

TEZPUR UNIVERSITY
DEPARTMENT OF ENGLISH
COURSE STRUCTURE AND SYLLABUS FOR M.A. in ENGLISH PROGRAMME
Date: 18-Jan-2023

Credits to be completed for award of the degree: 19+22+19+20=80

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 19+3=22

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
EG 460	Fundamentals of Research	2-0-1	4	3	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 20 (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 519	Term Paper	0-0-4	4	4	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

Oscar Wilde: *The Picture of Dorian Grey*

Reference books

- Bloom, Harold. (2004). *The Victorian Novel (Bloom's Period Studies)*. Info base 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.

EG460 Fundamentals of Research

L2 T0 P1 CH4 CR3

The primary objective of this course is to introduce students to the basics of research in literature. The course will help students choose the type and tool of research most suited to their need or level. The students will get to understand the nature and scope of research as well as research in literature *vis-a-vis* research in allied areas.

Unit I

1. **The Meaning of Research:** Objectives, Motivation, Exploration, Case Study, Survey, Qualitative or Quantitative? Interpretation, Analysis, Application, Problematization.
2. **Types and Tools:** Research approaches, methods versus methodology, research in literature and allied fields, Interdisciplinarity

Unit II

3. **Getting started:** Criteria for good research; Context, Relevance and Feasibility; the problem of choice and focus, topic and title
4. **Resources:** Online and Offline Resources; Reliability, Access and Ethics
5. **Review of Literature,** Integrating Choice and Domain Knowledge; Argument and Evidence

Unit III

5. **Constituents:** hypothesis; contention; corpus; research problem; research question; linking key-words to methodology
6. **Documentation:** Styles and Formats, the MLA Handbook
7. **Presentation:** Organization and Structure

Suggested Reading

1. Booth, Wayne C, et al. *The Craft of Research*. 4th ed. U of Chicago P, 2016.
2. Griffin, Gabriele, ed. *Research Methods for English Studies*, 2nd. ed. Edinburgh UP, 2016.
2. *MLA Handbook*. 8th ed. MLA, 2018.

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

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 Guneseekara, *Reef*, Granta Books

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

L0 T0 P4 CH4 CR4

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 vive 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.