

Department of English & Comparative Literary Studies
Saurashtra University - Rajkot
M A English Sem. I
Syllabus
Core Papers
CCT 01 - English Literature up to 1660

Background / Context:

- i) Socio-cultural background.
- ii) Literary and intellectual background.
- iii) Development of British drama and theatre.

Texts are indicative and should be supplemented with Background (Movements, Periods, i.e. Elizabethan, Jacobean, Caroline)

- Unit 1: Thomas More : Utopia**
Unit 2: Marlowe : Edward II
Unit 3: Shakespeare : Hamlet
Unit 4: Metaphysical poetry : (Donne, Herbert, Marvell)

Prescribed Reading:

1. Bowers, Fredson. *Elizabethan Revenge Tragedy*: Magnolia, M.A, Peter Smith .,1958.
2. Craig, Hardin *The Enchanted Glass: The Elizabethan Mind in Literature* Oxford, Basil Blackwell. 1966
3. Crutiwell, Patrick. *The Shakespearean Moment and Its Place in the Poetry of Seventeenth Century*. New York, Columbia University Press, 1954
4. Ellis-Fermor, Una . *The Jacobean Drama*. London, Methuen (University Paperbacks). 1935
5. Ford, Boris (ed) *The Pelican Guide to English Literature* Vols 1,2 And 3 Harmondsworth, Middlesex, Penguin, 1954.
6. Kaufman, Ralph (ed) *Elizabethan Drama*, New York, OUP, 1961
7. Knights, L. C. *Drama and Society in the Age of Jonson*, London.
8. Lucas, F.L *Seneca and the Elizabethan Tragedy*, Folcroft, PA, Folcroft Library Editions, 1923.
9. Pinto, Vivian de Sola *The English Renaissance: Fifteen Ten to Sixteen Eighty-Eight*. 3-ed. London. The Cresset Press, 1966.
10. Tillyard, E M W *The Elizabethan World Picture*. London, Chatto & Windus, 1967.

CCT 02 - English Literature up to 1800 Century

Related Issues

1. Satire in Verse - Mock Heroic
2. Satire in Prose
3. Literary Criticism during the period
4. The Rise of the English novel
5. The Sentimental and Gothic novel.
6. The major forms of poetry

Course Content:

- Unit 1: Milton *Paradise Lost* Book I**
Unit 2: Pope: *Rape of the Lock*
Unit 3: Addison, Steele: Essays (Hugh Walker: Essays & Essayists)
Unit 4: Lawrence Sterne: *Tristram Shandy*

Recommended Reading:

1. Allen, Walter, *The English Novel: A Short Critical History*. Harmondsworth, Middlesex, Penguin Books, 1958.
2. Bateson, F. W., *English Comic Drama 1700-1750*. Oxford: OUP, 1929.
3. Clifford, J. L. (ed) *Eighteenth Century English Literature: Modern Essays in Criticism*. London: OUP, 1967.
4. Dobree, Bonamy. *Restoration Comedy*. Oxford: Clarendon Press, 1924.
5. _____ . *Restoration Tragedy*. Oxford: Clarendon Press, 1929.
6. Jack, Ian. *Augustan Satire : Intention and Idiom in English Poetry 1660-1750*. Oxford: Clarendon Press, 1966.
7. Nicoll, Allardyce, *A History of English Drama*, 3 Vols. CUP, 1946.
8. Stephen, Leslie. *English Literature and Society in the Eighteenth Century*. London: Duckworth, 1966.
9. Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. London: Chatto & Windus, 1957.

CCT – 03 - Linguistics and Phonetics**Background / Context / Historical Perspectives:**

1. Linguistic Studies in India
2. Linguistic Studies in the West during the Classical Periods.
3. Linguistic Studies in America
4. Linguistic Studies in Europe during the 19th century.
5. Linguistic Studies in the Contemporary Period.

Detailed Description of the course content:**Unit 1. A) The Nature of Language****B) The Nature and Branches of General Linguistics.****C) Some fundamental Linguistic Concepts (Langue and Parole, Competence And Performance, Substance and Form, Syntagmatic and Paradigmatic, Diachronic and Synchronic).****Unit 2. A) The Levels of Linguistic Study (Morphology, Syntax, Phonetics, Semantics, Pragmatics).****B) Lexicology****Unit 3. A) The Nature of Phonetics.****B) Fundamental Phonetic Concepts (Air Stream Mechanism, Organs of speech, Vowel, Consonant, Syllable, Manner and Place of articulation****Unit 4. A) English Phonology (Phoneme Theory, English Vowels and Consonants, Structure of English Syllable)****B) Supra-segmental features of English Speech (Word-accent, Stress & Rhythm in Connected Speech, Intonation).****C) General Indian English****Prescribed Texts and their Discussion : Each will carry Two credits.**

1. Pushpinder Syal & D.V. Jindal. *An Introduction to Linguistics: Language, Grammar and Semantics*. New Delhi: Prentice Hall of India, 1999.
 2. T. Balasubramaniam. *A Text Book of English Phonetics: For Indian Students*. New Delhi: Macmillan, 2001.
- Prescribed Reading:
3. Abercrombie, D., *Elements of General Phonetics*. Edinburgh: Edinburgh University Press. 1967.
 4. Akmajian, H. et al., *Linguistics: An Introduction to Language and Communication*. New Delhi: Prentice Hall, 2004.
 5. Leech, G.N., *Semantics*. Harmondsworth: Penguin, 1970.

6. Ogden, C.R. & Richards I.A., *The Meaning of Meaning*. London: Routledge & Kegan Paul, 1923.
7. Robins, R.H., *General Linguistics: An Introductory Survey*. London: Longman, 1985.
8. de Saussure, Ferdinand, *Course in General Linguistics*. 1916. Translated by Wade Baskin, New York: Philosophical Library, 1959.
9. Verma, S.K. & Krishnaswami N., *Modern Linguistics: An Introduction*. New Delhi: OUP, 1989.
10. Bansal, R.K. and J.B. Harrison, *Spoken English for India*. Madras: Orient Longman, 1972.

Sem. II

CCT 04 19th Century British Poetry

Objectives:

1. To facilitate learners with an overall exposure to the English poetic genre in the 19th century.
2. To understand the central concerns of these poets vis-a-vis the age they were writing in, and thus understand the tradition of English poetry in this century.
3. To know about the different schools / movements having a direct bearing to poetry in this century.

Units / Texts:

1. The First Generation Romantic Poets (Wordsworth and Coleridge)
2. The Second Generation Romantic Poets (Byron, Shelley and Keats)
3. The Victorian Poets (Tennyson, Browning and Arnold)
4. Other Important Poets (William Blake, Elizabeth Browning, D.G. Rossetti, Christina Rossetti, G.M. Hopkins, A.C. Swinburne)

These poets can be taught through representative poems (at least two short or one long poem by each poet). Teacher is free to choose the poems.

Anthologies:

There are many anthologies where many important poems of the above poets are featured. At least the following four important ones can be mentioned:

1. *The Norton Anthology of Poetry* (Shorter Revised Edition; edited by Alexander W. Allison *et al*). New York: W.W. Norton & Company, 1975.
2. *The Penguin Book of English Verse* (edited by John Hayward). London: Penguin Books, 1988.
3. *A Treasury of Poems* (compiled by Sarah Anne Stuart). New York: Galahad Books, 1999.
4. *Discovering Poetry* (edited by Hans P. Guth & Gabriele L. Rico). New Jersey: Prentice Hall, 1993.

Besides, the *Norton Critical Edition* series (South Asian Edition) is also available for many individual poets like: Blake, Wordsworth (*The Prelude*), Coleridge, Byron, Shelley, Tennyson, Robert Browning, and Elizabeth Browning.

CCT-05 – 19th Century British Novel

Objectives :

- i) To study the growth and development of Novel form during 19th century.
- ii) To introduce the major writers in the age.
- iii) To introduce the historical and social background of the age.

Course Content:

Unit 1	Jane Austen	<i>Northanger Abbey</i>
Unit 2	Charles Dickens	<i>Oliver Twist</i>
Unit 3	George Eliot	<i>Middlemarch</i>
Unit 4	Thomas Hardy	<i>Tess of the d'Urbervilles</i>

Recommended Readings:

- 1) BRONTE Charlotte *Jane Eyre*
- 2) BRONTE Emily *Wuthering Heights*
- 3) DISRAELI Benjamin *Sybil or The Two Nations*
- 4) GILBERT, Sandra M. and Gubar, Susan (eds) *The Madwomen in the Attic: The Woman Writer and the Nineteenth Century Imagination*. New Haven: Yale University Press, 1979.
- 5) HAZLITT, William *The Spirit of the Age*
- 6) JAMES, Henry *The Potrait of a Lady*
- 7) JONES Edmund D.ed. *English Critical Essays* London, OUP, 1963
- 8) LAMB, Charles *Essays of Elia* (First six essays)
- 9) MILL, John Stuart on Liberty
- 10) NEWMAN, J H *Apologia Pro Vita Sua*
- 11) PATER, Walter *The Renaissance* (Preface and conclusion)
- 12) ROSENBERG, John D *Carlyle and the Burden of History*, Oxford, OUP, 1985.
- 13) ROUSSEAU, Jean-Jacques. *The Social Contract and Discourses* Te. By. G. D. H Cole. London, Dent. 1913.
- 14) RUSKIN, John *The Crown of Wild Olives*
- 15) SUSSMAN, H L *Victorians and the Machine*, Cambridge. MA, Harvard University Press, 1968
- 16) THAKERAY, Willam Makepeace *Vanity Fair*
- 17) TILLOTSON, Kathleen *Novels of Eighteen-Forties*. Oxford OUP, 1954
- 18) WILLEY, Basil *Nineteenth Century Studies: Coleridge to Matthew Arnold* New York, Columbia University Press, 1949
- 19) WILLIAMS, Raymond *Culture and Society 1780-1950*. Harmondsworth, Penguin Books, 1961
- 20) YOUNG. G M *Portrait of an Age: Victorian England* 2 ed. Oxford OUP, 1960.

CCT 06 - English Grammar

Objectives:

1. To provide learners with the theoretical understanding of what is Grammar .
2. To make learners see the shift in approach to teaching from Structural to Communicative Grammar.
3. To strengthen the usage (both spoken and written) of English among learners.

Background:

1. Brief history of the development of English Language.
2. An overview of the varieties of English including Indian English.
3. Structural Grammar.
4. Communicative Grammar.

Course Content (Principal Topics) Each of the following to have half a credit:

- a) **Word Classes: Open Classes** (Nouns, Verbs, Adjectives, Adverbs) and **Closed Systems** (Articles, Demonstratives, Prepositions, Conjunctions, Interjections...)
- b) **Phrases:** Noun Phrase, Verb Phrase, Prepositional Phrase, Adverbial Phrase, Adjectival Phrase
- c) **Clauses:** Structure & Types
- d) **Adverbials**
- e) **Sentences:** Types & Functions (including Negative, Interrogative... Sentences)

f) Passives**g) Other Clausal Aspects:** (Coordination/Subordination, Information Structure in a Clause: Focus, Theme, Emphasis...)**h) Other Aspects of the Sentence:** Cohesion & Cohesive Devices (Lexical, Semantic, Grammatical)**Allied Areas:** Focus on skills

1. Reference Skills
2. Reading and Comprehension Skills
3. Writing Skills
4. English in the Technological World
5. The Future of Englishes

Principal Texts: Learners to refer mainly two texts for earning their credits:

1. Quirk, Randolph and Sidney Greenbaum. *A University Grammar of English*. New Delhi: Pearson, 2004.
2. Yadugiri, M.A. *Making Sense of English: A Textbook of Sounds, Words and Grammar*. New Delhi: Viva Books, 2006.

Select Bibliography:

1. Baugh, Albert, C. *A History of English Language*. New Delhi: Allied Publishers, 1970.
2. Bolton, Kingsley and Braj Kachru. *World Englishes: Critical Concepts in Linguistics*. New York: Taylor & Francis, 2006.
3. Brumfit, C.J. and K. Johnson (eds.). *The Communicative Approach to Language Teaching*. Oxford: OUP, 1979.
4. CIEFL. *Enrich Your English: Communication Skills Book*. Hyderabad: OUP, 1999.
5. Close, R.A. *A University Grammar of English: A Workbook*. London: Longman, 1974.
6. Close, R.A. *English as a Foreign Language*. London: Longman, 1962.
7. Chomsky, Naom. *Aspects of the Theory of Syntax*. Cambridge, Massachusetts: Fontana, 1965.
8. Christopherson, P. And A.O. Sandved. *An Advanced English Grammar*. London: Macmillan, 1969.
9. Cook, John L., Amorey Gethin and Barry Unsworth. *The Student's Book of English*. London: Blackwell, 1981.
10. Crystal, David. *The Language Revolution*. Cambridge: Polity, 2004.
11. Crystal, David. *The Cambridge Encyclopedia of The English Language*. Cambridge: CUP, 2000.
12. Kachru, Braj. *The Alchemy of English: The Spread, Functions, and Models of Non-native Englishes*. Illinois: University of Illinois Press, 2008.
13. Kachru, Braj. *The Other Tongue: English Across Cultures*. 1992.
14. Kachru, Braj. *Language in South Asia*. 2008.

Sem. III**CCT 07 - 20th Century British Poetry****Objectives:**

1. To facilitate learners with an overall exposure to the English poetic genre in the 20th century, maintaining a link with the course they did on 19th century English poets in the previous semester.
2. To understand the central concerns of these poets vis-a-vis the age they were writing in, and thus understand the tradition of English poetry in this century.
3. To know about the different schools / movements having a direct bearing to poetry in this century.

Units / Texts:

1. **The Early Moderns (Thomas Hardy, Wilfred Owen, W.B. Yeats, and Robert Graves)**
2. **The High Moderns (Ezra Pound, T.S. Eliot, and W.H. Auden)**
3. **After the Moderns (Dylan Thomas, Philip Larkin, Ted Hughes, and Seamus Heaney)**

4. Other Important Poets (Hugh MacDiarmid, Stephen Spender, John Betjeman, Donald Davie, Thom Gunn)

These poets can be taught through representative poems (at least two short or one long poem by each poet). Teacher is free to choose the poems.

Anthologies:

There are many anthologies where many important poems of the above poets are featured. At least the following four important ones can be mentioned:

1. *The Norton Anthology of Poetry* (Shorter Revised Edition; edited by Alexander W. Allison *et al*). New York: W.W. Norton & Company, 1975.
2. *Twentieth Century Verse: An Anglo-American Anthology* (edited by C.T. Thomas). Madras: Macmillan, 1979.
3. *Twentieth Century Poetry and Poetics* (edited by Gary Geddes). Toronto: OUP, 1985.
4. *Reading Modern Poetry: A Critical Anthology* (edited by Paul Engle & Warren Carrier). Illinois: Scott, Foresman and Company, 1968.

CCT 08 - Discourses on Women's Empowerment

Objectives:

1. To facilitate learners with an adequate exposure to this often neglected area of studies: discourses by women.
2. To study a cross-section of women's writing, mainly Western, and try to understand the development of women's concern about their self, identity and society.
3. To juxtapose these writings against the development of feminist theory.

Units / Texts:

1. **Mary Wollstonecraft: *A Vindication of the Rights of Woman*. (Edited by Carol H. Poston. New York: W.W. Norton & Company, 2nd edition)**
2. **Virginia Woolf: *A Room of One's Own*. (New Delhi: CUP, 1998)**
3. **Hooks, Bell. *Ain't I A Woman: Black Women and Feminism*. (Boston: South End, 1981)**
4. **Toril Moi: *Sexual/Textual Politics: Feminist Literary Theory*. (London: Routledge, 1985)**

Recommended Reading (merely suggestive, and by no means exhaustive):

1. Beauvoir, Simone De. *The Second Sex*. London: Penguin, or New York: Alfred A. Knopf, 1978.
2. Freedman, Estelle B (ed.). *The essential Feminist Reader*. New York: The Modern Library, 2007.
3. Gilbert, Sandra & Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. New Haven: Yale UP, 1979.
4. Gilbert, Sandra & Susan Gubar. *The Norton Anthology of Literature by Women: The Tradition in English*. New York: W.W. Norton & Company, 1985.
5. Hurston, Zora Neale. *Their Eyes Were Watching God*. Urbana: University of Illinois Press, 1978.
6. Kaplan, Cora. *Sea Changes: Culture and Feminism*. London: Verso, 1986.
7. Shiva, Vandana. *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women, 1988.
8. Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. Princeton UP, 1977.
9. Spivak, Gayatri. *In Other Worlds: Essays in Cultural Politics*. London: Methuen, 1987.
10. Tharu, Susie & K. Lalitha. *Women Writing in India 600 BC to the Early Twentieth Century*. New York: Harper Collins, 1991.

CCT 09 - Comparative Literature

Objectives :

The objectives of Course in Comparative Literature would include:

- i) To introduce the students to the discipline of comparative literature.
- ii) To familiarize them to the concepts, issues and methodology.
- iii) To establish the rationale of comparative literature in a multi-national study

Background :

- i) History of comparative literature
- ii) Comparative literature and other related concepts e.g. world Literature, general literature, national literature etc.
- iii) French, American & Indian Schools of Comparative Literature

Course description: Each Unit will carry One Credit.

- Unit 1 History of Development of schools of Comparative literature (French, American, British & Indian)**
- Unit 2 a) Influence and Reception Study
b) Genology, Literary History (Period & Movement Study)**
- Unit 3 a) Thematology
b) Translation Study**
- Unit 4 a) Comparative literature and Intercultural studies
b) Comparative Literature and other disciplines e.g. media,
c) The future of Comparative Literature**

Bibliography :

- JOST, Francois, *Introduction to Comparative Literature*
- PRAWER, S.S. *Comparative Literary Studies: An Introduction*
- BRANDT, Corstius J. *Introduction to the Comparative Study of Literature*
- WELLEK, Rane & WARREN, Austin. *Theory of Literature*
- WEISSTEIN, Ulrich (ed.) *Comparative Literature and Literary Theory: Survey and Introduction*
- SUSAN BASSANETT. *Comparative Literature: Introduction*
- NAGENDRA, Comparative Literature. Delhi, University of Delhi, 1977403

Sem. IV

CCT 10 – 20th Century British Novel & Drama

Objectives:

1. To facilitate learners with an overall exposure to the British genres of the novel and drama in the 20th century.
2. This Course would complement the one on 20th century British poetry thereby providing learners with a composite idea of the status and development of the three major literary genres in the 20th century.
3. To understand the central concerns of these novelists and dramatists vis-a-vis the age they were writing in.
4. To know about the different schools / movements having a direct bearing to these two genres in this century.

Units / Texts:

1. J.M. Synge: *The Playboy of the Western World*
2. James Joyce: *A Portrait of the Artist as a Young Man*
3. Samuel Beckett: *Waiting for Godot*
4. Iris Murdoch: *The Sea, The Sea*

Recommended Reading:

1. All the above texts (except Synge's) are available in Indian edition by well known publishers like Longman and Penguin (India), Peacock classics etc. Synge's text is available by Oxford, UK edition.
2. Anderson, Chester G. *James Joyce and His World*. London: Thames and Hudson, 1967.
3. Attridge, Derek (ed.). *The Cambridge Companion to James Joyce*. Cambridge: CUP, 2004.
4. Cleary, Joe & Claire Connolly (eds.). *The Cambridge Companion to Modern Irish Culture*. Cambridge: CUP, 2004.
5. Conradi, Peter J. *Iris Murdoch: the Saint and the Artist*. London: Palgrave, 1988.
6. Esslin, Martin. *The Theatre of the Absurd*. London: Methuen, 2001.
7. Ford, Boris (ed.). *The Pelican Guide to English Literature*, Vol VII. Harmondsworth: Penguin Books, 1964.
8. Greene, D.H. & E.M. Stephens. *J.M. Synge 1871 – 1909*. London, 1959.
9. Mackean, Ian. *The Essentials of Literature in English Post 1914*. London: Hodder Arnold, 2005.

10. Pilling, John (ed.). *The Cambridge Companion to Beckett*. Cambridge: CUP, 2003.
 11. Richards, Shaun (ed.). *The Cambridge Companion to Twentieth-Century Irish Drama*. Cambridge: CUP, 2005.

CCT-11 - Indian Literature in Translation

Objectives :

1. To introduce the students to Indian Literature through translation.
2. To make them approach the prescribed texts for their literary value and cultural significance.
3. To enable them to approach these texts from a cross-cultural perspective.

Prescribed Texts and their Discussion:

- Unit 1.** Ved Vyas, 'Adi Parva' *Mahabharat*.
Unit 2. Rahi Masoom Raza, *Adha Gaon*.
Unit 3. Bhalchandra Nimade, *Cacoon*
Unit 4. Pannalal Paatel, *Manavi ni Bhavai*

Recommended Reading:

1. Mohanty, J. M., Indian Literature in English Translation. Mysore: CIIL, 1984.
2. Indian Literature. Sahitya Akademi, New Delhi.
3. Mukherjee, Meenakshi, Realism & Reality. Delhi: OUP, 1985.
4. Dasgupta, S.N., Fundamentals of Indian Literature. Bombay: Bharatiya Vidya Bhavan, 1971.
5. Raghavan V. & Nagendra, An Introduction to Indian Poetics. Bombay: Macmillan, 1970.

CCT 12 - Indian Poetics

Objectives :

- i) To introduce and bring out salient features of schools of Indian Poetics
- ii) To introduce various schools of Literature
- iii) To examine its suitability for understanding various issues like Literature, Literary experience, Meaning and Interpretation among others.
- iv) To propose areas of comparison between Indian and western poetics.

Background Study:

1. Indian Knowledge Systems
2. Indian Intellectual traditions

Course Content (Each Unit will carry ONE credit)

- Unit 1. Historical Developments of Indian Poetical traditions and the concepts of Kavi, Kavya and Vangmaya**
Unit 2. Rasa, Alamkara and Riti Theories
Unit 3., Dhvani, Vakrokti and Auchitya Theories
Unit 4. Guna and Dosha and Rajasekhara's Composite Model

Major Related Issues in Indian Poetics:

- The Purpose of Literary Composition.
 Literary Theory: Its Status and Enrichment

Types of Literary Compositions

Literature as Knowledge

Literary Experience

Meaning in Literature.

Indian Poetics and Western Poetics :

Select Bibliography :

1. Bharata. *The Natyashastra*. Trans. by A Board of Scholars. New Delhi: Sri Satguru Publications.
2. Bhamaha. *Kavyalamkara*. Trans & ed by P U Nagnath Shastri. Delhi: Motilal Banarsidass, 1970.
3. Vamana . *Kavyalamkara-Sutra-Vrtti*. Trans. By Ganganath Jha . 2nd edn. Poona: Oriental Book Agency, 1928
4. Anandavardhana. *Dhvnyaloka of Anandvardhana* 1974. Trans & ed by K. Krishnamoorthy. Delhi: Motilal Banarasidass, 1981.
5. Kuntaka *Vakrokti - Jivita of Kuntaka*. Trans & ed by K. Krishnamoorthy Dharwad: Karnataka University, 1977
6. Ksemendra. *Auchityavicaracarca*
7. Rajasekhara. *Kavyamimamsa of Rajasekhara*. Trans by Sadhana Parashar New Delhi: DK Printworld, 2000
8. *Agnipurana* (for Guna and Dosa)
9. Kautilya. *Arthsastra*