



**UNIVERSITY OF MYSORE**  
**Department of Postgraduate Studies and Research in English**  
**Manasagangothri, Mysore**

The new syllabus is appended below in accordance with the changes recommended at the Arts Faculty held on 10 February 2014.

a. This syllabus will come into effect from 2014-15 academic year. There are a total of twenty papers that includes a compulsory soft core paper offered in the IV Semester titled “EUROPEAN CLASSICS”. This brings the total credits to be earned to 80, whereas the minimum credits to be earned by a student at the M.A., degree is 76.

b. The hardcore credits remain at 52 which is the maximum, while Open Electives of 8 credits in Two semesters and soft core credits amounting to 20 from four soft cores in Four Semesters will bring the total credits to 80.

The following Syllabus was finalized at the Emergency Board of Studies convened on 6<sup>th</sup> February 2014, at the DOS in English, and then tabled at the Arts Faculty Meeting held on 10<sup>th</sup> February 2014.

# Syllabus

## I SEMESTER

### Paper –I – (HARD CORE-I) ENGLISH LITERATURE FROM CHAUCER TO MILTON

Code No 13603

#### Objectives

- To provide the students with a historical perspective of the age
- To familiarize the students with representative texts of the period.

#### UNIT –I

1. Background – 14<sup>th</sup> Century – 1658
2. Renaissance , Reformation, Puritan Upsurge
3. Jacobean, Metaphysical School

#### UNIT – II

1. Chaucer -- Prologue to the Canterbury Tales
2. John Milton – Paradise Lost: Book-II
3. Book of Job

#### UNIT – III

1. Sidney: Sonnets I, V &VI (Astrophel and Stella)
2. Spenser: Prothalamion , Epithalamion
3. Surrey :
  1. Love that liveth and reigneth in my thought
  2. Set me whereas the sun doth parch the green
4. Wyatt :
  1. Who so list to hunt
  2. They flee from me

#### UNIT – IV

1. John Donne – The Good morrow, Song: Go and Catch a Falling Star, Death be Not Proud, At the Round Earth's Imagined Corner, Sunne Rising, Resurrection
2. George Herbert – The Pulley, The Collar, Virtue, Discipline
3. Andrew Marvell – To His Coy Mistress, Thoughts in a Garden,

**Suggested Reading:**

1. David Daiches – *A Critical History of English Literature*- Four volumes
2. Boris Ford (Ed)- *Pelican Guide to English Literature*- Eight volumes
3. Herbert Grierson - *Metaphysical Poets*
4. Abrams M H et al. *The Norton Anthology of English Literature*. New York: W.W.Norton,2006
5. Al Poplaski : *English Literature in Context*

**Paper –II – (HARD CORE-II) ELIZABETHAN AGE Code No 13604**

UNIT –I

Background – Elizabethan Age,  
Elizabethan theatre and audience  
Shakespeare- Tragedy,Comedy

UNIT – II

Marlowe: *Dr. Faustus*  
Ben Jonson: *Volpone*  
Thomas Kyd: *Spanish Tragedy*

UNIT – III

William Shakespeare: 1) *Macbeth*, 2) *Julius Caesar*, 3) *As you Like It*

UNIT – IV

Shakespeare's Sonnets: **18,29,30,33, ,60,71,73,114,116,**

**Suggested Reading:**

1. A.C.Bradley – *Shakesperean Tragedy*
2. F R Leavis – *The Common Pursuit*
3. Wilson Knight – *The Wheel of Fire*
4. Stewart Justman – *Shakespear:Tthe Drama of Generations*
5. S. Vishwanathan - *Exploring Shakespeare*
6. Cleanth Brooks *Understanding Drama*
7. Toropov. *Shakespeare for Beginners*

## Paper –III – (HARD CORE-III) 17<sup>th</sup> and 18<sup>th</sup> CENTURY ENGLISH LITERATURE

Code no 13605

### Objectives

- To provide the students with an overview of Restoration Age
- To introduce the students to the texts of the period

### UNIT –I

Background – Restoration, Neo-Classical, Augustan Satire, Comedy of Manners

Spectator Essays

### UNIT – II

Dryden – *Absalom and Achitophel*

Alexander Pope – *The Rape of the Lock*

Bunyan – *Pilgrim's Progress Book-I*

### UNIT – III

William Congreve - *The Way of the World*

Sheridan – *The School for Scandal*

Aphra Behn - *Ooroonoko (Royal Author)*

### UNIT – IV

Daniel Defoe: *Robinson Crusoe*

Jonathan Swift – *Gulliver's Travels – Book IV (Voyage to the Land of Houyhnhnms)*

Addison & Steele: Spectator Essays:

Addison (1) Sir Roger at Church, (2) Sir Roger at Assizes

Steele: 1) The Gentleman of Steels 2) The Spectator Club

### Suggested Reading:

1. M.H.Abrams (Ed) *The Norton Anthology of English Literature*(Vol.1 & 2)
2. David Daiches – *A Critical History of English Literature* –Four volumes
3. Arnold Kettle- *The English Novel*- Two volumes
4. Ian Jack – *The Augustan Satire: Intention and Idiom in English poetry 1660-1750*
5. Pramod Nayyar (ed) – *English Poetry 1660-1780: An Anthology*

## PAPER-IV 19<sup>th</sup> CENTURY ENGLISH LITERATURE Code no 13609

### Objectives:

1. To familiarize students with artistic and moral imagination and aesthetics of 19<sup>th</sup> Century poetry and prose, and
2. To inspire them to nurture and develop spiritual affinities with Nature and instil in them a sense of compassionate aesthetics that promotes social conscience.

### Unit I: Background Introduction:

1. French Revolution;
2. The Romantic Movement in Literature with ref. to leading Romantic and Victorian Poets;
3. Introduction to 19<sup>th</sup> Century Prose
4. Women Question

### Unit II: Poetry

1. William Blake: Tyger; London; Chimney Sweeper
2. William Wordsworth: Tintern Abbey; A slumber did my spirit seal, she dwell among Untrodden ways, Resolution and Independence
3. S.T. Coleridge: Ancient Mariner
4. P. Shelley: Ode to the West Wind; Ozymandias
5. J. Keats: Ode to Autumn; Ode on a Grecian Urn;
6. R. Browning: My Last Duchess; Andrea del Sarto
7. Tennyson: Ulysses, Lotus Eaters

### Unit III: Fiction

1. Jane Austen: Emma
2. Emily Bronte: Wuthering Heights
3. Charles Dickens: Hard Times
4. Thomas Hardy: Jude the Obscure

### Unit V: Prose

1. J. Ruskin: *Unto this Last* (Chs. 1 and 2),
2. J. S. Mill: "On Liberty"

### Books for Further Reading:

1. Russell Noyes (Ed.): *English Romantic Poetry and Prose*
2. Harold Bloom and Lionel Trilling: *Romantic Poetry and Prose*
3. M. Bowra: *The Romantic Imagination*
4. William D. Templeman and Charles F. Harrold: *English Prose of the Victorian Era*
5. Sandra M. Gilbert and Susan Gubar: *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*
6. Vijayshree Ed. *Victorian Poetry: An Anthology*, Orient Blackswan, 2011

(Any one of the soft cores to be chosen for earning 4 Credits)

## Soft Core

### Cross-Cultural Women Writers code no 13601

Objectives:

Unit 1: *Wide Sargasso Sea* by Jean Rhys (Caribbean)

Unit 2: *Cry, the Peacock* by Anita Desai (Indian)

Unit 3: *Edible Woman* by Margaret Atwood (Canadian)

Unit 4: *Jasmine* by Bharathi Mukherjee (Expatriate)

Suggested Reading

- 1) Bruce King: *The West Indian Fiction*
- 2) M.K.Naik: *Critical Essays in Indian Writing in English*
- 3) Toril Moi: *Sexual/Textual Politics*
- 4) Simone De Beauvoir: *The Second Sex*

**Soft Core:**

**DALIT LITERATURE- Part I code No 13602**

- Objectives: 1. To familiarize the student with the emergence of “Dalit movement” in the context of post-Independent India.  
2. To interrogate the very concept of “Dalit” in its socio-political and cultural dynamics and how it manifests itself in literature.  
3. To make the student study Dalit autobiography as one of the distinctive genres

I Short Fiction

Unit I Objective Type

Unit II Kannada:

- 1) Devanoora Mahadeva. “Those who sold Themselves”
- 2) Aravinda Malagatti. “Copper Coin and Well Water”

Unit III Punjabi:

- Bhura Singh Kaler. “Severed Leaves”  
Prem Gorkh. “Angel and Not Demon”

Unit IV Gujarathi:

- Dalpat Chauhan. “Measure for Measure”  
Pathik Parmar. “Naked Feet”

Unit V Poetry

I Kannada

- Govindaiah. “In the Soil of Tears”  
“A letter to Father Searching for Me”

Laxmipathi Kolar. “The Bat”, Trans. M K Shankar

II Punjabi

- Gurudas Aalam. “For Freedom” (From the *Core of Untouchable’s Heart*)  
“Treatment of Untouchables”  
Manjit Quada. “A Song”

III Gujarathi

- Bipin Gohel . “To the Fading Man I Sing”  
“To a Poet at a Mushara”  
Kisan Sosa. “The Last Man on Golgotha”  
“Dousing the Fire in Heart”

Suggested Reading



D.R.Nagaraj      *The Flaming Feet*  
Eleanor Zelliott      *From Untouchable to Dalit*  
Mulk Raj Anand      *Apology for Heroism*  
Arjun Dangle      *Poisoned Bread*

### **Soft Core : Paper I**

**Title of the Paper**      **Feminism**      Code no 13606

Unit I:

Shoshona Felman;      “Women and Madness; The Critical Phallacy”

Unit II:

Elaine Showalter:      “The Female Tradition”

Unit III:

Luce Irigaray:      “This Sex which is Not One”

Unit IV:

Julia Kristeva;      “Women’s Time”

Suggested Reading:

Toril Moi:      *Sexual/Textual Politics: Feminist Literary Theory*

Mitchel Juliet (Ed) : *What is Feminism*”

Sally J Scholz : *Feminism: A Beginner’s Guide*

### **Soft Core Travel Literature**

Unit I:

Che Guevara;      “The Motorcycle Diaries”

Unit II:

Salman Rushdie:      “Jaguar Smile”

Unit III:

Pico Iyer:      “Cuba and The Night

Unit IV:

Catherine Lanigan ;      “Romancing The Stone”

Suggested Reading:

Adams, Percy G., ed. (1988). *Travel Literature Through the Ages: An Anthology*. New York and London: Garland.

Cox, Edward Godfrey (1935). *A Reference Guide To The Literature Of Travel. Including Voyages, Geographical Descriptions, Adventures, Shipwrecks and Expeditions*. Seattle: University of Washington. [Vol. 1](#)

Speake, Jennifer (2003). *Literature of Travel and Exploration: An Encyclopedia*. New York: Fitzroy Dearborn

## II SEMESTER

### PAPER- I – (HARD CORE-I) THE MODERN AGE- Part I Code No 13629

#### Objectives

- To introduce the students to the social, political and cultural milieu of the age
- To familiarize the students with the representative texts of the period.

Background:

#### UNIT – I

Post World War Scenario, Twentieth Century Social Milieu, Twentieth Century Theatre, Twentieth Century Novel, Great Economic Depression, Stream of Consciousness Postmodernism.

#### UNIT – II

D H Lawrence: *The Rainbow*

Virginia Woolf: *To the Lighthouse*

E M Forster: *A Passage to India*

Doris Lessing: *The Golden Notebook*

#### UNIT – III

Samuel Beckett: *Waiting for Godot*

John Osborne: *Look Back in Anger*

#### UNIT – IV

Virginia Woolf: “*On Modern Fiction*”

George Lukacs: “The Meaning of Contemporary Realism  
(Chapters on Kafka & Modernist Fiction)

Raymond Williams: “*When was Modernity ?*”

Suggested Reading:

1. Norton Anthology of English Literature
2. Vasudevan: *Perspectives: Selection from Modern English Prose and Fiction*

## **Paper II (Hard Core-II) - LITERARY CRITICISM-I (Code No 13622)**

### **Objectives:**

1. To facilitate students with Aristotle's Poetics and basics of literary criticism and to read and understand the basics of literary/ critical theories;
2. To equip them to read relevant theories in depth in the III Sem. and prepare them for practical criticism.

### **Unit I:**

**Origin, growth, and development of Literary Criticism,  
Various Posits and Literary Contexts  
Principles of Literary and Practical Criticism**

### **Unit II:**

1. Aristotle: *Poetics*
2. Longinus: *On the Sublime*
3. Plato on "Mimesis" from *A Short History of English Literary Criticism* by W.K. Wimsatt & Cleanth Brooks

### **Unit III:**

1. Philip Sidney : *Apologie for Poetry*
2. Samuel Johnson : *Preface to Shakespeare*
3. John O Dryden: *On Romantic Poesy*

### **Unit IV:**

1. W. Wordsworth : *Preface to Lyrical Ballads*
2. Coleridge : *Biographia Literaria* Chapters 13,14,17
3. Arnold: *The Function of Criticism at the Present Time*

### **Books for Reference and Further Reading:**

1. I.A. Richards. *Principles of Literary Criticism*
2. C.T. Indira et al. *English Literary Criticism*
3. M.S. Nagarajan. *English Literary Criticism and Theory,*
4. Vernon Hall. *A short history of literary criti*

## **PAPER- III– (HARD CORE-III) INDIAN WRITING IN ENGLISH-I Code No 13623**

### **Objectives:**

1. To introduce the students to the social, political and cultural milieu of the age
2. To familiarize the students with the representative texts of the period

### **Unit I**

Anglicists and Orientalists Debates, *Macaulay's Minute*, Rajaram Mohan Roy's *Letter to Lord Amherst*, The Rise of the Indian English Novel, Novel as a Social Act.

### **Unit II: Poetry**

1. Toru Dutt: Prahlad; Our Casurina Tree;
2. R.Tagore: Gitanjali: First five and last five poems
3. Sarojini Naidu: Coromandel Fishers, Indian Weavers
4. Aurobindo: "Savitri: Canto One"

### **Unit III: Drama**

1. Girish Karnad: *Hayavadhana*
2. Vijay Tendulkar: *Silence! The Court is in Session*
3. Mahesh Dattani: *The Final Solution*
4. Aurobindo: *Savitri* Canto-I

### **Unit III: Fiction**

1. Mulk Raj Anand: *Untouchable*
2. Raja Rao: *Kanthapura*
3. R.K. Narayan: *The Man Eater of Malgudi*

### **Unit IV: Criticism**

1. Hiriyanna: *Art Experience*: Indian Aesthetics (Chs. 1 and 2)
2. Ananda Coomaraswamy: "The Dance of Shiva"
3. Aurobindo: The Poets of Dawn -1&2 (From Future Poetry)

### **Books/Texts for Reference and Further Reading:**

K.R. Srinivasa Iyengar: *Indian Writing in English*

C.D. Narasimhaiah: "Towards an Understanding of the Species Called Indian Writing in English"

Meenakshi Mukherjee: *The Perishable Empire* Chapter on: "The Anxiety of Indianness"

## II Semester: Soft Core Papers (4 Credits)

### Option I: Caribbean Fiction and Poetry code no Code No 13624

The purpose of this paper is to introduce students to Caribbean Literature as the most vital, complex and creative branch of Commonwealth literature. In the Caribbean, the lesser availability of the ancestral past often spurs a still more intensive quest for its recovery. The writers discussed in this paper share a language, a genre, an education, an empire and its collapse. Their most significant accomplishment lies in announcing their hybrid experience, in forging aesthetic forms that embody it. The focus is on the use of literary archetypes that interweave disparate genealogies, metaphors that echo discordant cultural perspectives and genres that conjoin the disciplinary and literary forms of the coloniser with the inherited oral traditions of the colonised. The critical paradigm of hybridity is central to the analysis of Caribbean literature.

**Unit I:** Introduction to Caribbean Literature

#### **Unit II: Fiction:**

George Lamming: *Natives of My Person*  
Earl Lovelace: *The Dragon Can't Dance*

#### **Unit III: Poetry:**

Derek Walcott: Selections from *Castaway and Other Poems*

- |                     |              |                          |
|---------------------|--------------|--------------------------|
| a) The Castaway     | b) The Flock | c) Missing the Sea       |
| d) The Almond Trees | e) Veranda   | f) A Far Cry from Africa |
| g) Hawk             | h) Mass Man  | i) Adam's Song           |
| j) Parades, Parades |              |                          |

#### **Unit IV: Poetry:**

Edward Kamau Braithwaite: Selections from *The Arrivants*

- |                       |               |                  |            |               |
|-----------------------|---------------|------------------|------------|---------------|
| a) Islands and Exiles | b) The Return | c) Path- Finders | c) Arrival |               |
| d) New World          | e) Limbo      | f) Rebellion     | g) Prelude | h) Starvation |

#### **Suggested Reading:**

1. C.L.R. James. *The Black Jacobins*, Rpt Vintage Books, New York: Random House, 1963.
2. Harris, Wilson. *Tradition, The Writer and Society: Critical Essays*. London: New Beacon Publications, 1967.
3. Ramchand, Kenneth. *West Indian Novel and Its Background*. London: Faber and Faber, 1970: Heinemann, 1983.
4. Wa'Thiongo, Ngugi. *Homecoming*. London: Heinemann, 1972.
5. King, Bruce. *West Indian Literature*. London: Macmillan, 1968.
6. James, Louis. *The Island In-between*. London. OUP, 2007.
7. Idris, Hamid. *Troubling of the Waters*. San Fernando, Trinidad, West Indies, 2006. (Rpt)

## **Dalit Literature-Part II (Autobiographies) Code no 13625**

### Preamble:

In the post-independent India, Dalit Movement and Literature have merged as a significant contribution to alternate subaltern aesthetics. Postcolonial subaltern studies have also enriched the Dalit articulations in varied ways. This paper focuses on select Dalit Autobiographies which could be read as part of Autobiography as a genre.

### Objectives

1. To attune the student to understand and appreciate dalit subaltern aesthetics in Terms of the quest for identify and
2. To equip students to dismantle all hegemonic versions of aesthetics and promote a Polyphonic reading of aesthetics which could usher in a fine sense of balance in Terms of equality and fellowship.

Unit I Siddalingaiah: *Ooru-keri*

Unit II Aravinda Malagatti: *Government Brahmana*

Unit III Bama: *Karukku*

Unit IV SharanKumar Limbale: *Akkramashi*

### **Books for Further Reading:**

1. Arjun Dangle: *Poison Bread*
2. Sharankumar Limbale: *Towards an Aesthetics of Dalit Literature*
3. D.R.Nagaraj: *The Flaming Fleet*

### III SEMESTER

PAPER- I – (HARD CORE-I) THE MODERN AGE- Part II Code No 13650)

#### Objectives

- To introduce the students to the social, political and cultural milieu of the age
- To familiarize the students with the representative texts of the period.

Background:

#### UNIT – I

World Wars – I & II, Imagism, Surrealism, Symbolism, Free Verse, Existentialism, Phenomenology

#### UNIT – II

G.M. Hopkins: *The Wreck of Deutschland*, *Windhover*

W.B Yeats: *Sailing to Byzantium*, *Byzantium*, *Second Coming*, *Easter 1916*,

Thomas Hardy: *Green Slaters* (Penpethy)

*The Darkling* *Thrush*

*The Man He Killed*

*The Broken Appointment*

#### UNIT – III

T.S. Eliot – *The Wasteland*, *The Journey of the Magi*

W H Auden – *In Memory of W. B. Yeats*, *Musee des Beaux Arts*

Sylvia Plath: *The Arrival of the Bee Box*: *Lady Lazarus*

#### UNIT – IV

Dylan Thomas: *After the Funeral*, *Fern Hill*

Seamus Heaney: *Tollund Man*, *Digging*, *Casualty*

Philip Larkin: *Church Going*, *Next Please*, *Love Again*

Ted Hughes: *Thought Fox*, *Hawk Roosting*, *Full Moon and Little Frieda*

#### Suggested Reading:

1. F. R. Leavis. *New Bearings in English Poetry*
2. Faber Book of Modern Verse
3. Norton Anthology of English Literature

PAPER- II – (HARD CORE-II) INDIAN WRITING IN ENGLISH-II Code No 13642

UNIT –I

Colonization and its aftermath, Culture Vs Modernity: The Indian Context  
The Modern Indian Psyche vis a vis Indian Writing in English and in Translation,

UNIT – II

Arundathi Roy: *God of Small Things*

Amitav Ghosh: *Shadow Lines* (Partition)

Jahnavi Barua : *Next Door*

UNIT – III

Autobiography

1. M. K. Gandhi: *My Experiments with Truth*

2. Amrita Pritham: *Revenue Stamp*

3. Dom Morales: *My Sons' Father*

UNIT – IV

Gayathri Spivak: “*Can the Subaltern Speak?*”

Meenakshi Mukherjee: “*The Anxiety of Indianness*”

Aijaz Ahamed: “Introduction” to *In Theory*

SUGGESTED READING:

1. K R Srinivasa Iyengar – *Indian Writing in English*
2. M. K Naik – *Critical Essays in Indian Writing in English*
3. Ramakrishnan E V- *Locating Indian Literature*
4. A K Mehrotra (ed) : *A Concise History of Indian Literature in English,*
5. Saleem Peeradina (ed); *Contemporary Indian Poetry in English*
6. Makarand Paranjape (ed)- *Indian Poetry in English*
7. Girish Karnad – *Fire and Rain*



**PAPER- III – (HARD CORE-III) NEW LITERATURES IN ENGLISH Code No 13643**

**UNIT 1**

Philosophy and Aesthetics of Commonwealth Literature, paradigm shifts from commonwealth to New Literatures,

**UNIT II- African Literature**

Chinua Achebe : *Arrow of God*

Ngugi Wa Thiongo : *Homecoming* Part-II

(a) The Writer and His Past

(b) The Writer in a Changing Society

Wole Soyinka- : *The Lion and the Jewel*

1) Denis Brutus- 1) At the Funeral, If This Life is All That We Have

2) David Diop- Africa, Vultures

3) Gabriel Okara: Piano and Drums. The Call of the River Nun

**UNIT III- Canadian and Australian Literature**

Margaret Atwood: *Surfacing*

Northrop Frye : “Conclusion” to *Literary History of Canada*

AJM Smith: The Lonely Land

E.J. Pratt: The Dying Eagle

Patrick White: *The Tree of Man*

Judith Wright: *Preoccupations in Australian Poetry* (Chapter 13 on A.D. Hope)

Judith Wright: Woman to Man,

A.D. Hope: Australia

**UNIT IV- Caribbean Literature**

V S Naipaul : A House for Mr.Biswas

Wilson Harris : Tradition and the West Indian Novel

Derek Walcott: Almond Trees, A Far Cry from Africa,Mass Man,Missing the Sea

Braithwaite: Starvation, Blues, Caliban, Thirst

### **Books/Texts for Reference and Further Reading**

1. Anna Rutherford Commonwealth
2. Oxford Companion to Canadian Literature
3. Macaulay *A Map of Australian Verse*
4. Arnold *Companion to Postcolonial Literature*
5. Helen Tiffin et al. *The Empire Writes Back*
6. *Oxford Companion to African Lite*

### *SOFT CORE*

#### **Nobel Laureates**

- 1) Rabindranath Tagore: *Gora*
- 2) Toni Morrison: *Tar Baby*
- 3) Nadine Gordimen: *Bergher's Daughter*
- 4) Saul Bellow: *Henderson the Rain king*

## **FOLKLORE AND LITERATURE Code No 13646**

Objectives: 1) To familiarize the students with the theories of folklore

2) To familiarize the students with inter-disciplinary nature of the study of folklore

3) To facilitate the students to develop interpretative skills to analyse folktales on their

Own borrowing tools from varied disciplines such as literature, Psychology, Folklore and

Myth analysis.

UNIT 1: 1) A.K.Ramanujan: Who needs Folklore?

2) The Prince who married his own left half.

Unit II 1) Four functions of folklore William R Bascom

2) Epic laws of folk-narrative Axel Olrik

Unit III 1) Folklore and the student of Literature: Archer Taylor

2) Psycho analysis and Folklore Euner Jones.

Unit IV: 1) The star husband tale Stith Thompson

2) Cheluvu Girish Karnad

Suggested Reading:

1. Kaven Armstrong  
A short History of Myth Perspective Bopoks, India 2005
2. A.K.Ramanujan  
Collected Essays (Ed. Vinay Dhawadkar)  
New Delhi, OUP, 2004
3. Leach, Maria (Ed)  
Standard Dictionary of Folklore, Myth and Legends  
Funk and Wagnalls, New York 1972

## IV SEMESTER

### PAPER- I – (HARD CORE-I) LITERARY CRITICISM-II Code No 13661

#### Objectives

1. To facilitate students who are already familiar with Aristotle's Poetics and basics of literary criticism (completed in the I Sem.) to read and understand the basics of the cross-disciplinary dimensions of modern/contemporary critical theories;
2. To equip them to read relevant theories in depth in the III Sem. and prepare them for practical criticism.

#### Unit I

Russian Formalism, Psychoanalysis, Structuralism, Deconstruction, Postcolonialism, Phenomenology and certain other forms of Hermeneutics. The Archetypes of Literature' Marx, Nietzsche, Freud, Gramsci

#### Unit II:

1. T.S. Eliot: Tradition and Individual Talent
2. F.R. Leavis: Literature and Society, Tragedy and the Medium (From The Common Pursuit)

#### Unit III:

1. C. Jung: 'Psychology and Literature'
2. N. Frye: Archetypes of Literature
3. G. Genette: 'Structuralism and Literary Criticism'
4. J. Derrida: 'Structure, Sign, and Play in the Discourse of Human Sciences'

#### Unit IV:

1. Elaine Showalter: Towards a Feminist Poetics
2. Helene Cixous: The Laugh of the Medusa

#### Books for Reference and Further Reading:

- Eagleton, Terry. *Theory – An Introduction*  
Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*  
Belsey, Catherine. *Critical Practice*  
Culler, Jonathan. *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*  
Newton, K.M. *Twentieth Century Literary Theory: A Reade*

## **PAPER- II – (HARD CORE-II) AMERICAN LITERATURE Code No 13662**

### **Objectives**

- To introduce the students to American Social, Political and Cultural temper
- To familiarize the students with the representative Poets and Prose Pieces of the period.

### **UNIT –I**

American Renaissance, Journey as Metaphor, Westward Movement, Transcendentalism.

### **UNIT-II**

1. Thoreau from *Walden* (Chapters on “Economy” ; “Where I lived and What I lived for”)
2. Frederick Douglas: Narrative of the life of an American slave
3. Emily Dickinson: (a) “There is a certain slant of light”  
(b) “ The soul selects her own society”  
( c) “ I heard a fly buzz when I died”
4. Wallace Stevens a) “Sunday Morning”  
b) “ Anecdote of the Jar”
5. Langston Hughes a) “Theme for English B”  
b) “Harlem”  
c) “Blues”
6. Robert Frost a) “Mending wall”  
b) “The Road not Taken”

### **UNIT-III Fiction**

1. Mark Twain: Huckleberry Finn
2. Tony Morrison: Song of Solmon

### **UNIT IV Drama**

- a) Arthur Miller: The crucible
- b) Tennessee Williams: The Glass Menagrie
- c) Edward Albee: The Zoo story

### **Suggested Reading:**

Norton Anthology of American Literature  
Richard J Gray. *A History of American Literature*  
The Cambridge History of American Literature. Vol 1to 4

**EUROPEAN CLASSICS Code No 13663**

**Unit 1:** Introduction to Spanish, French, German and Russian Literatures of the 19<sup>th</sup> and 20<sup>th</sup> Century: a. Political , b. Cultural c. Philosophical d. Social with special reference to the authors in the syllabus

**Unit II:** Gustavo Flaubert: Madam Bovary

**Unit III:** a) Kafka : Metamorphosis

b) Cervantes: Don Quixote

**Unit IV:** Dostoevsky: Crime and Punishment

Soft core **MYTH AND DRAMA-II** Code no

OBJECTIVES:

- (1) To familiarize the students with nuances of Myths and Mythologies.
- (2) To familiarize the students with the relationship between Myth and folklore.
- (3) To facilitate the students to develop skills to independently interpret Myths and folklore.

UNIT I

- (1) Myth and Meaning- Levi-Strauss
- (2) Folklore and Anthropology-William Bascom

UNIT II

- (1) The Eclipse of Solar Mythology - Richard M Dorson
- (2) The Three bears- E.D.Philips

UNIT III

- (1) 300 Ramanayanas- A.K.Ramanujan
- (2) Sangya-Balya: Betrayal- Rayappa Pattar

UNIT IV

- (1) The Fire and the Rain- Girish Karnad
- (2) On Folk Mythologies and Folk Puranas- A.K.Ramanujan

Suggested Reading

1. Kaven Armstrong  
*A Short History of Myth*  
A.K.Ramanujan  
*Collected Essays* (Ed. Vinay Dharwadkar)
2. Leach, Maria (Ed)  
*Standard Dictionary of Folklore, Myth and Legends*

## **Soft Core Canada and the World**

Prescribed Texts

Unit I

Fred Wah: *“Diamond Grill”*

Unit II

Janice Kulyk Keiffer: *“The Green Library”*

Unit III

Shani Motoo: *“Cereus Blooms at Night”*

Unit IV

W.D Valgardson: *“God is not a Fish Inspector”*

Suggested Reading

Marino Tuzi: *The Power of Allegiances: Identity, Culture and representational Strategies*

Desmond Morton: *A Short history of Canada*



## **THIRD SEMESTER OPEN ELECTIVE**

### **AN INTRODUCTION TO ENGLISH LITERATURE**

#### POETRY

1. Shakespeare: *“Let me not to the marriage*
2. John Donne : *Good Morrow*
3. John Dryden : *Alexander’s Feast*
4. William Blake : *Tyger*
5. A.K.Ramanujam: *Striders*
6. Judith Wright : *Woman to Man*
7. John Keats : *Ode to Autumn*
8. Wole Soyinka : *Telephone Conversation*
9. Derek Walcott : *A Far cry from Africa*

#### DRAMA

1. Arthur Miller : *Death of a Salesman*

#### FICTION

##### ANIMAL FARM

##### SHORT STORIES

1. Chekov : *Sorrow*
2. Hemingway : *The snows of Kilimanjaro*
3. James Joyce : *Dubliners*
4. Ismat Chughtai : *The Veil*
5. Camin : *The Renegade*
6. Gogol : *Overcoat*

## **SECOND SEMESTER**

***Title: Written and Spoken English Part I(one)***

***Unit I Basic Oral Communication***

***A. Articulation of words***

***B. Asking and answering techniques/conversational skill.***

***C. Greetings/invitations/suggestions apologies/social and plans***

***Unit II Grammar***

***A. Word building***

***B. Verbs/Tenses/subject verb agreement***

***C. Adjectives/adverbs/Prepositions conjunctions***

***D. Direct/Indirect speech (Reported speech)***

***E. Active and Passive voice***

***Unit III Speaking skills***

***A. Introducing one to author/introducing oneself to the group***

***B. Presentation of ideas***

***C. Interviews***

***D. Group Discussions***

***Unit IV Reading skills***

***A. Skimming/Scanning***

***B. Loud Reading/Silent Reading, Practice***

***C. Reading techniques Note making***

***D. Reading Comprehension***

### **THIRD SEMESTER**

***Title: Written and Spoken English Part II***

***Unit I Writing Skills-I (One)***

***A. Sentence formation through substitution tables/Principles of generative Grammar.***

***B. Paraphrasing***

***C. Letter Writing***

***D. Social Letters/Business Letters/Letters to the Press***

***Unit II Writing skills-II***

***A. The topic of effective writing***

***B. Applying for a course***

***C. Punctuating a sentence***

***D. The right use of the definite article***

***Unit III Writing skills-III***

***A. Generating ideas through pre-writing***

***B. Narration, disruption, argument, exposition***

***C. Why is English irregular or Awkward ?***

***Reference: Write it Right: A handbook for students by John Peek and Martin Layle***

***WY: Palgrave Macmillan 2005***

