

TEZPUR UNIVERSITY
DEPT. OF ENGLISH AND FOREIGN LANGUAGES
Syllabus for MA programme in English

Course Structures

Core Courses	L	T	P	CH	CR
EG 441 Renaissance Drama	3	1	0	4	4
EG 442 Jacobean to Victorian Poetry	3	1	0	4	4
EG 443 18 th and 19 th century fiction	3	1	0	4	4
EG 444 Literary Theory I	3	1	0	4	4
EG 445 ELT	3	1	0	4	4
EG 446 Modern Prose	3	1	0	4	4
EG 447 Structure of English	3	1	0	4	4
EG 448 Language and Linguistics	3	1	0	4	4
EG 587 Modern Poetry	3	1	0	4	4
EG 589 Modern Fiction	3	1	0	4	4
EG 553 Literary Theory II	3	1	0	4	4
EG 554 Modern Drama	3	1	0	4	4
EG 556 Postcolonial Writing	3	1	0	4	4
EG 558 Dissertation	0	0	4	4	6
*CBCT 1	3	0	0	3	3
CBCT 2	3	0	0	3	3
CBCT 3	3	0	0	3	3
CBCT 4	3	0	0	3	3

Elective Courses	L	T	P	CH	CR
EG 555 Indian Writing in English I	3	1	0	4	4
EG 557 American Literature I	3	1	0	4	4
EG 559 Critical Theory I	3	1	0	4	4
EG 569 Translation: Theory and Practice I	3	1	0	4	4
EG 571 Gender and Literature I	3	1	0	4	4
EG 572 ELT I	3	0	1	4	4
EG 573 Linguistics I	3	1	0	4	4
EG 574 Cognitive Linguistics I	3	1	0	4	4
EG 621 Indian Writing in English II	3	1	0	4	4
EG 622 American Literature II	3	1	0	4	4
EG 623 Critical Theory II	3	1	0	4	4
EG 624 Translation: Theory and Practice II	3	1	0	4	4
EG 625 Gender and Literature II	3	1	0	4	4
EG 626 ELT II	3	1	0	4	4
EG 627 Linguistics II	3	1	0	4	4
EG 628 Cognitive Linguistics II	3	1	0	4	4

Total No of credits: 66 (Minimum for a degree) + 3+3+3+3 = 78

** Choice Based Credit Transfer (CBCT) formerly known as IDC*

Semester I

Course code Course Title
EG 441 Renaissance Drama

L T P CH CR
3 1 0 4 4

The aim of this course is to acquaint students with the richness of Elizabethan drama, especially Shakespeare and his contemporaries. This course includes 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 ripen their appreciation of the contemporary relevance of Shakespeare.

Texts Prescribed:

UNIT A

Marlowe, *The Jew of Malta* / Webster, *The White Devil*

UNIT B

Shakespeare, *Measure for Measure* ed. Lever, J.W. Arden edition. (Methuen, London)

UNIT C

Shakespeare, *Antony and Cleopatra* ed. Wilders, John. Arden edition / *Hamlet* ed. Wilson, J. Dover , New Cambridge Edition

UNIT D

Shakespeare, One History Play --- *1 Henry IV* ed. Humphreys, A.R. Arden edition / *Richard III* ed. Hammond, Antony / *Richard II* ed. Forker, Charles R. Arden edition (Methuen, London)

Reference books

Braunmuller, A.R. and Hathaway, M. *Cambridge Companion to English Renaissance Drama* (Cambridge University Press, New York, 2003)

Bloom, Harold. *Elizabethan Drama* (Infobase Publishing, New York, 2004)

Dutton, Richard and Howard, Jean. *A Companion to Shakespeare's Works* Vol. II (Blackwell, Oxford, 2003)

Legatt, Alexander. *Shakespeare's Political Drama* (Routledge, London, 2005)

EG 443 18th and 19th century fiction 3 1 0 4 4

This course will focus on eighteenth and nineteenth century fictional trends and examine key texts within that context. Students will be required to possess a sufficient knowledge of socio-political developments as well as trends in the fiction criticism of the period.

Texts Prescribed:

UNIT A

Fielding *Joseph Andrews* / *Tom Jones*

UNIT B

George Eliot *Adam Bede* / *Middlemarch* / *Silas Marner*

UNIT C

Emily Bronte *Wuthering Heights*

UNIT D

Dickens *Bleak House* / *Oliver Twist*

***Textbooks :** All textbooks given above should preferably be Norton editions

Reference books

O’Gorman, Francis ed. *A Concise Companion to the Victorian Novel* (Blackwell, Oxford, 2005)

Eagleton, Terry. *The English Novel: An Introduction* (Blackwell, Oxford, 2005)

EG 445 Introduction to English Language Teaching : 3 1 0 4 4

The aim of this course is to familiarize the student with the basic concepts of English Language Teaching and the current practices of Language teaching.

UNIT A

Principles and practice of ELT

UNIT B

First Language acquisition and second language learning: basic concepts
Bilingualism, multilingualism and the learning of English

UNIT C

Language teaching-different approaches, methods, techniques and procedures
Teaching of literature

UNIT D

Syllabus designing and material production
ESP, ICT- theory and practice
Teaching Literacy: Reading/Writing

UNIT E

Evaluation, testing

UNIT F

Peer teaching

Textbooks

Howatt, A.P.R. *A History of English Language Teaching*. Oxford: OUP,2010.

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

Reference books

Nunan, D. *Syllabus Design* (.Oxford University Press, Oxford,1994.)

Richards, J.C. and T.S.Rodgers *Approaches and methods in language teaching*.(Cambridge University Press, Cambridge, 2009.)

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

EG 447 Structure of English

3 1 0 4 4

The objective of this course is to teach the students the structures of English in terms of their syntactic features, their meaning, and their uses in discourse, thereby provide them with a comprehensive view of the richness and complexity of the grammatical system of contemporary modern English.

Historical Periods of English: Old English – Middle English – Early Modern English – Modern English – World Englishes

The Basic Sentence Structure

The Subject
The Predicate

The Noun Phrase

Nouns
Reference
Quantifiers
Modifiers

The Verb Phrase

Verbs
Tense
Aspect
Modality
Mood and Modality
Clause structure, complements, and adjuncts

Textbooks

Huddleston, R. *et al.* *A Student's Introduction to English Grammar* (Cambridge University Press, Cambridge, 2005)

Leech, G. *et al.* *A Communicative Grammar of English* (3rd ed) (Longman, London, 2002).

Reference Books

Crystal, David. *The Cambridge Encyclopedia of the English Language* (Cambridge University Press, Cambridge, 2003).

Hurford, James R. *Grammar: a student's guide* (Cambridge University Press, Cambridge, 1994).

Radden, G., and R Dirven. *A Cognitive Grammar of English* (John Benjamin, Amsterdam, 2007).

Semester II

EG 442 Jacobean to Victorian Poetry

3 1 0 4 4

The aim of this course is to consolidate studies in English poetry of the period at the BA level. Accordingly, students are expected to be aware of literary, critical and political developments in England from the seventeenth century till the nineteenth. Further, students will be required to have a thorough understanding of all the texts in the syllabus.

UNIT A

Milton, *Paradise Lost* (Bks IV and IX) ed.

UNIT B

Wordsworth, *The Prelude* (1805), Bks I and II ed.E. Selincourt (Oxford University Press, Oxford,

UNIT C

Byron, *from Don Juan*

UNIT D

P.B Shelley, “Adonais,” “Hymn to Intellectual Beauty”;
John Keats, Selected Odes

UNIT E

Browning, “Andrea del Sarto” ; “Fra Lippo Lippi”

Reference books

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

Corns, Thomas N (ed). *A Companion to Milton* (Blackwell, Oxford, 2008)

Kitson, Peter. *Coleridge, Keats and Shelley, New Casebook* (Palgrave Macmillan, London, 1996)

EG 444 Literary Theory I 3 1 0 4 4 credits

The aim of this course is to familiarize students with major trends in twentieth century Literary Theory in order to explore ongoing debates in literary criticism and their application in critical practice. Students would be expected to acquaint themselves with the principal hypotheses and reading strategies of the following schools to see how each critical practice includes and excludes issues relevant to other practices.

UNIT A

New Criticism
Russian Formalism

UNIT B

Psychoanalysis
Archetypal Criticism

UNIT C

Reader Response Theory
Phenomenological Criticism

UNIT D

Bakhtin
Ecocriticism

Textbooks

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

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

Reference books

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

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

EG 446 Modern Prose

3 1 0 4 4

This course aims at introducing the student to different types of prose written by major writers and thinkers of the twentieth century. They would be expected to study the texts for their narrative structure and texture.

Texts prescribed:

Unit A

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

Bertrand Russell, "The Romantic Movement"

Unit B

Verrier Elwin, Selections from *A Philosophy for NEFA*

Morrison. "Whiteness and the Literary Imagination"

Unit C

Naipaul from *A Turn in the South*

Rushdie from *Imaginary Homelands*

Unit D

Said: from *Representations of the Intellectual*

Chomsky: from *The Responsibility of Intellectuals*

Textbooks:

* Selections from the above mentioned texts will be provided by the Department.

Reference books

Walder, Dennis (ed). *Literature in the Modern World*. (Oxford University Press, Oxford, 2008)

EG 448 Language and Linguistics

3 1 0 4 4

The aim of this course is to introduce students to modern language theories.

Language as a natural object and contemporary debates

Syntax : Saussure's Dichotomies, Structuralist School, Phrase Structure Grammar

Semantics

Text books

Christopher J Hall. *An Introduction to Language and Linguistics* (Continuum, New York, 2008).

Macaulay, Ronald. *Seven Ways of Looking at Language* (Palgrave Macmillan, London, 2011).

Palmer, F. *Grammar* (2nd ed) (Penguin, London, 1991).

Saeed, John I. *Semantics* (2nd ed) (Blackwell, Malden, Mass., 2003).

Tallerman, Maggie. *Undersatnding Syntax* (Arnold, London, 1998).

Reference Books

Aitchison, Jean. *The Articulate Mammal: an Introduction to Psycholinguistics* (5th ed). (Routledge, London, 2008).

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

Cook, Vivian J. *et al. Chomsky's Universal Grammar: An Introduction* (3rd ed). (Blackwell, Oxford, 2007).

Lakoff, G., and Mark Johnson. *Metaphors We Live By*. (Chicago University Press, Chicago, 1980).

Mukherji, N. *The Cartesian Mind: Reflections on Language and Music*. (Indian Institute of Advanced Study, Shimla, 2009).

Pinker, Steven. *The Language Instinct*. (Penguin, London, 1995).

Smith, Neil. *Chomsky: Ideas and Ideals* (2nd ed). (Cambridge University Press, Cambridge, 2004).

Semester III

EG 587 Modern Poetry

3 1 0 4 4

The aim of this course is to make an in-depth study of modern English poetry from Yeats to Heaney. The course shall include modernist poets like Pound and Eliot, followed by Auden, MacNeice, and Larkin, leading up to Heaney. As such, sufficient knowledge of the cross currents of Modernism in England, Europe and America, amongst the students will be a must.

UNIT A

Yeats: "Sailing to Byzantium"; "Byzantium"; "A Dialogue of Self and Soul"; "Easter 1916"; "The Second Coming"; "Lapis Lazuli"

UNIT B

Pound: "Hugh Selwyn Mauberley" (I-V)
Eliot: *The Waste Land*

UNIT C

Auden : "Consider this and in our time"; "September 1, 1939," "In Memory of W.B. Yeats"
MacNeice: "Birmingham"; "Bagpipe Music"; "Train to Dublin"; "Conversation"

UNIT D

Larkin: "Ambulances"; "Next Please"; "Best Society"; "Aubade"; "Toads"; "Toads Revisited"
Ted Hughes: "Daffodils"; "Wind"; "Pike"; "Thrushes"; "The River in March"; "Her Husband"

UNIT E

Heaney: "Digging"; "Rite of Spring"; "The Harvest Bow"; "Death of a Naturalist"; "Blackberry Picking"

Reference books

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

EG 589 Modern Fiction

3 1 0 4 4

The aim of this course is to acquaint students with twentieth century fiction, inclusive of modern, modernist and postmodernist English fiction. Students will be expected to see the twentieth-century English novel as responding to demands of narrative experimentation as well as to new developments in the understanding of language and nationality.

UNIT A

Joyce: *Portrait of the Artist as a Young Man* (Norton, New York, 2009).

UNIT B

Lawrence: *Sons and Lovers / The Rainbow*

UNIT C

Conrad: *Heart of Darkness* (Norton, New York, 2008)

UNIT D

Fowles: *The French Lieutenant's Woman* (1969; Vintage, London, 2009)

Reference books

Caserio, Robert L. *The Cambridge Companion to the Twentieth Century English Novel* (Cambridge University Press, Cambridge, 2009).

Verdonk, P, and Weber, J.J. *Twentieth Century Fiction: From Text to Context* (Routledge, London, 2006).

EG 553 Literary Theory II

3 1 0 4 4

This course follows the course in theory (EG 444) in the last semester. Accordingly seminal ideas of key thinkers would be examined to facilitate their application in the study of literature.

Unit A

Structuralism, Poststructuralism and Deconstruction
(Barthes, Lacan, Derrida, Foucault)

UNIT B

Marxism and Ideological Criticism

UNIT C

New Historicism and Cultural Materialism

UNIT D

Postcolonialism

Textbooks

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

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

Reference books

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

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

Elective Course I (any one of the following)

Option I

EG 555 Indian Writing in English I 3 1 0 4 4

Option 2

EG 557 American Literature I 3 1 0 4 4

Option 3

EG 559 Critical Theory I 3 1 0 4 4

Option 4

EG 569 Translation: Theory and Practice I 3 1 0 4 4

Option 5

EG 571 Gender and Literature I 3 1 0 4 4

Option 6

EG 572 ELT I 3 1 0 4 4

Option 7

EG 573 Linguistics I 3 1 0 4 4

Option 8

EG 574 Cognitive Linguistics I 3 1 0 4 4

Semester IV

EG 554 Modern Drama 3 1 0 4 4

The aim of this course is to acquaint students with different types of twentieth century drama, ranging from the socialism of Shaw and later Wesker, to the absurd philosophy of Ionesco, Pirandello and Pinter. Students are expected to have adequate knowledge of major trends and movements of the period, including the challenges faced by dramatists at the turn of the century.

UNIT A

Shaw: *Man and Superman* / *Arms and the Man*

UNIT B

Ionesco, *Chairs* / *Rhinoceros*, or Pirandello, *Six Characters in Search of an Author*

UNIT C

Wesker: *Roots* / *Synge, Playboy of the Western World*

UNIT D

Pinter: *The Dumb Waiter* / *The Homecoming*

UNIT E

Reference books

Brown, John Russel ed. *Modern British Dramatists* (Prentice Hall, New Delhi, 2000)

Innes, Christopher. *Modern British Drama, 1890-1990*. (Cambridge University Press, New York, 1992)

EG 556 Postcolonial Writing 3 1 0 4 4

The aim of this course is to acquaint students with writers mainly from across the African continent whose work is embedded in the discourse of postcolonialism. Apart from major fictional texts, a few significant non-fictional texts will be studied as part of foundational reading.

Amos Tutuola . *The Palm Wine Drinkard*

Chinua Achebe . *Things Fall Apart / Arrow of God*

J M Coetzee . *Disgrace / Foe*

V.S. Naipaul. *A Bend in the River*

Franz Fanon. *The Wretched of the Earth* (Selections)

Ngugi wa Thiong'O : *Decolonizing the Mind* (Selections)

Reference books

Lane, Richard J. *The Postcolonial Novel* (Polity Press, Cambridge, 2006).

Parker, M and Starkey, R (eds). *Postcolonial Literatures: A New Casebook* (Macmillan, London, 2008).

EG 558 Dissertation 0 0 6 6 6

Elective Course II (any one of the following)

Option I

EG 621 Indian Writing in English II

Option 2

EG 622 American Literature II

Option 3

EG 623 Critical Theory II

Option 4

EG 624 Translation: Theory and Practice II

Option 5

EG 625 Gender and Literature II

Option 6

EG 626 ELT II

Option 7

EG 627 Linguistics II

Option 8

EG 628 Cognitive Linguistics II

EG 555 Indian Writing in English I 3 1 0 4 4

This MA (Integrated) English Indian Writing in English (IWE) paper assumes that the student has acquired the knowledge and perspectives expected of a student who has done a major / honours paper in Indian Writing in English from an Indian university. Accordingly, the course seeks to give the student a wider vision of IWE and so includes a larger range of authors and genres, including a few that problematize conventional notions of IWE.

Section A: Poetry

Nissim Ezekiel, "Poet, Lover, Birdwatcher", "Background, Casually", "Case Study", "Goodbye Party for Mss 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 for 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", "Indian Summer", "A Missing Person"

Section B: Fiction

Mulk Raj Anand, *Untouchable*

Anita Desai, *Clear Light of Day*

Amit Chaudhuri, *A Strange and Sublime Address*

Arundhati Roy, *The God of Small Things*

Section C: Travel Writing

The Travels of Dean Mahomet

R K Narayan, *My Dateless Diary*

Amitav Ghosh, *In an Antique Land*

Section D: Drama

Mahesh Datani, *On a Muggy Night in Mumbai*

EG 621 Indian Writing in English II 3 1 0 4 4

The objective of this paper is to carry forward the stated aims of the earlier paper (EG 555 Indian Writing in English I). In addition, this paper, which has an innovative thrust (it includes a few genres not found in conventional IWE courses), is expected to further promote the critical thinking initiated by the earlier paper.

Texts prescribed:

Section A: Poetry

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

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

Arvind Kolatkar, *Jejuri* (selections)

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

Section B: the Northeast (Poetry and Fiction)

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

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"

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

Siddhartha Deb, *The Point of Return*

Arup Kumar Dutta, *The Blind Witness*

Mamang Dai, *The Legends of Pensam*

Section C: Subcontinental Fiction

Ahmed Ali, *Twilight in Delhi*

Bapsi Sidwa, *Ice-Candy Man*

Romesh Gunesequera, *Reef*

Shyam Selvadurai, *Funny Boy*

Section D: Diasporic writers

Jhumpa Lahiri, *The Interpreter of Maladies*

Vassanji, M. G. *The In-Between World of Vikram Lall*

Reference Books

Appadurai, Arjun, Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization* (University of Minnesota Press, Minneapolis, 2005)

Anderson, Benedict. *Imagined Communities*. (Verso, London, 1994)

Khair, Tabish, *Babu Fictions: Alienation in Contemporary Indian English Novels* (Oxford University Press, New Delhi, 2001)

Mukherjee, Meenakshi. *The Twice Born Fiction* (Pencraft, New Delhi, 2001)

EG 557 American Literature I 3 1 0 4 4

The aim of this course is to introduce the student to the American difference in literature. As such they would be 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. Apart from a detailed examination of the background, key texts dealing with these issues would be studied as a part of this Course.

Unit I 20

Background to American Literature

American myths of origin; cisatlanticism; Adamic myths; multiculturalism.

Puritanism; Unitarianism; Transcendentalism.

Unit II 10

Emerson, "The American Scholar" *Essays*, second series

Unit III 30

Poetry

Whitman, "Song of Myself" (1-10)

Frost, "Mowing," "Once by the Pacific," "Mending Wall," "After Apple Picking," "Out, Out," "Birches" and "Home Burial"

Dickinson, "This was a Poet, It is That," "I Dwell in Possibility," "I Felt a Funeral in My Brain," "After Great Pain, A Formal Feeling Comes," "I am Nobody, Who are You?" "I Heard a Fly Buzz When I Died," and "Because I could Not Stop for Death"

Stevens, "Peter Quince at The Clavier," "A High-toned Old Christian Woman" and "Thirteen Ways of Looking at a Blackbird"

Langston Hughes, "The Negro Speaks of Rivers," "Necessity," "Theme for English B," "Note on Commercial Theatre," "I, Too" and "Ballad of the Landlord" and "Harlem"

Unit IV 40

Fiction

Hawthorne, *The Scarlet Letter* ed. Bradley, S., Beatty, RC et al (Norton, New York, 1978)

Melville, *Moby Dick* ed. Baym, Nina (Norton, New York 2010)

Faulkner, *The Sound and the Fury* ed. Minter, David (Norton, New York, 2008)

Textbooks:

Norton editions for the novels as given above.

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

Reference books:

Crane, Gregg. *The Cambridge Introduction to the Nineteenth Century American Novel* (Cambridge University Press, New York, 2007)

Miller, Perry. *The New England Mind* (Harvard University Press, Cambridge, Mass., 1983)

EG 622 American Literature II 3 1 0 4 4

This Course shall follow the earlier Course in American literature. The aim of this Course is to introduce the student to developments in the field not covered earlier. As such there will be a section on American drama as well as sections on African American fiction and Life Writing respectively.

Unit I American Drama 30

Miller, *Death of a Salesman/ An American Clock* or O'Neill, *The Hairy Ape / Desire Under the Elms*

Williams, *A Streetcar Named Desire/ Cat on a Hot Tin Roof* or Albee/ Rice, one play

Unit II African American Fiction 40

Ellison, *Invisible Man* (Vintage, New York, 1980)
Gaines, *Autobiography of Miss Jane Pittman*
Morrison, *Beloved*

Unit III Life Writing 30

Booker T. Washington, *Up from Slavery* (Norton, New York, 2005)

Maya Angelou, *I Know Why the Caged Bird Sings* (Ballantine, New York, 1969)

Textbooks

As far as possible Norton editions of texts would be desirable.

Reference books

Alabi, Adetayo. *Telling Our Stories* (Palgrave Macmillan, New York, 2005)

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

Bigsby, Charles W. *American Drama* Vols. I, II and III (Cambridge University Press, Cambridge and New York, 1990)

EG 559 Critical Theory I: From Epistemology to Ethics 3 1 0 4 4

This course seeks to enable advance level students of critical theory (a) to understand the complex webbing of epistemology and ethics in poststructuralist thought from Derrida to Levinas and (b) to acquaint them with the interdisciplinary nature of literary and critical theory. It is expected that students opting for this course will already have sufficient exposure to the history and reception of critical theory as part of the core courses offered in the earlier semesters.

1. Jacques Derrida (Selections from *Specters of Marx, Otobiography, Politics of Friendship*)
2. Michel Foucault (Selections from *Discipline and Punish, History of Sexuality*)
3. Jacques Lacan (Selections from *Ecrits, Seminars*)
4. Paul Ricoeur (Selections from *The Rule of Metaphor, Time and Narrative*)
5. Emanuel Levinas (Selections from *Totality and Infinity, Entre Nous*)
6. Richard Rorty (Selections from *Consequences of Pragmatism*)

Textbooks

Barry, Peter. *Beginning Theory* (Routledge, London, 2009).

Selden, Raman. *A Readers' Guide to Contemporary Literary Theory* (Person, New Delhi 2010).

Tyson, Lois. *Critical Theory Today* (Routledge, London, 2011).

Reference Books

Malpas, Simon and Paul Wake. *The Routledge Companion to Critical Theory* (Routledge, New York, 2008).

The Norton Anthology of Criticism and Theory (Norton, New York, 2008).

Wolfreys, Julian, ed. *The Edinburgh Encyclopaedia of Modern Criticism and Theory* (Edinburgh University Press, Edinburgh, 2010).

Waugh, Patricia, ed. *Literary Theory and Criticism* (Oxford University Press, New Delhi, 2009).

EG 623 Critical Theory II: The Materialist Turn 3 1 0 4 4

This course, in continuation of Critical Theory I, seeks to enable students to see how critical theory from Gramsci to Jameson pleads for a more explicit, materialist engagement with politics and society to address issues seemingly neglected by it. The materialist thrust of this course is expected to prepare students to examine the relationship between contexts of production and reception of texts, especially by way of linking the materialist turn in theory to an ethical core.

Texts prescribed:

1. Antonio Gramsci (Selections from *The Prison Notebooks*)
2. Walter Benjamin (Selections from *Illuminations*)
3. Theodor Adorno (Selections from *The Culture Industry, Dialectical Enlightenment*)
4. Jurgen Habermas (Selections from *The Philosophical Discourse of Modernity, Knowledge and human Interests, The Public Sphere*)
5. Ernesto Laclau and Chantal Mouffe (Selections from *Hegemony and Social Strategy*)
6. Homi Bhabha (Selections from *Nation and Narration, The Location of Culture*)
7. Gayatri Chakravorty Spivak ("Can the Subaltern Speak?"; Selections from *The Death of a Discipline*)
8. Fredric Jameson (Selections from *The Political Unconscious, Postmodernism and the Cultural Logic of Late Capitalism*)

Textbooks

Barry, Peter. *Beginning Theory* (Routledge, London, 2009).

Selden, Raman. *A Readers' Guide to Contemporary Literary Theory* (Person, New Delhi, 2010).

Tyson, Lois. *Critical Theory Today* (Routledge, London, 2011).

Reference Books

Malpas, Simon and Paul Wake. *The Routledge Companion to Critical Theory* (Routledge, New York, 2008).

Wolfreys, Julian, ed. *The Edinburgh Encyclopaedia of Modern Criticism and Theory* (Edinburgh University Press, Edinburgh, 2010).

Waugh, Patricia, ed. *Literary Theory and Criticism* (Oxford University Press, New Delhi, 2009).

EG 569 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.

Theory

UNIT A

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

Translation, translation studies, translation theory: introduction

Translation: Nature and types

UNIT B

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

Translation and transcreation

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

Translation: historical overview

UNIT C

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

Cultural and ideological issues in translation

Notions of translatability, equivalence and problems involving equivalence

Study and practice

UNIT D

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

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

Reference books

Baker, Mona (ed.) *Critical Readings in Translation Studies* (London/New York: Routledge, London/New York, 2010).

Bassnett, S. & A. Lefevre (eds.) *Translation, History and Culture* (Princeton UP, 1990).

Benjamin, Walter 'The Translator's Task' trans Rendall, Steven. *TTR: traduction, terminologie, redaction*, vol.10, no. 2, 1997, 151-165.

Venuti, Lawrence *The Translation Studies Reader* (Routledge, London and New York, 2000).

EG 624 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

The process of translation

Translation: methods, techniques and strategies

UNIT B

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

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

Dissertation

Students shall be required write a dissertation which may be

(a) in the form of the translation of a text (at least 100 pages) from their LI or from languages known to them into English with discussion of the problems encountered and strategies adopted while translating the text;

or (b) in the form of a critical review of a number of translated texts (translated into or from English) in the light of the theories of translation.

Textbooks

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

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

Reference books

Baker, Mona *In Other Words: A Coursebook on Translation* (London/New York: Routledge, London/New York, 1992).

Baker, Mona (ed.) *Critical Readings in Translation Studies* (London/New York: Routledge, London/New York, 2010).

Venuti, Lawrence *The Translation Studies Reader* (Routledge, London and New York, 2000).

EG 571 Gender and literature I 3 1 0 4 4

This course will introduce students to basic concepts in women and gender studies in literature. Students will be encouraged to interrogate, analyze and formulate ideas about social and literary expressions drawing on critical tools and a nuanced understanding of the diverse and interdisciplinary field of feminist theory and methodology.

Texts Prescribed:

Essays:

Virginia Woolf "A Room of One's Own"

Simone de Beauvoir, *The Second Sex* (Selections)

Elaine Showalter *A Literature of their Own* (Selections.)

Sandra Gilbert and Susan Gubar *Mad woman in the Attic* (Selections)

Toril Moi , *Sexual/Textual Politics* (Selections)

Poetry:

Elizabeth B. Browning (Selections)

Christina Rossetti (Selections)

Emily Dickinson (Selections)

Michael Field [Katherine Bradley and Edith Cooper] (Selections)

Short Fiction (selected stories):

Kate Chopin; Charlotte Perkins Gilman; Katherine Mansfield

Fiction

Mary Shelley *Frankenstein* or Charlotte Bronte *Jane Eyre*

Virginia Woolf *Orlando*

Text Books

Eagleton , Mary. *Feminist Literary Theory: A Reader*.(Wiley-Blackwell, London, 3rd edition, 2010).

Warhol, Robyn and Diane. Price *Feminisms: an anthology of literary theory and criticism*. (Princeton University Press, New Jersey, 2009).

Reference books

Belsey , Catherine and Jane Moore. *The feminist reader: essays in gender and the politics of literary criticism*.(Blackwell Publishers, Malden, 1997).

Gibert, Sandra and Susan Gubar. *The Madwomen in the Attic*. (Yale University Press, New Haven & London, 2009).

Showalter, Elaine *Literature of Their Own: British Women Novelists from Brontë to Lessing*. (Rutgers University Press, New Brunswick & New Jersey, 1997).

Students opting for the earlier course on Gender and Literature will be expected to take this course. They will be introduced to new theoretical developments and an orientation to write the dissertation paper based on these.

Texts Prescribed:

Essays: selected essays from Helene Cixous ; Luce Irigaray; Julia Kristeva; Gayatri C. Spivak; Chandra T. Mohanty, Vandana Shiva

Poetry:

Selected Poems of the Following Poets: Amy Lowell, Sylvia Plath, Adrienne Rich, Kamala Das

Short Fiction: Selections from Doris Lessing; Ama Ata Aidoo; Mahasweta Devi; Mamoni Roisom Goswami

Fiction:

Nadine Gordimer or Alice Walker
Arundhati Roy

Play:

Lorraine Hansberry

Textbooks

Kemp, S. and J Squires.(eds.) *Feminisms*. (OUP, Oxford,1997).

Gillis, Stacy et al. *Third wave feminism: a critical exploration*. (Palgrave Macmillan, London, 2007).

Reference books

Butler, Judith. *Undoing Gender*. (Routledge, London,2004).

Butler, J. and Scott, J W. *Feminists Theorize Politics*. (Routledge, London, 1992).

Goodman,L. *Literature and Gender (Approaching literature)*.(Routledge, London,1996).

EG 572 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, assessment and peer teaching and help them to enhance their language abilities

UNIT A

History of English Language Teaching/Historical Perspectives on Language Pedagogy:
Introduction to Media, a Historical Overview of the Development of Materials

UNIT B

ELT in a bilingual/multilingual context

Theoretical Foundations of SLT/ELT: Psychological approaches to language teaching, theories of language acquisition and learning and their relevance to language teaching ; communicative competence , learning versus acquisition

Speech act theory, Language awareness

UNIT C

Error Analysis and Interlanguage; concept of fossilization and language learning inhibitions

UNIT D

Curriculum Development, Syllabus Design and Materials Production.

UNIT E

The Language Classroom: Educational Technology, The Teaching of Writing, Teaching Skills.
Research Methodology

Textbooks

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

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

Reference books

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

Nunan, D. *Syllabus Design*. Oxford: OUP, 1994.

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

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

Tudor, Ian. *The Dynamics of the Language Classroom* (2001)

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

EG 626 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

Second Language Acquisition Research

Observation of Classroom Teaching

An Introduction to Qualitative Research in ELT

Learner Autonomy and Language Instruction

UNIT B

Language through Literature; Role of Literature in Language Learning

Media Adaptations of Literature

UNIT C

English for Specific/Academic Purpose

English for Business Purposes/Teaching Business Communication

UNIT D

Authentic materials

Editing and Publishing

UNIT E

Computer-Assisted Language Learning/ICT/Educational Technology Oral Communication and Presentation Skills

Dissertation in ELT: Possible areas:

- a. Web writing ;
- b. Technical writing and editing ;
- c. Study of other current resources (music, film, cartoon & stories);
- d. Reflective teaching and practice (EAP);
- e. ESP course design and material production;
- f. Computer and English Language Teaching

Textbooks

Belcher, Diane D. (ED.) *English for Specific Purposes in Theory and Practice*. (University of Michigan Press, 2009).

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

Reference books

Beatty, K. *Teaching and Researching Computer-Assisted Language Learning*. (Pearson Education, London, 2003).

Fotos, S. and Brown, C. (eds.) *New Perspectives on CALL for Second and Foreign Language Classroom*. Mahwah, NJ: Lawrence Erlbaum Associates, 2004.

Tudor, Ian. *The Dynamics of the Language Classroom*. Cambridge :CUP, 2001.

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

EG 573 Linguistics I 3 1 0 4 4

The objective of this elective course is two fold: introduce the students to linguistic typology and the Generative framework. In any linguistics course analysis of the primary data is of utmost importance. In North East India with numerous *lesser known* language mainly of the Tibeto Burman family, yet be documented; a course on descriptive linguistics is required. Once a researcher has a command over the primary data analysis its application on various linguistic theories is crucial at the secondary level. Typology takes care of the first objective and Generative Grammar of the second.

1. (i) Typology and Language Universal

(ii) Typological classification

(iii) Implicational Universals

(iv) Markedness in Typology

(v) Generative Syntax.

2. (i) Universal Grammar Theory
- (ii) Principles and Parameters.
- (iii) First Language Acquisition and UG
- (iv) Lexicon, Projection Principle, Structure Dependency, Binding Principles.
- (vi) X-bar theory
- (v) Theta Theory.

EG627 Linguistics II 3 1 0 4 4

This course follows the earlier course in Linguistics and shares the same objectives.

1. Typology:
 - (a) Grammatical hierarchies
 - (b) Prototypes and the interaction of hierarchies
 - (c) External motivation or the typology of term function.
 - (d) Diachronic typology
2. Generative Syntax:
 - (a) NP Movement, VP –movement and Wh-movement
 - (b) Case theory
 - (c) Bounding and Control theory

Textbooks

Comrie, Bernard . *Language Universal, and Linguistic Typology* (Cambridge University Press, Cambridge, 1989).

Cook, Vivian. *Universal Grammar* (Basil Blackwell, London, 1988).

Reference Books

Coft, William. *Typology and Universals* (Cambridge University Press, Cambridge, 2002).

Radford, Andrew *Transformational Grammar: A First Course* (Cambridge University Press, Cambridge, 1988).

EG 574 Cognitive Linguistics -3 I 0 4 4

The objective of this elective course is to introduce to the students the fundamentals of Cognitive Linguistics. Opposed to Chomsky's theory of an autonomous language faculty, it understands grammar in terms of conceptualization of the human agent, who needs to talk about the world. The course will be taught over two semesters.

1. Background
 - (i) Cognitive Linguistics: An Overview
 - (ii) The Symbolic thesis
2. Basic Concepts
 - (i) Schema and instance
 - (ii) Schema and instance in phonology
 - (iii) Schema and instance in symbolic units
 - (iv) Meaning: Profile, base and domain
 - (v) Nominal and relational profile
 - (vi) Syntagmatic relations: Combining semantic units
 - (vii) Syntagmatic relations in phonology
3. Morphology
 - (i) Morphology: Analyzability and productivity
 - (ii) Schema competition
 - (iii) Kinds of symbolic units
4. Nouns, Verbs, and Classes
 - (i) Nouns and nominals
 - (ii) Count nouns and mass nouns
 - (iii) Tense and Aspect
 - (iv) Clause structure

Textbooks:

Croft, William, D Alan Cruse. *Cognitive Linguistics*. (Cambridge: Cambridge University Press, 2004).

Taylor, John R. *Cognitive Grammar*. Oxford: OUP, 2002.

Reference books:

Radden, G., and Rene Dirven. *Cognitive Grammar of English*. (Amsterdam: John Benjamins, 2007).

Taylor, John R. *Linguistic Categorization* (3rd Ed). Oxford : OUP,1999.

EG 628 Cognitive Linguistics-II 3 1 0 4 4

This course follows the earlier course in Cognitive Linguistics and shares the same objectives.

1. More on Meaning
 - (i) Domains
 - (ii) Networks and complex categories
2. Approaches to Metaphor
 - (i) Idioms and Constructions.

Text book: (for both courses)

Croft, William, D Alan Cruse. *Cognitive Linguistics*. (Cambridge: Cambridge University Press, 2004).

Taylor, John R. *Cognitive Grammar*. Oxford: OUP, 2002.

Reference books:

Lakoff, George. et al. *Metaphors We Live By*. Chicago: University of Chicago Press, 1980.

Langacker, Ronald. *Foundations of Cognitive Grammar*, Vols 1 & 2. Stanford: CA: Stanford University Press, 1987).