

**TEZPUR UNIVERSITY
DEPT OF ENGLISH LANGUAGES**

**COURSES AND SYLLABI FOR ENGLISH MAJOR OF THE INTEGRATED M.A. (ENGLISH)
PROGRAMME**

Total credit to be completed for award of the degree B.A. (English major): 110

Credits in English Major: 64

CBCT:12

Credits in Pass subjects: 34

Total credit to be completed for award of the degree Integrated M.A. (English): 186

Credits in the remaining four semesters (VII, VIII, IX, X) including CBCT: 76

COURSE STRUCTURE

Semester I Total credits 7

Course Code	Course Name	L-T-P	CH	CR	Course Type	Skill Based Course
						Yes/No
EG 111	Reading Literature	3-1-0	4	4	Foundation course	Yes
EG 112	English for Communication	2-1-0	3	3	Foundation Course	Yes

Semester II Total credits 7

Course Code	Course Name	L-T-P	CH	CR	Course Type	Skill Based Course
						Yes/No
EG 113	History of English Literature	3-1-0	4	4	Core	No
EG 114	English Poetry I: Chaucer to Dryden	2-1-0	3	3	Core	No

Semester III Total credits 11+3=14

Course Code	Course Name	L-T-P	CH	CR	Course Type	Skill Based Course
						Yes/No
EG 211	British Drama I: Beginning to Shakespeare	3-1-0	4	4	Core	No
EG 212	English Fiction I	2-1-0	3	3	Core	No
EG 213	English Poetry II: Pope to the Romantics	3-1-0	4	4	Core	No
	Open Elective			3		

Semester IV Total credits 12+3=15

Course Code	Course Name	L-T-P	CH	CR	Course Type	Skill Based Course
						Yes/No
EG 214	Literary Criticism I	3-1-0	4	4	Core	No
EG 215	Drama II: Jacobean to Eighteenth Century	3-1-0	4	4	Core	No
EG 216	Fiction II: Victorian and Modern	3-1-0	4	4	Core	No
	Open Elective			3		

Semester V Total credits 16+3=19

Course Code	Course Name	L-T-P	CH	CR	Course Type	Skill Based Course
						Yes/No
EG 311	Poetry III: Victorian and Modern	3-1-0	4	4	Core	No
EG 312	Non-fictional Prose	3-1-0	4	4	Core	No
EG 313	Drama III: Shaw to Beckett	3-1-0	4	4	Core	No
EG 314	Phonetics of English and	3-1-0	4	4	Core	Yes
	Open Elective			3		

Semester VI Total credits 11+3=14 (One of EG 317 and EG 318)

Course Code	Course Name	L-T-P	CH	CR	Course Type	Skill Based Course
						Yes/No
EG 315	Literary Criticism II	3-1-0	4	4	Core	No
EG 316	Introduction to Postcolonial literature	3-1-0	4	4	Core	No
EG 317	Introduction to Children's Literature	2-1-0	3	3	Elective	No
EG 318	Introduction to South Asian Writing	2-1-0	3	3	Elective	No
	Open Elective			3		

**Detailed Syllabi
Objectives of the Major Courses in English**

The main objective of the major courses, which forms an integral component of the integrated B.A. B.Ed and the integrated M.A. programmes in English, is to equip the students with basic linguistic and literary skills to be developed through guided and independent reading of important and interesting texts and competence in the language so that on completion of the programme they may either take up any teaching assignment with greater confidence, or continue advanced (postgraduate) study in the subject with greater motivation and clearer focus.

SEMESTER I***Foundation course*****EG 111 Reading Literature****3 1 0 4 4**

The course aims at familiarizing the students with the nature of literature and literary studies. The students are expected to understand the characteristics and functions of different literary genres. They will also acquire the skills of reading and appreciating literary works (mostly in extracts) and speaking and writing about them.

Unit A

Language and Literature—introduction

Unit B

Introduction to literary studies—nature and purpose; the notion of canon; the rise of English

Unit C

Types: Poetry-sub-genres of poetry: lyric, sonnet, elegy, satire ode, epic poetry.

Types : Drama- characteristics and components, sub-genres : tragedy, comedy, tragic-comedy, farce

Unit D

Fiction- narrative, theme, plot, character, point of view, sub-genres- picaresque, historical, gothic, realistic; mixing of genres
Introduction to Criticism

Unit E

Reading literary texts (extracts), and talking and writing about them

Textbooks (extracts, selections from)

Pickering, James H. and Jeffrey D.Hoepfer., editors. (1998). *Literature*. Macmillan, New York.
Abrams, M H. and G.Harpham. (2009). *A Glossary of Literary Terms*.Wadsworth Publishing, Boston, 9th edition.

Reference books

Fowler, A. (2000).*Kinds of Literature.An Introduction to the Theory of Genres and Modes*. Clarendon Press, Oxford.
Childs, Peter and Roger Fowler., editors. (2009).*The Routledge Dictionary of Literary Terms*. Routledge, London.

Foundation course-Skill based

EG 112 English for Communication

2 1 0 2 3

The course aims at achieving the following:

1. To develop overall proficiency in English with a view to enabling the students to use English for communication and for study purposes;
2. To develop the student's interactive skills by developing their ability to listen to spoken English -both for formal as in class lectures and informal as in face to face interactive situations- with a high degree understanding, and helping them to speak English with a reasonable degree of fluency and with an acceptable pronunciation of the sounds of English;
3. To develop the student's ability to read English-texts-both of scientific and non-scientific nature silently with a high degree of comprehension;
4. To develop the student's skill of writing short paragraphs, formal and informal letters, curriculum vitae/resume, applications of various types, study notes, summary and other kinds of writing by using appropriate sentences and words-both scientific and non-scientific.

Course content and activities

A. Oral Communicative Activities

Information transfer activities: Pair and group works involving transfer of information: describing pictures, interpreting diagrams, gleaning information from different types of written materials including articles etc. and talking about them; taking part in formal seminar presentation and group discussion.

B. Reading

Reading and comprehension: global and local comprehension, drawing inferences.

Materials: Stories and essays (preferably a collection of comparatively short essays on scientific, interestingly written topics, biographical/autobiographical writings, short stories- adventure and scientific fiction, and shorter poems).

Reading silently in class followed by short comprehension questions, brief writing exercises, summaries in brief, personal responses (not typical question-answer type)- both oral and written. Reading material from Internet and talking and writing about them; reading scientific

reports, literary writings, articles collected from newspapers and magazines, Internet etc. and writing notes etc on them.

C. Writing

Preparing reports, project proposals. Writing applications of various types and for various purposes, curriculum vitae/resume, letters to the editors, letters to various agencies. Writing short notes on article/reports that had been read, notes on lectures (talks-radio/TV/audio, video cassettes), opinions on discussions/letters heard, notice both formal and informal/friendly, notes to inform others etc., interpreting pictures, advertisements, visuals (video, TV etc.) and writing briefly about them.

D. Vocabulary and grammar

Discussion on the following before and/or after the activities mentioned in A, B and C above.

Structure of simple sentences; Agreement of verb and subject; use of adverbials; Tenses, Use of passive in scientific discourse, various types of questions, direct and indirect narration, Articles, Prepositions, English modal verbs, Errors in the use of individual words.

Textbook

For Science students

Sharma, S. and B. Mishra (2009). *Communication Skills for Engineers and Scientists*. PHI, New Delhi.

For all students

Wood, F. T. (2010). *A Remedial English Grammar for Foreign Students*. Macmillan, Delhi.

Reference books

Greenbaum, Sidney.(2005).*Oxford English Grammar*. Oxford University Press, New Delhi.

Kenneth, Anderson, Tony Lynch, and Joan Mac Lean.(2008).*Study Speaking*.CUP, New Delhi.

Lynch, Tony.(2008).*Study Listening*. CUP, New Delhi.

Thomson and Martinet.(2008).*A Practical English Grammar*. Oxford ELBS, Delhi.

SEMESTER II

EG 113 History of English Literature I

3 1 0 4 4

The aim of this course is to acquaint students with developments in English literature from the Anglo-Saxon period to the twentieth century. Apart from important developments in the social, political and literary spheres, key texts, authors and literary trends would be identified for study.

Unit A

Anglo-Saxon Period

Anglo-Norman Period

The Age of Chaucer

Unit B

From The Renaissance to the Puritan Age

Unit C

From the Restoration to the Revival of Romanticism

Unit D

Victorian Period: social, historical and intellectual background

Victorian Poetry and novel with special reference to the works of the major writers

Unit E

Twentieth century: social and historical backgrounds; impact of modernism; the rise of English; developments in poetry, fiction and criticism

Textbooks

Carter, Ronald and John McRae. (2001). *The Routledge History of Literature in English*.

Routledge, London.

Peck, John and Martin Coyle.(2007).*A Brief History of English Literature*. Palgrave

Macmillan, London.

Trevelyan. G. M. (1992 [2009]).*English Social History*. Penguin, London.

Reference book

Birch, Dorah and Katy Hooper. (2012). *The Concise Oxford Companion to English Literature*.

Oxford University Press, Oxford.

EG 114 English Poetry I :Chaucer to Dryden

2 1 0 3 3

The course aims at familiarizing the students with the English poetic tradition, making them read some representative texts and respond to them.

Unit A

Historical and literary context

Unit B

Geoffrey Chaucer: "Prologue" to *The Canterbury Tales*. (Ed. F .Robinson, OUP)

Unit C

Shakespeare: Sonnets XII ('When I do count the clock that tells the time'); XVIII ('Shall I compare thee to a summer's day?'); CXXX ('My mistresses' eyes are nothing like the sun')

Unit D

Milton: *Paradise Lost* (selections from Book 1/ "When I consider how my light is spent" and "On the late massacre in Piedmont")

John Donne: "The Sun Rising", "A Valediction Forbidding Mourning", "Death Be Not Proud"

Andrew Marvell: "The Garden"

George Herbert: "The Pulley", "Virtue"

Unit E

John Dryden: *MacFlecknoe*

Reference books

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

Kolve, V.A. and G. Olson.eds. (2005).*The Canterbury Tales*. Norton Critical edition, W. W.

Norton & Co., New York. 2nd Edition.

Ferguson, Margaret, et al. ed. (2005). *The Norton Anthology of Poetry*. W.W. Norton &

Company, New York, 5th Edition.

SEMESTER III

EG 211 British Drama I: Beginning to Shakespeare

3 1 0 4 4

The course aims at acquainting the students with the development of English drama along with intellectual and social background. The students will acquire first hand knowledge of some important dramatic works produced during the period.

UNIT A

Historical and Social Contexts

UNIT B

Marlowe: *Doctor Faustus*

UNIT C

Shakespeare: *Othello/Macbeth/ King Lear*

UNIT D

Shakespeare: *As You Like It/ Romeo and Juliet/ The Tempest*

Reference books

McEachern, Claire, editor. (2003). *The Cambridge Companion to Shakespearean Tragedy*. CUP, Cambridge.

Mangan, Michael. (2003). *A Preface to Shakespeare's Comedies, 1594--1603*. Pearson Education, New Delhi.

EG 212 English Fiction I

2 1 0 3 3

The course introduces the students to English fiction, making them read a number of key texts and understand the context in which the fiction in English developed.

Unit A

Historical and Literary Context: Late 17th and Early 18th century Print Culture, Reading Public, Debates/Issues on the rise of the novel

Key concepts: The Novel and the Romance/the Epic, Realism and the Novel.

Unit B

Aphra Behn: *Oroonoko*

Unit C

Daniel Defoe: *Robinson Crusoe/ Moll Flanders*

Unit D

Henry Fielding: *Joseph Andrews*

Or

Jonathan Swift: *Gulliver's Travels* (Bk 4)

Unit E

Jane Austen: *Pride and Prejudice/Emma*

*Standard editions (OUP/Norton) of these texts

Reference Books

Armstrong, Nancy. (1989). *Desire and Domestic Fiction: A Political History of the Novel*. OUP, Oxford.

Azim, Firdaus. (2002). *The Colonial Rise of the Novel*. Taylor and Francis, London.

Eagleton, Terry. (2004). *The English Novel: An Introduction*. Wiley Blackwell, London.

Kettle, Arnold. (2016). *An Introduction to the English Novel*. Vol. I. Rev. Ed. Routledge, New York.

Watt, Ian. (2000). "The Rise of the Novel: Studies in Defoe, Richardson, and Fielding." In Mackeen, Michael ed. *The Theory of the Novel: A Historical Approach*. John Hopkins UP, Baltimore and London.

EG 213 English Poetry II: Pope to the Romantics

3 1 0 4 4

The objective of the course is to familiarize the students with the representations in literature of an age of revolutions and change. It will deal with the Augustan age and its literary genres and the advent of Romanticism as a literary revolution.

Unit A

Historical and literary context

Unit B

Alexander Pope: *The Rape of the Lock*, Canto 1

Thomas Gray: "Elegy Written in a Country Churchyard"

Unit C

William Blake: Select Poems (Songs of Innocence and Experience)

Unit D

William Wordsworth: "A slumber did my spirit seal", "I travelled among unknown men", "She dwelt among the untrodden ways" "The world is too much with us"

ST Coleridge: "The Rime of the Ancient Mariner"

Unit E

PB Shelley: "Ode to the West Wind" / "To a Skylark"

John Keats: "The Eve of Saint Agnes" / "To Autumn"

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

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

Day, Aidan. (1996). *Romanticism*. Routledge, London.

Prickett, Stephen. (ed) (1981). *The Romantics*. Methuen & Co, London.

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

Hobsbawm, E. J. (1996). *The Age of Revolutions: 1789 – 1848*. Vintage Books, New York.

SEMESTER IV

EG 214 Literary Criticism I

3 1 0 4 4

This Course seeks to introduce the students to the tradition of Western Literary Criticism from Plato to Leavis. The Course requires engagement with texts as well as ideas in order to train the students to identify recurring critical ideas and their variations. The selections are primarily meant to guide the students through several centuries of critical writing. This Course has to be read in conjunction with a companion course in Twentieth Century Criticism in a following Semester.

Unit A

Plato Philosopher Kings

Aristotle from *Poetics*

Unit B

Longinus *On the Sublime*

Horace from *Ars Poetica*

Unit C

Dryden, *Essay on Dramatic Poesy*;

Johnson (Life of Cowley/ Life of Milton)

Unit D

Coleridge *Biographia Literaria* XIII-XIV;

Wordsworth "Preface" to *Lyrical Ballads*

Unit E

Arnold "The Study of Poetry"

Leavis "Criticism in the University"

Textbook

Enright, DJ and Ernst de Chickera. (2012). *English Critical Texts*. OUP, New Delhi.

Reference Book

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

EG 215 Drama II (Jacobean to Eighteenth Century)

3 1 0 4 4

The course aims at familiarizing the students with the dramatic works of the period, helping them to understand how the various forces led to the development of different kinds of drama till the eighteenth century.

Unit A

Historical and social context: Puritan Age and the Influence of the Church on literature-- Closing of theatre – Interregnum --The Restoration -- Women on stage

Unit B

Ben Jonson: *Volpone /Every Man in His Humour*

Unit C

John Webster: *The Duchess of Malfi/ The White Devil*

Unit D

William Congreve: *The Way of the World*

Unit E

Oliver Goldsmith: *She Stoops to Conquer /* RB Sheridan: *The Rivals*

Text Books

Jonson, Ben. (1999). *Volpone*. Manchester UP, Manchester.

Webster, John. (2008). *The Duchess of Malfi*. OUP, New York, Oxford Students' Text.

Behn, Aphra.(1995). *The Rover and Other Plays*. Oxford UP, New York,

Congreve, William.(2006).*The Way of the World and Other Plays*. Penguin, London.

Goldsmith, Oliver. (2013). *She Stoops to Conquer*. OUP. Oxford.

Sheridan, Richard Brinsley.(2012). *The Rivals*. OUP, Oxford.

Reference books

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

Lynch, Kathleen M. (1965). *The Social Mode of Restoration Comedy*. Biblo and Tannen, New York, 1998 Edition.

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

EG 216 English Fiction II : Victorian and Modern

3 1 0 4 4

This course introduces the students to the diversity of English fictional writings, making them read some important texts and respond to them .

Unit A

Historical and social context: The Victorian Age, Science and Literature, Industrialization, Age of the Novel, Kinds of Fiction written. Victorian Period as the Age of Reforms, City of London and the novel, Colonialism and the novel, Edwardian and Georgian period, Modernism, Psychology and the novel and Stream of Consciousness.

Unit B

Charles Dickens: *David Copperfield*/*A Tale of Two Cities*/*Great Expectations*, Penguin

Unit C

Arthur Conan Doyle: "The Adventure of the Blue Carbuncle"/ Collins: "A Terribly Strange Bed"
George Eliot: *The Mill on the Floss*, Penguin

Unit D

Thomas Hardy: *Tess of the d'Urbervilles*/*The Mayor of Casterbridge*, Penguin

Unit E

Virginia Woolf: *To the Lighthouse*, Penguin

OR

D. H Lawrence: *Sons and Lovers*, Penguin

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.

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.

SEMESTER V

EG 311 Poetry III : Victorian and Modern

3 1 0 4 4

The course aims at acquainting the students with the development of English poetry from the Victorian period to the early modern period along with the social, political and intellectual background. The students are expected to acquire first hand knowledge of some major works of the period and also train themselves to respond critically.

Unit A

Historical, social and intellectual context

Unit B

Tennyson: "The Lotus Eaters"/ "The Lady of Shallot"

Browning: "My Last Duchess"/ "Porphyria's Lover"

Christina Rossetti: "Goblin Market"

Unit C

Arnold: "Dover Beach"/ "Sohrab and Rustom" (Selections)/ "The Scholar Gypsy"/ "To Marguerite"

Hardy: "The Darkling Thrush"/ "Drummer Hodge"

Owen: "The Send-Off"/ "Futility"

Isaac Rosenberg: "Break of Day in the Trenches"

Unit D

Yeats: "Among school children" / "Leda and the Swan" / "Wild Swans at Coole"

Eliot: "The Love Song of J Alfred Prufrock"/ "Marina"
Auden: "Watch Any Day", "Our Hunting Fathers", "If I Could Tell You"

Unit E (Selections--any two)

Thomas: "Poem in October"

Larkin: "Toads," "Next Please," "Best Society"

Hughes: "Pike," "River in March," "Daffodils"

Gunn: "The Nature of an Action," "Considering the Snail"

Heaney: "Death of a Naturalist," "Blackberry Picking," "Follower"

Text Books

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

Armstrong, J. (1993). *Victorian Poetry, Poetics and Politics*.Routledge, London.

Houghton, W.E. (1963). *The Victorian Frame of Mind: 1830- 1870*. Yale University Press, New Edition.

Gilmour, Robin. (1994).*The Victorian Period: The Intellectual and the Cultural Context of English Literature, 1830 – 1890*. Longman, London.

EG 312: Non-fictional Prose

3 1 0 4 4

The course aims to acquaint the students with the development of English prose and to enable them to read and respond to important prose works.

UNIT A

Genesis (Bible, King James Version)

Francis Bacon: selected essays

UNIT B

Addison (from Norton Anthology: The Restoration and the Eighteen Century)

Steele (from Norton Anthology: The Restoration and the Eighteen Century)

UNIT C

Lamb/Hazlitt (from Norton Anthology: The Romantic Period)

Mary Wollstonecraft/Thomas de Quincey "Confessions of an English Opium Eater" (from Norton Anthology: The Romantic Period)

UNIT D

Carlyle: Selections from "The Hero as Poet" (*Heroes and Hero-Worship*)/Arnold: Selections from "Hellenism and Hebraism" (*Culture and Anarchy*) / Newman: Selections from *The Idea of a University*

UNIT E

Walter Pater: Selections from (Norton Anthology: The Victorian Age)

Virginia Woolf, "Modern Fiction" (from Norton Anthology: The Twentieth Century and After)

Text Books

Chaudhuri, Sukanta. (1999). *Bacon: A Selection*. OUP, Delhi.

Greenblatt, Stephen, editor. (2012).*The Norton Anthology of English Literature*. Norton: New York.

The course aims at acquainting the students with the development of British drama in the twentieth century and familiarizing them with various forms of drama produced in different historical contexts.

Unit A

Historical and social contexts of twentieth century British drama: impact of Ibsen; realism, naturalism and expressionism, and British drama; post-War European scenario and non-realist drama.

Unit B

G.B.Shaw: *Pygmalion*

Or

J.M.Synge: *Riders to the Sea*

Unit C

T. S. Eliot: *Murder in the Cathedral*

UNIT D

John Osborne: *Look Back in Anger*

UNIT E:

Samuel Beckett: *Waiting for Godot*

Reference books

- Brown, John Russell (2000). *Modern British Dramatists*. Prentice- Hall, New Delhi
- Esslin, Martin. (2013) *The Theatre of the Absurd*. Bloomsbury Methuen, London.
- Innes, Christopher.(2002).*Modern British Drama: The Twentieth Century*. Cambridge University Press, Cambridge.
- Sternlicht, Sanford. (2004). *A Reader's Guide to Modern British Drama*. Syracuse University Press, Syracuse.

EG 314 Phonetics of English and ELT (Core Skill based course)

The course aims at enabling the students to acquire practical knowledge of the Phonetics of English and exposing them to basic theories and practices of learning and teaching English as a second language.

Unit A

Basic difference between grammatical features of English and Indian languages

General Phonetics and Phonology: Basic concepts

Structural Phonology; Segmental and Supra-Segmental Features

Unit B

Production of Speech sounds of English

Practice: Difficult sounds; Intonation; Juncture; Phonemic & Phonetic Transcription

Standards of Pronunciation and Implications for teaching/learning

Unit C

Language learning: what it involves

Acquiring Mother Tongue (L1)

Learning a Second language-processes, problems and strategies

Unit D

Developing Language Skills
Teaching reading and writing skills

Unit E
Developing Academic Skills—
Literature and language, grammar and usage

Textbooks

Balasubramanian, T. (2009). *A Textbook of English Phonetics for Indian Students*. Macmillan, Chennai.
Sarma, Madan M. and Mohapatra, D. (2015). *How to Teach English: A Resource Book for Teachers and Teacher Educators*. Bhabani Print & Publications, Guwahati.
Greenbaum, Sidney. (2005). *Oxford English Grammar*. Oxford University Press, New Delhi, Indian Edition.

Reference books

Nunan, David. (2015). *Teaching English to Speakers of Other Languages: An Introduction*. Routledge, New York and London.
Vyas, M.A. and Patel, Y.L. Eds. (2015) *Teaching English as a Second Language: A New Pedagogy for a New Century*, Prentice-Hall India, New Delhi.
Yule, George. (2010). *The Study of Language*. Cambridge University Press, Cambridge.

EG 315 Literary Criticism II

3 1 0 4 4

This Course introduces students to some of the major ideas in Twentieth Century.

T. S. Eliot, "Frontiers of Criticism" / "Tradition and the Individual Talent"
Mark Schorer. "Technique as Discovery,"
Raymond Williams. "The Romantic Artist,"
Roland Barthes "Death of the Author"
Edward Said "Jane Austen and Empire" from *Culture and Imperialism*
Jonathan Bate "The Ode 'To Autumn' as Ecosystem"
Northrop Frye: Selection from *Anatomy of Criticism*

Textbooks:

Handy, William J. and Max Westbrook. (2010). *Twentieth Century Criticism: The Major Statements*.
Lodge, David. (2000). *Twentieth Century Literary Criticism*.

Reference Books:

Abrams, M. H. and Harpham, G.G. (2015). *A Glossary of Literary Terms*. Cengage Learning, New Delhi. 11th Edition.
Barry, Peter. (2014). *Beginning Theory*. Manchester UP, Manchester, 3rd Edition. Columbia UP, New York.

EG 316 Introduction to Postcolonial literature (Core course)

3 1 0 4 4

This course makes an attempt to familiarize the students with the key ideas of postcolonialism by making them read select postcolonial texts from different parts of the world.

Unit A

Historical and Social Background: Understanding Postcolonialism

Unit B: African Writing in English

Chinua Achebe: *Man of the People*

Okot p'Bitek: Part I from *Song of Lawino*
Wole Soyinka: "Telephone Conversation"

Unit C: Australia, New Zealand and Canadian

Henry Lawson: "The Drover's Wife"
A.D Hope: "Australia" / Oodergoo Noonuccal: "We are going"
Alice Munroe: "The Moons of Jupiter"

Unit D: Indian Writing in English

Raja Rao: *Kanthapura*
Toru Dutt: "Our Casaurina Tree" / "Baugmaree"
Nissim Ezekiel: "Night of the Scorpion"
U. R Ananathamurthy: Selections from *Samskara* (Translated)

Unit E: Caribbean

Jean Rhys: *Wide Sargasso Sea*
Derek Walcott: "Ruins of a Great House" / Jamaica Kincaid: "In the Night"

Books Recommended:

Achebe, Chinua. (2001). *A Man of the People*. Penguin UK, London.
Rhys, Jean. (2000). *Wide Sargasso Sea*. Penguin UK, London.
Thieme, John, editor. (1996). *The Arnold Anthology of Post-Colonial Literatures in English*.
Arnold, London and New York.

Elective Courses (Any one)

EG 317 Introduction to Children's Literature

2 1 0 3 3

This course introduces the students to Children's literature produced in different historical periods and locations.

UNIT A:

Historical and Social Background: Introduce the idea of children's literature and problematize it, background of the idea of the child/ children's literature beginning from Plato up to Rousseau, changing concept of the idea of the child up to the 18th century.

UNIT B:

Mrs. Sherwood: *The History of the Fairchild Family*
OR

Charles Kingsley: *The Water Babies*

UNIT C:

Lewis Carroll: *Alice in Wonderland*

UNIT D:

Anna Sewell: *Black Beauty*
OR

Rudyard Kipling: *Stalky & Co. / The Jungle Book*
OR

J. M Barrie: *Peter Pan*

UNIT E: (Any two)

Kalpish Ratna: *Nyagarodha: The Ficus Chronicles*
OR

Sukanta Chaudhuri: *The Oxford India Illustrated Children's Tagore/ Abol Tabol*

OR

Lakshminath Bezbaruah: Selections from *Burhi Air Xadhu* (Translations)

Books Recommended

Barrie, J. M. (2015). *Peter and Wendy and Peter in Kensington*. Penguin, New York.

Burnett, Frances Hodgson. (2006). *The Secret Garden*. Norton, New York and London, Norton Critical Editions.

Carroll, Lewis. (1998). *Alice's Adventures in Wonderland*. Penguin, London.

Kingsley, Charles. (2008). *The Water Babies*. Penguin, London, Penguin Classics.

Kipling, Rudyard. (1899). *Stalky and Co*. OUP, Oxford World's Classics 2009 edition.

Kipling, Rudyard. (2004). *The Jungle Book*. Norton, New York and London, Norton Critical Editions.

Sewell, Anna. (2011). *Black Beauty*. Penguin, London and New York.

Sherwood, Mary Martha. (1818-1847). *The History of the Fairchild Family*. (Text will be provided by the Instructor)

Reference books

Hunt, Peter. (1999) *Understanding Children's Literature*. Routledge, London and New York, Second Edition.

Rousseau, J. J. *Emile or On Education*. <<http://oll.libertyfund.org/titles/rousseau-emile-or-education>>

Aries, Philippe. (1973). *Centuries of Childhood: A Social History of Family Life*. Penguin, Harmondsworth.

Bettelheim, Bruno. (1976). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Knopf.

James, Allison et. al. (1997). *Theorizing Childhood*. London: Polity.

Rose, Jacqueline. (1984). *The Case of Peter Pan or: The Impossibility of Children's Fiction*. Macmillan, London.

Elective Course

EG 318 Introduction to South Asian Writing

2 1 0 3 3

This course introduces the students to the writings of some of the writers of the Indian subcontinent and the subcontinental diaspora.

Unit I: Historical and literary context

Unit II: Poetry

Zulfikar Ghose: "The Loss of India"/ "This Landscape, this Land" from *Selected Poems*

Kaiser Haq: "Bangladesh 71"/ "Ode on a Lungi" from *Pariah and Other Poems/ Published in the Streets of Dhaka: Collected Poems*

Kamala Das: "The Descendants"/ "The Invitation" from *The Descendants*

Jean Arasanayagam: "Apocalypse" from *Apocalypse 83*

Unit III: Short Stories

Romesh Gunsekera: *Monk Fish Moon* (Selections), Salman Rushdie: *The Courter*, Anita Desai: *Winterscape* (any two)

Unit IV: Mohsin Hamid: *The Reluctant Fundamentalist*/ Sorraya Khan: *Noor* /Shyam Selvadurai: *Funny Boy*

Unit V: Manjushree Thapa: *The Tutor of History*/ Kunzang Choden: *The Circle of Karma*/ Amitav Ghosh: *The Shadow Lines*

References:

Ramazani, Jahan, editor. (2017). *The Cambridge Companion to Postcolonial Poetry*. Cambridge

- UP, New York.
- Sanga, Jaina C., editor. (2003). *South Asian Novelists in English: An A-to-Z Guide*. Greenwood, London.
- Selvadurai, Shyam, editor. (2005). *Story-Wallah: Short fiction from South Asian writers*. Houghton Mifflin, New York & Boston.
- Tickell, Alex., editor. (2016). *South Asian Fiction in English: Contemporary Transformations*. Macmillan, London.
- Wong, Mitali Pati and Syed Khwaja Moinul Hassan, editors. (2013). *The English Language Poetry of South Asians*. McFarland, Jefferson, North Carolina and London.

Syllabus for Alternative English for Integrated B.A.B.Ed/ MA Integrated Programme

These courses are offered in lieu of MIL courses in the first four semesters.

EG 106 Alternative English I

2 1 0 3 3

UNIT A English poetry

Shakespeare: "Let me confess....(Sonnet 36)

Herrick: "To Daffodils"

Donne: "Good Morrow"

Blake: "The Tyger"; "London"

UNIT B Short story

R.K. Narayan: A Horse and Two Goats

UNIT C Essay

A. G. Gardiner: On Saying Please

Textbook

Pickering, James H. and Jeffrey D.Hoeper. editors. (1998). *Literature*. Macmillan, New York.

EG 109 Alternative English II

2 1 0 3 3

UNIT A English poetry

William Wordsworth: "Lucy Gray"

Cowper: "Poplar Field"

Tennyson: "Ulysses"

Browning: "The Last Ride Together" / "My Last Duchess"

D. G. Rossetti: "The Blessed Damozel"

UNIT B Short story.

Guy de Maupassant: "The Necklace" / I.B. Singer: "Dimple the Fool" / O. Henry: "The Last Leaf" /

Oscar Wilde: "The Happy Prince"

UNIT C Drama

Wole Soyinka: *Death of the King's Horseman*

Textbook

Pickering, James H. and Jeffrey D.Hoeper. editors. (1998). *Literature*. Macmillan, New York.

EG 209 Alternative English III

2 0 0 2 2

UNIT A Poetry

W.B.Yeats: "The Lake Isle of Innisfree"

T.S.Eliot: "The Journey of the Magi"

Ted Hughes: "Hawk Roosting"

A.K.Ramanujan: "Invisible Bodies"

UNIT B Short story

Alice Munro: "The Office"/ Katherine Mansfield: "Life of Ma Parker"

UNIT C Novel

Hemingway: *The Old Man and the Sea*

UNIT D Writing a paragraph on a given topic

Textbook

Pickering, James H. and Jeffrey D.Hoeper. editors. (1998). *Literature*. Macmillan, New York.

EG 211 Alternative English IV

2 0 0 2 2

UNIT A Short story

Leslie Marmon Silko: "Yellow Woman"

Jean Rhys: "The Day They Burned the Books"

UNIT B Prose

G B Shaw: "Freedom"

Bertrand Russell: "On Being Modern-Minded"

UNIT C Novel

Arup Kumar Datta: *The Kaziranga Trail*/ Amitav Ghosh: *The Testimony of My Grandfather's Book Case*/ Irawati Karve: *Yuganta*/ Suniti Namjoshi: *Feminist Fables*

UNIT D Writing an essay on a given topic

Textbook

Pickering, James H. and Jeffrey D.Hoeper. editors. (1998). *Literature*. Macmillan, New York.

Note: The English Syllabi for Semesters VII-X of the Integrated M.A. (English) are the same as in the Two-year M.A. (English) programme.