
Luckhurst, Mary Ed. (2012). *A Companion to Modern British and Irish Drama (1880-2005)*.
Blackwell, London.
Smart, John. (2001). *Twentieth Century British Drama*. CUP, Cambridge.

EG 503 Modern Fiction

3 1 0 4 4

The course seeks to introduce the student to landmark works of modernist and postmodernist fiction, allowing them to see its experimental character and concern with, among other things, the representation of psychological and sexual experience.

UNIT A

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

UNIT B

Virginia Woolf: *Mrs. Dalloway*

UNIT C

Joseph Conrad: *Heart of Darkness*/E M Forster: *A Passage to India*

UNIT D

John Fowles: *The French Lieutenant's Woman*/Doris Lessing: *Grass is Singing*

Textbooks

Students will consult OUP/Norton/Any other standard edition of the novels

Reference books

Shiach, Morag, editor. (2007). *The Cambridge Companion to the Modernist Novel*. CUP, Cambridge.

Kern, Stephen. (2011). *The Modernist Novel: A Critical Introduction*. CUP, Cambridge.

Connor, Steven.(2004). *The Cambridge Companion to Postmodernism*. CUP, Cambridge.

EG 504 Modern Poetry

3 1 0 4 4

This course in Poetry will address issues of Modernism as a literary movement and critical sensibility. It will draw upon the contentions of Yeats, Pound and Eliot on the changes initiated in writing by the movement to meet the requirements of the time.

UNIT A

Yeats: "Adam's Curse," "The Tower," "Scholars"; Byzantium poems and "The Dialogue of Self and Soul"

Unit B

Pound: *Hugh Selwyn Mauberley* (I-V)

Unit C

Eliot: *The Waste Land*

Unit D

Owen: "Exposure," "Strange Meeting," "Dulce et Decorum Est"

Auden: "Consider this and in our Time," "In Memory of WB Yeats"

Unit E

Larkin: "Ambulances," "Poetry of Departures," "Church Going"

Ted Hughes: "Hawk Roosting," "Wind," "Thrushes"

Sylvia Plath: "Poem for a Birthday"

Heaney: "Digging," "The Harvest Bow," "Death of a Naturalist"

Stevie Smith: "Pretty"

Carol Ann Duffy: "Mrs. Lazarus," "Head of English"

Textbooks:

Roberts, Michael and Peter Porter, editors. (2002). *The Faber Book of Modern Verse*. Faber, London, Fourth Edition.

Schmidt, Michael, editor.(2000). *The Harvill Book of Twentieth Century Poetry in English*. Rupa, New Delhi.

Wain, John. (1990). *The Oxford Anthology of English Poetry (From Blake to Heaney)*. OUP, Oxford

Reference Books:

Corcoran, Neil, editor. (2007). *The Cambridge Companion to the Twentieth Century English Poetry*. Cambridge University Press, Cambridge.

EG 505: MODERN NON-FICTIONAL PROSE**3 1 0 4 4**

This course aims at introducing students to different types of prose written by major writers of the twentieth century and creating in them an appreciation of the expressive possibilities of the English language.

Unit A

E.M. Forster: Selections from *Abinger Harvest*

B. Russell: "How to Escape from Intellectual Rubbish" (from the *Unpopular Essays*)

George Orwell, "Shooting an Elephant", "Politics and the English Language", "A Hanging"

Toni Morrison, "Whiteness and the Literary Imagination"

Unit B

Edward Said, from *Orientalism*

Salman Rushdie, from *Imaginary Homelands*

Unit C

Kamala Das, from *My Story*

Amitav Ghosh, "The Imam and the Indian"

Unit D

Virginia Woolf, from *A Room of One's Own* (Shakespeare's Sister)

Text book

Selections mentioned above will be provided by the Department.

Reference Books

Walder, Denis, editor. (2008). *Literature and the Modern World*. OUP, Oxford.

EG 506 Postcolonial Representations**3 1 0 4 4**

This course aims at introducing the students to postcolonial representations with particular reference to Africa. It is necessary to note that this course includes representations of colonialism and postcolonialism in Africa in both African and non-African texts. The choice of texts, both theoretical and literary, is indicative rather than exhaustive. The texts chosen here highlight Africa as a uniting theme, and do not necessarily reflect a historical continuity.

Unit A

Frantz Fanon: "Pitfalls of National Consciousness" from *The Wretched of the Earth*, Penguin

Ngugi wa Thiong'O: "African Literature and African Language" from *Decolonizing the Mind*, Penguin

Unit B

Chinua Achebe: *Things Fall Apart/ Arrow of God*, Heinemann

Unit C

Amos Tutuola: *The Palm-Wine Drinkard/ Joyce Cary: Mister Johnson*, Africa Press

Unit D

JM Coetzee: *Waiting for the Barbarians/ Master of Petersburg*, Vintage

Unit E

VS Naipaul: *A Bend in the River/ Vintage*

Textbooks

Students will consult OUP/Norton/Any other standard edition of the texts

Reference books

- Lane, Richard J. (2006). *The Postcolonial Novel*, Polity Press, Cambridge.
- Naipaul, V.S. Selections from "Jasmine" (*The Overcrowded Baracoon*)
- Parker, M and Starkey, R., editors. (2008). *Postcolonial Literatures: A New Casebook*. Macmillan, London.
- Spivak, G.C.: "Can the Subaltern Speak?"

ELECTIVE COURSES (ONE OF THE FOLLOWING OPTIONS)

Option A.

EG 507 TRANSLATION: THEORY AND PRACTICE I

3 1 0 4 4

The aim of this course is to introduce the students to the theory and practice of translation. The students are expected to acquire knowledge of various issues involving translation.

UNIT A

Discussion on the following and related issues by referring to the texts mentioned

Translation, translation studies

Translation: Nature and types; Translation and transcreation

UNIT B

Discussion on the following and related issues by referring to the texts mentioned

Translation: approaches- linguistic (Nida, Jakobson) , cultural

Translation: historical overview

Translation theory: introduction

UNIT C

Discussion on the following and related issues by referring to the texts mentioned

Translation, Culture and Politics

Cultural and ideological issues in translation

Unit D

Notions of translatability, equivalence and problems involving equivalence

Unit E

The second part of the course will consist of the study of translations in relation to the original. For this purpose, works translated from the student's mother tongue, or from other languages known to him/her, will be studied alongside the originals.

Textbooks

- Munday, Jeremy.(2001). *Introducing Translation Studies: theories and applications*. Routledge, London.
- Bassnett, Susan. (2002). *Translation Studies*. Routledge, London.

Reference books

- Baker, Mona, editor. (2010).*Critical Readings in Translation Studies*. Routledge, London and New York.
- Benjamin, Walter. (1997). The Translator's Task. Trans.Rendall, Steven. *TTR: traduction, terminologie, redaction*,vol.10, no. 2, 151-165.
- Bassnett, S. & A. Lefevre, editors. (1992).*Translation, History and Culture*. Princeton UP, Princeton.
- Venuti, Lawrence. (2000). *The Translation Studies Reader*. Routledge, London and New York.

EG 508 TRANSLATION: THEORY AND PRACTICE II

3 1 0 4 4

This course shall follow the earlier course in translation. The aim of this course is to acquaint the students with the methods and techniques of translation and enable them to take up translation of literary and non-literary texts.

UNIT A

Discussion on the following and related issues by referring to the texts mentioned

Translation theory: further developments

Translation: methods, techniques and strategies

UNIT B

Discussion on the following and related issues by referring to the texts mentioned

The process of translation

Units of translation

Adequacy of translation: adequate, relevant translation

UNIT C

Discussion on the following and related issues by referring to the texts mentioned

Characteristics of literary translation and knowledge translation

Problems of literary and knowledge translations

Universals of translation

UNIT D

Practice in translation of literary and non-literary texts

Critique of select translated works

Textbooks

Munday, Jeremy. (2001) *Introducing Translation Studies: theories and applications*. Routledge, London.

Bassnett, Susan. (2002). *Translation Studies*. Routledge, London.

Reference books

Baker, Mona, editor. (2010). *Critical Readings in Translation Studies*. Routledge, London and New York.

Bassnett, S. and A. Lefevre, editors. (1992). *Translation, History and Culture*. Princeton UP, Princeton.

Venuti, Lawrence. (2004). *The Translation Studies Reader*. Routledge, London and New York.

Option B

EG 509 Gender and Literature I

3 1 0 4 4

The aim of this course is to acquaint learners with basic concepts in gender relations in literature and to enable them to interrogate, analyse and formulate ideas drawing on feminist theory and methodology.

Unit A

Gender as a critical tool: Understanding the historical context in North America and Europe and the rise of Feminisms (The course instructor will select a few essays from the following list for intensive study, the rest will be discussed in class).

Virginia Woolf: *A Room of One's Own* (Selections)

Simone de Beauvoir: *The Second Sex* (Selections) *Trans*

Toril Moi: *Sexual Textual Politics* (Selections) "Feminist, Female, Feminine"

Gilbert and Gubar "Infection in the Sentence..." *Mad Woman in the Attic*.

Gayatri Chakravorty Spivak: "Three Women's Texts and a Critique of Imperialism"

Sigmund Freud: Selections

Unit B (Any one)

Mary Shelly: *Frankenstein* (1818 Text)

Gustavo Flaubert: *Madame Bovary Trans.*

George Eliot: *Middlemarch/ The Mill on the Floss*

Virginia Woolf: *Orlando*

Unit C

Tennyson: "The Lady of Shallot"

Elizabeth B. Browning: *Aurora Leigh* (Selections)

Christina Rossetti: "Goblin Market"

Emily Dickinson: "Publication is the Auction", "The Bible is an antique Volume", "Tell all the truth but tell it slant"

Michael Field (Katherine Bradley and Edith Cooper): "A girl", "Unbosoming", "It was deep April", "To Christina Rossetti"

Unit D

Kate Chopin: "Desiree's Baby"

Charlotte Perkins Gilman: "The Yellow Wallpaper"

Katherine Mansfield: "The Doll's House"

Unit E

Oscar Wilde: *The Picture of Dorian Grey*

Textbooks

Blain, Virginia, editor. (2009). *Victorian Women Poets: An Annotated Anthology*. Longman Annotated Texts.

de Beauvoir, Simone. (1949). *The Second Sex*. Trans. and Ed. H. M. Parshley, Vintage. 1997 edition.

Moi, Toril. (2002). *Sexual/Textual Politics: Feminist Literary Theory*. Routledge, New Accents.

Shelly, Mary. (2001). *Frankenstein*. Ed. Anjana Sarma. Oxford UP, New Delhi.

Reference Books

Warhol, Robyn R. and Diane Price Herndl., editors. (1997). *Feminisms: An Anthology of Literary Theory and Criticism*.

Zilboorg, Caroline. (2004). *Women's Writing: Past and Present*. Cambridge University Press, Cambridge University Press, Cambridge.

EG 510 Gender and Literature II

3 1 0 4 4

This course is a continuation of the course on Gender and Literature introduced earlier. The focus of this course shall be on the application of the theoretical knowledge in responding to texts chosen for intensive study.

Unit A

Issues and Debates in Feminisms: Outside of the West (The course instructor will select a few essays from the following list for intensive study; the rest will be discussed in class).

Helene Cixous: "The Laugh of the Medusa". Trans.

Judith Butler: Selections from *Gender Trouble*

Eve Sedgwick: Selections from *Epistemology of the Closet*
Chandra Mohanty. *Under Western Eyes*. Selections
Lila Abu-Lughod: Introduction. *Remaking Women*.
Tharu and Lalita. Introduction. *Women Writing in India*
R.W. Connell: "The Science of Masculinities"
Audre' Lorde: "Age, Race, Class, and Sex: Women Redefining Difference"
Ecofeminism (Selection of essays)

Unit B

Amy Lowell: "A Japanese Wood-Carving", "A Ballad of Footmen", "A Winter Ride"
Adrienne Rich: "Aunt Jennifer's Tigers", "Dreamwood", "Planetarium"
Kamala Das: "The Dance of the Eunuchs", "An Introduction"
Temsula Ao: "The Edge"

Unit C

Ismat Chughtai: "The Quilt",
Indira Goswami. "The Sin"
Mahasweta Devi. "Breastgiver"
Ama Ata Aidoo: "Something to Talk about on the Way to the Funeral"
Mamang Dai: Selections from *Legends of Pensam*.
Manjula Padmanaabhan: "Stains"
Hisaye Yamamoto: "Seventeen Syllables" from *Seventeen Syllables and other Stories*

Unit D (Any one)

Sylvia Plath *The Bell Jar*
Alice Walker *The Color Purple*
Nadine Gordimer *Burger's Daughter*
Toni Morrison *Beloved/Sula*

Unit E (any one)

Lorraine Hansberry: *A Raisin in the Sun*
Rabindranath Tagore. *Char Adhyay*. Trans.

Textbooks

Bradshaw, Melissa and Adrienne Munich, editors. (2002). *Selected Poems of Amy Lowell*. Rutgers UP.
Hansberry, Lorraine. (2004). *A Raisin in the Sun*. Vintage.
Warhol, Robyn R. and Diane Price Herndl., editors. (1997). *Feminisms: An Anthology of Literary Theory and Criticism*.
Manushi (relevant back numbers)

Reference books

Bloom, Harold. (2009). *A Raisin in the Sun (Bloom's Guides)*. Chelsea House, 1st Edition.
Bloom, Harold. (2006). *Frankenstein: Mary Wollstonecraft Shelley*. Chelsea House, Revised Edition.
Bristow, Joseph, editor. (1995). *Victorian Women Poets: Emily Bronte, Elizabeth Barrett Browning, Christina Rossetti*. New Casebooks.
Homans, Margaret. (1992). *Virginia Woolf: A Collection of Critical Essays*. Prentice-Hall, New Delhi.

Zilboorg, Caroline. (2004). *Women's Writing: Past and Present*. Cambridge University Press, Cambridge University Press, Cambridge.

Option C

EG 511 American Literature I

3 1 0 4 4

The aim of this course is to introduce the student to the American difference in literature. Students are expected to be aware of the early colonial experience, the Puritanical setup, the struggle for survival and later for political and cultural independence, the search for an American voice, the increasingly multiethnic setup and the faith in an American mythology of origins. This Course will be covered through both historical study and textual analysis.

Unit I

The Colonial Period (Declaration of American Independence, 1776)

American Nationalism, Romanticism, Transcendentalism (Selections from Emerson)

Washington Irving: *Legends of Sleepy Hollow*/ Poe: one story

Unit II

The American Civil War: Slavery, Abolitionism, Reconstruction, Regionalism

Unit III: Critiquing American mythologies

Nathaniel Hawthorne, *The Scarlet Letter*, Norton Edition

Herman Melville, *Moby Dick*. Norton Edition

Leslie Morman Silko: *Ceremony* Penguin edition

Unit IV: Poetry: Modern American Poets

Walt Whitman: Song of Myself (Selections)

Emily Dickinson: Selections

Wallace Stevens: "Peter Quince at the Clavier," "A High-Toned Old Christian Woman,"

Ezra Pound: "A Pact," "The Return," "Histrion", "Epilogue"

Robert Frost: "Once by the Pacific," "Home Burial," "Out, Out" "The West-Running Brook"

Langston Hughes: Selections

Unit V: Drama

Arthur Miller: *The Crucible*/ Edward Albee: *Who's Afraid of Virginia Woolf?*

August Wilson: *Fences*

Textbooks

Ellmann, Richard, editor. (2001). *The New Oxford Book of American Verse*. Oxford University Press, New York.

Horton, R W and H E Edwards, editors. (1974). *Backgrounds of American Literary Thought*. Prentice Hall, Englewood Cliffs, NJ.

References

Spiller, Robert E. (1961). *The Cycle of American Literature*. Macmillan, New York.

Gray, Richard. (2008). *History of American Literature*. Blackwell, Oxford.

Chase, Richard. (1990). *The American Novel and its Tradition*. Johns Hopkins Press, Baltimore.

Krasner, David. editor. (2005). *A Companion to Twentieth Century American Drama*. Blackwell, Oxford.

EG 512 American Literature II

3 1 0 4 4

This Course is continuation of the earlier Course in American literature. The aim of this Course is to introduce the student to developments in the field not covered earlier. There are sections on American Travel Writing and Life Writing as well as major works of fiction. This Course seeks to cover the identified texts through in depth study.

Unit I

William Faulkner: *The Sound and the Fury/ Light in August*, Norton edition

Unit II

Saul Bellow: *Humboldt's Gift / Henderson the Rain King*, Penguin-Viking edition

Unit III

Toni Morrison: *Paradise/ Beloved/Tar Baby*, Vintage edition.

Unit IV : Travel Writing

Maya Angelou: *All God's Children Need Travelling Shoes* , Vintage edition.

Or

Richard Wright: *Pagan Spain*, Harper Collins edition

Unit V: Life Writing

Booker T Washington: *Up from Slavery*, Norton Edition / Barack Obama: *Dreams from My Father*, Crown, New York

Or

Gloria E. Anzaldua: *Borderlands/La Frontera*, in *The Gloria Anzaldua Reader*, Duke UP / Amy Tan: *Half and Half* Viking edition / Maxine Hong Kingston: *The Woman Warrior*, Vintage edi

Reference bookss

Andrews, William L., Frances Smith Forster and Trudier Harris. editors.(2001). *The Concise Oxford Companion to African American Literature*. Oxford University Press, New York.

Buell, Lawrence. (2014). *The Dream of the Great American Novel*. Harvard UP, Cambridge, Mass.

Mostern, Kenneth. (2004). *Autobiography and Black Identity Politics*. Cambridge UP, Cambridge and New York.

Porter, Joy and Kenneth M. Roemer. editors. (2005). *The Cambridge Companion To Native American Literature*. Cambridge UP, Cambridge and New York.

Option D

EG 513 INDIAN WRITING IN ENGLISH I

3 1 0 4 4

The aim of the course is to introduce students to the major writers and trends of Indian Writing in English through a study of selected texts.

Unit A: Poetry

Nissim Ezekiel, "Poet, Lover, Birdwatcher," "Background, Casually," "Case Study," "Goodbye Party for Miss Puspa T.S.," "The Railway Clerk"

A K Ramanujan, "A River", "Obituary", "Breaded Fish", "Looking for a Cousin on a Swing", "Self-Portrait", "Love Poem of a Wife", "Chicago Zen"

Kamala Das, "An Introduction", "The Dance of the Eunuchs", "The Looking Glass"

Jayanta Mahapatra, "Hunger", "The Whorehouse in a Calcutta Street", "The Indian Summer", "A Missing Person"

Unit B: Fiction

Mulk Raj Anand *Untouchable*, OUP

Salman Rushdie: *Midnight's Children*, Penguin

Unit C: Travel Writing

Amitav Ghosh, *In an Antique Land*, Penguin / Vikram Seth: *From Heaven Lake*, Penguin

Unit D: Life Writing

Jawaharlal Nehru. *An Autobiography* / Nirad Chaudhuri, *Autobiography of an Unknown Indian*

Textbooks:

King, Bruce, editor. (2005). *Modern Indian Poetry in English*. OUP, New Delhi.

Reference Books

Gopalan, Priya. (2009). *The Indian English Novel: Nation, History and Narration*. OUP, Oxford.

King, Bruce. (2001). *Modern Indian Poetry in English*. OUP, New Delhi.

Mehrotra, A. K. (2003). *Illustrated History of Indian Literature in English*. Permanent Black: Delhi.

EG 514 INDIAN WRITING IN ENGLISH II

3 1 0 4 4

The aim of the course is to carry further the stated aims of Indian Writing in English I. It also aims to broaden the student's perception of Indian Writing in English through a study of areas outside the scope of the earlier course.

UNIT A: Poetry

Eunice de Souza, "Catholic Mother", "de Souza Prabhu", "Eunice", "Feeding the Poor at Christmas"

Keki Daruwalla, "The Epileptic" "The Ghagra in Spate", "Death of a Bird"

Arvind Kolatkar, *Jejuri* (selections)

Aga Shahid Ali, "Postcard from Kashmir", "Snowmen", "Cracked Portraits", "The Previous Occupant"

Sujata Bhatt: (Selections)

UNIT B: The Northeast (Poetry and Fiction)

Robin Ngangom, "A Poem for Mother," "Native Land"

Desmond Kharmawplang, "The Conquest", "Letter to a Dear Friend"

Kynpham Sing Nongkynrih, "When the Prime Minister Visits Shillong the Bamboos Watch in Silence"

"Lines Written to Mothers Who Disagree with Their Sons' Choices of Women"

Siddhartha Deb, *The Point of Return*, Harper Collins

UNIT C: Problematics of IWE

Ahmed Ali, *Twilight in Delhi*, Rupa / Romesh Guneseckara, *Reef*, Granta Books

Jhumpa Lahiri, *The Interpreter of Maladies*, Harper Collins / M G Vassanji, *The In-Between World of Vikram Lall*, Doubleday Canada

UNIT D: Non-fictional Prose

Amit Chaudhuri: Selections from *Clearing a Space*, Penguin

A. K. Ramanujan: "Three Hundred Ramayanas" OUP

Textbooks

King, Bruce, editor. (2005). *Modern Indian Poetry in English*. OUP, New Delhi.

Reference Books

Patke, Rajeev(2003). *Postcolonial Poetry in English*. OUP, Oxford.

Mukherjee, Meenakshi. (2002). *The Perishable Empire: Essays on Indian Writing in English*. OUP, Delhi.

Option E

EG 515 ELT I

3 1 0 4 4

The aim of the course is to enable the students to develop critical awareness of different philosophies of language learning and language teaching. The course is expected to familiarize the students with the principles and practice of the ELT curriculum, syllabus design, classroom teaching and assessment and help them to enhance their language abilities

Unit A

Language policy reforms in India: Changing roles of English and Indian Languages

Unit B

History of English language teaching/historical perspectives on language pedagogy
English as International/ Global Language-implications for teaching and learning
Problematizing the 'Native speaker'

Unit C

English language education in bilingual/multilingual contexts (India/Northeast)

Unit D

Study on curriculum problems, approaches, beliefs and issues
Syllabus Design: Concepts/issues
Materials Development in Indian Multilingual Contexts

Unit E

Innovation and changes in English language education: contexts and issues

Textbooks

(Selected portions)

Brown, H.D.(2006). *Principles of Language Learning and Teaching*. Longman, New York.

Denise E. Murray and MaryAnn Christison. (2011). *Understanding innovation in English language education: Contexts and issues*. Routledge, London.

Gass, Susan M. and Selinker, Larry. (2001). *Second Language Acquisition: An Introductory Course*. Routledge, London.

Heugh, Kathleen & Tove Skutnaab-Kangas .(2010). *Multilingual Education Works: From the Periphery to the Centre*. Orient Longman, New Delhi.

Mohanty, A.K., Panda, M., Phillipson, R. & Skutnabb-Kangas, T., editors. (2009). *Multilingual Education for Social Justice: Globalising the Local*. Orient Longman, New Delhi.

Reference books

Agnihotry, R.K., and Khanna, editors. (1995). *English Language Teaching in India*. Sage, New Delhi.

Nunan, D. (1994). *Syllabus Design*. OUP, Oxford.

Nunan, D.(2004). *Task-based Language Teaching*. Cambridge University Press, Cambridge.
Pennycook, A. (1994). *The Cultural Politics of English as an International Language*. Longman, London.
Phillipson, R. (1992). *Linguistic Imperialism*. Oxford University Press, Oxford.
Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. OUP, Oxford.
Vyas, M.A. and Patel, Y.L. editors. (2009). *Teaching English as a Second Language: A New Pedagogy for a New Century*. Prentice-Hall India, New Delhi.

EG 516 ELT II

3 1 0 4 4

This course is a continuation of the course on ELT introduced earlier. The focus of this course shall be on the application of the theoretical knowledge and the skills acquired by the students in the previous semester.

UNIT A

Learner autonomy, authentic materials and language instruction
Language classroom: utilizing the diversity

UNIT B

Role of literature in the language classroom: Issues and options
Exploring representative literary texts for the study of various forms: prose, poetry, drama

UNIT C

Role of ELT in changing contexts
English for specific/academic purposes

UNIT D

Role of LI in ESL Classroom
Academic Reading and Writing

UNIT E

Introduction to Research in ELE

Textbooks

Belcher, Diane D., editor. (2009). *English for Specific Purposes in Theory and Practice*. University of Michigan Press, Michigan.
Brown, H.D. (2006). *Principles of Language Learning and Teaching*. Longman, New York.
Tollefson, James W., editor. (2002) *Language Policies in Education: Critical Issues*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
Tudor, Ian. (2001). *The Dynamics of the Language Classroom*. Cambridge University Press, Cambridge.
Widdowson, H.G. (1990). *Aspects of Language Teaching*. Oxford University Press, Oxford.

Reference books

Beatty, K. (2003). *Teaching and Researching Computer-Assisted Language Learning*. Pearson Education, London.
Fotos, S. and Brown, C. editors. (2004). *New Perspectives on CALL for Second and Foreign Language Classroom*. Lawrence Erlbaum Associates, Mahwah, NJ.
Mohanty, A.K., Panda, M., Phillipson, R. & Skutnabb-Kangas, T. editors. (2009). *Multilingual Education for Social Justice: Globalising the Local*. Orient Longman, New Delhi.

Phillipson, Robert. (2003). *English-Only Europe? Challenging Language Policy*. Routledge, London.
Tollefson James W., editor. (2002). *Language Policies in Education: Critical Issues*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Vyas, M.A. and Patel, Y.L. editors. (2009). *Teaching English as a Second Language: A New Pedagogy for a New Century*. Prentice-Hall India, New Delhi.

EG519: Term Paper

L1 T2 P0 CH3 CR3

Objective: This core course requires the student to write a term paper and face a comprehensive viva voce in MA (Semester IV) and Integrated MA (Semester X). The aim of the course is (a) to test the student's skill in writing a research paper and (b) to evaluate the student's general understanding of the subject and the degree through a comprehensive viva voce test. The objective and outcome of the course shall be aligned with the tutorial work done by the student with his/her respective supervisor.

Note:

1. Students will be required to write papers only from within areas/topics identified by the concerned faculty. The topics should reflect the scholarship or research trends in a given area of study or research identified by the department. Ideally topics will be announced by the department at the beginning of the concerned semester on the basis of topics suggested by faculty members of the concerned stream (Literature and ELT in this case). The allotment of students should be done in such a way that no faculty member has more than seven students at a given point of time.
2. Unless otherwise required, papers will be of about 5000 (five thousand words) or about twenty printed pages excluding the bibliography or the works cited as the case may be. Students will be required to uniformly follow the *MLA Handbook* (8th edition) for research students.
3. Each student has to submit the term paper to the department through the supervisor by a fixed date.
4. Each submission has to be accompanied by a similarity-compliance certificate (preferably TURNITIN).
5. The viva voce component will cover (a) issues/methods/findings of the student term paper and (b) test the holistic understanding of the student of the subject and the degree. This in a way prepares the student to understand the department's goals and to see how the department visualizes the outcome of the degree offered.
6. In terms weightage the written component will carry **60%** and the viva voce **40%**. [in a 100 mark course the division will be 60-40]
7. All supervisors of the terms papers will be members of the viva voce board. To ensure smooth and timely completion of course requirements, the department may have multiple boards with a senior faculty as chairperson of each board.

MA in ENGLISH
(Under ODL Mode)

Objectives

The main objective of the proposed programme will be to expose the interested group of learners to a facility that is equivalent to the regular programme offered by the concerned department of the university/universities. During the study of varied areas under an English literature degree, students will scrutinize and debate a variety of texts and contexts, movements, periods and critical approaches, theory and study of language that are pretty central to modern knowledge and communication system.

Programme Structure

COURSE CODE	COURSE NAME	CREDIT	CONTACT HOURS	STUDY INPUT	NO OF ASSIGNMENTS
SEMESTER I					
MEG 101	British Social History	4	12	120	2
MEG 102	British Poetry I: Chaucer to Restoration	4	12	120	2
MEG 103	British Drama I: Beginnings to Restoration	4	12	120	2
MEG 104	Aspects of Language	4	12	120	2
SEMESTER II					
MEG 201	British Poetry II: Neo-Classical To Victorian	4	12	120	2
MEG 202	British Fiction I: Beginnings to Victorian	4	12	120	2
MEG 203	Literary Criticism & Theory I	4	12	120	2
MEG 204	English Language Teaching	4	12	120	2
SEMESTER III					
MEG 301	British Poetry III: Modern & Contemporary	4	12	120	2
MEG 302	British Drama II: Modern & Contemporary	4	12	120	2
MEG 303	American Literature I	4	12	120	2
MEG 304	Indian Writing in English	4	12	120	2
SEMESTER IV					
MEG 401	British Fiction II: Modern & Contemporary	4	12	120	2
MEG 402	Literary Criticism and Theory II	4	12	120	2
MEG 403	Women's Writing in English	4	12	120	2
MEG 404	American Literature II (optional)	4	12	120	2
MEG 405	Indian Literature in English II (optional)	4	12	120	2
MEG 406	Other Literatures in English (Optional)				2
Total		64	198	1980	32

Detailed Syllabus

MEG 101 British Social History

MODULE I: Medieval Age

Unit 1: War with France, Conflict with the Irish and Scots

Unit 2: Feudalism- Manor, Peasant Revolt

Unit 3: Church- Wycliffe and Lollards, etc

MODULE II: Renaissance & Reformation

Unit 3: Idea of Renaissance

Unit 4: Exploration and conquest of new lands, Conflict with Spain and Continental powers, Conflict between Catholics and Protestants, Conquest of Ireland

Unit 5: Reformation

MODULE III: Age of Enlightenment

Unit 6: Idea of Enlightenment

Unit 7: Whigs and Tories, Coffee houses and Pamphlet wars

Unit 8: Colonialism

MODULE IV: Age of Revolution

Unit 9: The French Revolution

Unit 10: Imperialism- Debates about slavery

Unit 11: Industrial Revolution- Working class movements, Chartism, science etc.

MODULE V: Modern & Contemporary

Unit 12: The World Wars, Anti-imperialist movements

Unit 13: Feminism

Unit 14: Globalization, Mass consumerism, Popular culture, Technology Digital world etc.

Further Readings:

Briggs, Asa. *A Social History of England*. 3rd Edition, Harmondsworth: Penguin, 1999.

Cannon, John. *The Oxford Companion to British History*. 2nd Edition. Oxford University Press, 2002

Horrox, Rosemary & W. Mark Ormrod. (Eds) *A Social History of England, 1200-1500*. Cambridge University Press, 2006.

Trevelyan, G. M. *English Social History - A Survey of Six Centuries - Chaucer to Queen Victoria*. Read Books, 2007.

Widdowson, Peter. *The Palgrave Guide to English Literature and Its Contexts: 1500-2000*. Palgrave Macmillan, 2004.

MEG 102 British Poetry I: Chaucer to Restoration

MODULE I: Chaucer: *The Nun's Priest Tale*

Unit 1: Reading the age of Chaucer

Unit 2: *The Nun's Priest Tale*: The text

Unit 3: Critical reading of *NPT*

MODULE II: Elizabethans Poetry

Unit 3: Spenser: "Epithalamion"

Sidney: "Loving in truth, and fain in verse my love to show", "When Nature made her chief work", "Stella's eyes, Stella, think not that I by verse seek fame"

Unit 4: Elizabethan Sonnet and sonneteers

Unit 5: Shakespeare: "When in disgrace with fortune and men's eyes", "Since brass, nor stone, nor earth, nor boundless sea", "Let me not to the marriage of true minds", "My mistress' eyes are nothing like the sun"

MODULE III: Metaphysical Poets

Unit 6: Metaphysical Poetry and poets

Unit 7: Andrew Marvell: "To His Coy Mistress", "The Garden"

John Donne: "The Sunne Rising", "Valediction Forbidding Mourning", "Batter my Heart"

George Herbert: "The Collar", "The Pulley"

Unit 8: Style and structure of Metaphysical Poetry

MODULE IV: Cavalier Poets

Unit 9: Cavalier Poetry and Poets

Unit 10: Ben Jonson: "To Celia", "To Penshurst"

John Suckling: "Ballad upon a Wedding"

Unit 11: Richard Lovelace: "To Lucasta, Going to Warres", "To Althea, From Prison"

MODULE V: John Milton

Unit 12: Reading the age of Milton

Unit 13: *Paradise Lost* Book I (Selections)

Unit 14: *Paradise Lost* Book IX (Selections)

Textbooks:

Gardner, Helen. *The Metaphysical Poets*. Penguin, 1960.

Mack, Peter, Andy Hawkins & Victor Lee. (Eds) *Oxford Student Texts: Geoffrey Chaucer: The Nun's Priest's Tale* OUP 2006.

Maclean, Hugh. (Ed.) *Ben Jonson & the Cavalier Poets* (Norton Critical Editions) Norton, 1975.

Milton, John. *Paradise Lost* (Norton Critical Editions) Ed. Gordon Teskey. Norton, 3rd Revised Edition, 2005.

Thomson, Katherine Duncan-Jones. (Ed) *Sonnets* (Arden Shakespeare) 3rd Edition, 1997.

Further Readings

Boitani, Piero and Jill Mann (Eds) *The Cambridge Companion to Chaucer*. Cambridge University Press, 2004.

Bloom, Harold. (Ed) *John Donne and the Metaphysical Poets* (Bloom's Modern Critical Views) Chelsea House, 2010.

Cheney, Patrick. *The Cambridge Companion to Shakespeare's Poetry*. Cambridge University Press, 2007.

Cousins, A. D. and Peter Howarth. (Eds) *The Cambridge Companion to the Sonnet*. Cambridge University Press, 2011.

Schwartz, Louis. *The Cambridge Companion to Paradise Lost*. Cambridge University Press, 2014.

MEG 103 British Drama I: Beginnings to Restoration

MODULE I: *Everyman*

Unit 1: Socio-cultural and literary condition of Medieval period

Unit 2: Rise of English Drama

Unit 3: Reading *Everyman*

MODULE II: Christopher Marlowe: *Dr. Faustus*

Unit 3: Elizabethan Drama

Unit 4: Reading *Dr. Faustus*

Unit 5: Critical analysis of the text

MODULE III: Shakespeare: *Midsummer's Night Dream*

Unit 6: Elizabethan Comedy

Unit 7: Reading *Midsummer's Night Dream*

Unit 8: Critical analysis of the text

MODULE IV: Shakespeare: *Hamlet*

Unit 9: Elizabethan Tragedy

Unit 10: Reading *Hamlet*

Unit 11: Critical analysis of the text

MODULE V: John Webster: *The Duchess of Malfi*

Unit 12: Reading *The Duchess of Malfi*

Unit 13: Critical analysis of the text

MODULE VI: William Congreve: *The Way of the World*

Unit 14: Restoration Comedy and *The Way of the World*

Textbooks:

Congreve, William. *The Way of the World and Other Plays* (Penguin Classics) Ed. Eric S. Rump 1999.

Kastan, David Scott. (Ed) *Doctor Faustus* (Norton Critical Editions) Norton, 2005.

Lester, G A. *Three Late Medieval Morality Plays: Everyman/Mankind/Mundus et Infans: A New Mermaids Anthology*, Methuen, 2002.

Miola, Robert S. (Ed) *Hamlet* (Norton Critical Editions) Norton, 3rd Revised Edition, 2010.

Paster, Gail Kern and Skiles Howard. (Eds) *A Midsummer Night's Dream: Texts and Contexts* (Bedford Shakespeare) Bedford/St Martins, 1999.

Webster, John. *The Duchess of Malfi* (Norton Critical Editions) Ed. Micheal Neill. Norton, 2014.

Further Readings:

Dillon, Janette. *The Cambridge Introduction to Shakespeare's Tragedies* (Cambridge Introductions to Literature) Cambridge University Press; 1st Edition, 2007.

Aebischer, Pascale. *Jacobean Drama* (Readers' Guides to Essential Criticism) Palgrave Macmillan, 1st Edition, 2010.

Nicol, Allardyce. *British Drama*. General Books, 2010

Womersley, David. (Ed) *Restoration Comedy* (Blackwell Essential Literature) Introduction by Duncan Wu. Wiley-Blackwell, 2002.

MEG 104 Aspects of Language

MODULE I: Language as a Vehicle of Rational Thought

Unit 1: Human and Animal Communication – Design Features of Language – Language as a Symbolic Representation of the World

Unit 2: Language as a Site of Conflict between Representations of the Same World - Language as a Vehicle of Rational Thought and Imagination rather than a Means of Communication.

MODULE II: The Making of Language

Unit 3: Language as a Natural Object and Contemporary Debates: Chomsky's Theory of Universal Grammar – The Metaphor-Based Approach to Language.

MODULE III: Introductory Phonetics, Phonology, and Morphology

Unit 4: Introductory Phonetics and Phonology: Speech Sounds of World Languages – Suprasegmental Features – The Value of Sounds: Phonemes and Allophones.

Unit 5: Phonological Rules – Phonotactic Constraints and Foreign Accents – Implicational Laws – Practice.

Unit 6: Introductory Morphology: Words and Words Formation: The Nature of Lexicon – Morphological Process – Morphological Types of Languages – The Hierarchical Structure of Derived Words – Morphological Analysis – Practice.

MODULE IV: Introductory Syntax and Semantics

Unit 7: Introductory Syntax: Basic Ideas of Syntax – How Sentences Express Ideas – Lexical Categories – Phrase Structure – Tests for Structure Constituency – Word Order Typology – Practice.

Unit 8: Introductory Semantics: Lexical Semantics - Compositional Semantics – Practice.

MODULE V: Pragmatics and Language and Thought

Unit 9: Context and Meaning: The Speech Act Theory – The Cooperative Principle – Politeness.

Unit 10: Language and Thought: The Sapir-Whorf Hypothesis.

MODULE VI: Historical Periods of English

Unit 11: Historical Periods of English: Old English - Middle English – Early Modern English – Modern English. English across the globe: World Englishes.

MODULE VII: Structure of Modern English

Unit 12: Structure of Modern English: The Basic Sentence Structure (Subject and Predicate).

Unit 13: The Noun phrase (Nouns, Reference, Quantifiers, Modifiers)

Unit 14: The Verb Phrase (Verbs, Tense, Aspect, Modality, Mood and Modality, Clause Structure, Complements, and Adjuncts)

Recommended books

Akmjian, A., et al. 2012 (6th edition). *Linguistics: An Introduction to Language and Communication*. Cambridge: The MIT Press. (Indian edition sold by UBSPD).

Hall, Christopher J. 2008. *An Introduction to Language and Linguistics*. New York: Continuum. (Indian edition sold by Viva).

Chomsky, Noam. 2002. *On Language*. New Delhi: Penguin Books.

Huddleston, R., et al. 2006. *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press. (Indian edition sold by UBSPD).

Hurford, James. 1994. *Grammar: a student's guide*. Cambridge: Cambridge University Press. Crystal, David. 2012. *The Story of English in 100 Words*. London: Profile Books Ltd.

Lakoff, G., and M Johnson. 2003. *Metaphors We Live By*. Chicago: Cambridge University Press.

MEG 201 British Poetry II: Neo-Classical To Victorian

MODULE I: Augustan Age

Unit 1: Trends of Augustan Poetry

Unit 2: John Dryden: *MacFlecknoe*

Unit 3: Alexander Pope: *Rape of the Lock* (Selections)

MODULE II: Romanticism I

Unit 4: Romantic Poetry and its trend

Unit 5: William Blake: “The Lamb”, “The Tyger”, “Holy Thursday” (*Songs of Innocence and Experience*)

Unit 6: William Wordsworth: “Tintern Abbey”

S. T. Coleridge: “Kubla Khan”, “Ode to Dejection”

MODULE III : Romanticism II

Unit 7: P. B. Shelley: “Ode to the West Wind”, “To a Skylark”

Unit 8: John Keats: “Ode on a Grecian Urn”, “The Eve of St. Agnes” (Selections)

Unit 9: Lord Byron: “She Walks in Beauty”, “Prometheus”

MODULE IV: Early Victorians

Unit 10: Alfred Tennyson: “The Lady of Shallot”, “Ulysses”

Unit 11: Robert Browning: “Fra Lippo Lippi”, “Two in the Campagna”

MODULE V: Late Victorians

Unit 12: Matthew Arnold: “Dover Beach”, “The Scholar Gypsy”

Unit 13: Thomas Hardy: “Channel Firing”, “Afterwards”, “The Oxen”

Unit 14: Gerald Manley Hopkins: “Pied Beauty”, “The Windhover”, “Inversnaid”

Textbooks:

Cunningham, Valentine and Duncan Wu. (Eds) *Victorian Poetry* (Blackwell Essential Literature) Wiley-Blackwell, 2002.

Grant, John E., Mary Lynn Johnson. (Eds) *Blake's Poetry and Design* (Norton Critical Editions) Norton, 2nd Revised Edition, 2008.

O'Neill, Michael and Charles Mahoney. (Eds) *Romantic Poetry: An Annotated Anthology* (Blackwell Annotated Anthologies) Wiley-Blackwell (31 August 2007)

Further Readings:

Bloom, Harold. *Romantic Poets* (Bloom's Modern Critical Views) Chelsea House, 2003.

Bloom, Harold. *Victorian Poets* (Bloom's Modern Critical Views) Chelsea House, 2002.

Brown, Daniel. *Gerald Manley Hopkins* (Writers & Their Work) Northcote House, 2004.

Zwicker, Steven N. (Ed) *The Cambridge Companion to John Dryden* (Cambridge Companions to Literature) Cambridge University Press, 2004.

Wilson, Keith. *A Companion to Thomas Hardy* (Blackwell Companions to Literature and Culture) Wiley-Blackwell, 2009)

MEG 202 British Fiction I: Beginnings to Victorian

MODULE I : Daniel Defoe

- Unit 1: Rise of the English novel
- Unit 2: Reading *Robinson Crusoe*
- Unit 3: Critical Analysis of the text

MODULE II : Henry Fielding

- Unit 4: Reading *Tom Jones*
- Unit 5: Critical Analysis of the text

MODULE III: Jane Austen

- Unit 6: Reading *Pride and Prejudice*
- Unit 7: Critical Analysis of the text

MODULE IV : Charles Dickens

- Unit 8: Trends of Victorian Novel
- Unit 9: Reading *David Copperfield*
- Unit 10: Critical Analysis of the text

MODULE V: Emily Bronte

- Unit 11: Reading *Wuthering Heights*
- Unit 12: Critical Analysis of the text

MODULE VI : Thomas Hardy

- Unit 13: *The Return of the Native*
- Unit 14: Critical Analysis of the text

Textbooks:

- Austen, Jane. *Pride and Prejudice* (Norton Critical Editions) Ed. Donald J. Gray. Norton, 3rd Revised Edition, 2000.
- Bronte, Emily. *Wuthering Heights* (Norton Critical Editions) Ed. Richard J. Dunn. Norton, 2003.
- Defoe, Daniel. *Robinson Crusoe* (Norton Critical Editions) Ed. Michael Shinagel. Norton, 2nd Revised Edition, 1994.
- Dickens, Charles. (Ed) *David Copperfield* (Norton Critical Editions) Ed. Jerome H. Buckley. Norton, 1990.
- Fielding, Henry. *Tom Jones* (Norton Critical Editions) Ed. Sheridan Baker. Norton, 1994.
- Hardy, Thomas, *Return of the Native* (Norton Critical Editions) Ed. Phillip Mallett. Norton, 2nd Revised Edition 2006.

Further Readings:

- David, Deidre. (Ed) *The Cambridge Companion to the Victorian Novel* (Cambridge Companions to Literature) Cambridge University Press, 2nd Edition, 2012.
- Richetti, John. (Ed) *The Cambridge Companion to the Eighteenth-Century Novel* (Cambridge Companions to Literature) Cambridge University Press, 1996.
- Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. Kessinger, 2009.

MEG 203 Literary Criticism & Theory I

MODULE I: Plato: *The Republic* (Selections)

Unit 1: The Philosopher King

Unit 2: Plato on Imitation: Eidos, Object and Image

Unit 3 : Plato's Objections to the Artist

Aristotle: Aristotle : *Poetics*

Unit 4: Aristotle on Poetry and Dramatic Imitation

Unit 5: Features of Tragedy

MODULE II : Longinus and Philip Sidney

Unit 6: *On the Sublime*

Unit 7: *An Apology for Poetry*

MODULE III: Samuel Johnson: *Preface to Shakespeare* (Selections)

Unit 8: Johnson and Neo-Classicism

Unit 9: Shakespeare and the Unities

Unit 10: John Dryden: *An Essay on Dramatic Poesie* (Selections)

MODULE IV : S T Coleridge and William Wordsworth

Unit 11: *Biographia Literaria* (Selections)

Unit 12: *Preface to Lyrical Ballads* (Selections)

MODULE V : Matthew Arnold and F. R. Leavis

Unit 13: *Study of Poetry* (Selections)

Unit 14: "Literary Criticism and Philosophy"

Texts Prescribed

Enright, D J & Ernst De Chickera, eds. *English Critical Texts: Sixteenth Century to Twentieth Century*, Oxford University Press, 2002.

Sethuraman, V S and S. Ramaswami, eds. *The English Critical Tradition: An Anthology of English Literary Criticism*, Macmillan, 2000

Further Readings

Abrams, M H and Geoffrey Galt Harpham, *A Glossary of Literary Terms*, 11th Edition, Wadsworth, 2014.

Leitch, Vincent B. *The Norton Anthology of Theory & Criticism*, 2nd Edition, Norton, 2010.

MEG 204 English Language Teaching

MODULE I: Understanding Language

- Unit 1:** Theoretical perspectives on language acquisition and language teaching
- Unit 2:** Different Approaches and Methodologies including current developments
- Unit 3:** Language systems and learners' linguistic problems

MODULE II: History of ELT in India

- Unit 4:** History of English education before independence
- Unit 5:** English Education in post-independent and present India

MODULE III: Applied Linguistics and General Phonology

- Unit 6:** Scope and Definitions of Applied Linguistics
- Unit 7:** Application of Applied Linguistics theories in ELT
- Unit 8:** General phonetics and phonology
- Unit 9:** Speech Mechanism

MODULE IV: Curriculum Development

- Unit 10:** Principles of Syllabus Design
- Unit 11:** Historical perspectives and recent developments in Course Design
- Unit 12:** Teaching and designing English language in Bilingual/Multilingual contexts

MODULE V: Approaches and Techniques of Skills Development

- Unit 13:** Oral/Speaking skills; Sociology of Communication
- Unit 14:** Reading Skills; Reflective Skills and Writing Skills Theories and Techniques

Textbooks

Howatt, A.P.R. A History of English Language Teaching. Oxford: OUP,2010.
Stern, H.H. Fundamental Concepts of Language Teaching .Oxford: OUP, 1983 (new Edition).

Further Readings

Nunan, D. Syllabus Design .Oxford University Press, 1994.
Richards, J.C. and T.S.Rodgers Approaches and methods in language teaching. Cambridge University Press, 2009.
Vyas, M.A. and Y.L.Patel (eds.) Teaching English as a Second Language: A New Pedagogy for a New Century. Prentice-Hall India, 2009.

MEG 301 British Poetry III: Modern & Contemporary

MODULE I: Modern English Poetry I

Unit 1: Trends in Modern English Poetry

Unit 2: Reading the Poet: **W. B. Yeats:** “The Second Coming”, “Sailing To Byzantium”, “Among Schoolchildren”

Unit 3: Reading the Poet: **T. S. Eliot:** “The Love Song of J Alfred Prufrock”, “The Hollow Men” (Selections)

MODULE II: Modern English Poetry II

Unit 4: Reading the poet: **W. H. Auden:** “Consider this and in Our Time”, “The Shield of Achilles”, “September 1, 1939”

Unit 5: Reading the poet: **Louis MacNeice:** “Birmingham”, “Bagpipe Music”

Unit 6: Reading the poet: **Stephen Spender:** “What I expected Was”, “The Pylons”, “An Elementary School Classroom in a Slum”

MODULE III: Post War English Poetry

Unit 7: Reading the poet **Philip Larkin:** “Church Going”, “Toads”, “The Whitsun Weddings”

Unit 8: Reading the poet **Dylan Thomas:** “Poem in October”, “Do Not Go Gentle into the Night” “Fern Hill”

Unit 9: Reading the poet **Ted Hughes:** “The Thought Fox”, “Hawk Roosting”, “Pike”

MODULE IV: Modern Irish Poetry

Unit 10: Trends in Modern Irish Poetry

Unit 11: Reading the poet: **Seamus Heaney:** “Digging”, “The Tollund Man”, “Punishment”, “Act of Union”

Unit 12: Reading the poet **Geoffrey Hill:** Mercian Hymns (Selections)

MODULE V: Contemporary English Poetry

Unit 13: Trends in Contemporary English Poetry

Unit 14: **John Agard:** “Listen Mr Oxford Don”, “Checking out Me History”, “Half-Caste”, “Flag”

Simon Armitage: ‘Kid’, ‘Mother’ any distance greater than a single span’, ‘November’

Carol Ann Duffy: “Anne Hathaway”, “Little Red-Cap”, “Achilles”

Textbooks:

Ferguson, Margaret., Mary Jo Salter and Jon Stallworthy. *The Norton Anthology of Poetry*. 5th Edition. Norton, 2005

Palgrave, Francis Turner. *Palgrave’s Golden Treasury: From Shakespeare to the Present*. Updated by John Press. 6th Edition. Oxford University Press, 2002.

Wain, John. (Ed) *The Oxford Anthology of English Poetry: Vol II Blake to Heaney*. Oxford University Press, 2005.

Further Readings:

Acheson, James and Romana Huk (Eds) *Contemporary British Poetry: Essays in Theory and Criticism*. State University of New York Press, 1996.

Broom, Sarah. *Contemporary British and Irish Poetry: An Introduction*. Palgrave Macmillan, 2005.

Howarth, Peter. *The Cambridge Introduction to Modernist Poetry*. Cambridge University Press, 2012.

Sinfield, Alan. *Literature, Politics, and Culture in Postwar Britain*. University of California Press, 1989.

Whitworth, Michael H. *Reading Modernist Poetry*. Wiley, 2010.

MEG 302 British Drama II: Modern & Contemporary

MODULE I: G B Shaw: *Pygmalion*

- Unit 1: Trends in Modern English Drama
- Unit 2: Reading the text
- Unit 3: Critical Analysis of the Play

MODULE II: Samuel Beckett: *Waiting for Godot*

- Unit 4: Theatre of the Absurd
- Unit 5: Reading the text
- Unit 6: Critical Analysis of the Play

MODULE III: John Osborne: *Look Back in Anger*

- Unit 7: Trends in Post-War English Drama
- Unit 8: Reading the text
- Unit 9: Critical Analysis of the Play

MODULE IV: Harold Pinter: *The Homecoming*

- Unit 10: Reading the text
- Unit 11: Critical Analysis of the Play

MODULE V: Caryl Churchill: *A Number*

- Unit 12: Trends in Contemporary English Drama
- Unit 13: Reading the text
- Unit 14: Critical Analysis of the Play

Textbooks:

- Beckett, Samuel. *Waiting for Godot: A Tragicomedy in Two Acts*. Faber. 2010
- Pinter, Harold. *The Homecoming*. Avalon, 1994.
- Shaw, George Bernard. *Pygmalion*. Ed. Dan H. Laurence and Introduction by Nicholas Grene. Penguin, Revised edition, 2003.

Further Readings:

- Aston, Elaine and Elin Diamond. (Eds) *The Cambridge Companion to Caryl Churchill* (Cambridge Companions to Literature) 2009.
- Bloom, Harold. (Ed) *George Bernard Shaw's "Pygmalion"* (Modern Critical Interpretations) Chelsea 1991.
- Longman, Walter Levy. *Modern Drama: Selected Plays from 1879 to the Present*; 1st Edition, 1998.
- Esslin, Martin. *The Theatre of the Absurd*. Bloomsbury, 2001.
- Innes, Christopher. *Modern British Drama: The Twentieth Century*, Cambridge University Press; 2nd Edition, 2002.

MEG 303 American Literature I

MODULE I: History of American literature

Unit 1: American myths of origin; the Colonial experience; the frontier Puritanism, Unitarianism, Transcendentalism

MODULE II: Ralph Waldo Emerson and Walt Whitman

Unit 2: “The American Scholar”

Reliance on Nature and the individual self; The American Genius; Declaration of American cultural independence

Unit 3: Excerpts from the Preface to *Leaves of Grass*

Excerpts from the Preface to *Leaves of Grass* : The role of the American poet ; An American voice in poetry

MODULE III: Hawthorne: *The Scarlet Letter*

Unit 4: Reading the nineteenth century American novel: *The Scarlet Letter* as American Romance

Unit 5: *The Scarlet Letter* as a Critique of American Puritanism

Unit 6: Hester Prynne as rebel; study in evil, guilt and redemption

MODULE IV: Faulkner: *The Sound and the Fury*

Unit 7: *The Sound and the Fury* : The Title and the Four sections,

Unit 8: The American South and *The Sound and the Fury*

Unit 9: The stream of consciousness technique in *The Sound and the Fury*

Unit 10: *The Sound and the Fury*: The Story of the Compson Brothers,

MODULE V : Leading American Poets

Walt Whitman: “Song of Myself” (1-7)

Unit 11: Whitman’s song of America ; Catalogues; Poetics for democracy

Emily Dickinson: “I taste a liquor never brewed,” “Because I could not stop for Death,” “I dwell in possibility,” “After great pain a formal feeling comes,” “I heard a fly buzz”

Unit 12 : Dickinson as poet ; Study of Themes; A female voice in nineteenth century American poetry

Robert Frost: “Out, out,” “Once by the Pacific,” “The Gift Outright,” “Birches”, “Home Burial”

Unit 13: Frost as a modern poet; Frost and New England; Study of Themes.

Langston Hughes: “Theme for English B”, “I too”, “Ballad of the Landlord”, “The Negro sings of Rivers”, Poetry of the Harlem Renaissance ; Hughes and the African American imagination; Textual analysis

MODULE VI: Arthur Miller: *Death of a Salesman*

Unit 14: Myth in American Drama: Critique of the myth of success 2. Father-son relationship in *Death of a Salesman* 3. *Death of a Salesman* as an American tragedy

Textbooks

Ellmann, Richard ed. *The NewOxford Book of American Verse* (Oxford University Press, New York, 1976)

Emerson, *Essays* Ed. ELH Turpin. New York: Merril, 2005

Faulkner, William. *The Sound and the Fury* Ed. David Minter, Norton Edition. New York: Norton, 1993

Hawthorne, Nathaniel. *The Scarlet Letter*. Ed. Leland S. Person, Norton Edition. New York: Norton, 2004

Horton, RW and Herbert W. Edwards, *Backgrounds of American Thought*. Englewood-Cliffs, New Jersey: Prentice-Hall, 1974

Miller, Arthur. *Death of a Salesman* London: Penguin, 1976.

Whitman, Walt. *Leaves of Grass*. New York: OUP, 2005

Further Reading

Van Spankeren, Kathryn. *An Outline of American Literature*. USIS Publication

McQuade, Donald et al. *The Harper American Literature Compact Edition*. New York: Harper and Row, 1987.

Ford, Boris ed. *The Pelican Guide to Literature*, Vol. 9. Harmondsworth: Penguin, 2007

MEG 304 Indian Writing in English**MODULE I: History and Background**

Unit 1: English in India before Macaulay; Macaulay's minutes, The English Education Act of 1835

Unit 2: The Charter Act of 1813 and the Anglicist and Orientalist debate

MODULE II: Modern Indian English Poetry

Nissim Ezekiel, "Poet, Lover, Birdwatcher", "Background, Casually", "Case Study", "Goodbye Party for Miss Puspa T S"

AK Ramanujan, "A River", "Obituary", "Breaded Fish", "Looking for a Cousin on a Swing", "Self Portrait"

Jayanta Mahapatra, "Hunger", "Indian Summer", "A Missing Person

Kamala Das, "An Introduction, "The Dance of the Eunuchs", "Looking Glass"

Unit 3: Poetry before Independence in brief: Henry Derozio, Toru Dutt, and Sarojini Naidu

Unit 4: Poetics of Modern Indian English Poetry (Its urban, personal nature; alienation, imagist and modernist influences, affinity to Anglo-Saxon poetry)

Unit 5: Kamala Das and confessional writing

MODULE III: The Indian English Novel I

Mulk Raj Anand, *Untouchable*

Raja Rao, *Kanthapura*

Unit 6: The beginnings of the Anglophone novel in India (Bankim Chandra and Lal Behari Day)

Unit 7: Nation and the novel

Unit 8: Social concerns of the Indian English novel

MODULE IV: The Indian English Novel II

Unit 9: RK Narayan, *The Guide* and Anita Desai, *Clear Light of Day*: Reading of the texts

Unit 10: Women in Narayan and Desai's novels

Unit 11: Societal changes in the Indian English novel

MODULE V: Autobiography as genre in Indian English writing

Nirad Chaudhuri, *An Autobiography of an Unknown Indian* (selections)

Jawaharlal Nehru, *Autobiography* (selections)

Unit 12: Features of western autobiography in brief

Unit 13: Appropriation of western autobiography by Indian English writers

MODULE VI: Mahesh Dattani: *On a Muggy Night in Mumbai*

Unit 14: Socio-psychological identity crisis in Dattani

Textbooks:

Anand, Mulk Raj. *Untouchable*. Penguin India, New Edition, 2001.

Chaudhuri, Nirad. *An Autobiography of an Unknown Indian*. Jaico 2008.

Dattani, Mahesh. *Collected Plays*. Penguin India, 2000.

Desai, Anita. *Clear Light of the Day* RHI, 2012.

Narayan, R K. *The Guide: A Novel* (Penguin Classics) Introduction by Michael Gorra, Penguin, Revised Edition, 2006.

Rao, Raja. *Kanthapura*. Oxford University Press, 2001.

Further Readings:

Gopal, Priyamvada. *The Indian English Novel: Nation, History, and Narration* (Oxford Studies in Postcolonial Literatures) Oxford University Press. 2009

Iyengar, K. R. Srinivasa *Indian Writing in English*. Sterling, Revised and updated edition, 2012.

Mehrotra, Arvind Krishna. (Ed.) *Illustrated History of Indian Literature in English* Permanent Black (2005)

Naik, M K. *Indian English Poetry: From the Beginnings upto 2000*. Pencraft, 2006.

Mukherjee, Meenakshi. *The Twice Born Fiction*. Pencraft, 2001.

Multani, Angelie. *Mahesh Dattani's Plays: Critical Perspectives*. Pencraft International, 2007.

Thieme, John. R. K. *Narayan* (Contemporary World Writers) Manchester University Press, 2007.

MEG 401 British Fiction II: Modern & Contemporary

MODULE I: Joseph Conrad: *Heart of Darkness*

Unit 1: Modern Fiction

Unit 2: Reading *Heart of Darkness*

Unit 3: Critical analysis of the various aspects of text

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

Unit 4: Reading *Portrait of the Artist as a Young Man*

Unit 5: Critical analysis of the various aspects of the text

MODULE III: D H Lawrence: *Sons and Lovers*

Unit 6: Reading *Sons and Lovers*

Unit 7: Critical analysis of the various aspects of the text

MODULE IV: Kingsley Amis: *Lucky Jim*

Unit 8: Post war British fiction

Unit 9: Reading *Lucky Jim*

Unit 10: Critical analysis of the various aspects of the text

MODULE V: John Fowles: *The French Lieutenant's Woman*

Unit 11: Reading *The French Lieutenant's Woman*

Unit 12: Critical analysis of the various aspects of the text

MODULE VI: Julian Barnes: *England, England*

Unit 13: Contemporary British Fiction

Unit 14: Critical reading of *England, England*

Textbooks:

Amis, Kingsley. *Lucky Jim*. Penguin, 2004.

Barnes, Julian *England, England*. Vintage, 2008.

Fowles, John. *The French Lieutenant's Woman*. Vintage, 2006.

Further Readings:

Berberich, Christine., Richard Bradford and Peter Childs. *Julian Barnes: Contemporary Critical*

Perspectives. Continuum, 2011.

English, James F. *A Concise Companion to Contemporary British Fiction*. Blackwell, 2006.

Shaffer, Brian W. *Reading the Novel in English 1950–2000*. Blackwell, 2006.

MEG 402 Literary Criticism and Theory II

MODULE I: New Criticism & Russian Formalism

Unit 1: The Roots of New Criticism and Russian Formalism

Unit 2: Assumptions, Key Terms Key Figures, Ideas and Applications, Limitations

Unit 3: The Text and the Legacy New Criticism

MODULE II: Psychoanalytic Criticism

Unit 4: Freud and Psychoanalysis (Assumptions, Methodology, Key Terms)

Unit 5: Sexuality and Social Suppression

Unit 6: Psychoanalysis and Literary Criticism

MODULE III: Structuralism & Post-structuralism

Unit 7: Structuralism and Semiotics (Key Figures, Ideas and Applications)

Unit 8: Structuralist Linguistics (Saussure), Anthropology (Levi-Strauss) and Narratology (Propp, Barthes, Genette)

Unit 9: Post-Structuralism and Deconstruction (Derrida, Foucault, Paul de Man, Harold Bloom: Key Ideas and Applications)

Unit 10: New Historicism and Cultural materialism

MODULE IV: Socio-cultural Theory and Criticism

Unit 11: Society and Literature and Sociology of Literature

Unit 12: Marxist Theory and the Centrality of Ideology

MODULE V: Postcolonial Theory and Criticism

Unit 13: Unit 14: Postcolonial Theory and Criticism: Contexts, Key Terms and Figures

Unit 14: Edward Said: Frames for Re-Reading the Canon

Texts Prescribed

David H. Richter, *The Critical Tradition: Classic Texts And Contemporary Trends*. Bedford/St Martin's, 2007

Lodge, David and Nigel Wood. *Modern Criticism and Theory*. 3rd Edition, Routledge, 2008.

Waugh, Patricia. *Literary Theory and Criticism*. Oxford University Press,

Further Readings

Guerin, Wilfred et al *A Handbook of Critical Approaches to Literature*. Oxford University Press; 6 Edition, 2010.

MEG 403 Women's Writing in English

MODULE I : Rise of Feminism

Unit 1: Feminist Theory: An Introduction

Unit 2: Simone de Beauvoir: *The Second Sex* (Selections)

Elaine Showalter: "The Female Tradition" from *A Literature of Their Own*

Unit 3: Sandra M. Gilbert and Susan Gubar: "Infection in the Sentence: the Woman Writer and the anxiety of Authorship" from *The Madwoman in the Attic*

Toril Moi: "Feminist, Female, Feminine"

Gayatri Chakravorty Spivak: "Three Women's Texts and a Critique of Imperialism"

MODULE II : Women novelists**Unit 4: Elizabeth B. Browning:** *Aurora Leigh* (Selections)**Christina Rossetti:** "Goblin Market"**Unit 5: Amy Lowell:** "A Japanese Wood-Carving", "A Ballad of Footmen", "A Winter Ride"**Adrienne Rich:** "Aunt Jennifer's Tigers", "Dreamwood", "Planetarium"**MODULE III : Women Short story writers****Unit 6: Charlotte Perkins Gilman:** "The Yellow Wallpaper"**Unit 7: Katherine Mansfield:** "The Doll's House"**Ama Ata Aidoo:** "Something to Talk about on the Way to the Funeral"**MODULE IV : Mary Shelly****Unit 8 :** Introduction to Mary Shelly**Unit 9:** Reading the Text and Critical Analysis: *Frankenstein* (1818 Text)**MODULE V: Virginia Woolf****Unit 10:** Introduction to Virginia Woolf**Unit 11:** Reading the Text: *To the Lighthouse***Unit 12:** Critical Analysis of *To the Lighthouse***MODULE VI : Lorraine Hansberry****Unit 13:** Introduction to Lorraine Hansberry**Unit 14:** Reading the Text and Critical Analysis: *A Raisin in the Sun***Textbooks:**Blain, Virginia. Ed. *Victorian Women Poets: An Annotated Anthology*. Longman Annotated Texts. 2009.Bradshaw, Melissa and Adrienne Munich. (Eds) *Selected Poems of Amy Lowell*. Rutgers UP, 2002.Hansberry, Lorraine . *A Raisin in the Sun*. Vintage, 2004.de Beauvoir, Simone. *The Second Sex*. 1949. Trans. and Ed. H. M. Parshley, Vintage, 1997.Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory* (New Accents) Routledge, 2002.Shelly, Mary. *Frankenstein*. Ed. Anjana Sarma. Oxford UP, New Delhi. 2001.Warhol, Robyn R. and Diane Price Herndl. (Eds) *Feminisms: An Anthology of Literary Theory and Criticism*. 1997Woolf, Virginia. *To The Lighthouse*. UBS 2004.**Further Readings**Bloom, Harold. *A Raisin in the Sun* (Bloom's Guides) Chelsea House, 1st Edition, 2009.Bloom, Harold. *Frankenstein": Mary Wollstonecraft Shelley*. Chelsea House, Revised Edition, 2006.Bloom, Harold. *Virginia Woolf's "To the Lighthouse"* (Modern Critical Interpretations) Chelsea House, 1991.Bristow, Joseph(Ed) *Victorian Women Poets: Emily Bronte, Elizabeth Barrett Browning, Christina Rossetti* (New Casebooks) 1995.Homans, Margaret. *Virginia Woolf: A Collection of Critical Essays* (New Century Views) Prentice-Hall; 1992.Zilboorg, Caroline. *Women's Writing: Past and Present* (Cambridge Contexts in Literature) Cambridge University Press, 2004.

MEG 404 American Literature II

MODULE I: Hemingway: *A Farewell to Arms*

Unit 1: The Hero in Hemingway

Unit 2: Love and death in *A Farewell to Arms*

Unit 3: *A Farewell to Arms* as a Critique of war

Toni Morrison: *The Bluest Eye*

Unit 4: Colour consciousness/ Whiteness in *The Bluest Eye*

Unit 5: The Girl Child in African American fiction

Unit 6: Trauma and Recovery in *The Bluest Eye*

MODULE II: Modern American Poetry

Ezra Pound: “A Poet,” “The River Merchant’s Wife” “The Return”

Unit 7: Reading Modern American Poetry

Marianne Moore: “Poetry”

Unit 8: Poetry and craftsmanship

Wallace Stevens: “Peter Quince at the Clavier”

Unit 9: Poetry as the Supreme Fiction

MODULE III : Contemporary African American Women’s Poetry

Unit 10: Reading Contemporary African American Women’s Poetry: Race, Gender and Resistance

Sonia Sanchez: “I Have Walked a Long Time,” “Poem at Thirty,” “An Anthem”

Nikki Giovanni: “Choices,” “All I Gotta Do,”

June Jordan: “Poem about My Rights,” “Poem for South African Women,” “A Song for Soweto”

MODULE IV: Contemporary American Drama

August Wilson: *Fences*

Unit 11: Different kinds of fences ; Racism and Black manhood ; Blacks and the American Dream

Suzan Lori-Parks: *Topdog/Underdog*

Unit 12: Violence in African-American lives; Critique of everyday life; Personal and family history, black masculinity against the background of American Capitalism and Patriarchy

MODULE V: American Diasporic/Migrant Fiction

Sandra Cisneros: *The House on Mango Street*

Unit 13: Theme of Alienation, Assimilation and Otherness in American Diasporic/Migrant Fiction; with reference to *The House on Mango Street*

Amy Tan: *The Kitchen God’s Wife*

Unit 14: Problems of identity and assimilation and Family relationships in *The Kitchen God’s Wife*

Textbooks

Cisneros, Sandra. *The House on Mango Street* New York: Vintage, 2009

Hemingway, Ernest. *A Farewell to Arms*. New York: Simon and Schuster, 1997

<http://www.poetryfoundation.org/>

Lori-Parks, Suzan. *Topdog/Underdog*. New York: Theatre Communications Group, 2002.

Morrison, Toni. *The Bluest Eye*. New York: Vintage, 1999

Tan, Amy *The Kitchen God’s Wife*, New York: Vintage, 2006

Wilson, August. *Fences*. New York: Penguin, 1986

Further Readings

Gerber, David A. *American Immigration: A Very Short Introduction*. Oxford UP, 2011.

Mance, Ajuan Maria. *Inventing Black Women: African American Women Poets and Self Representation*. U of Tennessee P, 2007

Mitchell, Angelyn and Danille K Taylor. *The Cambridge Companion to African American Women's Literature*. Cambridge UP, 2009.

Rangno, V R. *Contemporary American Literature (1945-Present)* DWJ Books, 2006.

Sherman, Charlotte Watson ed. *Sisterfire: Black Womanist Fiction and Poetry*. New York: Harper Collins, 1994.

MEG 405 Indian Literature in English II

MODULE 1: Indian English Writing from North East India

Arup Kumar Dutta: *Kaziranga Trail*

Robin Ngangom: "A Poem for Mother", "Native Land"

Kynpham Sing Nongkynrih: "When the Prime Minister visits Shillong the Bamboos watch in Silence"

Desmond Kharmawphlang: "The Conquest", "Letter to a Dear Friend"

Unit 1: Children's fiction as a genre

Unit 2: Politics and poetry

MODULE II: Poetry after Ezekiel

Eunice de Souza: "Catholic Mother", "de Souza Prabhu", "Eunice", "Feeding the Poor at Christmas"

Arun Kolatkar: *Jejuri*

Aga Shahid Ali: "Postcard from Kashmir", "Snowmen", "Cracked Portraits"

Unit 3: Local life and contexts in the poetry of Eunice de Souza, Arun Kolatkar, and Aga Shahid Ali

Unit 4: Place of women in de Souza's poems

Unit 5: Experimentalism in Kolatkar

Unit 6: Exile and identity in Aga Shahid Ali

MODULE III: The Postcolonial Indian English Novel

Salman Rushdie: *Midnight's Children*

Arundhati Roy: *The God of Small Things*

Unit 7: Postcolonialism in Rushdie and Roy

Unit 8: Representation of history

Unit 9: National allegory in *Midnight's Children*

Unit 10: Society and class in *The God of Small Things*

MODULE IV: Travel Writing

R K Narayan: *My Dateless Diary*

Amitav Ghosh: "The Imam and the Indian"

Unit 11: America in *My Dateless Diary*

Unit 12: Travelling in the Orient in Ghosh's "The Imam and the Indian"

MODULE V: Diasporic Fiction

Jhumpa Lahiri: *The Interpreter of Maladies*

Rohinton Mistry: *Such a Long Journey*

Unit 13: Themes of displacement in Jhumpa Lahiri's short fiction

Unit 14: Alienation in *Such a Long Journey*

Textbooks:

Ghosh, Amitav. *The Imam and the Indian*. Penguin India, 2010.

Lahiri, Jhumpa. *Interpreter of Maladies*. Harpercollins, (Reissue) Edition, 2005.

Mistry, Rohinton. *Such a Long Journey*. Faber, New Ed, 2006.

Narayan, R K. *My Dateless Diary: An American Journey* Penguin, 2000.

Roy, Arundhati. *The God of Small Things* 1997 Penguin India, 2002.

Rushdie, Salman. *Midnight's Children*

Further Readings

Afzal-Khan, Fawzia. *Cultural Imperialism and the Indo-English Novel: Genre and Ideology in R.K. Narayan, Anita Desai, Kamala Markandaya, and Salman Rushdie*. Pennsylvania State University Press, 2007.

Hawley, John C. *Amitav Ghosh: Contemporary Indian Writers in English*. Foundation, 2005.

Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary* (Routledge Research in Postcolonial Literatures) Routledge, 2014.

Morey, Peter. *Rohinton Mistry* (Contemporary World Writers) Manchester University Press, 2004.

Teverson, Andrew. *Salman Rushdie* (Contemporary World Writers) Manchester University Press, 2007.

Tickell, Alex. *Arundhati Roy's The God of Small Things: A Routledge Study Guide* (Routledge Guides to Literature) Routledge, 2007.

MEG 406 Other Literatures in English

MODULE I: Background

- Unit 1:** Emergence and Development of New/World Literatures in English
- Unit 2:** Background of African Literature
- Unit 3:** Brief history of Canadian Literature
- Unit 4:** Caribbean Literature in English
- Unit 5 :** Australian Literature

MODULE II: Literatures of Africa

- Unit 6: Chinua Achebe:** *Things Fall Apart*
- Unit 7: Wole Soyinka:** *Death and the King's Horseman*

MODULE III: Literatures of Canada

- Unit 8: Michael Ondaatje:** *The English Patient*
- Unit 9: Alice Munro:** "The Office"

MODULE IV: Caribbean Literature

- Unit 10 : Jean Rhys:** *Wide Sargasso Sea*
- Derek Walcott:** "The Sea is History", "Love after Love"
- Grace Nichols:** "I is a long memoried woman", "Praise Song for my mother",
- Lorna Goodison:** "For my Mother", "Passing the Grace Vessels of Calabash"
- Unit 11:** Themes, Technique and poetic style in poems of Derek Walkot, Grace Nichols and Lorna Goodison's

MODULE V: Australian Literature in English

- A.D. Hope:** "Ascent into the Hell", "The Muse"
- Judith Wright:** "Nigger Leap, New England", "Bullocky"
- Unit 12:** Themes, Technique and poetic style in poems of **A.D. Hope and Judith Write**
- Unit 13:** Reading **David Malouf** *Remembering Babylon*
- Unit 14:** Major Themes and characterisation in the novel

Textbooks:

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Department offering the programme

Department of English and Foreign Languages

The Department of English and Foreign Languages was established on July 16, 1994. Currently the department offers two-year M.A. programme in English M.A. programme in Linguistics and Language Technology, Integrated M.A. in English, Integrated B.A. B Ed., Certificate Course in Chinese (One year Full Time), and Ph.D. The Department receives also UGC DRS-SAP; and work in the thrust areas like Understanding Colonial and Alternative Modernities in Travel and Life Writings in Assam and Examining Asian and Indian Influences on Modern Assamese. A Centre for Endangered Languages, identified as the cluster head of a consortium of universities in the Northeast, was established in 2014

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